BI   COMMUNICATIONS

Policy Statement

Casadh

Casadh is a group of people working in partnership to create a centre of excellence and innovation, where people recovering from substance misuse are made feel welcome, valued and empowered to take control of their lives. Casadh seek to provide a safe and supportive environment, which encourages people with substance misuse problems in recovery through the provision of training, support services and after care.

It is the policy of Casadh to have effective communication with our learners, staff and any others who have a current interest in the work we do. We believe that, to be effective, communication must be two way and inclusive of diversity. Therefore we commit to provide accurate information about our programmes and services and to see constructive feedback so that we can make our programmes and services as relevant and useful to our learners and other stakeholders as is possible.

Procedures

B1.1   COMMUNICATION WITH LEARNERS
The profile of the participants attending Casadh is that they are in recovery from drug addiction and for many Casadh is their first opportunity of an adult learning environment. Their experience often reflects early school leaving and literacy problems. The range in age from 23 years upwards with the ratio of 1:1 male to female. Casadh provide two separate programmes, with the Morning programme operating from 9.30am to 12.30pm and the Afternoon programme running from 1.30pm to 4.30pm from Monday to Friday. Participants are employed and contracted through the FAS Community Employment Scheme. Each participant is contracted for one year with an opportunity to apply for a further two years where appropriate. The programme is structured to ensure that participants can work on their goals for recovery through rehabilitation, education and support. The following listed procedures outline the main systems of communications utilised.

- **Care Plans & One to one support**
Following induction training on commencement at Casadh each participant is assigned to a support worker. Induction includes training in health and safety, FAS contract and terms of employment, drug awareness, team building exercises and personal development The role of the support worker is to assist and support the participant to achieve their goals through the development of a comprehensive care plan. The care plans are developed collaboratively between

the support worker and the participant with the overall aim being to develop realistic and attainable goals that can be set. The purpose of the care plan is to empower each participant to take more effective control over their lives and to build up their self-esteem through each achievement. Participants have one to one meetings with their assigned support worker once every two weeks. The aim of the one-to-ones are to provide a means for support and encouragement for each participant and to assist them to achieve their goals.

- **NALA Literacy support**

Casadh staff are qualified NALA Literacy tutors and can offer participants individual literacy support where required. Casadh also has external links with NALA and Liberties College for participants who want to attend an external literacy tutor

- **Group Meetings**

The morning and afternoon programme meet as a group once every two weeks. The purpose of the group meetings is to provide a means of communication where the group can discuss issues relevant to their group and bring to the attention of staff and management feedback from project activities. The group record minutes from the meetings and keep a record of these on file. Every three months two members of each group are elected as group representatives. Their role is to chair the meetings, write up minutes to link in with staff and management about relevant issues and to organise social and/or educational events.

- **Group Support**

Each Friday both Morning and Afternoon programmes meet as a group for the purposes of group support. Staff also attend group support to co-facilitate the meetings. The purpose of group support is to encourage healthy communication between participants and to promote supportive mechanisms within the group. The group contract guidelines that are appropriate for group support such as confidentiality, non-judgemental acceptance and guidelines for listening and giving feedback. No written evidence is kept from this meeting due to the confidential nature of the group.

- **House Meetings**

All project participants, staff and management meet once a month each Friday to evaluate the project and training delivered to date. Staff, participants and management take turns to chair this meeting. The agenda is developed from group and staff meetings and minutes are recorded and logged from this meeting.

- **Daily evaluation using journals**

Both morning and afternoon programme participants have time each day in to record in their journals what they have done during daily workshops and to reflect on their learning individually. This is done to foster self-awareness and self-reflection.

- **Daily group 'Wind-downs'**

After each day on the project participants and project staff have an opportunity to reflect on the workshop delivered. Each person has an opportunity to say how they feel the workshop and training went. The purpose of the wind-down is to foster open and honest communication within the group.

- **Group Representatives**

Both morning and afternoon groups elect two group reps every three months. The role of the group reps is to give the groups an opportunity to take up leadership roles and to foster communication within each group.

- **Written feedback**

Participants write up an evaluation at the end of each training module delivered. The purpose is to give participants the opportunity to honestly communicate what went well and what could be done differently or improved. This feedback is written anonymously for the purposes of confidentiality. The feedback is dated, recorded and filed. The education co-ordinator collates the feedback and meets with the staff for further evaluation.

Communications materials/ media

Every effort is made to keep communication mediums as effective and useful as possible. All training material is printed in large and easy to read print and jargon is kept to a minimum. Staff utilises different mechanisms for training and communication such as computers, projectors, audio-visual materials and other mechanisms such as art and drama.

B1.2   COMMUNICATIONS WITH STAFF

Daily staff meetings

The Staff at Casadh meet twice daily at Casadh for planning, evaluation and assessment of training modules and participant support. The meetings take place from 9.30am to 10am and from 4.30pm to 5pm. The minutes of these meetings are recorded in the log-book. Project Staff take turns in weekly chairing these meetings, ensuring that all staff are present, agendas are agreed, actions are taken and the log is recorded. The weekly chair also links in with administrative staff and management to ensure that all information is disseminated.

Weekly team meetings

Staff and management meet once weekly with the purposes of planning, evaluation and assessment of the project. This meeting is also an opportunity to discuss project participant and ongoing developments. These meetings take place on Fridays.

Staff review and evaluation

Management and staff have a full review and evaluation of the project twice yearly. The review and evaluation normally takes place over two days and is residential. The purposes of these meetings are to have an overall evaluation

and review of the project. The agenda for this review is developed by staff and management and all minutes are recorded. The manager meets with the board of management subsequent to the review for further review and evaluation.

Staff internal training
Staff are encouraged and supported in their professional development both internally within the project and externally with various courses and workshops as required. Internal training is facilitated by staff and external tutors and include the following topics – training for trainers, facilitation skills, team building, child protection training, drug awareness etc. The topics for internal training is derived by management and staff and based on the training needs of the project as they arise. Staff also have scheduled training days with the extern to update training and requirements for FETAC and Quality Assurance.

FETAC Quality Assurance
As this is a new requirement by FETAC, staff are becoming familiar with the requirements and information days are currently being organised to discuss and brief staff on the developments. Staff are planning to meet with management and the extern in August 2006 with the purposes of consolidating the Quality Assurance Document and procedures.

Staff communications and mediums utilised
Staff and management utilise both verbal and written mediums of communication, including memos, log-books, day-books, reports and notice boards.

B1.3 COMMUNICATIONS WITH STAKE HOLDERS

Management Reports
The Project Manager meets monthly with the Board of Management of Casadh with the purposes of assessment, evaluation and ongoing review of the project. The Project Manager produces a written report of all of the project activities and any other relevant areas for report. The manager also produces an annual report based on the project overall. This report focuses on the continuing development of the project, achievements, funding allocated and accounts.

Board of Management
The Board of Management is made up of representatives from local community groups and statutory agencies. Their role is to ensure the effective management of the project and that the vision and ethos of the project is maintained and reviewed where necessary. The project manager is accountable to the Board of Management for the day-to-day management of the project.

Local Network, community and statutory agencies

Casadh have strong and established links with local community groups and agencies and statutory services which include the following, The South Inner City Drugs Task Force, RAPID, South West Inner City Network, FAS, Probation Services, MABS, MQ, CAD, Community Response and Donore CDT, RDRD, Sofia Housing, AIDS Alliance, Institute of Integrative Counselling & Psychotherapy and The STAR Project in Ballyfermot. Casadh networks with the above listed community and statutory agencies with the aim of collaborating to provide comprehensive services to people in recovery from drug addiction within the South Inner City Area. Casadh also provide external training courses to other community groups and also provide a venue for training on the Casadh Project. The forum for collaborative exchange occurs on both a formal and informal basis. Casadh also has established links with The National College for Art and Design and The Liberties College. The NCAD participate in an exchange of community education in conjunction with CREATE. Casadh provide training in Drug Awareness and CREATE provide students who participate in Community Arts Project with Casadh. Liberties College provide ongoing training to Casadh participants and proactively encourage participants to link in for further third level training courses. The Project Manager is part of a working group with the Liberties College which proactively targets individuals from disadvantaged backgrounds for third level courses.

Casadh Brochure and Information Pack
Casadh have an information back and tri-fold brochure which informs those seeking information about the services on offer.

Course Handbook / Brochure
At present Casadh intend to develop a handbook for participants relating to FETAC Modules on offer. This handbook will give details about FETAC, Modules, course content, schedule, evaluation and assessment, awards, policies and procedures and Quality Assurance.

Open Days
Casadh have Open Days with the purposes of informing the local community of the services on offer. Open days are held annually also for charitable events and Conferral Ceremonies.

Funding Agencies
Casadh is a funded by the following agencies, FAS, HSE, The South Inner City Drugs Task Force, National Lottery Funds and The Department of Gaelteacht, Rural and Family Affairs. Casadh actively pursue funding from these agencies and are accountable for funding procured. Casadh is a registered Charitable organisation.

PROVIDER NAME: CASADH				
Procedure Title:	**Communications With Learners**		**Version: B1.1**	**Date**: 29/04/2021

Purpose: The purpose of this procedure is to ensure that there is an effective system of communication with the Casadh Participants

Staff Involved: All staff

Method(s) used to carry out this procedure	Who does it	Evidence generated by this procedure
Care Plans & One to one Support	Project Staff & Participants	**Confidential information which includes care plans and notes from One-to-ones**
NALA Literacy Support	Project Staff, External Tutors	**Confidential notes**
Group Meetings	Project Participants	Bi-weekly Minutes
Group Support	Project Staff & Participants	N/A
House Meetings	Management, staff & Participants	Monthly Minutes
Daily evaluation using journals	Participants	Confidential Journals
Daily Group 'wind-downs'	Staff & Participants	N/A
Group Representatives	Participants	N/A
Written Feedback	Participants	Feedback Sheets
Communications Materials /Mediums	Participants & Staff	N/A

Monitoring		
Monitor (Job Title)	**Frequency**	**Monitoring Method(s)**
Staff, Education Co-ordinator, Participants	Daily, Weekly and Monthly	Verbal feedback, group support, care plans, written feedback, minutes from meetings

PROVIDER NAME			
CASADH			
Procedure Title:	**Communications With Staff**	**Version: B1.2**	**Date**: 29/04/2021

Purpose: The purpose of the following procedures is to develop an effective system of communication with staff

Staff Involved: Staff

Method(s) used to carry out this procedure	Who does it	Evidence generated by this procedure
Daily Staff Meetings	Project Staff	**Log Book**
Weekly Team Meetings	Project Staff, admin and Project Management	**Minutes**
Staff review and Evaluation	Staff and Management	Report
Staff Internal Training	Staff, Management, External Tutors & Extern	Written Feedback
FETAC Quality Assurance	Staff, Management & Extern	Minutes and Report
Staff Communications and Mediums	N/A	N/A

Monitoring		
Monitor (Job Title)	**Frequency**	**Monitoring Method(s)**
Project Staff	Daily, weekly and twice yearly	Log book, minutes, reports
Management	Weekly and twice yearly	Report
Extern	Twice yearly	Report

PROVIDER NAME				
	CASADH			
Procedure Title:	**Communications with Stake Holders**		**Version: B1.3**	**Date**: 29/04/2021

Purpose: The purpose of this procedure is to ensure that there is an effective mechanism for communication with all interested stakeholders

 Involved: Staff, management, external agencies and community reps

Method(s) used to carry out this procedure	Who does it	Evidence generated by this procedure
Management Reports	Manager	**Monthly reports, Annual Report**
Board of Management	Manager and Board of Management	**Confidential Minutes from monthly meetings**
Local Network, Community and Statutory Agencies	Staff, management and external agencies	Minutes from various meetings attended, emails, letters etc.
Casadh Brochure and Information Pack	Staff and Management	Brochure and Information Pack
Course Handbook	Education Co-ordinator	Handbook
Open Days	Project participants, staff and management	Annual Report
Funding Agencies	Management and Admin	Annual Reports and Accounts

Monitoring		
Monitor (Job Title)	**Frequency**	**Monitoring Method(s)**
Board of Management	Monthly	Reports
Manager	As required	Reports

(C) Monitoring Checklist

Policy Name:		
Monitor:	Date:	

Procedures	Evidence Found	Action Plan for improvement. State what should be done, by whom and when.
Co-ordinated planning of assessment		
Information to learners		
Security		
Reasonable Accommodation		
Consistency of marking between assessors		
Assessment performed by external bodies		
Consistency of making with national standards		
Feedback to learners		
Learner appeals		
Return of results		
Corrective Action		

Appendix 2   Self Evaluation Checklist

Grading Scale:

3 = Strength   There is plentiful evidence to indicate that achievement in this area is above average. This is an example of good practice which should be disseminated.

2 = Acceptable   There is evidence that achievement in this area meets expectations. With further development, this could become an area of strength

1 = For Improvement There is little or no evidence that achievement in this area meets expectations. Improvement is needed.

Provider:		Programme	
Evaluators			
Date:			

Question	Comment / Evidence Type(s)	Grade
Communications		
Are learners able to give feedback on their individual and collective experiences? Are there any barriers to communication?		
Is information relevant to programmes and services consistently available to the staff involved in their delivery?		
Are staff able to contribute feedback and suggestions for the improvement of the programme(s) and associated services		
Are communications media for supplying information to and receiving feedback from the local community, employers and other external agencies effective?		
Communications: – Average Grade		

Policy Statement

Casadh

Casadh is a group of people working in partnership to create a centre of excellence and innovation, where people recovering from substance misuse are made feel welcome, valued and empowered to take control of their lives. Casadh seek to provide a safe and supportive environment, which encourages people with substance misuse problems in recovery through the provision of training, support services and after care.

It is the policy of Casadh to have effective communication with our learners, staff and any others who have a current interest in the work we do. We believe that, to be effective, communication must be two way and inclusive of diversity. Therefore we commit to provide accurate information about our programmes and services and to see constructive feedback so that we can make our programmes and services as relevant and useful to our learners and other stakeholders as is possible.

Procedures

B1.1   COMMUNICATION WITH LEARNERS
The profile of the participants attending Casadh is that they are in recovery from drug addiction and for many Casadh is their first opportunity of an adult learning environment.   Their experience often reflects early school leaving and literacy problems. The range in age from 23 years upwards with the ratio of 1:1 male to female. Casadh provide two separate programmes, with the Morning programme operating from 9.30am to 12.30pm and the Afternoon programme running from 1.30pm to 4.30pm from Monday to Friday. Participants are employed and contracted through the FAS Community Employment Scheme. Each participant is contracted for one year with an opportunity to apply for a further two years where appropriate. The programme is structured to ensure that participants can work on their goals for recovery through rehabilitation, education and support. The following listed procedures outline the main systems of communications utilised.

- **Care Plans & One to one support**
Following induction training on commencement at Casadh each participant is assigned to a support worker. Induction includes training in health and safety, FAS contract and terms of employment, drug awareness, team building exercises and personal development The role of the support worker is to assist and support the participant to achieve their goals through the development of a comprehensive care plan. The care plans are developed collaboratively between the support worker and the participant with the overall aim being to develop realistic and attainable goals that can be set. The purpose of the care plan is to empower each participant to take more effective control over their lives and to build up their self-esteem through each achievement. Participants have one to one meetings with their assigned support worker once every two weeks. The aim of the one-to-ones are to provide a means for support and encouragement for each participant and to assist them to achieve their goals. Each

participant is logged onto the stars outcomes system to gauge progress in recovery, quality of life and social development.

- **NALA Literacy support**

Casadh staff are qualified NALA Literacy tutors and can offer participants individual literacy support where required. Casadh also has external links with NALA and Liberties College for participants who want to attend an external literacy tutor

- **Group Meetings**

Once a month before the house meeting, both groups are given time to bring issues, complaints or ideas to the managers attention. The manager then puts these suggestions on the agenda for the house meeting.

- **Group Support**

Each Friday both Morning and Afternoon programmes meet as a group for the purposes of group support. Staff also attend group support to co-facilitate the meetings. The purpose of group support is to encourage healthy communication between participants and to promote supportive mechanisms within the group. The group contract guidelines that are appropriate for group support such as confidentiality, non-judgemental acceptance and guidelines for listening and giving feedback. No written evidence is kept from this meeting due to the confidential nature of the group.

- **House Meetings**

All project participants, staff and management meet once a month each Friday to evaluate the project and training delivered to date. Staff, participants and management take turns to chair this meeting. The agenda is developed from group and staff meetings and minutes are recorded and logged from this meeting.

- **Daily evaluation using journals**

Both morning and afternoon programme participants have time each day in to record in their journals what they have done during FETAC (or FETAC related) training and to reflect on their learning individually. This is done to foster self-awareness and self-reflection. Participants are encouraged to maintain a "drugs diary".

- **Daily group 'Wind-downs'**

After each day on the project participants and project staff have an opportunity to reflect on the workshop or group activity delivered. Each person has an opportunity to say how they feel the workshop and training went. The purpose of the wind-down is to foster open and honest communication within the group.

- **Group Representatives**

Both morning and afternoon groups elect a representative to act on their behalf. The role of the group reps is to give the groups an opportunity to take up leadership roles and to foster communication within each group. Each group rep is allowed partake at company expense, Shop Steward training with SIPTU.

- **Written feedback**

Participants write up an evaluation at the end of each training module delivered. The purpose is to give participants the opportunity to honestly communicate what went well and what could be

done differently or improved. This feedback is written anonymously for the purposes of confidentiality. The feedback is dated, recorded and filed. The education co-ordinator collates the feedback and meets with the staff for further evaluation.

Communications materials/ media
Every effort is made to keep communication mediums as effective and useful as possible. All training material is printed in large and easy to read print and jargon is kept to a minimum. Staff utilises different mechanisms for training and communication such as computers, projectors, audio-visual materials and other mechanisms such as art and drama.

B1.2   COMMUNICATIONS WITH STAFF
Staff Meeting
Staff and manager meet for a briefing meeting every Monday morning to plan the week's activities. Minutes are noted on a template and any issues arising are discussed.
Weekly team meetings
Staff and management meet once weekly with the purposes of planning, evaluation and assessment of the project. This meeting is also an opportunity to discuss project participant, ongoing issues, and ongoing developments. These meetings take place on Fridays.

Staff review and evaluation
Management and staff have a full review and evaluation of the project twice yearly. The review and evaluation normally takes place over two days and is residential. The purposes of these meetings are to have an overall evaluation and review of the project. The agenda for this review is developed by staff and management and all minutes are recorded. The manager meets with the board of management subsequent to the review for further review and evaluation.

Staff internal training
Staff are encouraged and supported in their professional development both internally within the project and externally with various courses and workshops as required. Internal training is facilitated by staff and external tutors and include the following topics – training for trainers, facilitation skills, team building, child protection training, drug awareness etc. The topics for internal training is derived by management and staff and based on the training needs of the project as they arise. Staff also have scheduled training days with the extern to update training and requirements for FETAC and Quality Assurance.

FETAC Quality Assurance
As the educational co-ordinator left in 2008, FETAC QA was not followed up. The manager has now taken up the responsibility of ensuring that FETAC QA is maintained, and will attend any briefing necessary and complete the updating of the FETAC QA.

Staff communications and mediums utilised
Staff and management utilise both verbal and written mediums of communication, including memos, log-books, day-books, reports and notice boards.

B1.3   COMMUNICATIONS WITH STAKE HOLDERS

Management Reports

The Project Manager meets and reports to the BOM on a monthly basis with the purposes of assessment, evaluation and ongoing review of the project.

The Project Manager produces a written report of all of the project activities and any other relevant areas for report.

Board of Management

The Board of Management is made up of representatives from local community groups and statutory agencies. Their role is to ensure the effective management of the project and that the vision and ethos of the project is maintained and reviewed where necessary. The project manager is accountable to the Board of Management for the day-to-day management of the project.

Local Network, community and statutory agencies

Casadh have strong and established links with local community groups and agencies and statutory services which include the following, The South Inner City Drugs Task Force, RAPID, South West Inner City Network, FAS, Probation Services, MABS, MQ, CAD, Community Response and Donore CDT, RDRD, Sofia Housing, AIDS Alliance, Institute of Integrative Counselling & Psychotherapy and The STAR Project in Ballyfermot. Casadh networks with the above listed community and statutory agencies with the aim of collaborating to provide comprehensive services to people in recovery from drug addiction within the South Inner City Area. Casadh also provide external training courses to other community groups and also provide a venue for training on the Casadh Project. The forum for collaborative exchange occurs on both a formal and informal basis. Casadh also has established links with The National College for Art and Design and The Liberties College. The NCAD participate in an exchange of community education in conjunction with CREATE. Casadh provide training in Drug Awareness and CREATE provide students who participate in Community Arts Project with Casadh. Liberties College provide ongoing training to Casadh participants and proactively encourage participants to link in for further third level training courses. The Project Manager is part of a working group with the Liberties College which proactively targets individuals from disadvantaged backgrounds for third level courses.

Casadh Brochure and Information Pack
Casadh have an information back and tri-fold brochure which informs those seeking information about the services on offer.

Open Days
Casadh have Open Days with the purposes of informing the local community of the services on offer. Open days are held annually also for charitable events and Conferral Ceremonies.

Funding Agencies
Casadh is a funded by the following agencies, FAS, HSE, The South Inner City Drugs Task Force, National Lottery Funds and The Department of Gaelteacht, Rural and Family Affairs. Casadh actively pursue funding from these agencies and are accountable for funding procured. Casadh is a registered Charitable organisation.

PROVIDER NAME: CASADH			
Procedure Title:	**Communications With Learners**	**Version: B1.1**	**Date**: 29/04/2021

Purpose: The purpose of this procedure is to ensure that there is an effective system of communication with the Casadh Participants

Staff Involved: All staff

Method(s) used to carry out this procedure	Who does it	Evidence generated by this procedure
Care Plans & One to one Support	Project Staff & Participants	**Confidential information which includes care plans and notes from One-to-ones**
NALA Literacy Support	Project Staff, External Tutors	**Confidential notes**
Group Meetings	Project Participants	Agenda for house meetings
Group Support	Project Staff & Participants	N/A
House Meetings	Management, staff & Participants	Monthly Minutes
FETAC evaluation using journals	Participants	Confidential Journals
Daily Group 'wind-downs'	Staff & Participants	N/A
Group Representatives	Participants	verbal
Written Feedback	Participants	Evaluation sheets
Communications Materials /Mediums	Participants & Staff	N/A

Monitoring		
Monitor (Job Title)	**Frequency**	**Monitoring Method(s)**
Staff, Education Co-ordinator,	Daily, Weekly and Monthly	Verbal feedback, group support, care plans, written feedback, minutes from meetings

Participants		
PROVIDER NAME **CASADH**		
Procedure Title:	**Communications With Staff**	**Version: B1.2**	**Date**: 29/04/2021

Purpose: The purpose of the following procedures is to develop an effective system of communication with staff

Staff Involved: Staff

Method(s) used to carry out this procedure	Who does it	Evidence generated by this procedure
Attendance & participation	Project Staff	**Log Book & Time-Clock**
Briefings & Monthly staff meetings	Project Staff, admin and Project Management	**Minutes**
Staff review and Evaluation	Staff and Management	Yearly Review / Report
Staff Internal Training	Staff, Management, External Tutors & Extern	Written Feedback
FETAC Quality Assurance	Staff, Management & Extern	Minutes and Report
Staff Communications and Mediums	N/A	N/A

Monitoring		
Monitor (Job Title)	**Frequency**	**Monitoring Method(s)**
Project Staff	Daily, weekly and twice yearly	Log book, minutes, reports
Management	Weekly and twice yearly	Report
Extern	Twice yearly	Report

PROVIDER NAME				
CASADH				
Procedure Title:	**Communications with Stake Holders**		**Version: B1.3**	**Date**: 29/04/2021
Purpose: The purpose of this procedure is to ensure that there is an effective mechanism for communication with all interested stakeholders				
Involved: Staff, management, external agencies and community reps				

Method(s) used to carry out this procedure	Who does it	Evidence generated by this procedure
Management Reports	Manager	**Monthly reports, Annual Report**
Board of Management	Manager and Board of Management	**Confidential Minutes from monthly meetings**
Local Network, Community and Statutory Agencies	Staff, management and external agencies	Minutes from various meetings attended, emails, letters etc.
Casadh Brochure and Information Pack	Staff and Management	Brochure and Information Pack
FETAC Modules	manager	Before each module starts
Open Days	Project participants, staff and management	Annual Report
Funding Agencies	Management and Admin	Annual Reports and Accounts

Monitoring		
Monitor (Job Title)	**Frequency**	**Monitoring Method(s)**
Board of Management	Monthly	Reports
Manager	As required	Reports

(C) Monitoring Checklist

Policy Name:	
Monitor:	Date:

Procedures	Evidence Found	Action Plan for improvement. State what should be done, by whom and when.
Co-ordinated planning of assessment		
Information to learners		
Security		
Reasonable Accommodation		
Consistency of marking between assessors		
Assessment performed by external bodies		
Consistency of making with national standards		
Feedback to learners		
Learner appeals		
Return of results		
Corrective Action		

Appendix 2   Self Evaluation Checklist

Grading Scale:

3 = Strength   There is plentiful evidence to indicate that achievement in this area is above average. This is an example of good practice which should be disseminated.

2 = Acceptable   There is evidence that achievement in this area meets expectations. With further development, this could become an area of strength

1 = For Improvement   There is little or no evidence that achievement in this area meets expectations. Improvement is needed.

Provider:		Programme	
Evaluators			
Date:			

Question	Comment / Evidence Type(s)	Grade
Communications		
Are learners able to give feedback on their individual and collective experiences? Are there any barriers to communication?		
Is information relevant to programmes and services consistently available to the staff involved in their delivery?		
Are staff able to contribute feedback and suggestions for the improvement of the programme(s) and associated services		
Are communications media for supplying information to and receiving feedback from the local community, employers and other external agencies effective?		
Communications: – Average Grade		

CASADH

POLICY ON EQUALITY

CASADH wishes to be known that it is an equal opportunities organisation. In providing this service the organisation seek to ensure quality of opportunity and treatment for all persons. No person or a group of persons applying to use the services or for a job, or for a contact with the organisation, will be treated less favourably than any other person or group of persons because of their sex, race, colour, nationality, ethnic origin, marital status, sexuality, age, trade union activity, religious belief or physical disability. However, at present Casadh do not have the facilities necessary to provide for persons with a physical disabilities. Casadh have accessed funding to provide reasonable accommodation for persons with a disability and hope to carry out renovations to the current premises in the near future. Reasonable Accommodation is a concept of enabling individuals to have access, to participate in and to enjoy equal benefits and conditions as to their non-disabled peers.

In carrying out its equal opportunities policy, the organisation actively assist disadvantaged groups to benefit from its services. It seeks to identify the needs of disadvantaged groups in its area of operation by establishing close relationships with those groups. As an employer, the organisation actively implements a policy of equal opportunity. Selection procedures and criteria ensure that individuals that are selected and promoted on the basis of their relevant merit and abilities. These procedures will be monitored and regularly reviewed. Where necessary, the organisation provide staff with special training facilities to enable them to compete and qualify for positions, and progress within the organisation. Casadh is aware of the Employment Equality Act 1998 which prohibits discrimination on nine grounds; gender, marital status, family status, sexual orientation, religion, age, disability, race, members of the travelling community.

PROCEDURES

B2.1   EQUALITY TRAINING

Staff Training

All staff and management attend yearly training with LIR. LIR facilitate a two-day workshop entitled, Anti-Racism Programme. The purpose of the programme is to promote education and awareness on issues of racism using a development education approach. LIR aim to promote anti racism models of good practice in the workplace and in the community, education and awareness on issues of racism and to promote a more fully inclusive society. As a result of this training staff and management do a written evaluation on this training and actively update policies and procedures at Casadh.

Participant Training

LIR also facilitate workshops that are specifically designed to promote anti-racism within the participant groups. Participants also do a written evaluation of the workshops and feedback is given to staff and management.

B2.2   EQUALITY PLANNING

Policies and Procedures Manual

Casadh have a policies and procedures manual, which contains policies and procedures directly relating to equality. This manual is available to participants, staff and management and is updated as required following project evaluation and review.

Positive Action Measures

Positive Action Measures is the concept of the employer's responsibility to include targeted recruitment, which explicitly welcomes applicants who are under-represented. Casadh actively promote the Guarantee interview scheme for under represented groups and individuals within the community and link in with statutory agencies to promote this policy. The target group has experienced discrimination and disadvantage in the workplace that Casadh believe has not been addressed by state policy. The main funding for this project comes from FAS through the Community Employment Training Programme and the main emphasis is to enable participants to return to full time employment or education. The project is also assessed and evaluated by quantifiable progression towards this aim. To date none of the participants have achieved this goal and Casadh believe that this is not due to any efforts on their part but rather difficulties and discrimination that the target group experience in pursuing these aims. Although there are many other programmes like Casadh who work with people in recovery from drug addiction Casadh believe that for quantifiable progression to be achieved, in terms of full-time employment or third level education then there would need to be more pro-active positive discrimination policies to address the issues of the target group. Casadh have established links with third level colleges and employers to promote the rights of persons in recovery from drug addiction.

FETAC Quality Assurance

Casadh is in the process of updating policies and procedures in line with FETAC Quality Assurance. All meetings with staff, participants and management are recorded.

CASADH			
Procedure Title:	**Equality Training**	**Version: B2.1**	**Date**: 29/04/2021
Purpose: The purposes of equality training procedures is to promote equality legislation within Casadh and to develop awareness of issues relating to equality.			

Staff Involved: Staff and Management		
Method(s) used to carry out this procedure	**Who does it**	**Evidence generated by this procedure**
LIR Anti- Racism Programme	LIR – Alice Davis, Co-ordinator and trainer	**Evaluation and feedback**
LIR Anti- Racism Workshops	LIR – Alice Davis, Co-ordinator and trainer	**Evaluation and feedback**
Monitoring		
Monitor (Job Title)	**Frequency**	**Monitoring Method(s)**
Manager & Staff	Yearly	Evaluation and feedback

CASADH				
Procedure Title:	**Equality Planning**		**Version: B2.2**	**Date**: 29/04/2021

Purpose: The purposes of procedures on Equality Planning is to actively promote the needs of the participants and staff within the project

Staff Involved:

Method(s) used to carry out this procedure	Who does it	Evidence generated by this procedure
Policies and Procedures Manual	Manager	**Manual**
Positive Action Measures	Manager and Staff	**Links with colleges and employers, political representation by Project Manager in statutory groups**
FETAC Quality Assurance	Participants, staff and management	Minutes and report – currently ongoing

Monitoring		
Monitor (Job Title)	**Frequency**	**Monitoring Method(s)**
Manager	Ongoing	Active participation in community, policies and procedures manual, FETAC QA

(C) Monitoring Checklist

Policy Name:	
Monitor:	Date:

Procedures	Evidence Found	Action Plan for improvement. State what should be done, by whom and when.
Co-ordinated planning of assessment		
Information to learners		
Security		
Reasonable Accommodation		
Consistency of marking between assessors		
Assessment performed by external bodies		
Consistency of making with national standards		
Feedback to learners		
Learner appeals		
Return of results		
Corrective Action		

Appendix 2   Self Evaluation Checklist

Grading Scale:

3 = Strength	There is plentiful evidence to indicate that achievement in this area is above average. This is an example of good practice which should be disseminated.
2 = Acceptable	There is evidence that achievement in this area meets expectations. With further development, this could become an area of strength
1 = For Improvement	There is little or no evidence that achievement in this area meets expectations. Improvement is needed.

Provider:		Programme	
Evaluators			
Date:			

Question	Comment / Evidence Type(s)	Grade
Equality		
Is there an Equality Plan in place? Are staff trained to implement it?		
Is it known if any person has experienced discrimination in access to the programme or services? Is there a mechanism in place for this to be known by the provider/		
Equality:- Average Grade		

B2   EQUALITY

CASADH

POLICY ON EQUALITY

CASADH wishes to be known that it is an equal opportunities organisation. In providing this service the organisation seek to ensure quality of opportunity and treatment for all persons. No person or a group of persons applying to use the services or for a job, or for a contact with the organisation, will be treated less favourably than any other person or group of persons because of their sex, race, colour, nationality, ethnic origin, marital status, sexuality, age, trade union activity, religious belief or physical disability. However, at present Casadh do not have the facilities necessary to provide for persons with a physical disabilities. Casadh have accessed funding to provide reasonable accommodation for persons with a disability and hope to carry out renovations to the current premises in the near future. Reasonable Accommodation is a concept of enabling individuals to have access, to participate in and to enjoy equal benefits and conditions as to their non-disabled peers.

In carrying out its equal opportunities policy, the organisation actively assist disadvantaged groups to benefit from its services. It seeks to identify the needs of disadvantaged groups in its area of operation by establishing close relationships with those groups. As an employer, the organisation actively implements a policy of equal opportunity. Selection procedures and criteria ensure that individuals that are selected and promoted on the basis of their relevant merit and abilities. These procedures will be monitored and regularly reviewed. Where necessary, the organisation provide staff with special training facilities to enable them to compete and qualify for positions, and progress within the organisation. Casadh is aware of the Employment Equality Act 1998 which prohibits discrimination on nine grounds; gender, marital status, family status, sexual orientation, religion, age, disability, race, members of the travelling community.

PROCEDURES

B2.1 EQUALITY TRAINING

Staff Training

All staff and management attend yearly training with LIR. LIR facilitate a two-day workshop entitled, Anti-Racism Programme. The purpose of the programme is to

promote education and awareness on issues of racism using a development education approach. LIR aim to promote anti racism models of good practice in the workplace and in the community, education and awareness on issues of racism and to promote a more fully inclusive society. As a result of this training staff and management do a written evaluation on this training and actively update policies and procedures at Casadh.

Participant Training
LIR also facilitate workshops that are specifically designed to promote anti-racism within the participant groups. Participants also do a written evaluation of the workshops and feedback is given to staff and management.

B2.2   EQUALITY PLANNING

Policies and Procedures Manual
Casadh have a policies and procedures manual, which contains policies and procedures directly relating to equality. This manual is available to participants, staff and management and is updated as required following project evaluation and review.

Positive Action Measures

Positive Action Measures is the concept of the employer's responsibility to include targeted recruitment, which explicitly welcomes applicants who are under-represented. Casadh actively promote the Guarantee interview scheme for under represented groups and individuals within the community and link in with statutory agencies to promote this policy. The target group has experienced discrimination and disadvantage in the workplace that Casadh believe has not been addressed by state policy. The main funding for this project comes from FAS through the Community Employment Training Programme and the main emphasis is to enable participants to return to full time employment or education. The project is also assessed and evaluated by quantifiable progression towards this aim. To date none of the participants have achieved this goal and Casadh believe that this is not due to any efforts on their part but rather difficulties and discrimination that the target group experience in pursuing these aims. Although there are many other programmes like Casadh who work with people in recovery from drug addiction Casadh believe that for quantifiable progression to be achieved, in terms of full-time employment or third level education then there would need to be more pro-active positive discrimination policies to address the issues of the target group. Casadh have established links with third level colleges and employers to promote the rights of persons in recovery from drug addiction.

FETAC Quality Assurance
Casadh is in the process of updating policies and procedures in line with FETAC Quality Assurance. All meetings with staff, participants and management are recorded.

CASADH			
Procedure Title:	**Equality Training**	**Version: B2.1**	**Date**: 29/04/2021

Purpose: The purposes of equality training procedures is to promote equality legislation within Casadh and to develop awareness of issues relating to equality.

Staff Involved: Staff and Management

Method(s) used to carry out this procedure	**Who does it**	**Evidence generated by this procedure**
LIR Anti- Racism Programme	LIR – Alice Davis, Co-ordinator and trainer	**Evaluation and feedback**
LIR Anti- Racism Workshops	LIR – Alice Davis, Co-ordinator and trainer	**Evaluation and feedback**

Monitoring		
Monitor (Job Title)	**Frequency**	**Monitoring Method(s)**
Manager & Staff	Yearly	Evaluation and feedback

CASADH				
Procedure Title:	**Equality Planning**		**Version: B2.2**	**Date**: 29/04/2021

Purpose: The purposes of procedures on Equality Planning is to actively promote the needs of the participants and staff within the project		
Staff Involved:		
Method(s) used to carry out this procedure	**Who does it**	**Evidence generated by this procedure**
Policies and Procedures Manual	Manager	**Manual**
Positive Action Measures	Manager and Staff	**Links with colleges and employers, political representation by Project Manager in statutory groups**
FETAC Quality Assurance	Participants, staff and management	Minutes and report – currently ongoing
Monitoring		
Monitor (Job Title)	**Frequency**	**Monitoring Method(s)**
Manager	Ongoing	Active participation in community, policies and procedures manual, FETAC QA

(C) Monitoring Checklist

Policy Name:		
Monitor:	Date:	

Procedures	Evidence Found	Action Plan for improvement. State what should be done, by whom and when.
Co-ordinated planning of assessment		
Information to learners		
Security		
Reasonable Accommodation		
Consistency of marking between assessors		
Assessment performed by external bodies		
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Feedback to learners		
Learner appeals		
Return of results		
Corrective Action		

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Provider:		Programme	
Evaluators			
Date:			

Question	Comment / Evidence Type(s)	Grade
Equality		
Is there an Equality Plan in place? Are staff trained to implement it?		
Is it known if any person has experienced discrimination in access to the programme or services? Is there a mechanism in place for this to be known by the provider/		
Equality:- Average Grade		

CASADH

POLICY STATEMENT

Casadh is a group of people working in partnership to create a centre of excellence and innovation, where people recovering from substance misuse are made feel welcome, valued and empowered to take control of their lives. Casadh seek to provide a safe and supportive environment, which encourages people with substance misuse problems in recovery through the provision of training, support services and after care.

It is the CASADH policy to recruit the best person for each position in accordance with the equal opportunities policy. Casadh seek to recruit staff, who have sufficient experience and expertise to fulfil their roles with particular emphasis in programme delivery to Casadh participants. Casadh also ensure that staff members have access to support and development opportunities with the identification of their training and development needs. Casadh is a FAS Community Employment Project and employs project participants in accordance with FAS policies and procedures.

PROCEDURES

B3.1   Staff Recruitment and allocation

Stages in procedures of recruitment and selection

 Establishing the vacancy
Vacancies with CASADH will be advertised once funding has been agreed and approval given by the management committee. The manager may be in consultation with the chairperson of the management committee, authorise a vacancy to be placed with a specialist agency until a suitable candidate is found through publications. At the discretion of the manager such vacancies can be advertised locally and if suitable candidates are found may be offered a temporary contract.

Preparing/reviewing Job Description, Person Specifications and General Information
The current job description, person's specification and general information sheet will be sent to the person responsible for the post so that any adjustments can be made.

Job Description
The purpose of the job description is to accurately describe the main tasks, responsibilities and scope of authority and to indicate how those are to be met.
The Job Description always contain the following:
- ❖ Main purpose, which should if possible be one or two sentences;
- ❖ To whom the post reports and any post reporting to it.
- ❖ Detailed list of duties summarised under **key task** headings.
- ❖ Responsibilities within the context of equal opportunities and health and safety, which may come under a general heading or key tasks in their own right, depending on the job role.
- ❖ A statement regarding the summary nature of the job description, that the job description will be reviewed regularly and adjusted if required to meet the changing environment and that any major changes would be part of a negotiation progress.

The job description is constructed in a way that ensures the post holder has a clear idea of the expectations of the post.

Person Specifications
The person specifications identify the skills, abilities, experience, knowledge, commitment and any special conditions and requirements as defined by the job description. The person specification is both a guide to the interviewer and the candidate and should contain only criteria that are necessary to carry out the post. In the majority of cases both **Essential and Desirable** criteria will be defined, The desirable criteria only being used for short-listing purposes if more candidates than it is prudent to interview meet all the essential criteria. **Essential Criteria** are those without it would not be possible to carry out the job or required standard. **Desirable** criteria are those, which would enhance the capabilities of the post holder, but would not preclude ability to reach the required standards. Care should be taken when drafting the Person Specification so that potentially discriminatory criterion is not used.

General Information
The standard information sent to candidates regarding the project places of work and further information regarding the post and how it fits into the project as a whole, should be review regularly and aim to give an accurate picture.

Composition of interviewing panel
Each interviewing panel is comprised of three to four members. However if this is not possible two to three members will be sufficient, one being the chairperson (either manager of post or the person who has received training in the projects recruitment process), one member of the management committee and one member from outside the project. Panel members will be of a grade higher then the post being interviewed for. Any panel member who has conflict of interests, e.g., knows a candidate or has previously worked with a candidate must declare this to the panel members who will decide whether or not it is appropriate for that member to remain on the panel. Any panel member who is related or was ever in a relationship will not be allowed to remain on the panel.

Duties of Interviewing Panel
Panel members should be mindful of the project's commitment to Equal Opportunities at all times. The panel short list candidates according to the criteria outlined in the person Specification. The panel will review the current set of questions for the post or devise questions relevant to the Person Specification. Questions regarding a person's racial origin, marital status, domestic obligations, trade union membership or political views must **not** be asked. Likewise questions such as whether individuals would be able to work with lesbians, gay men etc.

Role of the Chairperson
The Chairperson of the panel will co-ordinate the short listing process and inform the selected candidates dates and times of interviews to be arranged. The Chairperson will be responsible for ensuring relevant questions have been set and have been authorised by the manager of the organisation. The Chairperson must ensure that all record forms are correctly completed and that decisions of why or why not short list/appoint are clearly recorded. The chairperson will provide feedback, if required to do so.

Advertising the Vacancy/Result of Application Forms.

All permanent vacancies must i be agreed by the management committee. Candidates that were interviewed for the same post within the previous twelve months and who were deemed suitable will be offered the post. This will be done within two working days of receipt of all relevant documentation. Therefore, if the post is not filled by these methods, the post will be advertised internally and externally. This will be done within five working days unless it is prudent to wait and advertise several vacancies together. All posts will be advertised in the national media and on relevant internet sites. If the job is suitable for job sharing, this will be stated in the advertisement. If the post has been advertised within the previous six months and no suitable candidates are still available, both internal and external advertisements will state that. Previous candidates within the six-month period should not re-apply at this time, unless there has been a significant change in their experience etc. Information packs containing a job description, person specification, details about the project, Equal Opportunities statement, application form and information about its completion will be sent to each applicant. Applications will generally be given three weeks from the date of the last publication to submit their application. Returned applications will be given a reference number and will be photocopied by the administrator (omitting the first page which shows personal details) and distributed to the interview panel within three working days of the closing date. A set of any relevant interview questions, an information pack for the post and a set of forms for recording the decision of panel members will be sent with each set of forms. Any applicant that states a criminal record must be referred back to the Management board who will make a final decision. Any applicant that is a member of the management board has a relationship to any current member of staff or Management Board may apply for a suitable position as long as they declare this relationship.

Short-listing of Applicants
The panel will short list applications according to the criteria outlined in the
Person Specification. Short-listing should take place within five working days of the closing date. Should there be more applicants that meet the essential criteria that it is practical to interview, panel members should meet to discuss which best meet the **desirable** criteria. The reference number of short-listed candidates together with details of Interview dates and times should be returned to the administrator who will notify candidates accordingly. The administrator will send an interview schedule to each panel member once details have been confirmed. Interviews should take place within seven working days of the short-listing date. At least two members of the interview panel must be part of the short-listing Process one being the Chairperson and the other a member of the Management Committee.

Interview Procedure
The Chairperson will introduce the panel members, outline the procedure to be followed, i.e., asking questions, taking notes, to ask if they require further clarification, allowing time for the candidates questions at the end of the interview process. A brief over-view of the Project and the job will be given. Panel members will make brief notes on the Interview Record Form, bearing in mind the importance of maintaining eye contact with the candidate. Supplementary questions may be asked of candidates if helpful, bearing in Mind the requirement of Equality of Opportunity but being careful that no leading questions are asked. The Chairperson must ensure that each candidate is given a fair chance to present himself or herself in the best way and to warn the candidate if they have misunderstood the questions or moved away from the main points. Any disputes should be discussed by the panel and if unable to be resolved must be referred by the Chairperson to the Manager of the organisation who will decide on any appropriate action.

Informing Candidates of the Outcome

Successful candidates will be informed verbally by the Chairperson of the panel as soon as possible after the outcome of the interview. Unsuccessful candidates will be informed in writing within five working days of the interview. All offers of employment will originate from the Manager unless otherwise agreed with the Management Committee.

Offers will be made in writing and will be conditional on the receipt of satisfactory references. Normally two references are required, these being working references. If it proves difficult to obtain required number of references the Manager will consult with the Chairperson of the Board of Management to decide on the best course of action in this case. This does not cover of the receipt of unsatisfactory references, rather, those cases where for genuine reasons the project is unable to obtain references. Satisfactory references for the previous two years are a requirement for all employees whether permanent or temporary. Exceptions can be made for people who may be long-term unemployed, worked a large period of time doing temporary work, etc. For those being offered temporary contracts, if it is not possible to obtain all necessary work references before the start date then as long as one work reference has been received then the individual may commence work on the basis that if the necessary references are not received then the employment may be terminated.

In the case of references being borderline the manager will attempt to gain further information and discuss the appropriateness of continuing with the offer with the Chairperson of the Board of Management. If appropriate the offer will be withdrawn or employment terminated. No one without the necessary references will be offered a permanent position within the organisation without the express permission of the Manager. All employees whether permanent or temporary will have to provide proof of their right to work legally in Ireland. Such proof will include provision of a birth certificate or passport with documentation stating the right of the individual to legally take up employment before a firm-offer is made.

Probation/Induction

All appointments will be made conditional on completion of a satisfactory three to six month probation period. Each new employee will follow an induction programme.

Statistics

Statistics relating to Equal Opportunities in recruitment will be kept by the Administrator and reported to the Management Board on a six monthly basis. The administrator in order to monitor the usefulness of the recruitment media and to decide whether positive steps need to be taken to encourage applicants from specific groups in society will also use such statistics.

Redundancy

Where funding is no longer available for a post, normal redundancy procedures will apply.

Contract of Employment

All staff employed by the CASADH organisation have a defined contract of employment. The contract of employment shall set out the relevant terms relating to the points listed below:

- Job Description
- Flexibility
- Period of probation
- Retirement
- Notice of termination
- Redundancy Policy
- Pay policy
- Method of payment
- Pension
- Hours of work
- Time of in Lieu
- Annual leave
- Sick Leave
- Certified Sick Leave
- Uncertified Sick Leave
- Length of paid sick leave
- Maternity Leave
- Paternity Leave
- Compassionate leave
- Jury service
- Job Sharing
- Training and Development
- External training and development
- Internal training and development
- Supervision and support
- Employment allowances
- Conflict of interest

Record of staff qualifications and experience

The Project Manager keeps a record of all project staff qualifications and experience in a comprehensive Curriculum Vitae. All CV's are updated where necessary. In addition where staff are providing therapeutic treatments to project participants all relevant qualifications and insurance requirements are kept on file and updated where relevant, i.e., auricular acupuncture.

Contracting External Tutors/ Trainers

Casadh contract with external tutors for the provision of training workshops for project participants. Contracts are designed on the basis of the required training and explicitly state, tutors role, training objectives, agendas, stated outcomes, training costs, materials required and

hourly tutor rate. The project manager keeps a record of the tutor's qualifications and experience and written contracts.

B3.2   Staff Induction

All staff has induction training during the probationary period of their contract. Staff. Induction includes specified training in the following areas:

- Contract of employment
- Overview of the Casadh programme
- Training Delivery
- Health and Safety
- Drug Awareness
- Confidentiality and professional boundaries
- Implementing Care Plans and one-to-one support
- Self-care including supervision and personal and professional development

Induction training is delivered in conjunction with the project manager and relevant experienced project staff. A record of induction training is kept by the project manager on file.
A copy of Casadh Policies and Procedures manual is also reviewed as part of induction training. In accordance with FETAC Quality Assurance all staff will receive induction training to update staff on new policies and procedures.

B3.3   Staff Development

Staff are encouraged and supported in their professional development both internally within the project and externally with various courses and workshops as required. Internal training is facilitated by staff and external tutors and include the following topics – training for trainers, facilitation skills, team building, child protection training, drug awareness etc. The topics for internal training is derived by management and staff and based on the training needs of the project as they arise.

It is proposed to include scheduled training days with the extern to update training and requirements for FETAC and Quality Assurance. A record of both internal and external training and development is kept on file and published in the Casadh Annual Report. Staff may allocate funding for training as deemed necessary by the Casadh Board of Management.

Staff are required on an annual basis to report to the project manager to identify training needs and development.

PROVIDER NAME			
CASADH			
Procedure Title:	**Staff recruitment and selection**	**Version: B3.1**	**Date: 31/7/06**

Purpose: The purpose of this procedure is to ensure that Staff Recruitment and Selection is in accordance with Equalities legislation and that the best opportunity is given to select the best person for the advertised position.

Staff Involved: Board of Management, Project Manager and relevant stake holders

Method(s) used to carry out this procedure	Who does it	Evidence generated by this procedure
Stages in the procedures of recruitment and development which include, establishing the vacancy, preparing and reviewing the job description, general information, composition of interviewing panel an duties, role of chairperson, advertising the vacancy, short-listing, interviewing procedures, informing candidates, statistics, redundancy, contract of employment	Chairperson Board of Management Stake holders Project Manager	Policies and procedures Records of meetings Records of interviews Scoring sheets Contract of Employment
Record of staff qualifications and experience	Administrator Project Manager	Staff file & CV's
Contracting external tutors/trainers	Project Manager and relevant staff	Contract

Monitoring		

Monitor (Job Title)	Frequency	Monitoring Method(s)
Board of Management, Project Manager	As required	See above

PROVIDER NAME				
CASADH				
Procedure Title:	**Staff Induction**		**Version: B3.2**	**Date: 31/07/06**

Purpose: The purpose of this procedure is to give comprehensive induction to staff to enable them to competently and confidentially fulfil the requirements of their role.

Staff Involved: Project Manager, Education Co-ordinator, Experienced Project Staff

Method(s) used to carry out this procedure	Who does it	Evidence generated by this procedure
Contract of Employment	Project Manager	Signed Contract
Induction in the areas of the Casadh Programme, Training delivery, health and safety, drug awareness, confidentiality and professional boundaries, implementing care-plans, one to one support, supervision an personal and professional development	Project Manager and Education Co-ordinator	Signed copy of induction training received Evaluation and feedback sheets

Monitoring		
Monitor (Job Title)	**Frequency**	**Monitoring Method(s)**
Board of Management	As required	See above

PROVIDER NAME				
CASADH				
Procedure Title:	**Staff Development**		**Version: B3.3**	**Date:** **22/03/2011**

Purpose: The purpose of this procedure is to ensure that Project Staff have the required training and experience necessary to provide project services.

Staff Involved:

Method(s) used to carry out this procedure	Who does it	Evidence generated by this procedure
Staff-briefings	All Project Staff	Minutes
Team Meetings	Staff and Project Manager	Minutes
Staff review	Staff, Project Manager and report to board	Report
Board of Management Meetings and project review	Board of management, Project Manager.	Minutes and report
Supervision	Project Manager and staff member	Supervision report on file
Scheduled internal and external training	Project Manager, Education Co-ordinator, external tutors	Evaluation and feedback

Monitoring		
Monitor (Job Title)	**Frequency**	**Monitoring Method(s)**
Staff, Project manager and Board of management, Extern	See above	See above

(C) Monitoring Checklist

Policy Name:	
Monitor:	Date:

Procedures	Evidence Found	Action Plan for improvement. State what should be done, by whom and when.
Co-ordinated planning of assessment		
Information to learners		
Security		
Reasonable Accommodation		
Consistency of marking between assessors		
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Learner appeals		
Return of results		
Corrective Action		

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Provider:		Programme	
Evaluators			
Date:			

Staff Recruitment and Development		
Are the staff involved in programme delivery well matched to their role and clear about their job specifications?		
Have new staff had access to an effective induction process?		
What percentage of staff have availed of staff development over the past two years?		
Are staff development issues regularly reviewed by management?		
Staff Recruitment and Development – Average Grade		

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PROCEDURES

B3.1   Staff Recruitment and allocation

Stages in procedures of recruitment and selection

Establishing the vacancy
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Preparing/reviewing Job Description, Person Specifications and General Information
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Job Description
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   ❖ Responsibilities within the context of equal opportunities and health and safety, which may come under a general heading or key tasks in their own right, depending on the job role.

1

❖ A statement regarding the summary nature of the job description, that the job description will be reviewed regularly and adjusted if required to meet the changing environment and that any major changes would be part of a negotiation progress.

The job description is constructed in a way that ensures the post holder has a clear idea of the expectations of the post.

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General Information

The standard information sent to candidates regarding the project places of work and further information regarding the post and how it fits into the project as a whole, should be review regularly and aim to give an accurate picture.

Composition of interviewing panel

Each interviewing panel is comprised of three to four members. However if this is not possible two to three members will be sufficient, one being the chairperson (either manager of post or the person who has received training in the projects recruitment process), one member of the management committee and one member from outside the project. Panel members will be of a grade higher then the post being interviewed for. Any panel member who has conflict of interests, e.g., knows a candidate or has previously worked with a candidate must declare this to the panel members who will decide whether or not it is appropriate for that member to remain on the panel. Any panel member who is related or was ever in a relationship will not be allowed to remain on the panel.

Duties of Interviewing Panel

Panel members should be mindful of the project's commitment to Equal Opportunities at all times. The panel short list candidates according to the criteria outlined in the person Specification. The panel will review the current set of questions for the post or devise questions relevant to the Person Specification. Questions regarding a person's racial origin, marital status, domestic obligations, trade union membership or political views must **not** be asked. Likewise questions such as whether individuals would be able to work with lesbians, gay men etc.

Role of the Chairperson

The Chairperson of the panel will co-ordinate the short listing process and inform the selected candidates dates and times of interviews to be arranged. The Chairperson will be responsible for ensuring relevant questions have been set and have been authorised by the manager of the organisation. The Chairperson must ensure that all record forms are correctly completed and that decisions of why or why not short list/appoint are clearly recorded. The chairperson will provide feedback, if required to do so.

Advertising the Vacancy/Result of Application Forms.

All permanent vacancies must i be agreed by the management committee. Candidates that were interviewed for the same post within the previous twelve months and who were deemed suitable will be offered the post. This will be done within two working days of receipt of all relevant documentation. Therefore, if the post is not filled by these methods, the post will be advertised internally and externally. This will be done within five working days unless it is prudent to wait and advertise several vacancies together. All posts will be advertised in the national media and on relevant internet sites. If the job is suitable for job sharing, this will be stated in the advertisement. If the post has been advertised within the previous six months and no suitable candidates are still available, both internal and external advertisements will state that. Previous candidates within the six-month period should not re-apply at this time, unless there has been a significant change in their experience etc. Information packs containing a job description, person specification, details about the project, Equal Opportunities statement, application form and information about its completion will be sent to each applicant. Applications will generally be given three weeks from the date of the last publication to submit their application. Returned applications will be given a reference number and will be photocopied by the administrator (omitting the first page which shows personal details) and distributed to the interview panel within three working days of the closing date. A set of any relevant interview questions, an information pack for the post and a set of forms for recording the decision of panel members will be sent with each set of forms. Any applicant that states a criminal record must be referred back to the Management board who will make a final decision. Any applicant that is a member of the management board has a relationship to any current member of staff or Management Board may apply for a suitable position as long as they declare this relationship.

Short-listing of Applicants
The panel will short list applications according to the criteria outlined in the
Person Specification. Short-listing should take place within five working days of the closing date. Should there be more applicants that meet the essential criteria that it is practical to interview, panel members should meet to discuss which best meet the **desirable** criteria. The reference number of short-listed candidates together with details of Interview dates and times should be returned to the administrator who will notify candidates accordingly. The administrator will send an interview schedule to each panel member once details have been confirmed. Interviews should take place within seven working days of the short-listing date. At least two members of the interview panel must be part of the short-listing Process one being the Chairperson and the other a member of the Management Committee.

Interview Procedure
The Chairperson will introduce the panel members, outline the procedure to be followed, i.e., asking questions, taking notes, to ask if they require further clarification, allowing time for the candidates questions at the end of the interview process. A brief over-view of the Project and the job will be given. Panel members will make brief notes on the Interview Record Form, bearing in mind the importance of maintaining eye contact with the candidate. Supplementary questions may be asked of candidates if helpful, bearing in Mind the requirement of Equality of Opportunity but being careful that no leading questions are asked. The Chairperson must ensure that each candidate is given a fair chance to present himself or herself in the best way and to warn the candidate if they have misunderstood the questions or moved away from the main points. Any disputes should be discussed by the panel and if unable to be resolved must be

referred by the Chairperson to the Manager of the organisation who will decide on any appropriate action.

Informing Candidates of the Outcome
Successful candidates will be informed verbally by the Chairperson of the panel as soon as possible after the outcome of the interview. Unsuccessful candidates will be informed in writing within five working days of the interview. All offers of employment will originate from the Manager unless otherwise agreed with the Management Committee.

Offers will be made in writing and will be conditional on the receipt of satisfactory references. Normally two references are required, these being working references. If it proves difficult to obtain required number of references the Manager will consult with the Chairperson of the Board of Management to decide on the best course of action in this case. This does not cover of the receipt of unsatisfactory references, rather, those cases where for genuine reasons the project is unable to obtain references. Satisfactory references for the previous two years are a requirement for all employees whether permanent or temporary. Exceptions can be made for people who may be long-term unemployed, worked a large period of time doing temporary work, etc. For those being offered temporary contracts, if it is not possible to obtain all necessary work references before the start date then as long as one work reference has been received then the individual may commence work on the basis that if the necessary references are not received then the employment may be terminated.

In the case of references being borderline the manager will attempt to gain further information and discuss the appropriateness of continuing with the offer with the Chairperson of the Board of Management. If appropriate the offer will be withdrawn or employment terminated. No one without the necessary references will be offered a permanent position within the organisation without the express permission of the Manager. All employees whether permanent or temporary will have to provide proof of their right to work legally in Ireland. Such proof will include provision of a birth certificate or passport with documentation stating the right of the individual to legally take up employment before a firm-offer is made.

Probation/Induction
All appointments will be made conditional on completion of a satisfactory three to six month probation period. Each new employee will follow an induction programme.

Statistics
Statistics relating to Equal Opportunities in recruitment will be kept by the Administrator and reported to the Management Board on a six monthly basis. The administrator in order to monitor the usefulness of the recruitment media and to decide whether positive steps need to be taken to encourage applicants from specific groups in society will also use such statistics.

Redundancy
Where funding is no longer available for a post, normal redundancy procedures will apply.

Contract of Employment

All staff employed by the CASADH organisation have a defined contract of employment. The contract of employment shall set out the relevant terms relating to the points listed below:

- Job Description
- Flexibility
- Period of probation
- Retirement
- Notice of termination
- Redundancy Policy
- Pay policy
- Method of payment
- Pension
- Hours of work
- Time of in Lieu
- Annual leave
- Sick Leave
- Certified Sick Leave
- Uncertified Sick Leave
- Length of paid sick leave
- Maternity Leave
- Paternity Leave
- Compassionate leave
- Jury service
- Job Sharing
- Training and Development
- External training and development
- Internal training and development
- Supervision and support
- Employment allowances
- Conflict of interest

Record of staff qualifications and experience

The Project Manager keeps a record of all project staff qualifications and experience in a comprehensive Curriculum Vitae. All CV's are updated where necessary. In addition where staff are providing therapeutic treatments to project participants all relevant qualifications and insurance requirements are kept on file and updated where relevant, i.e., auricular acupuncture.

Contracting External Tutors/ Trainers

Casadh contract with external tutors for the provision of training workshops for project participants. Contracts are designed on the basis of the required training and explicitly state, tutors role, training objectives, agendas, stated outcomes, training costs, materials required and

hourly tutor rate. The project manager keeps a record of the tutor's qualifications and experience and written contracts.

B3.2   Staff Induction

All staff has induction training during the probationary period of their contract. Staff. Induction includes specified training in the following areas:

- Contract of employment
- Overview of the Casadh programme
- Training Delivery
- Health and Safety
- Drug Awareness
- Confidentiality and professional boundaries
- Implementing Care Plans and one-to-one support
- Self-care including supervision and personal and professional development

Induction training is delivered in conjunction with the project manager, the education co-ordinator and relevant experienced project staff. A record of induction training is kept by the project manager on file. A copy of Casadh Policies and Procedures manual is also reviewed as part of induction training. In accordance with FETAC Quality Assurance all staff will receive induction training to update staff on new policies and procedures.

B3.3   Staff Development

Staff are encouraged and supported in their professional development both internally within the project and externally with various courses and workshops as required. Internal training is facilitated by staff and external tutors and include the following topics – training for trainers, facilitation skills, team building, child protection training, drug awareness etc. The topics for internal training is derived by management and staff and based on the training needs of the project as they arise. Staff have scheduled training days with the extern to update training and requirements for FETAC and Quality Assurance. A record of both internal and external training and development is kept on file and published in the Casadh Annual Report. Staff may allocate funding for training as deemed necessary by the Casadh Board of Management. Staff meet for supervision with the project manager to identify training needs and development.

PROVIDER NAME CASADH			
Procedure Title:	**Staff recruitment and selection**	**Version: B3.1**	**Date: 31/7/06**

Purpose: The purpose of this procedure is to ensure that Staff Recruitment and Selection is in accordance with Equalities legislation and that the best opportunity is given to select the best person for the advertised position.

Staff Involved: Board of Management, Project Manager and relevant stake holders

Method(s) used to carry out this procedure	Who does it	Evidence generated by this procedure
Stages in the procedures of recruitment and development which include, establishing the vacancy, preparing and reviewing the job description, general information, composition of interviewing panel an duties, role of chairperson, advertising the vacancy, short-listing, interviewing procedures, informing candidates, statistics, redundancy, contract of employment	Chairperson Board of Management Stake holders Project Manager	Policies and procedures Records of meetings Records of interviews Scoring sheets Contract of Employment
Record of staff qualifications and experience	Administrator Project Manager	Staff file & CV's
Contracting external tutors/trainers	Project Manager and Education Co-ordinator	Contract

Monitoring		
Monitor (Job Title)	**Frequency**	**Monitoring Method(s)**
Board of Management, Project Manager	As required	See above

PROVIDER NAME			
CASADH			
Procedure Title:	**Staff Induction**	**Version: B3.2**	**Date: 31/07/06**

Purpose: The purpose of this procedure is to give comprehensive induction to staff to enable them to competently and confidentially fulfil the requirements of their role.

Staff Involved: Project Manager, Education Co-ordinator, Experienced Project Staff

Method(s) used to carry out this procedure	Who does it	Evidence generated by this procedure
Contract of Employment	Project Manager	Signed Contract
Induction in the areas of the Casadh Programme, Training delivery, health and safety, drug awareness, confidentiality and professional boundaries, implementing care-plans, one to one support, supervision an personal and professional development	Project Manager and Education Co-ordinator	Signed copy of induction training received Evaluation and feedback sheets

Monitoring		
Monitor (Job Title)	**Frequency**	**Monitoring Method(s)**
Board of Management	As required	See above

PROVIDER NAME **CASADH**		
Procedure Title:	**Staff Development**	**Version: B3.3**	**Date:** **31/07/06**

Purpose: The purpose of this procedure is to ensure that Project Staff have the required training and experience necessary to provide project services.

Staff Involved:

Method(s) used to carry out this procedure	Who does it	Evidence generated by this procedure
Staff meetings	All Project Staff	Minutes
Team Meetings	Staff and Project Manager	Minutes
Staff review	Staff, Project Manager and Extern	Report
Board of Management Meetings and project review	Board of management, Project Manager and extern	Minutes and report
Supervision	Project Manager and staff member	Supervision report on file
Scheduled internal and external training	Project Manager, Education Co-ordinator, external tutors	Evaluation and feedback

Monitoring		
Monitor (Job Title)	**Frequency**	**Monitoring Method(s)**
Staff, education co-ordinator, Project manager and Board of management, Extern	See above	See above

(C) Monitoring Checklist

Policy Name:	
Monitor:	Date:

Procedures	Evidence Found	Action Plan for improvement. State what should be done, by whom and when.
Co-ordinated planning of assessment		
Information to learners		
Security		
Reasonable Accommodation		
Consistency of marking between assessors		
Assessment performed by external bodies		
Consistency of making with national standards		
Feedback to learners		
Learner appeals		
Return of results		
Corrective Action		

Appendix 2   Self Evaluation Checklist

Grading Scale:

3 = Strength		There is plentiful evidence to indicate that achievement in this area is above average. This is an example of good practice which should be disseminated.	
2 = Acceptable		There is evidence that achievement in this area meets expectations. With further development, this could become an area of strength	
1 = For Improvement		There is little or no evidence that achievement in this area meets expectations. Improvement is needed.	

Provider:		Programme	
Evaluators			
Date:			

Staff Recruitment and Development		
Are the staff involved in programme delivery well matched to their role and clear about their job specifications?		
Have new staff had access to an effective induction process?		
What percentage of staff have availed of staff development over the past two years?		
Are staff development issues regularly reviewed by management?		
Staff Recruitment and Development – Average Grade		

B4   ACCESS, TRANSFER AND PROGRESSION

CASADH

POLICY

Casadh is committed to providing information to participants so as to allow them to make informed choices regarding their progression. Casadh will facilitate and support participants to progress and/or transfer to other suitable identified learning centres and/or employment. It is our policy to provide programmes suitable to the needs of our clients groups.

PROVIDER NAME			
CASADH			
Procedure Title:	**Information Provision**	**Version: B4.1**	**Date**: 10/01/2011

Purpose: The purpose of this procedure is to ensure that learners are fully informed at all stages.

Staff Involved: Management and Staff

Method(s) used to carry out this procedure	Who does it	Evidence generated by this procedure
Inform all referring agencies of programmes on offer and entry requirements, i.e., FAS, statutory agencies and interested community groups	Board of management, management and staff	**Promotional materials, i.e., leaflets, brochures, email bulletins**
Information to learners is provided through induction, audio-visual materials, information days	Management and staff	**Induction materials, videos on site, feedback sheets**
Each participant is inducted with regards to policies and procedures, e.g., charter of rights, grievance procedures, health and safety information	Staff	Signed induction sheet Policy and procedures manual available to participants on project

Monitoring		
Monitor (Job Title)	**Frequency**	**Monitoring Method(s)**
Consultant	Yearly	Examining evidence

PROVIDER NAME			
CASADH			
Procedure Title:	**Learner Entry Arrangements**	**Version: B4.2**	**Date**: 10/01/2011

Purpose: The purpose of the following procedure is to ensure that there is a fair and consistent approach to how learners are recruited onto Casadh Programmes

Staff Involved:

Method(s) used to carry out this procedure	Who does it	Evidence generated by this procedure
Participants are referred from the relevant referral agencies or through self-referral. Initially all participants fill out a registration form and are then assessed on their suitability for entry onto the programme. Suitability is assessed through FAS Criteria for special category projects, catchment area, current drug status and stability ensuring that participants can take part and are being set up for success.	Referral agencies Management Staff	Referral forms Registration forms Waiting list Confidential Assessment / Care plan forms
Care Plans/Progression Plans are used to assist participants in setting small achievable goals and marking their successes	Project Support Staff	Confidential Care plans/Progression Plans on file. Star Outcomes Plan
There is no appeals mechanism for those refused access to the programme as this is based on a participant's current drug status in conjunction with a medical team and referring agency. However, any participants not given a place can reapply at any time once they are stable in their drug use. Information is provided at interview stage.	Staff Medical Team Referring Agency	Registration Forms Case notes

Monitoring		
Monitor (Job Title)	**Frequency**	**Monitoring Method(s)**

Staff	On-going	Case Notes		

PROVIDER NAME				
CASADH				

Procedure Title:	**Recognition for Prior Learning**		**Version: B4.3**	**Date**:

Purpose: To ensure that any prior learning is recognised and can be used towards other awards

Staff Involved: Induction Staff

Method(s) used to carry out this procedure	**Who does it**	**Evidence generated by this procedure**
On entry, any previous FETAC achievements are used towards completing a full certificate at the appropriate level. Most participants are early school leavers and this is usually their first time returning to education	Staff	**Induction material**

Monitoring		
Monitor (Job Title)	**Frequency**	**Monitoring Method(s)**
Staff	On entry	Assessment Forms/ Needs Analysis/ *HNA *If applicable

PROVIDER NAME			
CASADH			
Procedure Title:	**Facilitating Diversity**	**Version: B4.4**	**Date**:
Purpose: To ensure that arrangements are in place to facilitate the diversity of learners			
Staff Involved: All staff Members			

Method(s) used to carry out this procedure	Who does it	Evidence generated by this procedure
Casadh make efforts to ensure participants with disabilities are accommodated. Ground floor has been re-developed to ensure access. There is a Chair-lift in place if necessary	Management	**Appropriate premises**
Most participants are early school leavers and every effort is made to match the participants to the modules on offer. Modules are selected on the basis of need for life skills.	Management and Staff	**Assessment Form / Confidential Care Planning**
Each participant is provided with a key worker who mentors and supports participants in the learning	Key Workers	Care plans etc. Star Outcomes ILP
Positive action measures include targeting people who are discriminated against based on their drug addiction/history. Casadh work proactively to promote the needs of the target group	Board of Management Staff Participants	Representation on Service User's Form Lobbying relevant Government representative's i.e. National Drugs Strategy Team, Local Councillors etc. Open Days

Monitoring		
Monitor (Job Title)	**Frequency**	**Monitoring Method(s)**
Manager	On-Going	See Evidence

(C) Monitoring Checklist

Policy Name:	
Monitor:	Date:

Procedures	Evidence Found	Action Plan for improvement. State what should be done, by whom and when.
Co-ordinated planning of assessment		
Information to learners		
Security		
Reasonable Accommodation		
Consistency of marking between assessors		
Assessment performed by external bodies		
Consistency of making with national standards		
Feedback to learners		
Learner appeals		
Return of results		
Corrective Action		

Appendix 2   Self Evaluation Checklist

Grading Scale:

3 = Strength   There is plentiful evidence to indicate that achievement in this area is above average. This is an example of good practice which should be disseminated.

2 = Acceptable   There is evidence that achievement in this area meets expectations. With further development, this could become an area of strength

1 = For Improvement There is little or no evidence that achievement in this area meets expectations. Improvement is needed.

Provider:		Programme	
Evaluators			
Access, Transfer and Progression			
Do learners feel that they have adequate information about the programmes and its associated services to enable them to successfully participate in it?			
Are the following available to prospective learners on entry to the programme(s)? • Clear administration arrangements • Statements of entry requirements and selection criteria • Appeals mechanism?			
Have learners gained exemption from all or parts of a programme / assessment for an award on the basis of recognition of prior learning?			
Have current learner supports / programme adaptations been successful in addressing the needs of learners? Have additional supports been requested?			
Access, Transfer and Progression: – Average Grade			

B5   PROGRAMME DEVELOPMENT, DELIVERY AND REVIEW

CASADH

POLICY

Casadh is a group of people working in partnership to create a centre of excellence and innovation, where people recovering from substance misuse are made feel welcome, valued and empowered to take control of their lives. Casadh seek to provide a safe and supportive environment, which encourages people with substance misuse problems in recovery through the provision of training, support services and after care.

It is the policy of Casadh to deliver a programme that ensures appropriate development and delivery that is consistent with the needs of Casadh Participants and reflects the mission and ethos of the project. Casadh also seek to have an open and transparent mechanism for reviewing the Project Programme with a view to improving the programme overall.

PROCEDURES

B5.1   Needs Identification

Casadh provide a comprehensive programme to project participants who are in recovery from drug addiction. Casadh Participants are employed for a one to three year duration under the FAS Community Employment Project Scheme. The target group is anyone over 18 years of age and come from the South Inner City area of Dublin who is affected by drug addiction. The profile of the target group reflects an equal ratio of male and female in attendance on the programme. The current waiting list reflects a slightly higher proportion of males seeking entry onto the programme between the ages of 25 years to 35 years. The profile of the target group reflects early school leaving, literacy problems, a history of family conflict and relational issues, long-term unemployment, criminal behaviour and convictions and a history of drug abuse. The target group tend to have low-self esteem and can be on prescribed medication for depression and anxiety problems.
For the majority of participants attending Casadh this has been their first experience of paid employment and adult educational opportunities. The target group has experienced discrimination both within and outside of their own communities. Needs identification has been gathered from research from the National Drug Strategy Team, The South West Inner City Local Drugs Task Force, The South West Inner City Network, HSE, Local Community and advocacy groups. Needs that have been identified is that those in recovery, with specific emphasis on persons on a Methadone Maintenance Programme have difficulties accessing employment or educational opportunities. Casadh seek to address these needs through the design and delivery of a comprehensive programme that seeks to rehabilitate, educate and support participants to achieve goals relating to education and/or employment.

B5.2   Programme Design
The purpose of this procedure is to ensure that learner's needs are understood, and that the programme design, methodology and delivery are commensurate with the learner profile, and consequently meet the approval and standards required by awarding bodies and stakeholders.
Persons Responsible: Manager Staff (Internal & External) Tutors

B5.3   Programme Approval pre Submission for Validation
The purpose of this procedure is to ensure that programmes are checked and receive approval from management prior to submission to FETAC for agreement
Persons Responsible: Manager Staff (Internal & External) Tutors

B5.4   Programme Planning
The purpose of this procedure is to ensure that programmes are planned with proper scheduling, are time framed, specific and measurable.
Persons Responsible: Manager Staff (Internal & External) Tutors

B5.5   Programme Delivery

The purpose of this procedure is to ensure that tutors/ facilitators, (either internal or external) have sufficient knowledge and skills to successfully deliver the programme and that delivery is reviewed to evaluate the effectiveness of the programme.

Persons Responsible: Manager Staff (Internal & External) Tutors

B5.6   Learner Records

The purpose of this procedure is to ensure that there are suitable systems in place to maintain records of attendance, levels of participation, progression and reward.

Persons Responsible: Manager Staff (Internal & External) Tutors, Extern(s)

B5.7   Provision of Maintenance of Learning Facilities/ Resources

The purpose of this procedure is to ensure that all necessary resources (Physical Plant, Materials Infra & superstructure) are available to staff and learners.

Persons Responsible: Manager Staff (Internal & External) Tutors

B5.8   Health and Safety

The purpose of this procedure is to ensure that Casadh remains a safe and accessible place of work and learning. This policy also addresses the needs of visitors, volunteers, and any persons accessing the premises to carry out work for or services to Casadh.

Persons Responsible: Manager Staff (Internal & External) Tutors Participants

B5.9   Programme Review

The purpose of this procedure is to ensure that all programmes delivered at Casadh are appropriate to the needs of the learners. Programmes should be reviewed to gauge learner development and that programmes are delivered in the most effective manner.

Persons Responsible: Manager Staff (Internal & External) Tutors

Appendices

<table>
<tr><td colspan="5" align="center">**PROVIDER NAME**
Casadh</td></tr>
<tr><td>**Procedure Title**:</td><td>Needs Identification</td><td>**Version: B5.1**</td><td colspan="2">**Date**:

23/01/11</td></tr>
<tr><td colspan="5">**Purpose**: To provide an appropriate programme for the target group</td></tr>
<tr><td colspan="5">**Staff Involved**: All Staff</td></tr>
<tr><td colspan="2">**Method(s) used to carry out this procedure**</td><td>**Who does it**</td><td colspan="2">**Evidence generated by this procedure**</td></tr>
<tr><td colspan="2">Needs identification has been gathered from research from the National Drug Strategy Team, The South West Inner City Local Drugs Task Force, The South West Inner City Network, HSE, Local Community and advocacy groups. Needs that have been identified is that those in recovery, with specific emphasis on persons on a Methadone Maintenance Programme have difficulties accessing employment or educational opportunities. Casadh seek to address these needs through the design and delivery of a comprehensive programme that seeks to rehabilitate, educate and support participants to achieve goals relating to education and/or employment.</td><td>Manager

Staff

FAS</td><td colspan="2">Literature generated by research</td></tr>
<tr><td colspan="2">Needs identification by participants</td><td>Participant

Staff</td><td colspan="2">Group meetings

Group Representatives

Minutes of meetings

Informal discussions

Participant publications i.e. weekly newsletter, Christmas Publication</td></tr>
<tr><td colspan="5" align="center">**Monitoring**</td></tr>
<tr><td>**Monitor (Job Title)**</td><td>**Frequency**</td><td colspan="3">**Monitoring Method(s)**</td></tr>
</table>

Manager	On-going	

PROVIDER NAME		
Casadh		

Procedure Title:	Programme Design	**Version:** **B5.2**	**Date**: 23/01/11

Purpose: To ensure programmes are designed to meet the needs of the learners

Staff Involved: All Staff

Method(s) used to carry out this procedure	Who does it	Evidence generated by this procedure
Reviewing assessments and care plans.	Staff	Assessments / Confidential Care Plan Forms Minutes from team meetings
Staff meet twice yearly to review the programme on offer and to update or change where appropriate based on feedback from participants	Manager Staff Consultant	Feedback Sheets Minutes Programme material
Regular review of FETAC modules and module descriptors	Staff and Manager	FETAC materials Minutes where relevant
Arrange appropriate work experience where relevant	Project Staff	Minutes of meetings with relevant agencies, i.e., LES, FAS, Employers Reports and feedback from employers or placements Correspondence

Monitoring		

Monitor (Job Title)	Frequency	Monitoring Method(s)
Manager	Ongoing	Ensuring evidence is in place and stored appropriately
Consultant	Twice Yearly	Written Reports

PROVIDER NAME			
Casadh			
Procedure Title:	Programme Approval pre Submission for Validation	**Version:** **B5.3**	**Date**: 23/01/11

Purpose: The purpose of these procedures it to ensure that there is adequate approval and validation prior to submitting to FETAC for individual assessment.

Staff Involved:

Method(s) used to carry out this procedure	Who does it	Evidence generated by this procedure
Each portfolio is thoroughly checked to ensure that the appropriate standards have been reached.	participants, staff, tutors	Checklists, module assessment list, examination results where appropriate, portfolio of work
The extern examines a selection of the portfolios that standards are being maintained	Casadh Extern/ consultant	Report
Quality assurance meetings	Casadh extern, staff, manager	Minutes of meeting

Monitoring		
Monitor (Job Title)	**Frequency**	**Monitoring Method(s)**
Manager	Twice yearly	See above

PROVIDER NAME			
Casadh			
Procedure Title:	Programme Planning	**Version:** **B5.4**	**Date**: 23/01/11

Purpose: The purpose of programme planning is to ensure that there is a structured and cohesive framework

Staff Involved:

Method(s) used to carry out this procedure	Who does it	Evidence generated by this procedure
Casadh yearly meet to plan the complete programme of training for the academic year. This programme is drafted and submitted to FAS for approval	Management and staff	Participant development plan
Drawing from the Individual Learner Plan (ILP)Casadh staff draw up a yearly timetable in direct consultation with Casadh Participants	Participants, staff and manager	Minutes of meetings, timetable of programme training
Participants and staff draw from the annual timetable and write up a weekly time table which is displayed on a board in the centre	Participants and staff	Display board -timetable
The staff meet weekly to draw up a rota for various responsibilities for each week on the programme	Staff	Weekly rota
Staff keep a daybook to keep a log of each day on the programme and those in attendance	Staff	Daybook

Monitoring		
Monitor (Job Title)	**Frequency**	**Monitoring Method(s)**
Manager	Ongoing	See above

PROVIDER NAME			
Casadh			
Procedure Title:	Programme Delivery	**Version:** **B5.5**	**Date**: 23/01/11

Purpose: To ensure that programme design is consistent with Mission and ethos of the organisation		
Staff Involved:		
Method(s) used to carry out this procedure	**Who does it**	**Evidence generated by this procedure**
Casadh ensure that delivery of the educational programmes are appropriate to the needs of the learner and flexible in their delivery style, i.e., staff and tutors meet regularly to ensure that the individual learner needs are being met. Adult literacy issues are being addressed in a discreet manner. All participants are supported adequately during programme deliver. The style of delivery includes the following format verbal reflective reading to commence workshop, feedback and written review of previous workshop, planning for the day, learning takes place using a collaborative interactive group style. All materials are easy to use and include visual aids. Staff and tutors utilise fun learning activities including energisers, involvement exercises and group discussions and debates. The group do the written work attached for portfolio submission and the workshop concludes with a recap, written journal entries and verbal group evaluation and wind-down.	Staff, tutors, support staff	Programme materials, learner journals, and staff co-verification
The timetable is done on a yearly basis and reviewed on a weekly basis. The staff, tutor and support staff rota is done each week to ensure adequate cover is in place for each workshop. In the event of absenteeism with tutors and staff, cover is provided from other members of the team so as to ensure consistency of programme delivery	Staff, tutors and manager	Yearly time-table, weekly staff rota and bi-weekly display on board of each day's workshop, minutes of relevant meetings

Monitoring		
Monitor (Job Title)	**Frequency**	**Monitoring Method(s)**
Manager	Ongoing	See above

PROVIDER NAME Casadh			
Procedure Title:	Learner Records	**Version:** **B5.6**	**Date**: 23/01/11

Purpose: The purpose of this procedure is to ensure that adequate and up to date records are in place for all learners

Staff Involved: ADMINISTRATION

Method(s) used to carry out this procedure	Who does it	Evidence generated by this procedure
Each new participants fills out a a registration form containing all relevant information. This information is put on the FETAC database.	Administration	Files, forms
Each participant is assigned to an individual project worker who develops an a care/progression plan and records all relevant information	Staff	Care/progression plan
Yearly submissions to FETAC for accreditation of modules are kept on file	Administration and Education co-ordinator	Copy of submission
There is a weekly attendance sheet recorded for the project	Administration	Attendance records
All awards and achievements by each participants are recorded and kept on file	Administration	Files and records
Staff keep a separate record of all completed portfolios to be submitted to FETAC on a database	Staff	database

Monitoring		
Monitor (Job Title)	**Frequency**	**Monitoring Method(s)**
Manager	Ongoing	records

PROVIDER NAME				
Casadh				
Procedure Title:	Provision of Maintenance of Learning Facilities and Resources	**Version:** **B5.7**		**Date**: 23/01/11

Purpose: To ensure that adequate provisions are made for facilities to meet the needs of the learners		
Staff Involved:		
Method(s) used to carry out this procedure	**Who does it**	**Evidence generated by this procedure**
As previously mentioned in identifying needs of the target group the learners come from a marginalised and economically and socially disadvantaged community and have experienced discrimination as a result of their drug taking history and past. Casadh ensure that the project facilities provide for the specific needs of the group, i.e., health and safety issues, literacy issues holistic services	Staff and management	Mission statement Policies and procedures Services provision, i.e., holistic services
As Casadh is funded by statutory agencies, i.e., HSE and FAS Casadh is required to meet standards which meet the needs of the client group.	HSE / FAS	Yearly reports, Service Plans
As mentioned previously Casadh provide reasonable access for participants and is waiting to draw down funding to install appropriate accommodation within the facilities, i.e., lifts, ramp etc.	Board of management	Funding allocation / plans

Monitoring		
Monitor (Job Title)	**Frequency**	**Monitoring Method(s)**
Board of management	Ongoing	As above

PROVIDER NAME				
Casadh				
Procedure Title:	Health and Safety		**Version:** **B5.8**	**Date**:
Purpose: To ensure that Health and Safety meets the legal requirements and the needs of the client group				
Staff Involved:				

Method(s) used to carry out this procedure	Who does it	Evidence generated by this procedure
Casadh has a health and safety policy and procedure in place	Manager	Policies and procedure document
Casadh have an appointed health and safety officer who is provided with training	Health and safety officer	Incident reports and relevant records
Casadh have adequate and regular fire safety checks	Fire officer	Visible records of checks on fire equipment
Casadh have a supply of health and safety equipment and materials, i.e., first aid, sharps box, spills kit, fire extinguishers etc.	Health and Safety officer / HSE	Equipment on site

Monitoring		
Monitor (Job Title)	**Frequency**	**Monitoring Method(s)**
Manager / health and safety officer	Ongoing and where required by legislation	As required

PROVIDER NAME				
Casadh				
Procedure Title:	Programme Review		**Version:** **B5.9**	**Date**:

Purpose: To ensure that programme review is carried out in a consistent manner to ensure they are relevant to the needs of the learner

Staff Involved:

Method(s) used to carry out this procedure	Who does it	Evidence generated by this procedure
Staff and management evaluate programmes twice yearly	Staff and management	Evaluation and report
Participants have daily wind-downs to review, bi-weekly meetings, individual meetings with support staff re FETAC training, participants give anonymous feedback on each module delivered for review by tutors	Participants and staff	Questionnaires, feedback, minutes, record of QA meetings
Staff meet daily and weekly to discuss and review programmes on offer	Staff	Log book and minutes
Board of management meet monthly for update and review of programme	Board of management	Agenda / Minutes
Extern consultant meets with staff and management twice yearly for review	Extern, management and staff	minutes

Monitoring		
Monitor (Job Title)	**Frequency**	**Monitoring Method(s)**
Manager	Ongoing	As above

(C) Monitoring Checklist

Policy Name: Programme Development Delivery and Review		
Monitor: Centre Manager	**Date:**	
Procedures	**Evidence Found**	**Action Plan for improvement.** State what should be done, by whom and when.
Needs Identification		
Programme Design		
Programme Approval, Pre-submission for validation		
Programme Planning		
Programme Delivery		
Learner Records		
Provision and Maintenance of Learning facilities /resources		
Health and Safety		
Programme Review		
Corrective Action		

Appendix 2   Self Evaluation Checklist

Grading Scale:

3 = Strength   There is plentiful evidence to indicate that achievement in this area is above average. This is an example of good practice which should be disseminated.

2 = Acceptable   There is evidence that achievement in this area meets expectations.
                              With further development, this could become an area of strength

1 = For Improvement   There is little or no evidence that achievement in this area meets
                              expectations. Improvement is needed.

Provider:		Programme	
Evaluators			
Date:			
Programme Development, Delivery and Review			
Does the need which led to the development of this programme still exist?			
Is there a document which sets out the programme structure, delivery and assessment methodologies? Is this available to learners and other interested parties			
Have such programme documents been checked and approved by management as being in accordance with Mission, demand, assessment policy and resource availability?			
Are delivery styles used on the programme(s) appropriate to the needs of learners?			
Does the programme team meet to review programme delivery and other issues? Is the information acquired used effectively?			
Are timetables adhered to?			
Are up to date records of learner participation and progress readily available to staff and learners?			
Are the resources necessary for successful achievement by learners of the programme objectives allocated to and maintained on the programme(s)?			
What is the programme completion rate for this programme i.e. what percentage of those who began the programme have attained the target award?			

Are the requirements of Health & Safety legislation being complied with?		
Has this programme been reviewed on a regular basis and the findings considered by management?		
Programme Development, Delivery and Review – Average Grade		

B5   PROGRAMME DEVELOPMENT, DELIVERY AND REVIEW

CASADH

POLICY

Casadh is a group of people working in partnership to create a centre of excellence and innovation, where people recovering from substance misuse are made feel welcome, valued and empowered to take control of their lives. Casadh seek to provide a safe and supportive environment, which encourages people with substance misuse problems in recovery through the provision of training, support services and after care.

It is the policy of Casadh to deliver a programme that ensures appropriate development and delivery that is consistent with the needs of Casadh Participants and reflects the mission and ethos of the project. Casadh also seek to have an open and transparent mechanism for reviewing the Project Programme with a view to improving the programme overall.

PROCEDURES

B5.1   Needs Identification

Casadh provide a comprehensive programme to project participants who are in recovery from drug addiction. Casadh Participants are employed for a one to three year duration under the FAS Community Employment Project Scheme. The target group is anyone over 18 years of age and come from the South Inner City area of Dublin who is affected by drug addiction. The profile of the target group reflects an equal ratio of male and female in attendance on the programme. The current waiting list reflects a slightly higher proportion of males seeking entry onto the programme between the ages of 25 years to 35 years. The profile of the target group reflects early school leaving, literacy problems, a history of family conflict and relational issues, long-term unemployment, criminal behaviour and convictions and a history of drug abuse. The target group tend to have low-self esteem and can be on prescribed medication for depression and anxiety problems.
For the majority of participants attending Casadh this has been their first experience of paid employment and adult educational opportunities. The target group has experienced discrimination both within and outside of their own communities. Needs identification has been gathered from research from the National Drug Strategy Team, The South West Inner City Local Drugs Task Force, The South West Inner City Network, HSE, Local Community and advocacy groups. Needs that have been identified is that those in recovery, with specific emphasis on persons on a Methadone Maintenance Programme have difficulties accessing employment or educational opportunities. Casadh seek to address these needs through the design and delivery of a comprehensive programme that seeks to rehabilitate, educate and support participants to achieve goals relating to education and/or employment.

B5.2   Programme Design
The purpose of this procedure is to ensure that learner's needs are understood, and that the programme design, methodology and delivery are commensurate with the learner profile, and consequently meet the approval and standards required by awarding bodies and stakeholders.
Persons Responsible: Manager Staff (Internal & External) Tutors

B5.3   Programme Approval pre Submission for Validation
The purpose of this procedure is to ensure that programmes are checked and receive approval from management prior to submission to FETAC for agreement
Persons Responsible: Manager Staff (Internal & External) Tutors

B5.4   Programme Planning
The purpose of this procedure is to ensure that programmes are planned with proper scheduling, are time framed, specific and measurable.
Persons Responsible: Manager Staff (Internal & External) Tutors

B5.5   Programme Delivery

The purpose of this procedure is to ensure that tutors/ facilitators, (either internal or external) have sufficient knowledge and skills to successfully deliver the programme and that delivery is reviewed to evaluate the effectiveness of the programme.
Persons Responsible: Manager Staff (Internal & External) Tutors

B5.6   Learner Records

The purpose of this procedure is to ensure that there are suitable systems in place to maintain records of attendance, levels of participation, progression and reward.
Persons Responsible: Manager Staff (Internal & External) Tutors, Extern(s)

B5.7   Provision of Maintenance of Learning Facilities/ Resources

The purpose of this procedure is to ensure that all necessary resources (Physical Plant, Materials Infra & superstructure) are available to staff and learners.
Persons Responsible: Manager Staff (Internal & External) Tutors

B5.8   Health and Safety

The purpose of this procedure is to ensure that Casadh remains a safe and accessible place of work and learning. This policy also addresses the needs of visitors, volunteers, and any persons accessing the premises to carry out work for or services to Casadh.
Persons Responsible: Manager Staff (Internal & External) Tutors Participants

B5.9   Programme Review

The purpose of this procedure is to ensure that all programmes delivered at Casadh are appropriate to the needs of the learners. Programmes should be reviewed to gauge learner development and that programmes are delivered in the most effective manner.
Persons Responsible: Manager Staff (Internal & External) Tutors

Appendices

PROVIDER NAME			
Casadh			
Procedure Title:	Needs Identification	**Version: B5.1**	**Date**: 23/01/11
Purpose: To provide an appropriate programme for the target group			
Staff Involved: All Staff			

Method(s) used to carry out this procedure	**Who does it**	**Evidence generated by this procedure**
Needs identification has been gathered from research from the National Drug Strategy Team, The South West Inner City Local Drugs Task Force, The South West Inner City Network, HSE, Local Community and advocacy groups. Needs that have been identified is that those in recovery, with specific emphasis on persons on a Methadone Maintenance Programme have difficulties accessing employment or educational opportunities. Casadh seek to address these needs through the design and delivery of a comprehensive programme that seeks to rehabilitate, educate and support participants to achieve goals relating to education and/or employment.	Manager Staff FAS	Literature generated by research
Needs identification by participants	Participant Staff	Group meetings Group Representatives Minutes of meetings Informal discussions Participant publications i.e. weekly newsletter, Christmas Publication

Monitoring		
Monitor (Job Title)	**Frequency**	**Monitoring Method(s)**
Manager	On-going	

PROVIDER NAME		
Casadh		
Procedure Title: Programme Design	**Version:** B5.2	**Date**: 23/01/11

Purpose: To ensure programmes are designed to meet the needs of the learners	
Staff Involved: All Staff	

Method(s) used to carry out this procedure	Who does it	Evidence generated by this procedure
Reviewing assessments and care plans.	Staff	Assessments / Confidential Care Plan Forms Minutes from team meetings
Staff meet twice yearly to review the programme on offer and to update or change where appropriate based on feedback from participants	Manager Staff Consultant	Feedback Sheets Minutes Programme material
Regular review of FETAC modules and module descriptors	Staff and Manager	FETAC materials Minutes where relevant
Arrange appropriate work experience where relevant	Project Staff	Minutes of meetings with relevant agencies, i.e., LES, FAS, Employers Reports and feedback from employers or placements Correspondence

Monitoring		
Monitor (Job Title)	**Frequency**	**Monitoring Method(s)**
Manager	Ongoing	Ensuring evidence is in place and stored appropriately
Consultant	Twice Yearly	Written Reports

PROVIDER NAME
Casadh

Procedure Title:	Programme Approval pre Submission for Validation	Version: B5.3	Date: 23/01/11

Purpose: The purpose of these procedures it to ensure that there is adequate approval and validation prior to submitting to FETAC for individual assessment.

Staff Involved:

Method(s) used to carry out this procedure	Who does it	Evidence generated by this procedure
Each portfolio is thoroughly checked to ensure that the appropriate standards have been reached.	participants, staff, tutors	Checklists, module assessment list, examination results where appropriate, portfolio of work
The extern examines a selection of the portfolios that standards are being maintained	Casadh Extern/ consultant	Report
Quality assurance meetings	Casadh extern, staff, manager	Minutes of meeting

Monitoring		
Monitor (Job Title)	**Frequency**	**Monitoring Method(s)**
Manager	Twice yearly	See above

PROVIDER NAME			
Casadh			
Procedure Title:	Programme Planning	**Version:** **B5.4**	**Date**: 23/01/11

Purpose: The purpose of programme planning is to ensure that there is a structured and cohesive framework

Staff Involved:

Method(s) used to carry out this procedure	Who does it	Evidence generated by this procedure
Casadh yearly meet to plan the complete programme of training for the academic year. This programme is drafted and submitted to FAS for approval	Management and staff	Participant development plan
Drawing from the Individual Learner Plan (ILP)Casadh staff draw up a yearly timetable in direct consultation with Casadh Participants	Participants, staff and manager	Minutes of meetings, timetable of programme training
Participants and staff draw from the annual timetable and write up a weekly time table which is displayed on a board in the centre	Participants and staff	Display board -timetable
The staff meet weekly to draw up a rota for various responsibilities for each week on the programme	Staff	Weekly rota
Staff keep a daybook to keep a log of each day on the programme and those in attendance	Staff	Daybook

Monitoring		
Monitor (Job Title)	**Frequency**	**Monitoring Method(s)**
Manager	Ongoing	See above

PROVIDER NAME			
Casadh			
Procedure Title:	Programme Delivery	**Version:** **B5.5**	**Date**: 23/01/11

Purpose: To ensure that programme design is consistent with Mission and ethos of the organisation

Staff Involved:

Method(s) used to carry out this procedure	Who does it	Evidence generated by this procedure
Casadh ensure that delivery of the educational programmes are appropriate to the needs of the learner and flexible in their delivery style, i.e., staff and tutors meet regularly to ensure that the individual learner needs are being met. Adult literacy issues are being addressed in a discreet manner. All participants are supported adequately during programme deliver. The style of delivery includes the following format verbal reflective reading to commence workshop, feedback and written review of previous workshop, planning for the day, learning takes place using a collaborative interactive group style. All materials are easy to use and include visual aids. Staff and tutors utilise fun learning activities including energisers, involvement exercises and group discussions and debates. The group do the written work attached for portfolio submission and the workshop concludes with a recap, written journal entries and verbal group evaluation and wind-down.	Staff, tutors, support staff	Programme materials, learner journals, and staff co-verification
The timetable is done on a yearly basis and reviewed on a weekly basis. The staff, tutor and support staff rota is done each week to ensure adequate cover is in place for each workshop. In the event of absenteeism with tutors and staff, cover is provided from other members of the team so as to ensure consistency of programme delivery	Staff, tutors and manager	Yearly time-table, weekly staff rota and bi-weekly display on board of each day's workshop, minutes of relevant meetings

Monitoring		
Monitor (Job Title)	**Frequency**	**Monitoring Method(s)**
Manager	Ongoing	See above

	PROVIDER NAME Casadh		
Procedure Title:	Learner Records	**Version:** **B5.6**	**Date**: 23/01/11

Purpose: The purpose of this procedure is to ensure that adequate and up to date records are in place for all learners

Staff Involved: ADMINISTRATION

Method(s) used to carry out this procedure	Who does it	Evidence generated by this procedure
Each new participants fills out a a registration form containing all relevant information. This information is put on the FETAC database.	Administration	Files, forms
Each participant is assigned to an individual project worker who develops an a care/progression plan and records all relevant information	Staff	Care/progression plan
Yearly submissions to FETAC for accreditation of modules are kept on file	Administration and Education co-ordinator	Copy of submission
There is a weekly attendance sheet recorded for the project	Administration	Attendance records
All awards and achievements by each participants are recorded and kept on file	Administration	Files and records
Staff keep a separate record of all completed portfolios to be submitted to FETAC on a database	Staff	database

Monitoring		
Monitor (Job Title)	**Frequency**	**Monitoring Method(s)**
Manager	Ongoing	records

PROVIDER NAME			
Casadh			
Procedure Title:	Provision of Maintenance of Learning Facilities and Resources	**Version:** **B5.7**	**Date**: 23/01/11

Purpose: To ensure that adequate provisions are made for facilities to meet the needs of the learners

Staff Involved:

Method(s) used to carry out this procedure	Who does it	Evidence generated by this procedure
As previously mentioned in identifying needs of the target group the learners come from a marginalised and economically and socially disadvantaged community and have experienced discrimination as a result of their drug taking history and past. Casadh ensure that the project facilities provide for the specific needs of the group, i.e., health and safety issues, literacy issues holistic services	Staff and management	Mission statement Policies and procedures Services provision, i.e., holistic services
As Casadh is funded by statutory agencies, i.e., HSE and FAS Casadh is required to meet standards which meet the needs of the client group.	HSE / FAS	Yearly reports, Service Plans
As mentioned previously Casadh provide reasonable access for participants and is waiting to draw down funding to install appropriate accommodation within the facilities, i.e., lifts, ramp etc.	Board of management	Funding allocation / plans

Monitoring		
Monitor (Job Title)	**Frequency**	**Monitoring Method(s)**
Board of management	Ongoing	As above

PROVIDER NAME Casadh			
Procedure Title:	Health and Safety	**Version:** B5.8	**Date**: 23/01/11

Purpose: To ensure that Health and Safety meets the legal requirements and the needs of the client group

Staff Involved:

Method(s) used to carry out this procedure	Who does it	Evidence generated by this procedure
Casadh has a health and safety policy and procedure in place	Manager	Policies and procedure document
Casadh have an appointed health and safety officer who is provided with training	Health and safety officer	Incident reports and relevant records
Casadh have adequate and regular fire safety checks	Fire officer	Visible records of checks on fire equipment
Casadh have a supply of health and safety equipment and materials, i.e., first aid, sharps box, spills kit, fire extinguishers etc.	Health and Safety officer / HSE	Equipment on site

Monitoring		
Monitor (Job Title)	**Frequency**	**Monitoring Method(s)**
Manager / health and safety officer	Ongoing and where required by legislation	As required

PROVIDER NAME				
	Casadh			
Procedure Title:	Programme Review		**Version:** **B5.9**	**Date**: 23/01/11

Purpose: To ensure that programme review is carried out in a consistent manner to ensure they are relevant to the needs of the learner

Staff Involved:

Method(s) used to carry out this procedure	Who does it	Evidence generated by this procedure
Staff and management evaluate programmes twice yearly	Staff and management	Evaluation and report
Participants have daily wind-downs to review, bi-weekly meetings, individual meetings with support staff re FETAC training, participants give anonymous feedback on each module delivered for review by tutors	Participants and staff	Questionnaires, feedback, minutes, record of QA meetings
Staff meet daily and weekly to discuss and review programmes on offer	Staff	Log book and minutes
Board of management meet monthly for update and review of programme	Board of management	Agenda / Minutes
Extern consultant meets with staff and management twice yearly for review	Extern, management and staff	minutes

Monitoring		
Monitor (Job Title)	**Frequency**	**Monitoring Method(s)**
Manager	Ongoing	As above

(C) Monitoring Checklist

Policy Name: Programme Development Delivery and Review		
Monitor: Centre Manager	**Date:**	
Procedures	**Evidence Found**	**Action Plan for improvement.** State what should be done, by whom and when.
Needs Identification	3	
Programme Design	3	
Programme Approval, Pre-submission for validation	1	
Programme Planning	2	
Programme Delivery	3	
Learner Records	3	
Provision and Maintenance of Learning facilities /resources	2	
Health and Safety	2	
Programme Review	2	
Corrective Action		

Appendix 2   Self Evaluation Checklist

Grading Scale:

3 = Strength   There is plentiful evidence to indicate that achievement in this area is above average. This is an example of good practice which should be disseminated.

| 2 = Acceptable | There is evidence that achievement in this area meets expectations. With further development, this could become an area of strength |
| 1 = For Improvement | There is little or no evidence that achievement in this area meets expectations. Improvement is needed. |

Provider:		Programme	
Evaluators			
Date:			
Programme Development, Delivery and Review			
Does the need which led to the development of this programme still exist?			
Is there a document which sets out the programme structure, delivery and assessment methodologies? Is this available to learners and other interested parties			
Have such programme documents been checked and approved by management as being in accordance with Mission, demand, assessment policy and resource availability?			
Are delivery styles used on the programme(s) appropriate to the needs of learners?			
Does the programme team meet to review programme delivery and other issues? Is the information acquired used effectively?			
Are timetables adhered to?			
Are up to date records of learner participation and progress readily available to staff and learners?			
Are the resources necessary for successful achievement by learners of the programme objectives allocated to and maintained on the programme(s)?			
What is the programme completion rate for this programme i.e. what percentage of those who began the programme have attained the target award?			

Are the requirements of Health & Safety legislation being complied with?		
Has this programme been reviewed on a regular basis and the findings considered by management?		
Programme Development, Delivery and Review – Average Grade		

B6 FAIR AND CONSISTENT ASSESSMENT OF LEARNERS

CASADH

POLICY

It is the policy of Casadh to have a system of assessment that is fair and consistent and is congruent with the ethos of the organisation. This system of assessment meets the standards required by the Awarding body FETAC. The staff, tutors and participants at Casadh are all familiar with the system of assessment and it is consistent with national best practice. Assessment is carried out on an ongoing basis through individual and group feedback, tutor feedback, self-evaluation, tutor evaluation and co-verification.

Casadh is a group of people working in partnership to create a centre of excellence and innovation, where people recovering from substance misuse are made feel welcome, valued and empowered to take control of their lives. Casadh seek to provide a safe and supportive environment which encourages people with substance misuse problems in recovery through the provision of training, support services and after care. Casadh provide FETAC Modules to participants who wish to further their education.

Procedures – Fair and Consistent Assessment of Learners

B6.1 Co-ordinated Planning of assessment
Casadh seek to ensure that all training is designed, delivered and assessed in a way that seeks to maximise the learning experience and therefore the assessment of modules have a value to the learner, tutors and the overall purpose of the training. Casadh provide a system of assessment that includes the following mechanisms:
- Programme team meetings
- Participant team meetings
- Module journals and evaluation sheets
- Tutor and staff co-verification of assessment by students
- Records of assessment

B6.2 Information to Learners
Casadh participants are fully informed of assessment procedures during induction and throughout module delivery. Induction takes place when a participant

commences their contract of employment with FAS as a Community Employment Project Participant. Information is given to participants through the following systems

- Formal induction at the commencement of contract
- One to one weekly meetings with designated support worker
- Weekly participant meetings
- Information dissemination at commencement of module delivery
- Learner Handbook which includes information on assessment procedures, repeats, and appeals process
- Notification of assessment schedules

B6.3 Security of Assessment related processes and material

Casadh seek to ensure that all systems of assessment, whether formal or informal, written or verbal are secured and that all reasonable measures are taken to ensure participant confidentiality and security. Procedures include the following to ensure assessment is secure

- Records of assessment from programme team meetings and participant team meetings are kept in a secure location, logged, dated and signed
- All written logs of ongoing assessment including evaluation sheets and journals are filed in a secure location.
- Participant's module portfolio are stored in a secure location
- All participant's portfolios are clearly verified and identified
- Adequate measures are taken during exams and tests to ensure that the integrity of the test/exam is not compromised. Measures include having tutors monitor the test and ensuring the security of all written work submitted.

B6.4   Reasonable accommodation

Casadh ensure that reasonable accommodation is made for all Casadh Participants. The participants who use the services are not treated less favourably than any other person or group of persons because of their sex, race, colour, nationality, ethnic origin, marital status, sexuality, age, trade union activity, religious belief or physical disability. However, at present Casadh do not have the facilities necessary to provide for persons with physical disabilities. Casadh have accessed funding to provide reasonable accommodation for persons with a disability and hope to carry out renovations to the current premises in the near future. Casadh is aware of the Equality Legislation 1998 which prohibits discrimination on nine grounds; gender, marital status, family status, sexual orientation, religion, age, disability, race, members of the travelling community. Casadh actively promote the Guarantee interview scheme for under represented groups and individuals within the community and link in with statutory agencies to promote this policy. The target group often has poor literacy and numeric skills and have various health issues associated with HIV and Hepatitis C. Most of the target group have experienced discrimination due to drug addiction related issues. Casadh seek to address these issues through the provision of tailor made training programmes and workshops. Some of these proactive measures include:

- Casadh project staff are trained NALA Literacy tutors

- The provision of workshops to combat discrimination and to educate participants to fully appreciate their rights
- The provision of workshops on health issues
- Established links with Gardai, probation services, third level colleges, employers etc., with the aim of promoting the needs of those in recovery
- All materials used in the delivery of FETAC modules is simply designed to reduce the need for laborious writing tasks. In addition Casadh use a wide variety of mediums for FETAC modules including, audio-visual material, drama, role-plays, group discussion and debates and various other mechanisms for enjoyable interactive workshops.
- Evaluation and feedback is promoted on a daily basis within the programme. All issues raised by participants are listened to and addressed and this type of feedback is actively encouraged and promoted by Casadh Staff.

B6.5   Consistency of marking between assessors

Casadh staff provides training in FETAC Level 3 modules and some level 4 only. Therefore modules are mainly towards the Foundation National Certificate. As these modules are assessed through portfolio submission and examined by an appointed FETAC Examiner assessment is facilitated at Casadh on an ongoing basis in collaboration between Management, staff and Casadh participants. The external consultant acts as a liaison to Casadh, monitoring, course delivery and design, standards, evaluation processes and assessment. The process of assessment is achieved utilising the following procedures:

- Daily evaluation with Casadh participants during course delivery and at the end of each workshop.
- Evaluation sheets that are filled out by Casadh participants at the end of each module delivered.
- Daily staff meetings to discuss course delivery and assessment. These meetings are recorded and logged
- Weekly team meetings with staff and management
- Twice yearly meetings with external consultant to evaluate course delivery, assessment and to update where necessary
- External assessment with FETAC External Examiner to co-verify achievement of appropriate award.

B6.6   Assessment performed by third parties

This year Casadh contracted with external tutors to provide training in two new level 4 modules in Mathematics and Computer Applications. As these modules required assessment though examination and tests the procedures for assessment where appropriate to this level. Assessment was carried out though ongoing tests, which were logged and dated and submitted in portfolios. Participants were prepared for tests through informal assessment. All tests were submitted with portfolios and examined by the FETAC External Examiner. All examinations and tests are carried out with the following procedures to ensure fairness of assessment to all participants and to meet the required standards

- Preparation tests to ensure that Participants feel well prepared for each test
- Tests are carried out on an ongoing basis over the course of the module

- Participants are given preparation before tests to ensure that they understand all appropriate procedures are carried out and how assessment is evaluated.
- Test results are assessed with appropriate grades being assigned for each section by the course tutor
- Casadh participants are given test results when confirmed by course tutor. Participants can appeal results where deemed necessary on consultation with course tutor, Casadh staff and manager where appropriate. All appeals are recorded and logged where necessary.

B6.7   Consistency of marking with National Standards
Casadh submit all FETAC modules for external examination to the FETAC external examiner. All written results are recorded and logged and feedback to the Casadh participants. Casadh also consult with the extern to ensure that module design and deliver is consistent with national standards and encompasses the ethos of the project.

B6.8   Feedback to Learners
The purpose of feedback to Casadh participants is to ensure that they receive constructive feedback in order to inform them about the quality of their work on the programme. Feedback includes both verbal and written which is both formative and summative. The purposes of formative feedback is to firstly encourage the participant's efforts and results in a qualitative and quantitative manner. Formative and summative feedback is also utilised to inform the participants about how they can improve the quality of their work. This type of feedback is given using a supportive and collaborative style where participants are listened to and options are explored. Feedback normally utilises self-evaluation questions that include:
"What am I pleased with/ did I do well"?
"What do I need to do/ learn in order to achieve the required standard"?
"How can I get the information needed in order to meet the required standards?"
"What plan do I need to make in order to meet the required standards?"
"What support do I need from the group/tutor/staff in order to make the necessary changes?"
This type of informal feedback is consistent with the ethos and mission of the organisation and gives participants the opportunity to reflect on their work. Casadh plan to utilise written feedback sheets at the end of each unit delivered. A copy of this feedback will be put into the participant's portfolio and will utilise the 'sandwich' method of feedback, commenting on

PROVIDER NAME CASADH				
Procedure Title:	**Co-ordinated Planning of Assessment**		**Version: B6.1**	**Date**:
Purpose: To ensure that planning of assessment is co-ordinated and adaquate				
Staff Involved:				
Method(s) used to carry out this procedure		**Who does it**	**Evidence generated by this procedure**	
Programme team meetings		Staff	**Minutes**	
Participant team meetings		Participants	**Minutes**	
Tutor and staff co-verification of assessment		Tutor and staff	**Checklist**	
Module journal and evaluation sheets		participants	Portfolio, evaluation sheets, questionaires	
Monitoring				
Monitor (Job Title)	**Frequency**		**Monitoring Method(s)**	
Manager	Ongoing		See above	

PROVIDER NAME				
CASADH				
Procedure Title:	**Information to Learners**		**Version: B6.2**	**Date**:

Purpose: Ton ensure that participants are fully informed of all aspects of the programme and training

Staff Involved:

Method(s) used to carry out this procedure	Who does it	Evidence generated by this procedure
Formal induction at commencement of project	Staff	**Record of induction kept on file**
One to one meetings with support worker	Support worker	**Questionnaire**
Participants meetings	Participant reps	Minutes
Information dissemination at commencement of module delivery	Education Co-ordinator	Minutes, handouts, videos
Learner handbook (in the process of being developed)	Education Co-ordinator	Learner handbook
Appeals procedure	Administration, management	Learner handbook and records of appeals requested
Record of results	Administration	Signed record of results given to participants

Monitoring		
Monitor (Job Title)	**Frequency**	**Monitoring Method(s)**
Manager	As needed	See above

PROVIDER NAME		
CASADH		
Procedure Title:	**Security of Assessment related Processes and Material**	**Version: B6.3**	**Date**:

Purpose: To provide adequate security measures for processes and materials

Staff Involved: All staff and management

Method(s) used to carry out this procedure	Who does it	Evidence generated by this procedure
Records of assessments from programme meetings are logged and dated and stored in a secure location	Staff team and participants	**Signed records**
Written log of on-going assessment including evaluation sheets etc. filed in a secure location. All participant portfolios are store are clearly verified and identifiable and stored in a secure location	Participants/staff	**Log, evaluation sheets and learning journals**
Adequate measures are taken during exam and completion of module worksheets to ensure that the integrity of the exam is not compromised.	Tutors	Tutor verification

Monitoring		
Monitor (Job Title)	**Frequency**	**Monitoring Method(s)**
Manager/Tutor	During Examinations and completion of worksheets	Tutor visible during exam and completion of all worksheets

PROVIDER NAME			
CASADH			
Procedure Title:	**Reasonable Accommodation**	**Version: B6.4**	**Date**:

Purpose: To ensure reasonable accommodation is made for all participants.

Staff Involved: All staff

Method(s) used to carry out this procedure	Who does it	Evidence generated by this procedure
Casadh provide workshops for staff and participants to combat discrimination and to educate all to fully appreciate their rights and the rights of others.	All staff and participants	**Workshop plan**
Workshops on health issues	Staff	**Details of workshop delivery and content**
Established links with services to promote the needs of our participants i.e. Garda, probation & welfare services, third level colleges, employers etc	Management and staff	Records of meetings with various groups
Materials used in the delivery of FETAC modules is simply designed to cater for the needs of the group.	Staff and tutors	Audio visual materials, art materials, computer facilities etc
Evaluation and feedback is promoted on a daily basis within the programme	Staff and tutors	Log book and day book

Monitoring		
Monitor (Job Title)	Frequency	Monitoring Method(s)
Staff	Ongoing	See above

PROVIDER NAME			
CASADH			
Procedure Title:	**Consistency of Marking Between Assessors**	**Version:** **B6.5**	**Date**:

Purpose: To ensure that there are adequate measures and procedures to have consistency of marking between assessors

Staff Involved:

Method(s) used to carry out this procedure	Who does it	Evidence generated by this procedure
Casadh staff provides training in FETAC Level 3 and some level 4 modules only. Therefore modules are mainly towards the Foundation National Certificate. As these modules are assessed through portfolio submission and examined by an appointed FETAC Examiner assessment is facilitated at Casadh on an ongoing basis in collaboration between Management, staff and Casadh participants. The external consultant acts as a liaison to Casadh, monitoring, course delivery and design, standards, evaluation processes and assessment.	Staff, management, external consultant FETAC Examiner	**Portfolio – records of submissions**
The process of assessment is achieved utilising the following procedures: • Daily evaluation with Casadh participants during course delivery and at the end of each workshop. • Evaluation sheets that are filled out by Casadh participants at the end of each module delivered. • Daily staff meetings to discuss course delivery and assessment. These meetings are recorded and logged • Weekly team meetings with staff and management • Twice yearly meetings with external consultant to evaluate course delivery, assessment and to update where necessary • External assessment with FETAC External Examiner to co-verify achievement of appropriate award.	Staff, participants Manager External consultant	**Log book, day book, minutes from meetings, evaluation and feedback sheets, reports, feedback sheets from fetac meetings with support staff**
Monitoring		

Monitor (Job Title)	Frequency	Monitoring Method(s)
Manager	See above	See above

PROVIDER NAME				
CASADH				
Procedure Title:	**Assessment Performed by Third Parties**		**Version: B6.6**	**Date**:

Purpose: To ensure fairness of assessments to all participants to include assessments carried out by contracted trainers

Staff Involved:

Method(s) used to carry out this procedure	Who does it	Evidence generated by this procedure
Evaluations carried out during course delivery and at the end of each workshop	Participants	**Evaluation sheets**
Daily staff meetings (morning and a wind-down each evening) to discuss delivery and assessment. Also weekly team meetings	Management and Staff	**Log book** **Minutes of meetings**
External assessment with FETAC	FETAC external Examiner	Verification of achievement fo appropriate awards
Evaluation of course delivery and assessments to update where necessary	External Consultant/management and Staff	Evaluation sheets Minutes of meetings

Monitoring		
Monitor (Job Title)	**Frequency**	**Monitoring Method(s)**
Manager	On-going	Monitoring of evaluation and meetings etc.

PROVIDER NAME			
CASADH			
Procedure Title:	**Consistency of Marking with National Standards**	**Version**:	**Date**:
Purpose:			
Staff Involved:			

Method(s) used to carry out this procedure	Who does it	Evidence generated by this procedure
All modules are submitted for external examination by FETAC external Examiner. All written results are recorded and logged and feedback is given to all participants.	Staff FETAC External Examiners	**Records**
Staff attend seminars and workshops provided by FETAC to ensure we are working with national standards. All staff concerned are familiarised with guidelines for assessment.	FETAC	**Records of attendance at seminars**

Monitoring		
Monitor (Job Title)	**Frequency**	**Monitoring Method(s)**
Management	On-going	See above

PROVIDER NAME				
CASADH				
Procedure Title:	**Feedback to Learners**		**Version: B6.8**	**Date**:
Purpose: To ensure that feedback to learners is constructive and informs them about the quality of their work and where necessary to make improvements				
Staff Involved: Staff and tutors				
Method(s) used to carry out this procedure		**Who does it**	**Evidence generated by this procedure**	
Feedback includes both written and verbal assessments, which is both summative and formative		Staff	**Feedback sheets** **Tutor verification of informal – log book**	
Monitoring				
Monitor (Job Title)	**Frequency**	**Monitoring Method(s)**		
Education Co-ordinator	During module delivery and end of module delivery	See above evidence		

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

PROVIDER NAME				
CASADH				
Procedure Title:	**Learner Appeals**		**Version: B6.9**	**Date**:

Purpose: To ensure that learners are fully informed about the appeals procedure and that it is fair and adequate and consistent with national standards

Staff Involved: Administration

Method(s) used to carry out this procedure	Who does it	Evidence generated by this procedure
Learner can appeal the results of the assessment where they consider the results to be unfair. Methods of appeal include the following • Participants are provided with the results from their assessment • Participants are informed of the time frame for the appeal • A record of the appeal is kept on file.	Administration	**Appeals procedures** **Record of Assessment of results** **Record of appeal on File**

Monitoring		
Monitor (Job Title)	**Frequency**	**Monitoring Method(s)**
Manager	Twice Yearly	As required

PROVIDER NAME **CASADH**				
Procedure Title:	**RETURN OF CERTIFICATION DATA**		**Version:** **B6.10**	**Date**:
Purpose: To ensure that Certification Data is returned in a correct and accurate manner				
Staff Involved: Administration				

Method(s) used to carry out this procedure	Who does it	Evidence generated by this procedure
Administrative staff are fully briefed on FETAC procedures and requirements by External Consultant	Extern and admin	**Signed record of training received by admin staff**
Data is checked for accuracy and the details of the process is recorded	Tutors and admin staff	**Signed checklist**

Monitoring		
Monitor (Job Title)	**Frequency**	**Monitoring Method(s)**
Administrator	As required	See above

PROVIDER NAME			
CASADH			
Procedure Title:	**Corrective Action**	**Version: B6.11**	**Date**:

Purpose: To ensure that corrective is taken in the case where errors and omissions occur in the assessment process

Staff Involved: Staff, tutors and management

Method(s) used to carry out this procedure	Who does it	Evidence generated by this procedure
Casadh monitor on an ongoing basis the assessment procedures to ensure the validity of process. Methods used to monitor the validity of the assessment process include the following • Co-signing and dating worksheets by participant and tutor • Co-signing checklist and co-verifying that all work has been completed by the learner • The manager signs off the assessment and any exam results	Participants, staff, tutors, manager	**Co-signed declaration by participant and tutor co-verifying that the work has been completed by the participant and that the assessment took place**
Casadh will notify FETAC if the integrity of the certification process is at risk.	Manager	**N/A**

Monitoring		
Monitor (Job Title)	**Frequency**	**Monitoring Method(s)**
Manager	As required	See above

(C) Monitoring Checklist

Policy Name:	
Monitor:	**Date:**

Procedures	Evidence Found	Action Plan for improvement. State what should be done, by whom and when.
Co-ordinated planning of assessment		
Information to learners		
Security		
Reasonable Accommodation		
Consistency of marking between assessors		
Assessment performed by external bodies		
Consistency of making with national standards		
Feedback to learners		
Learner appeals		
Return of results		
Corrective Action		

Appendix 2   Self Evaluation Checklist

Grading Scale:

3 = Strength   There is plentiful evidence to indicate that achievement in this area is above average. This is an example of good practice which should be disseminated.

2 = Acceptable   There is evidence that achievement in this area meets expectations. With further development, this could become an area of strength

1 = For Improvement There is little or no evidence that achievement in this area meets expectations. Improvement is needed.

Provider:		Programme	
Evaluators			
Date:			

Fair and Consistent Assessment of Learners		
Are learners satisfied with the level of information and feedback they have received on their assessments?		
Are learners and staff satisfied with the security and integrity of assessment processes and materials?		
How successful has the reasonable accommodations procedure been in facilitating participation in assessment by those who otherwise, due to personal circumstances, may have been unable to do so? Is there data available on this?		
Are assessors consistent in their marking of learner assessments?		
Has the assessment carried out by external parties been fair, consistent and contributing to learner achievement?		
Are the standards being achieved by learners consistent with the national standards for the award(s) available on this programme?		
Has the process of returning data to FETAC for certification purposes been found to be accurate and reliable?		

Has the procedure for Corrective Action been used? Has it been effective in addressing non conformances in assessment practice?		
Has the learner appeal system been effective in addressing concerns of individual learners regarding their assessments?		
Fair and Consistent Assessment of Learners – Average Grade		

B7 PROTECTION FOR LEARNERS

This policy is not relevant to Casadh as Casadh operates as a Community Employment Project and is funded by FAS and The HSE. Casadh is a registered Charity with the appropriate status and is non profit organisation. Participants with Casadh are not charged in any way for the programme. Their duration of time with Casadh is from one to three years depending on the FAS contract and obligations being met accordingly.

B8   SUB-CONTRACTING/PROCURING PROGRAMME DELIVERY

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Policy Statement

Casadh

B9 Self-evaluation of programme and services

Casadh is a group of people working in partnership to create a centre of excellence and innovation, where people recovering from substance misuse are made feel welcome, valued and empowered to take control of their lives. Casadh seek to provide a safe and supportive environment, which encourages people with substance misuse problems in recovery through the provision of training, support services and after care.

Casadh utilise mechanisms for self-evaluation that are consistent with the ethos of the service. This means that self-evaluation is determined through open, honest and clear dialogue between management, staff and participants and the external examiner. The purpose of self-evaluation is to produce a way in which the services can be examined to establish what services are working well, what needs to be improved, changed or altered and the value and benefits of the training overall to the participants lives. As the core ethos of the organisation is to support and empower participants to take control of their lives it is essential that the self-evaluation process can quantitatively and qualitatively evaluate that these core aims are being achieved. Participants, staff and management are actively involved in ongoing evaluation of the services to keep the level of quality moving forward. Self-evaluation is done on an informal and formal basis, with provision for both internal and external systems of evaluation.

Procedures

B9.1 Assignment of responsibility

Casadh have a tiered approach to self-evaluation of services. The following clearly identify the current structures of evaluation in place in Casadh and the levels of responsibilities attached to each.

Project Staff: Project staff has responsibility for designing and delivering modules in FETAC level 3 relevant to the needs of the participants. The participants are in recovery from drug addiction and for many Casadh is their first opportunity in an adult learning environment. Project staff ensure that each participant feels supported throughout the learning process and ample time is given to ensure that learning takes place. The profile of the target group often reflects early school leaving and literacy problems. The project staff built in evaluation procedures that are ongoing. This involves the evaluation of training throughout module delivery. This is done through ongoing evaluation throughout the training and at the end of the course with written evaluation. Project staff also

liaison with external tutors and support participants whilst training is being delivered.
Written evidence: end of course evaluation sheets and monthly reports to project manager

External Tutors: External tutors have responsibility to provide tailor made training for the needs of the target group. Evaluation is built in to the training and includes ongoing verbal and written evaluation of training delivered. External tutors also link in with the education co-ordinator and project staff re self-evaluation of module delivery.
Written evidence: end of course evaluation sheets

Education co-ordinator: The education co-ordinator has responsibility for evaluating the overall quality of the training delivered. The education co-ordinator links in with the project staff and external tutors and oversees the evaluation process that is carried out during module delivery. The education co-ordinator ensures that both written and verbal feedback is collated and fed back to the manager. The education co-ordinator also has responsibility for ensuring that project staff and external tutors have opportunity to evaluate their own work through written and verbal mechanisms.
Written evidence: monthly report and written evaluation

Management: The project manager has overall responsibility for the day to day management of the project. The manager meets with project staff, training co-ordinator and external tutors on a monthly basis to evaluate training delivered. The manager meets with the board of management on a monthly basis and gives a report on the training delivered. The manager also co-ordinates the management of yearly evaluation of the project, training delivered.
Written evidence: Monthly reports, annual reports, yearly evaluation

External consultant
The external consultant is responsible for overseeing and reporting on the modules delivered. The external consultant meets with project participants, project staff, external tutors and manager and reports on the effectiveness of the training delivered
Written evidence: Yearly report

B9.2 Frequency
The frequency of self-evaluation process is related to the following:
- module delivery – which includes ongoing evaluation and end of course written evaluation from project participants
- Monthly reports to project manager
- Yearly annual report for the project overall and yearly report from external consultant
- Yearly formal evaluation of project with board of management, project management and project staff.

B9.3 Range
Due to the nature of the project self-evaluation is carried out simultaneously as the range of modules are limited to level 3 – foundation modules

B9.4 Learner Involvement
The project participants are involved in self-evaluation through the following mechanisms:
- Journal entries for each week of training
- "Wind-downs" – After each day on the project participants and project staff have an opportunity to reflect on the workshop delivered
- Written anonymous evaluation from each project participant at the end of each module delivered
- 'House-meetings' – All project participants, staff and management meet once a month each Friday to evaluate the project and training delivered

B9.5 External Evaluator
The external consultant is responsible for overseeing and reporting on the modules delivered. The external consultant meets with project participants, project staff, external tutors and manager and reports on the effectiveness of the training delivered. The current external consultant to Casadh is Lorraine Stewart.

B9.6 Methodology
The methodology for self-evaluation includes daily reflection and evaluation, written evaluation from project participants, monthly reports from project staff, yearly review with board of management and yearly report from external consultant. The main aim is to constructively make positive changes to improve the overall delivery of training and to maximise the opportunity for providing a quality environment for all concerned.

CASADH			
Procedure Title:	**Assignment of Responsibility**	**Version: B9.1**	**Date**: 29/04/21

Purpose: The purpose of this procedure is to ensure that staff are familiar with responsibilities attached to evaluation of module delivery

Staff Involved: Project Staff, tutors, education co-ordinator, Project Manager, extern

Method(s) used to carry out this procedure	**Who does it**	**Evidence generated by this procedure**
Designing and delivering training	Project staff & external tutors	**Written evaluation from project participants** **Monthly reports**
Overall co-ordination of training	Co-ordinator	**Daily log book from team meetings** **Written evaluation generated from project staff and participants** **End of module report to the project manager**
Overall management of Casadh	Project Manager	Log account from meetings with board of management Annual report Yearly review of project
External evaluation of project	External consultant	Yearly Report

Monitoring		
Monitor (Job Title)	**Frequency**	**Monitoring Method(s)**
Staff, tutors	Daily meetings, Monthly meetings End of course review	Written evaluation Written report

Co-ordinator	Monthly meetings with staff	Report to manager
Manager	Monthly meetings with all staff and participants, monthly meetings with Board, yearly review	Monthly Report Annual report
External consultant	Meeting with participants, staff, tutors and management Examination of course material and participant portfolio	Yearly report

CASADH				
Procedure Title:	**B9.2 Frequency**		**Version: B9.2**	**Date**: 29/04/21

Purpose: To ensure that self-evaluation take place frequently on the project.

Staff Involved: All staff, tutors and management

Method(s) used to carry out this procedure	**Who does it**	**Evidence generated by this procedure**
Ongoing reflection and verbal evaluation	Staff	Daily log from project staff
Written evaluation at the end of course	Participants,	Written evaluation sheets
Monthly reports	Staff, education co-ordinator, manager	Staff reports Co-ordinator report Manager's report
Yearly report	Manager, Extern	Annual report Yearly report

Monitoring		
Monitor (Job Title)	**Frequency**	**Monitoring Method(s)**
Staff, tutors	Daily, weekly, monthly	See above
Education co-ordinator	Weekly, monthly	See above
Manager	Monthly yearly	See above

CASADH

Procedure Title:	Range		Version: **B9.3**	Date: 29/04/21

Purpose: To ensure that the range of programmes have effective self-evaluation tools

Staff Involved: All staff

Method(s) used to carry out this procedure	Who does it	Evidence generated by this procedure
This section is not applicable – please see page 3		

Monitoring		
Monitor (Job Title)	**Frequency**	**Monitoring Method(s)**

CASADH			
Procedure Title:	**Learner Involvement**	**Version:** **B9.4**	**Date**: 29/04/21

Purpose: To ensure that project participants are actively involved in all aspects of project evaluation

Staff Involved: Project Staff, education co-ordinator, management and extern

Method(s) used to carry out this procedure	Who does it	Evidence generated by this procedure
Daily journals from workshops	Participants	Journals for portfolios
Wind-downs	Participants, staff and tutors	Daily log book
Written evaluations	Participants	Written evaluation
House meetings	Participants, staff and management	Minutes

Monitoring		
Monitor (Job Title)	**Frequency**	**Monitoring Method(s)**
Education Co-ordinator	Weekly	Log book, written evaluations
Manager	Monthly	House meetings, minutes

CASADH			
Procedure Title:	**External Examiner**	**Version:** **B9.5**	**Date**: 29/04/21

Purpose: To ensure that the modules delivered by Casadh meet with the national and international standards required and to ensure that the level of quality is constantly improving

Staff Involved: All staff, participants, education co-ordinator, management, extern

Method(s) used to carry out this procedure	Who does it	Evidence generated by this procedure
Meetings with participants, staff and management	Extern	**Report**
Review of Course material and portfolios	Extern	**Report**
Feedback to participants, staff and management	Extern	Report

Monitoring		
Monitor (Job Title)	Frequency	Monitoring Method(s)
See above		

CASADH				
Procedure Title:	**Methodology**		**Version: B9.6**	**Date**: 29/04/21
Purpose: To ensure that the methodology is consistent with the project ethos and that self –evaluation mechanisms are useful, purposeful and helpful for growth of the project				
Staff Involved: All				
Method(s) used to carry out this procedure		**Who does it**	**Evidence generated by this procedure**	
See previous – page 3				
Monitoring				

(C) Monitoring Checklist

Policy Name:	
Monitor:	Date:

Procedures	Evidence Found	Action Plan for improvement. State what should be done, by whom and when.
Co-ordinated planning of assessment		
Information to learners		
Security		
Reasonable Accommodation		
Consistency of marking between assessors		
Assessment performed by external bodies		
Consistency of making with national standards		
Feedback to learners		
Learner appeals		
Return of results		
Corrective Action		

Appendix 2   Self Evaluation Checklist

Grading Scale:

3 = Strength   There is plentiful evidence to indicate that achievement in this area is above average. This is an example of good practice which should be disseminated.

2 = Acceptable   There is evidence that achievement in this area meets expectations. With further development, this could become an area of strength

1 = For Improvement   There is little or no evidence that achievement in this area meets expectations. Improvement is needed.

Provider:		Programme	
Evaluators			
Date:			

Question	Comment / Evidence Type(s)	Grade
Communications		
Are learners able to give feedback on their individual and collective experiences? Are there any barriers to communication?		
Is information relevant to programmes and services consistently available to the staff involved in their delivery?		
Are staff able to contribute feedback and suggestions for the improvement of the programme(s) and associated services		
Are communications media for supplying information to and receiving feedback from the local community, employers and other external agencies effective?		
Communications: – Average Grade		

Question	Comment / Evidence Type(s)	Grade
Equality		
Is there an Equality Plan in place? Are staff trained to implement it?		
Is it known if any person has experienced discrimination in access to the programme or services? Is there a mechanism in place for this to be known by the provider/		
	Equality:- Average Grade	
Staff Recruitment and Development		
Are the staff involved in programme delivery well matched to their role and clear about their job specifications?		
Have new staff had access to an effective induction process?		
What percentage of staff have availed of staff development over the past two years?		
Are staff development issues regularly reviewed by management?		
Staff Recruitment and Development – Average Grade		
Access, Transfer and Progression		
Do learners feel that they have adequate information about the programmes and its associated services to enable them to successfully participate in it?		

Question	Comment / Evidence Type(s)	Grade
Are the following available to prospective learners on entry to the programme(s)? • Clear administration arrangements • Statements of entry requirements and selection criteria • Appeals mechanism?		
Have learners gained exemption from all or parts of a programme / assessment for an award on the basis of recognition of prior learning?		
Have current learner supports / programme adaptations been successful in addressing the needs of learners? Have additional supports been requested?		
Access, Transfer and Progression: – Average Grade		
Programme Development, Delivery and Review		
Does the need which led to the development of this programme still exist?		
Is there a document which sets out the programme structure, delivery and assessment methodologies? Is this available to learners and other interested parties		
Have such programme documents been checked and approved by management as being in accordance with Mission, demand, assessment policy and resource availability?		
Are delivery styles used on the programme(s) appropriate to the needs of learners?		
Does the programme team meet to review programme delivery and other issues? Is the information acquired used effectively?		

Question	Comment / Evidence Type(s)	Grade
Are timetables adhered to?		
Are up to date records of learner participation and progress readily available to staff and learners?		
Are the resources necessary for successful achievement by learners of the programme objectives allocated to and maintained on the programme(s)?		
What is the programme completion rate for this programme i.e. what percentage of those who began the programme have attained the target award?		
Are the requirements of Health & Safety legislation being complied with?		
Has this programme been reviewed on a regular basis and the findings considered by management?		
Programme Development, Delivery and Review – Average Grade		

Fair and Consistent Assessment of Learners		
Are learners satisfied with the level of information and feedback they have received on their assessments?		
Are learners and staff satisfied with the security and integrity of assessment processes and materials?		

Question	Comment / Evidence Type(s)	Grade
How successful has the reasonable accommodations procedure been in facilitating participation in assessment by those who otherwise, due to personal circumstances, may have been unable to do so? Is there data available on this?		
Are assessors consistent in their marking of learner assessments?		
Has the assessment carried out by external parties been fair, consistent and contributing to learner achievement?		
Are the standards being achieved by learners consistent with the national standards for the award(s) available on this programme?		
Has the process of returning data to FETAC for certification purposes been found to be accurate and reliable?		
Has the procedure for Corrective Action been used? Has it been effective in addressing non conformances in assessment practice?		
Has the learner appeal system been effective in addressing concerns of individual learners regarding their assessments?		
Fair and Consistent Assessment of Learners – Average Grade		
Protection for Learners		
Are learners aware of their position in the event of a programme ending prematurely?		
Protection for Learners – Average Grade		

Question	Comment / Evidence Type(s)	Grade
Sub-contracting / Procuring Programme Delivery		
When programme delivery has been procured through the use of another provider, have consistent criteria been applied and formal agreements arrived at?		
Have the reports submitted by contracted providers and our monitoring arrangements been sufficient to maintain confidence in the quality of procured programmes?		
Sub-contracting / Procuring Programme Delivery – Average Grade		

Mission Statement

Casadh is a group of people working in partnership to create a centre of excellence and innovation, where people recovering from substance misuse are made feel welcome, valued and empowered to take control of their lives. CASADH seek to provide a safe and supportive environment which encourages people with substance misuse problems in recovery through the provision of training, support services and after care

Objectives

- To identify individuals who are in recovery and seeking to further their potential.

- To provide a comprehensive training and support programme that will assist those in recovery to achieve this potential.

- To provide training to the community with a particular emphasis on issues relating to addiction, health and safety and preventative measures.

- ❖ To outreach to other educational facilities through the provision of a venue for training with the goal of working in partnership with those working in recovery from addiction

Programme Evaluation Report

Provider Name:	Casadh
Provider No.	Casadh 425120
Address	Unit 13
Phone / Fax / email / website				
Manager / Principal / Director Name	
Report Date	
Programme Title	
Report Author(s)			
External Evaluator	Name	Job Details	
Timeframe covered by Evaluation	From (mm/yyyy)	To (mm/yyyy)	

_____   _____

Manager / Principal / Director   Date

_____   _____

External Evaluator   Date

Programme Summary

Enter here a brief outline of the programme, to include its aims, objectives, learner profile and target award(s)

Programme Statistics

No. Learners who started in period:	
No. Learners who achieved an award in period:	

Evaluation Methodology

Enter here a description of how the evaluation was conducted and what sources of information were used. In particular, explain how the views of learners were included and how the external evaluator was involved.

Executive Summary

Enter in this table the grades for this programme as assigned on the evaluation checklist.

Grading Scale:

3 = Strength	There is plentiful evidence to indicate that achievement in this area is above average. This is an area where practice should be disseminated elsewhere.
2 = Acceptable	There is evidence that achievement in this area meets expectations. With further development, this could become an area of strength
1 = For Improvement	There is little or no evidence that achievement in this area meets what is expected. Improvement is needed.

Policy Area	Average Grade
Communications	
Equality	
Staff Recruitment and Development	
Access, Transfer and Progression	
Programme Development, Delivery and Review	
Fair and Consistent Assessment of Learners	
Protection for Learners	
Sub Contracting / Procuring Programme Delivery	

List the main strengths and areas for improvement found in relation to this programme. They should be bullet-listed In descending order of priority

Strengths

.

Areas for Improvement

.

List the main recommendations made in relation to this programme.

Recommendations

.

Detailed Findings

Programme Design and Content

To consider: *(these are prompts only. Other questions should also be considered as highlighted by the evaluation checklist)*

How has the design and content of the programme met the needs of learners in terms of access, transfer and progression and achievement of awards. Have learners been completing the programme or dropping out? Is there sufficient information available on which to base decisions regarding demand, content, learner need etc? Is the demand for the programme from learners, employers, other providers still evident? Are all the requirements for the award(s) being met? Is the design and content of the programme accommodating of learner diversity?

Strengths

.

Areas for Improvement

.

Recommendations

.

Programme Delivery

To consider: *(these are prompts only. Other questions should also be considered as highlighted by the evaluation checklist)*

Are delivery methods appropriate to learner needs? Have adaptations been identified? Are learner supports and information adequate? Are learners kept informed of their own progress? Are the teaching and learning materials adequate for purpose? Are timetables /schedules being adhered to? Are learners encouraged to take responsibility for their own learning? How well are the needs of learners with diverse needs being addressed? Are staff confident and content in their roles? Is staff development keeping pace with the demands on staff? Is the programme being reviewed on a regular basis and are staff facilitated to contribute to the review?

Strengths
  .

Areas for Improvement
  .

Recommendations
  .

Assessment of Learning

To consider: *(these are prompts only. Other questions should also be considered as highlighted by the evaluation checklist)*

Is the administration of assessment and learner registration happening effectively? Are assessment strategies appropriate to learner needs and programme design? Is assessment fair to learners and consistent as carried out by assessors? Are the reports of external verifiers / monitors / examiners reviewed and acted upon? Is the standard achieved by learners consistent with national standards? Are reasonable accommodations available to learners with disabilities? Are exemptions from assessment given where a learner has evidence of prior achievement? Are records of assessment maintained securely?

Strengths
   .

Areas for Improvement
   .

Recommendations
   .

Associated Services and Resourcing

To consider: (*these are prompts only. Other questions should also be considered as highlighted by the evaluation checklist.*)

Are the resources available to allow staff to deliver the programme effectively? Do learners have access to the materials and facilities essential for successful participation in the programme? Is there sufficient access for staff and learners to reference materials and I.T. resources as appropriate? Are facilities safe and well maintained? Is access to services available to all learner groups?

Strengths

·

Areas for Improvement

·

Recommendations

·

Attainment of Programme Objectives

To consider: (*these are prompts only. Other questions should also be considered as highlighted by the evaluation checklist.*)

Are the objectives of the programme being reached? Are the objectives clearly enough defined? Are learners leaving the programme early? Are the reasons for early drop out known and understood? Are attainment levels comparable across all learner groups? Is the demand for this programme still evident?

Conclusions:

- .

Recommendations

- .

Programme Improvement Plan

Provider Name:	
Provider No.	
Manager / Principal / Director Name	
Programme Title	

Recommendation From Self Evaluation Report	Action Agreed	By Whom	By When
Programme Design and Content			
Programme Delivery			

Recommendation From Self Evaluation Report	Action Agreed	By Whom	By When
Assessment of Learning			
Associated Services and Resourcing			
Attainment of Programme Objectives			

Signed: *Date:*

_____   _____

Date

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.	
Organisation Name:	**Casadh Limited**	
Address:	Unit 13, The IDA Centre, Newmarket, Dublin 8	
	No. of Learners　　　　21 - 50	
Telephone:	01 - 4548419 / 01 - 4548421	**No. of Tutors / Instructors**　1 - 5
FAX:	01-4548419	**Forms of Programme Delivery**:
e-mail:	casadh@eircom.net	1.　Workplace Training
Website address:	NO	2.　Centre / School / College Based
Contact Name / Role:	James Boylan, Manager Lorraine Stewart, External Consultant	3.
Organisation Type:	Community / Voluntary Sector Organisation	4.
Other – please identify:	Rehabilitation Centre for individuals in recovery from drug addction	**Other**: Please see attached information with application　**Internet Access?**　　Yes
Date of Application:	01/09/2006　**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

Casadh is a group of people working in partnership to create a centre of excellence and innovation, where people recovering from substance misuse are made feel welcome, valued and empowered to take control of their lives. Casadh seek to provide a safe and supportive environment, which encourages people with substance misuse problems in recovery through the provision of training, support services and after care.

Experience in Education / Training
How long have you, the applicant organisation, been providing programmes of education and training.

3 years

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
FAS	Yes	
Other:		
Other:		

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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.

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
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.

Casadh has been a registered FETAC Centre for the past two years. Casadh delivers FETAC modules which suit our client group who are in recovery from drug misuse. Modules are delivered in level 3 and level 4 only. Casadh provide a comprehensive programme to project participants who are in recovery from drug addiction. Casadh Participants are employed for a one to three year duration under the FAS Community Employment Project Scheme. The target group is over 23 years of age and come from the South Inner City area of Dublin. The profile of the target group reflects an equal ratio of male and female in attendance on the programme. The current waiting list reflects a slightly higher proportion of males seeking entry onto the programme between the ages of 25 years to 35 years. The profile of the target group reflects early school leaving, literacy problems, a history of family conflict and relational issues, long-term unemployment, criminal behaviour and convictions and a history of drug abuse. The target group tend to have low-self esteem and can be on prescribed medication for depression and anxiety problems. For the majority of participants attending Casadh this has been their first experience of paid employment and adult educational opportunities. The target group has experienced discrimination both within and outside of their own communities. Needs identification has been gathered from research from the National Drug Strategy Team, The South West Inner City Local Drugs Task Force, The South West Inner City Network, HSE, Local Community and advocacy groups. Needs that have been identified is that those in recovery, with specific emphasis on persons on a Methadone Maintenance Programme have difficulties accessing employment or educational opportunities. Casadh seek to address these needs through the design and delivery of a comprehensive programme that seeks to rehabilitate, educate and support participants to achieve goals relating to education and/or employment.

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

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[3] Examples of quality systems include National Accreditation Committee, NALA Quality Framework, YouthReach Quality Framework, EFQM, Q Mark, ISO 9002, Excellence Through People, EQRM etc.

EDUCATION / TRAINING LOCATIONS[4] (PROVIDERS WITH MORE THAN ONE SEPARATELY MANAGED FIXED LOCATION SHOULD COMPLETE THIS PAGE)	
Number of Locations:	0

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.

N/ A - Casadh operates only out of one centre

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:	N/A	**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.

B1

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	Care plans, minutes of meetings, confidential journals and feedback sheets
B1.2 Communication with Staff	Yes	Yes	Yes	Log book, minutes of meetings, evaluation sheets and report
B1.3 Communication with other Stakeholders	Yes	Yes	Yes	Monthly reports, Annual reports, minutes, brochure and information pack, audited accounts

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.

Casadh Policy and Procedures Document

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	Evaluation and feedback
B2.2 Equality Planning	Yes	Yes	Yes	Evaluation and feedback

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.

Casadh Policy and Procedures Document

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	Policies and procedures, records of meetings, records of interviews, scoring sheets, contracts, files containing records of staff and CV'S
B3.2 Staff Induction	Yes	Yes	Yes	Signed contracts of employment, signed statement verifying induction and receipt of policies and procedures document, evaluation and feedback sheets on induction
B3.3 Staff Development	Yes	Yes	Yes	Supervision reports kept on file.

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.

FETAC QA - Policies and Procedures

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	Casadh brochure listing modules on offer in Casadh, policy statement, timetables, minutes of QA meetings, email to other agencies i.e., HSE, FAS, community programmes, probation and welfare services, networking and involvement in relevant working bodies promoting the needs of the target group. Advocacy on behalf of target group, polices and procedures document which include charter of rights, grievance procedures etc.
B4.2 Learner Entry Arrangements	Yes	Yes	FAS criteria related to 'drug-fenced' projects which outline the requirements for entry, i.e, age, area, current drug status,
B4.3 Recognition of Prior Learning	Yes	Yes	Participants who have completed previous training in FETAC level 3/4 can access their records and are added to their record of achievements.
B4.4 Facilitating Diversity	Yes	Yes	Positive action measures and positive discrimination measures to facilitate the needs of the target group i.e., drug addction. Casadh provide reasonable accomadation for the specified target group.

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.

FETAC QA -Policies and Procedures Document

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	Literature generated by research kept on file on project, minutes of relevant meetings, participant publications etc.
B5.2 Programme Design	Yes	Yes	Assessment and care plans, minutes form meetings, ie, staff / team meetings, feedbac k sheets, Design of FETAC materials for learner group. Imput from relevant agencies including FAS and LES. Reports and feedback from employers or other educational institutiions
B5.3 Programme Approval	Yes	Yes	Checklists, Module assessment lists, portfolio of work and examination results, minutes of meetings
B5.4 Programme Planning	Yes	Yes	Participant development plan, minutes of meetings, timetable of programme, weekly rota and day book.
B5.5 Programme Delivery	Yes	Yes	Programme materials, learner journals, reports, timetables, weekly roster, minutes of relevant meetings
B5.6 Learner Records	Yes	Yes	files and forms relevant to administration, care/progression plans, attendance records, database, records of submissions to FETAC
B5.7 Learning facilities / resources	Yes	Yes	Mission statement, policies and procedures document, service plans, funding allocations and plans
B5.8 Health & Safety	Yes	Yes	policies and procedures document, incident report records, fire equipment

			checks (displayed)
B5.9 Review of Programmes	Yes	Yes	Evaluation and reports, records of QA meetings, questionaires, feedback, logbook, minutes and agendas
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.

FETAC QA - Polices and procedures

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	Minutes, checklists, portfolios, evaluation sheets and questionaires
B6.2 Information to Learners	Yes	Yes	Record of induction, learner handbook, questionaires, minutes of meetings, records of appeals, signed records of results
B6.3 Security	Yes	Yes	Signed records, logs, evaluation sheets, learning journal, tutor verification sheets,
B6.4 Reasonable Accommodation	Yes	Yes	Workshop plan, details of workshop delivery and content, records of meetings, materials used available on premises, log book and day book
B6.5 Consistency between Assessors	Yes	Yes	Portfolios, records of submissions, log book, day book, evaluation and feedback sheets, minutes of meetings
B6.6 Assessment by Third Parties	Yes	Yes	Evaluation sheets, logbook, minutes of meetings, verification of achievemnents
B6.7 Consistency with National Standards	Yes	Yes	Records of attendance, records of attendance at FETAC Seminars
B6.8 Feedback to Learners	Yes	Yes	Feedback sheets, Tutor verification of informat meetings - log book

B6.9 Learner Appeals	Yes	Yes	Appeals procedures, record of assessment of results, records of appeals kept on file
B6.10 Return of Certification Data	Yes	Yes	Signed record of training received by Admin staff, Signed checklist
B6.11Corrective Action	Yes	Yes	Co-signed declaration by participants and tutors co-verifying that the work has been completed and the assessment has taken place.,
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.

This policy is not relevant to CASADH as Casadh is a charitable not for profit organisation and all FETAC education is carried out on Casadh premises by Casadh staff and contracted tutors

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	No		

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.

This policy is not relevant to CASADH as Casadh is a charitable not for profit organisation and all FETAC education is carried out on Casadh premises by Casadh staff and contracted tutors

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.

Not relevant to Casadh

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	No		
B8.2 Contract Arrangements	No		
B8.3 Reporting	Yes		
B8.4 Monitoring	No		

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.

This policy is not relevant to CASADH as Casadh is a charitable not for profit organisation and all FETAC education is carried out on Casadh premises by Casadh staff and contracted tutors

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.

FETAC QA -Policies and Procedures

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:

CASADH, Unit 13, The IDA Centre, Newmarket, Dublin 8. Tel:01 - 4548419

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	No
Provider Organisation Chart	Yes	Procedure(s) on Cessation of Programmes (if appropriate)	No
List of fixed education / training locations in this provider, if more than one.	No	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**: _____

Appendix 2   Self Evaluation Checklist

Grading Scale:

3 = Strength   There is plentiful evidence to indicate that achievement in this area is above average. This is an example of good practice which should be disseminated.

2 = Acceptable   There is evidence that achievement in this area meets expectations. With further development, this could become an area of strength

1 = For Improvement There is little or no evidence that achievement in this area meets expectations. Improvement is needed.

Provider:	Casadh	Programme	Communications/Personal Effectiveness
Evaluators	CF/AB		
Date:	20/01/2011		

Question	Comment / Evidence Type(s)	Grade
Communications		
Are learners able to give feedback on their individual and collective experiences? Are there any barriers to communication?	Yes- learners give feedback on a regular basis Verbally- via wind-down Written- via learner logs and surveys	3
Is information relevant to programmes and services consistently available to the staff involved in their delivery?	In terms of content of the programmes little changes, but Casadh continually builds extra external programmes- such as Choice Theory into the content	2
Are staff able to contribute feedback and suggestions for the improvement of the programme(s) and associated services	Yes- On a regular basis. There are regular staff meetings where programmes and content are discussed	2
Are communications media for supplying information to and receiving feedback from the local community, employers and other external agencies effective?	Yes- Casadh is a community based organisation, and is sponsored by FAS and the SICLDTF	2
Communications: – Average Grade		

Question	Comment / Evidence Type(s)	Grade
Equality		
Is there an Equality Plan in place? Are staff trained to implement it?	Yes- Staff handbook. Annual training by LIR in diversity & equality	3
Is it known if any person has experienced discrimination in access to the programme or services? Is there a mechanism in place for this to be known by the provider/	No Yes equality policy and appropriate training and disciplinary procedure if necessary	3
Equality:- Average Grade		
Staff Recruitment and Development		
Are the staff involved in programme delivery well matched to their role and clear about their job specifications?	Yes- Minimum standard TTT All training staff/external staff are familiar with the programme content	3
Have new staff had access to an effective induction process?	Yes	2
What percentage of staff have availed of staff development over the past two years?	60%	2
Are staff development issues regularly reviewed by management?	Yes- training needs analysis at start of year- funding is an issue	2
Staff Recruitment and Development – Average Grade		
Access, Transfer and Progression		

Question	Comment / Evidence Type(s)	Grade
Do learners feel that they have adequate information about the programmes and its associated services to enable them to successfully participate in it?	Yes- fully explained at start of session	2
Are the following available to prospective learners on entry to the programme(s)? • Clear administration arrangements • Statements of entry requirements and selection criteria • Appeals mechanism?	Yes- Casadh follows FAS procedures on ILP Casadh entry requirements Yes- but never used (so far)	3
Have learners gained exemption from all or parts of a programme / assessment for an award on the basis of recognition of prior learning?	Yes- Prior learning has been and continues to be an essential part of the programme	3
Have current learner supports / programme adaptations been successful in addressing the needs of learners? Have additional supports been requested?	Yes-	3
Access, Transfer and Progression: – Average Grade		
Programme Development, Delivery and Review		
Does the need which led to the development of this programme still exist?	Yes, and will continue to exist	3
Is there a document which sets out the programme structure, delivery and assessment methodologies? Is this available to learners and other interested parties	Yes- there is a module pack outlining each module, rationale, SLO's and marking schemes	3
Have such programme documents been checked and approved by management as being in accordance with Mission, demand, assessment policy and resource availability?	Yes- were approved at start of FETAC procedure	2

Question	Comment / Evidence Type(s)	Grade
Are delivery styles used on the programme(s) appropriate to the needs of learners?	Yes- Casadh uses best adult learning principles and practices	2
Does the programme team meet to review programme delivery and other issues? Is the information acquired used effectively?	Yes weekly briefings and monthly meetings	2
Are timetables adhered to?	Yes, but may have to change due to group size/change in personnel- if there is a high turnover. This is a consequence of the group make-up as many would be still in active drug use	2
Are up to date records of learner participation and progress readily available to staff and learners?	Yes- on FAS ILP system	2
Are the resources necessary for successful achievement by learners of the programme objectives allocated to and maintained on the programme(s)?	Yes- FAS training budget of €500 per person per year and Materials budget of €20 per person per week	3
What is the programme completion rate for this programme i.e. what percentage of those who began the programme has attained the target award?	65%- not an insignificant number when dealing with target grouping	3
Are the requirements of Health & Safety legislation being complied with?	Yes- fire safety is regularly reviewed (1/4'ly), frequent hazard analysis.	2
Has this programme been reviewed on a regular basis and the findings considered by management?	Yes- Management happy with programme suitability and effectiveness	2
Programme Development, Delivery and Review – Average Grade		

Question	Comment / Evidence Type(s)	Grade
Fair and Consistent Assessment of Learners		
Are learners satisfied with the level of information and feedback they have received on their assessments?	Yes- no negative feedback.	3
Are learners and staff satisfied with the security and integrity of assessment processes and materials?	Yes- all folders locked in a secure cabinet or managers office. Old files are returned to owners or shredded. Certificates are kept in managers office in a locked filing cabinet	
How successful has the reasonable accommodations procedure been in facilitating participation in assessment by those who otherwise, due to personal circumstances, may have been unable to do so? Is there data available on this?	No evidence that this has been necessary or required.	3
Are assessors consistent in their marking of learner assessments?	Yes- Externs have generally been very complementary on consistency and quality of work and assessment	3
Has the assessment carried out by external parties been fair, consistent and contributing to learner achievement?	Yes- Generally via FAS extern. In my experience to date no folder processed has been queried or found to be inconsistent	3
Are the standards being achieved by learners consistent with the national standards for the award(s) available on this programme?	Yes- FETAC extern reports	2
Has the process of returning data to FETAC for certification purposes been found to be accurate and reliable?	Yes- FETAC extern reports	2

Question	Comment / Evidence Type(s)	Grade
Has the procedure for Corrective Action been used? Has it been effective in addressing non conformances in assessment practice?	No- No evidence that this has been necessary or required	2
Has the learner appeal system been effective in addressing concerns of individual learners regarding their assessments?	No appeals lodged.	2
Fair and Consistent Assessment of Learners – Average Grade		
Protection for Learners		
Are learners aware of their position in the event of a programme ending prematurely?	Yes- Should a programme end prematurely, learners are made aware of either when the programme will restart, or a local provider will be identified where the programme can be taken up.	2
Protection for Learners – Average Grade		
Sub-contracting / Procuring Programme Delivery		
When programme delivery has been procured through the use of another provider, have consistent criteria been applied and formal agreements arrived at?	Yes- External tutors are either CDVEC supplied or a contract is drawn up for agreement with a supplier	2
Have the reports submitted by contracted providers and our monitoring arrangements been sufficient to maintain confidence in the quality of procured programmes?	Yes- contractors would follow set criteria and module formats outlined above.	2
Sub-contracting / Procuring Programme Delivery – Average Grade		

Appendix 2　　Self Evaluation Checklist

Grading Scale:
3 = Strength　　　　There is plentiful evidence to indicate that achievement in this area is above average. This is an example of good practice which should be disseminated.

2 = Acceptable　　　There is evidence that achievement in this area meets expectations. With further development, this could become an area of strength

1 = For Improvement There is little or no evidence that achievement in this area meets expectations. Improvement is needed.

Provider:	Casadh	Programme	communications
Evaluators	CF		
Date:	11/01/2011		

Question	Comment / Evidence Type(s)	Grade
Communications		
Are learners able to give feedback on their individual and collective experiences? Are there any barriers to communication?	Yes- on a daily and weekly basis Every month there is a house meeting	3
Is information relevant to programmes and services consistently available to the staff involved in their delivery?	yes	2
Are staff able to contribute feedback and suggestions for the improvement of the programme(s) and associated services	Yes- frequently.	
Are communications media for supplying information to and receiving feedback from the local community, employers and other external agencies effective?	yes	2
	Communications: – Average Grade	

Question	Comment / Evidence Type(s)	Grade
Equality		
Is there an Equality Plan in place? Are staff trained to implement it?	Yes- Staff handbook training is also delivered by	
Is it known if any person has experienced discrimination in access to the programme or services? Is there a mechanism in place for this to be known by the provider/		
Equality:- Average Grade		
Staff Recruitment and Development		
Are the staff involved in programme delivery well matched to their role and clear about their job specifications?		
Have new staff had access to an effective induction process?		
What percentage of staff have availed of staff development over the past two years?		
Are staff development issues regularly reviewed by management?		
Staff Recruitment and Development – Average Grade		
Access, Transfer and Progression		
Do learners feel that they have adequate information about the programmes and its associated services to enable them to successfully participate in it?		

Question	Comment / Evidence Type(s)	Grade
Are the following available to prospective learners on entry to the programme(s)? • Clear administration arrangements • Statements of entry requirements and selection criteria • Appeals mechanism?		
Have learners gained exemption from all or parts of a programme / assessment for an award on the basis of recognition of prior learning?		
Have current learner supports / programme adaptations been successful in addressing the needs of learners? Have additional supports been requested?		
Access, Transfer and Progression: – Average Grade		
Programme Development, Delivery and Review		
Does the need which led to the development of this programme still exist?		
Is there a document which sets out the programme structure, delivery and assessment methodologies? Is this available to learners and other interested parties		
Have such programme documents been checked and approved by management as being in accordance with Mission, demand, assessment policy and resource availability?		
Are delivery styles used on the programme(s) appropriate to the needs of learners?		

Question	Comment / Evidence Type(s)	Grade
Does the programme team meet to review programme delivery and other issues? Is the information acquired used effectively?		
Are timetables adhered to?		
Are up to date records of learner participation and progress readily available to staff and learners?		
Are the resources necessary for successful achievement by learners of the programme objectives allocated to and maintained on the programme(s)?		
What is the programme completion rate for this programme i.e. what percentage of those who began the programme have attained the target award?		
Are the requirements of Health & Safety legislation being complied with?		
Has this programme been reviewed on a regular basis and the findings considered by management?		
Programme Development, Delivery and Review – Average Grade		

Question	Comment / Evidence Type(s)	Grade
Fair and Consistent Assessment of Learners		
Are learners satisfied with the level of information and feedback they have received on their assessments?		
Are learners and staff satisfied with the security and integrity of assessment processes and materials?		
How successful has the reasonable accommodations procedure been in facilitating participation in assessment by those who otherwise, due to personal circumstances, may have been unable to do so? Is there data available on this?		
Are assessors consistent in their marking of learner assessments?		
Has the assessment carried out by external parties been fair, consistent and contributing to learner achievement?		
Are the standards being achieved by learners consistent with the national standards for the award(s) available on this programme?		
Has the process of returning data to FETAC for certification purposes been found to be accurate and reliable?		
Has the procedure for Corrective Action been used? Has it been effective in addressing non conformances in assessment practice?		
Has the learner appeal system been effective in addressing concerns of individual learners regarding their assessments?		
Fair and Consistent Assessment of Learners – Average Grade		

Question	Comment / Evidence Type(s)	Grade
Protection for Learners		
Are learners aware of their position in the event of a programme ending prematurely?		
Protection for Learners – Average Grade		
Sub-contracting / Procuring Programme Delivery		
When programme delivery has been procured through the use of another provider, have consistent criteria been applied and formal agreements arrived at?		
Have the reports submitted by contracted providers and our monitoring arrangements been sufficient to maintain confidence in the quality of procured programmes?		
Sub-contracting / Procuring Programme Delivery – Average Grade		