

# IMPLEMENTING THE QUALITY FRAMEWORK PROCESS AT CENTRE LEVEL


A brief overview of how Youthreach staff, students and stakeholder groups engage annually with the Quality Framework

Sheila Sullivan – Quality Framework Facilitator




# RECAP

## YOUTHREACH IS FOR YOUNG PEOPLE WHO:

- Are between 15-20
  - Have left mainstream school early.
  - Want to further their education
  - Are committed to the programme offered.
  - Are willing to embrace a challenging and exciting opportunity.
- 

# AT YOUTHREACH THEY WILL:

- Make new friends and become part of a team.
  - Improve self confidence
  - Engage in work experience.
  - Join in with the leisure activities of the centre.
  - Be part of a caring, non-judgmental, safe and respectful environment.
  - Be encouraged to work to the best of your ability with plenty of support.
  - Be guided towards a career choice that best suits you.
- 

# WHAT WILL THEY LEARN IN YOUTHREACH?

- Youthreach looks after the academic and personal needs of the student.
- The programmes vary from centre to centre and can include QQI certification, Junior Certificate programmes, and Leaving Certificate Programmes.



# AFTER YOUTHREACH THEY CAN:

- Go on to further education and or training
- Apply for apprenticeships
- Confidently enter the world of work



# WHO PROVIDES THE YOUTHREACH PROGRAMME?

- These programmes are managed at national level by the Department of Education & Science and at local level by Education and Training Boards (ETBs).
- The programme is delivered in Youthreach education centres, which are operational for 226 days per annum.



# EXTERNAL FACILITATION OF QUALITY FRAMEWORK

- THERE ARE 110 YOUTHREACH CENTRES THROUGHOUT IRELAND.
- THE FURTHER EDUCATION SECTION OF THE DEPARTMENT OF EDUCATION SUPPORTS THE IMPORTANT WORK OF EVALUATION AND PLANNING IN YOUTHREACH CENTRES THROUGH THE PROVISION OF AN ANNUAL GRANT.
- EACH CENTRE/ETB RECEIVES €1100 ANNUALLY IN ORDER TO ENGAGE WITH A FACILITATOR.
- A TEAM OF QUALITY FRAMEWORK TRAINED FACILITATORS ARE AVAILABLE TO CENTRES.

# THE PROCESS

CENTRES MAKE CONTACT WITH A QF FACILITATOR/BOOK DATES AT LEAST 1 MONTH IN ADVANCE.

CENTRES ARE FREE TO BOOK ANY FACILITATOR FROM THE LIST

THE FACILITATOR SENDS AN EMAIL TO THE CENTRE WITH ALL RELEVANT INSTRUCTION AND TASKS TO BE COMPLETED PRIOR TO THE SESSIONS

CENTRE COORDINATORS/FACILITATOR COMMUNICATE DURING THE TIME LEADING UP TO THE DATE TO ENSURE TASKS ARE BEING COMPLETED





# QUALITY FRAMEWORK PROCESSES

**ICE** - Internal Centre Evaluation (up until early 2016)

(9 of the 27 areas evaluated annually over a 3 year period – a 2 day process)

**CDP** - Centre Development Planning (up until early 2016)

(27 areas evaluated over 5 days throughout the year)

**CEIP** - Centre Evaluation and Improvement Planning (2016)

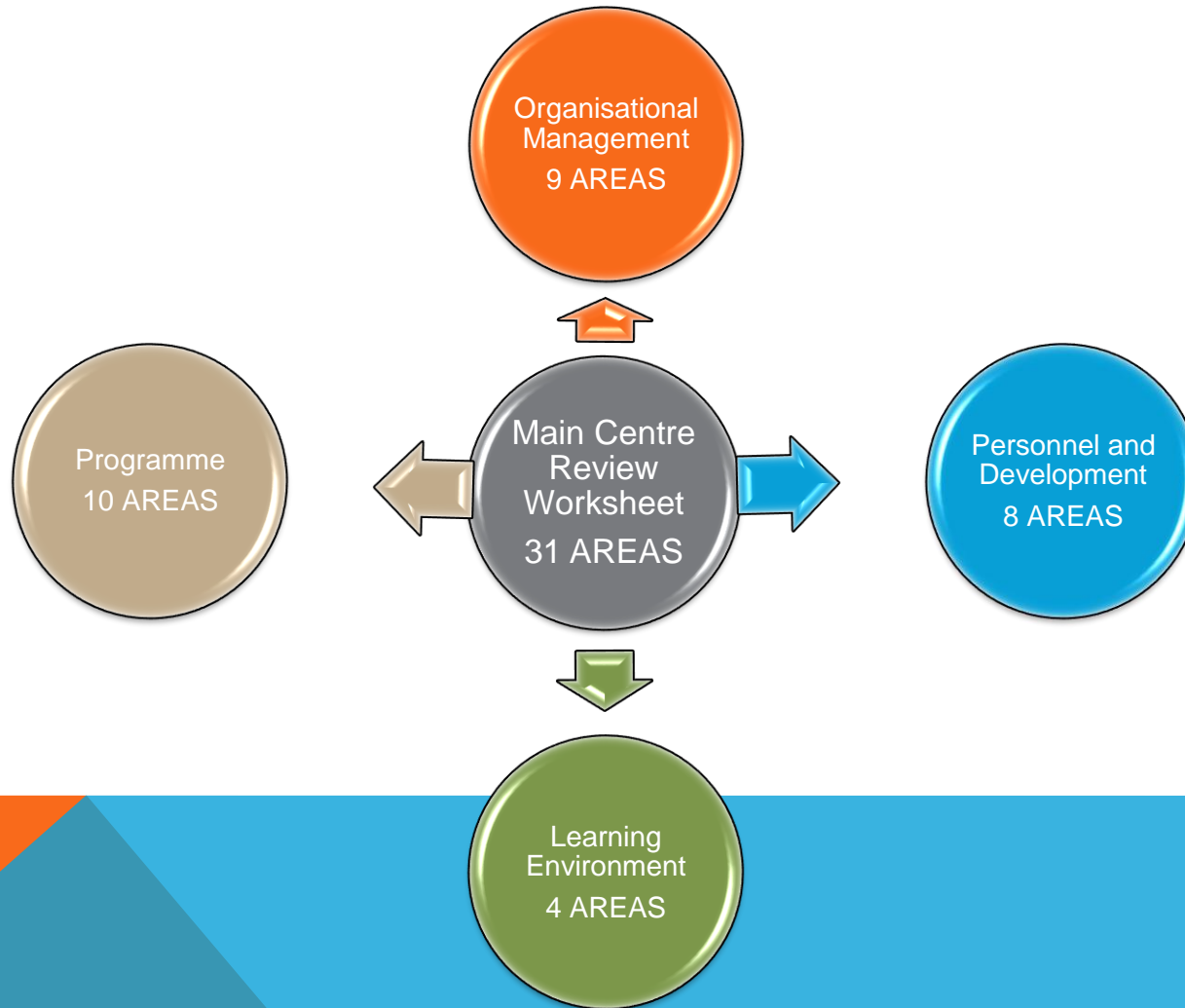
## **31 Quality Standard Areas in Main Centre Review Worksheet**

- QA 5/6 (Administration and Financial Management and Record Keeping ) are reviewed external to the 2 day process with actions arising documented
- QA 23 (Teaching and Learning) is a new mandatory area to be evaluated each year
- 5 other areas are picked by the staff team to evaluate annually – 8 in total

# KEY STAGES IN THE EVALUATION AND PLANNING PROCESS



# 31 QUALITY STANDARDS ARE AT THE HEART OF QUALITY FRAMEWORK



# QUALITY STANDARD AREAS 2016

<b>QUALITY FRAMEWORK</b> <b>Quality Standard Areas 2016</b>			
<b>Organisational Management</b>	<b>Personnel and Development</b>	<b>Learning Environment</b>	<b>Programme</b>
<b>1. Ethos</b>	<b>10. Staff Team</b>	<b>18. Social Environment</b>	<b>22. Programme Development Delivery and Review</b>
<b>2. Planning and Evaluation</b>	<b>11. Staff Recruitment and Induction</b>	<b>19. Code of Behaviour</b>	<b>23. Teaching and Learning</b>
<b>3. Communications and Links with the Community</b>	<b>12. Staff Development and Training.</b>	<b>20. Equality and Interculturalism</b>	<b>24. Recruitment of Students and Admission</b>
<b>4. Transparency and Accountability</b>	<b>13. Staff Support</b>	<b>21. Implementation and Evaluation of the Soft Skills Framework *</b>	<b>25. Initial Assessment Induction and Review</b>
<b>5. Administration and Financial Management.</b>	<b>14. Critical Incident Planning</b>	-	<b>26. Learning Assessment and Certification</b>
<b>6. Record Keeping</b>	<b>15. Support Services and Practices</b>	-	<b>27. Support Structures for Students</b>
<b>7. Health and Safety</b>	<b>16. Implementation of the WEB Wheel model in centres</b>	-	<b>28. Language, Literacy and Numeracy</b>
<b>8. Premises</b>	<b>17. Evaluation of the SEN Initiative in SENI centres</b>	-	<b>29. Social Personal and Health Education</b>
<b>9. Equipment</b>	-	-	<b>30. Work Experience.</b>
-	-	-	<b>31. Transfer and Progression</b>

# SELECTING AREAS TO EVALUATE

Quality Areas		Select areas and indicate score here
<b>Section One: Organisational Management</b>		
1.	Ethos	
1.	Evaluation and Planning	
1.	Communication and Links with the Community	
1.	Transparency and Accountability	
1.	Administration and Financial Management	
1.	Record Keeping	
1.	Health and Safety	
1.	Premises	
1.	Equipment	
<b>Section Two: Personnel and Development</b>		
1.	Staff Team	
1.	Staff Recruitment and Induction	
1.	Staff Development and Training	
1.	Staff Support	
1.	Critical Incident Planning	
1.	Support Services and Practices	
1.	Implementation of the WEB Wheel model in centres	
1.	*Evaluation of the SEN Initiative in SENI centres	
<b>Section Three: Learning Environment</b>		
1.	Social Environment	
1.	Code of Behaviour	
1.	Equality and Interculturalism	
1.	Implementation and Evaluation of the Soft Skills Framework	
<b>Section Four: Programme</b>		
1.	Programme Development and Delivery	
1.	Teaching and Learning	Mandatory
1.	Recruitment of Students and Admission	
1.	Initial Assessment, Induction and Review	
1.	Learning Assessment and Certification	
1.	Support Structures for Students	
1.	Language, Literacy and Numeracy	
1.	Social, Personal and Health Education	
1.	Work Experience	
1.	Transfer and Progression	

# STRUCTURE OF THE 2 DAY CEIP PROCESS

## DAY 1

Introductions and Ground rules

Background to the Quality Framework Process

Hopes/expectations/concerns

Individual Staff Evaluation—2 positive/1 challenging.

Background information/Statistics of the previous year.

Mission Statement Aims and Objectives

Document a History of the centre.

SCOT Analysis

Feedback from Review of Quality areas 5/6.

Feedback from Student Evaluation

Feedback from ETB/Board of Management

Feedback from Parents/Guardians

Feedback from Employers

Feedback from other stakeholder groups as decided by the staff

Documenting actions from all the above reviews.

Putting actions into a timeframe

Evaluating the Implementation of the Actions Plan from the previous year

# CONTINUED...

## DAY 2

Recap on day one and any questions/queries arising from it

Evaluation of Quality Standard Area 23 - Teaching and Learning

Evaluate the remaining 5 Quality Standard Areas

Documenting evidence of what the centre is doing well

Documenting areas for improvement from all the above Quality Standard Areas

Put actions into a timeframe

Discuss the content and format of the CEIP Report

Discuss distribution options

Discuss monitoring arrangements

Celebrate success.

Revisit hopes/expectations/concerns from day 1

Group round/closure

**Evaluation form**

# DAY 1/BACKGROUND INFORMATION/ STATISTICS FOR THE PREVIOUS YEAR

## Programme

Overview of programmes delivered and supports provided in centre

Outline of certified and non-certified programmes

Overview of key activities/ events that took place over the year

Student Timeline

Teacher Annual Subject Review

Student Annual Subject Review

## Students

Number of students in centre during past year, ages, male female ratio

Number of students who started during year

Number of students who left/progressed/where they went.

Number of students who completed courses/ achieved certification

## Staff

List of teachers / subject areas

Details of staff development / training days held during past year

New staff employed



# MISSION STATEMENT AIMS AND OBJECTIVES

A Mission Statement is like a flag the organisation can hold up that gives the essence of what it is about.

The mission statement should -

- Express the centre's purpose in a way that inspires support and ongoing commitment
- Motivate those who are connected to the centre
- Be articulated in a way that is convincing and easy to grasp
- Use pro-active verbs to describe what the centre does
- Be free of jargon
- Be short enough so that anyone connected to the centre can readily repeat it

**Centres should have a MSAO in place (less than 2 years old)**

**If the MSAO needs to be reviewed it can be done with a QF Facilitator external to the 2 day process**

# HISTORY OF THE CENTRE

Before looking ahead to the future plans for the centre it is useful and gratifying to look back at the development of the centre to date.

It is important to recognise and document past achievements and key stages of centre development.

Very often staff teams have not previously examined the history of the centre and this exercise can be particularly meaningful for long serving staff and extremely informative for newer staff.

**This piece is completed and documented external to the 2 days and shared on day 1**



# STUDENT REVIEW/FEEDBACK


- Reviews are carried out with all students attending the centre explaining to them the purpose of the exercise
- Staff introduce the concept of evaluation and planning and why they need to ask students for their opinions
- Staff use a methodology that suits the needs and abilities of students
- Staff ensure that students receive feedback on the actions that will be taken as a result of their review and recommendations

Students are asked to review areas that relate to their experience in the centre such as -

Recruitment, Induction, Support Structures, Guidance/Counselling  
Assessment, Programme Delivery, Work Experience, Transfer and  
Progression. Etc.....

# EMPLOYERS REVIEW/FEEDBACK

Employers are sent a questionnaire asking

- Would they recommend the centre to another employer (for the purpose of work experience)?
  - Did they receive adequate information from the centre in advance of the work placement?
  - When students are on placement with them, were they clear about what the centre expects them to do?
  - Did they think that the students on work placement were clear about what they were expected to do?
  - Did they generally find the students employable?
  - What would they recommend that students work on to improve their employability skills? Etc.....
- 

# PARENT/GUARDIAN REVIEW/FEEDBACK

Parents/Guardians can be sent a questionnaire asking

- Did they have enough information about the centre?
- What is their son/ daughter studying in the centre?
- What is their opinion of the centre?
- Did they feel that are sufficiently informed of their sons/ daughters progress in the centre?
- Did they feel welcome in the centre?
- When they make contact with the centre are they treated with respect?
- Did they feel that discipline procedures are implemented fairly?  
Etc.....

Individuals can also be interviewed by phone or in person.

A group of parents/guardians can be brought together to form a discussion group. A list of questions or issues for discussion would have to be developed in advance.

# LOCAL ETB AND/OR BOARD OF MANAGEMENT REVIEW/FEEDBACK

Local ETB and/or Board of Management are provided with an opportunity to feed into the review process by

- Attending on the day
- Completing a questionnaire
- Meeting with the coordinator

Their input is vital to the process



# GATHERING EVIDENCE/DOCUMENTING ACTIONS

- Templates are used to document evidence gathered
- Templates are used to document actions to be taken
- Template is used to put timeframe on actions

# MAIN CENTRE REVIEW WORKSHEET

8. Premises		Evidence	Area for Improvement	Action	Start month/year	Who is Responsible for action
8.1 The programme is located in an appropriate building/accommodation.						
(a)	The building provides a safe, stimulating learning environment.					
(b)	Responsibility for the management of the premises is clearly defined.					
(c)	Systems are in place for the maintenance and repair of the building/accommodation in order to meet health and safety requirements					



# TEMPLATES USED

## Review of Actions from ICE 2015

Specific Action from ICE 2015	Evidence of Action Completed	Action/s yet to be completed	Start/finish month	Who is responsible for action

# Feedback from all reviews (students, parents/guardians, ETB, stakeholder groups)

<b>Action</b>	<b>Start Month/Finish Month</b>	<b>Who is Responsible for action</b>

# TIMEFRAME FOR ACTIONS


## Setting Actions Into a Timeframe

Once the actions have been thought out in detail and recorded on the blank Action Templates, the next task is to set out the actions into a timeframe for implementation. This involves deciding the order in which actions will be implemented. The implementation of actions will be spread out over the year.

FOR EXAMPLE ↗

Month to start action	SPECIFIC ACTION. ( and QA)	Month to complete action	PERSON RESPONSIBLE
April 2016.			
	(QA)		

# COLLATING THE REPORT

- The actual collation of the report requires the involvement of one or more persons who have excellent IT skills.
  - Each person responsible for typing up the various parts of the report should give this information to the individual/s who is/are collating the report.
  - The need to have excellent IT skills cannot be emphasised enough. It will prove very time-consuming and frustrating to collate the report otherwise. For this reason many centres ask a member of the administration staff or the IT teacher to help out at this stage.
- 

# DISTRIBUTING THE REPORT

The main reason for distributing copies of the report is to ensure that those who have a part to play in implementing the report have details of what tasks they have agreed to carry out.

It is also important to show key stakeholders how their feedback was incorporated into the report and to outline the focus of centre work for the year ahead.

A copy of the report goes to the National Coordinator, the local ETB, the facilitator and any other stakeholder decided by the staff team



# IMPLEMENTATION

When the report is completed it may feel as if the work is over. In truth, it is only just beginning.

The whole purpose of developing the report is to make improvements that will benefit the students, staff and management as well as other key individuals or organisations associated with the centre.

It is necessary that the staff team set dates for working on various actions.

Do not forget to record any progress made by noting it in the minutes of staff meetings

# EVALUATION AND PLANNING

THE CYCLE OF REFLECTION AND IMPROVEMENT PLANNING  
CONTINUES EVERY YEAR IN ALL YOUTHREACH CENTRES

