

# BACK TO EDUCATION INITIATIVE (BTEI) OPERATIONAL GUIDELINES 2012



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## **BACK TO EDUCATION INITIATIVE (BTEI)**

## **OPERATIONAL GUIDELINES 2012**

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## **BACK TO EDUCATION INITIATIVE (BTEI) OPERATIONAL GUIDELINES 2012**

### **Purpose of these Guidelines**

These guidelines are for Vocational Education Committee (VEC) staff managing, administering and delivering programmes funded by the Department of Education and Skills (DES) under the BTEI.

These guidelines are set out in three sections:

- Aim and Objectives
- Terms and Conditions
- Guiding Principles

Any queries on these guidelines or the BTEI should be addressed to:

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c/o C.D.U.,  
Captain's Road,  
Crumlin, Dublin 12  
Tel: 01 709 9826  
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### Section One

#### Aim and Objectives

1. The overall aim of the BTEI is:

**To increase the participation of young people and adults with less than upper second level education in a range of part-time accredited learning opportunities leading to awards on the National Framework of Qualifications (NFQ) to facilitate their access, transfer and progression to other education or employment pathways.**

2. The BTEI enables providers to increase participation through a wider range of flexible options which are appropriate to the particular circumstances of learners, enabling them to combine family, work or personal responsibilities with learning opportunities.
3. The BTEI enables providers to expand provision of courses leading to certification at NFQ Levels 3 and 4, provide a link to full-time further education and training and offer progression from literacy and community education programmes. It also facilitates participation in ICT training. The BTEI's primary target group is adults who have not completed upper second level education, particularly the so called "hard to reach" that experience strong barriers to participation.
4. In the current context, the BTEI enables providers to address the skills needs of unemployed people, in particular the priority groups identified in the Government's activation agenda, and to develop part-time education and training opportunities for low skilled people in employment to gain qualifications.

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### Section Two: Terms and Conditions

- **Administration**
- **Management Structure**
- **Integrated Service Approach**
- **Target Groups**
- **Participant Eligibility and Entitlements**
- **Entry and Admission Criteria**
- **Programme Duration and Flexible Approaches**
- **Accredited Courses**
- **Guidance**
- **Supports**
- **Progression**
- **Funding Rates**
- **Group Size**
- **Eligible Costs**

#### **Administration**

5. The BTEI is administered by the DES on an annual calendar year basis. VECs apply for funding under the BTEI using the Application Form and must include the annual Course Activity and Implementation Reports in order **to be considered for funding**. Applications are then examined by the Appraisal Committee in the DES and must comply with the terms and conditions of the BTEI as well as its aims, objectives and guiding principles. Once funding is allocated, providers must comply with the **Schedule of Reporting Requirements** which is issued after funding allocations are confirmed. For further details of the application process, please see application form attached to these guidelines.
6. **Please note that for 2012 the DES will not accept direct applications from community groups. Community Groups who wish to apply should do so through their local VEC** and their application should be attached to the overall VEC application. Applicants from community groups should consult with key VEC personnel with relevant co-ordination/planning responsibility at local level such as Adult Education Officers and Community Education Facilitators before submitting their application to the VEC.

#### **Management Structure**

7. The Chief Executive Officer (CEO) has overall responsibility for all VEC activities including the BTEI. The CEO may delegate the management of the BTEI to the Adult Education Officer (AEO) as part of an integrated Adult Education Service which may also include Adult Literacy, Community Education, Intensive Tuition in Adult Basic Education (ITABE), DEIS Family Literacy, Skills for Work, the Adult Education Guidance Initiative (AEGI), Youthreach, the Vocational Training Opportunities Scheme (VTOS) or the Prison Education Service.

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8. Any transfer of BTEI funding to any other programme must have the prior written approval of the DES. Such a decision should be formally recorded in the committee's proceedings and be identified on the Form A2 and Form A3.
9. The AEO is line manager for relevant adult education service managers, including BTEI staff. BTEI staff should deliver the BTEI in consultation and co-operation with colleagues from the other adult education services. The organisation of the BTEI and its management, e.g., in relation to "catchment areas", is a decision for the CEO. The CEO may delegate responsibility for the management of the funding allocated under the BTEI to relevant adult education service managers.
10. Staff delivering tuition under the BTEI should be recruited in line with best practice and a panel of tutors should be established, with associated subject areas where relevant. With the approval of the AEO and CEO, staff responsible for co-ordinating the BTEI should allocate tuition hours in accordance with the panel in the first instance and other factors such as availability in the second. As part of the recruitment and induction process, all tutors should be provided with a contract of employment stating their entitlements (See Appendix 4 for IVEA guidelines on Staff Recruitment in Adult and Further Education). Paid tutors, as with all other staff employed in the VEC sector, should be Garda vetted.

### Integrated Service Approach

11. The AEO should ensure that a comprehensive plan is in place to ensure that adult education services work co-operatively together on an intra-agency basis. This plan should be developed and agreed with the CEO and relevant members of the VEC senior management team and the AEO should report to the CEO on its implementation on a regular basis. The foundation of such an integrated approach includes communication, information sharing and joint planning and reporting and a formal forum for this should be established.
12. Within approved centres a team approach by staff to planning, development and review should be adopted to maximise the coherence of the overall programme. This should apply both *within* individual programmes and between *different* programmes.
13. An integrated service model depends on more than 'regular meetings'. Examples of features of such an integrated model include a common database, pre-course placement sessions, operational planning meetings, joint brochures and publicity, common applications processes, cross programme tutor packs, generic course descriptions, outreach meetings and joint assessment of enrolments by coordinators.
14. BTEI staff (in collaboration with other VEC personnel) should participate in networks and partnerships with other local organisations including key community and voluntary interests, employers, employment services and relevant state agencies.

### Target Groups

15. The BTEI targets individuals and groups that experience particular and acute barriers to participation and are more difficult to engage in the formal learning process. A list of these groups is set out below.

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- Adults and young people aged over 16 who left school with low or no formal qualifications or low literacy levels
  - The unemployed, particularly the priority groups identified as part of the Government's activation agenda.
  - The long-term unemployed and those at risk of becoming long-term unemployed, especially those in the older age groups
  - Those not in work but not eligible to be on the Live Register
  - Those in the workplace with basic skills needs
  - Disadvantaged women who have particular experience of barriers to participation
  - Disadvantaged men, including those experiencing rural isolation
  - Lone Parents and others with caring responsibilities that may prohibit their participation in full time courses
  - Travellers
  - Homeless People
  - Substance Misusers
  - Ex-offenders
  - People with Disabilities
  - People for whom English is not the mother tongue, who require language and literacy supports
16. Within these groups, priority must be given to those most educationally disadvantaged, offering bridges from literacy and community education programmes and increasing provision at FETAC Level 3 and Level 4 or equivalent. **Not more than 30% of provision may be aimed at adults who have already achieved certification at upper second level education (Leaving Certificate or equivalent).** At this level, priority will be given to programmes which demonstrate a response to critical skill shortages as outlined in the National Skills Strategy.

### Participant Eligibility and Entitlements

17. Participant eligibility and entitlements are treated under Categories 2 (2A and 2B), 3 and 4 as set out in Appendix 1. Participants in categories 2A, 2B and 3 are eligible to free tuition. Participants in category 4 are subject to fees, which must be collected locally and set to ensure that tuition and marginal costs are covered in full and reported in the annual BTEI reports. Only participants who would be eligible for Youthreach and who may not have an underlying welfare entitlement are eligible to *pro rata* training allowances. A list of eligible welfare payments is set out in Appendix 3.

### Entry and Admission Criteria

18. Where admission criteria are used, they must be flexible to accommodate a range of different qualifications and participants' non-formal prior learning, experiences and aptitudes.

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### **Programme Duration and Flexible Approaches**

19. Programmes should not exceed more than 17 hours per week or 400 hours per annum. They can be offered in the mornings, afternoons, evenings, at night or weekends or as intensive, sandwich or summer courses. They can be offered on a modular basis, to allow for accumulation of credits and facilitate progression and mobility.
20. Course content should be relevant to learners' personal, social and cultural needs, prior learning and to labour market needs, underpinned by the National Skills Strategy. Provision should offer access to minor awards related to the key competences of Communications, Mathematics, Information and Communications Technology and Interpersonal and Social Competences, as well as awards in specific vocational areas.
21. Where work experience is included it should form an integral part of the learning programme and be organised and supervised by staff. Providers should include an ICT element where feasible and distance-learning and outreach approaches can be used as appropriate.

### **Accredited Courses**

22. All BTEI courses must lead to awards accredited by the Further Education and Training Awards Council (FETAC) or be subjects in Junior or Leaving Certificate. Therefore, as provided for under the Qualifications Act, all providers must be registered with FETAC. A key focus of provision should be on programmes leading to certification at NFQ Levels 3 and 4 through the FETAC Common Awards System. Priority should also be given to the provision of integrated programmes leading to major awards rather than the provision of single modules or components - these will not be approved, unless there is a clear rationale given for their provision.

### **Guidance**

23. It is essential that a communications protocol is in place between the BTEI programme and the AEGS. BTEI and AEGS staff should put in place an annual plan for the provision of adult education guidance to adult learners engaging in BTEI programmes. Both one-to-one and group adult education guidance should be provided as appropriate. Particular consideration should be given to promoting progression options.

### **Supports**

24. Within the constraints of the overall budget and services available in the locality, supports should be provided for learners in areas such as literacy, study support, employment and welfare services, counseling and guidance.

### **Progression**

25. Progression within and from the adult education service should be promoted and developed and should be primarily managed by BTEI staff with input from the AEGS. Development, implementation and review of programme plans in conjunction with formative assessment are essential in the management of progression within the adult education service. Adult learners should move seamlessly through the service as their knowledge, skills and competences develop.

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### Funding Rates

26. The Department approves BTEI allocations to VECs on the basis of the provision of courses to a minimum number of persons and a minimum number of participant contact hours. Funding will be allocated at the rates set out in Appendix 2 based on actual contact hours and actual costs incurred up to a maximum of the approved budget allocation.

### Group Size

27. There must be a clearly identifiable new class group starting a programme. Participants in different funding categories may be combined to form a group but no group should commence with less than 7 participants who have less than upper second level education or 13 participants who have completed upper second level education. Individual participants in dispersed mode will not be funded but up to 20% of the total participant contact hours for a group may be in dispersed mode and will be funded at the non-pay rate per participant contact hour. A 10:1 participant: teacher ratio will apply for participants who have less than upper second level education. A 16:1 ratio will apply for other participants.

### Eligible Costs

28. The Department's BTEI allocations may be used for the following pay and non-pay costs:

- Tuition
- Pre-development
- Co-ordination, management & administration
- Technical support
- Assessment and certification
- Overheads using existing premises, equipment and materials
- Outreach
- Publicity
- Recruitment

29. **No more than 30% of the BTEI allocation may be used for non-pay costs. No more than 15% of the overall allocation may be spent on management, co-ordination and administration. No more than 5% of the overall allocation may be spent on pre-development costs.**

30. Pay costs may include costs related to tuition, pre-development, co-ordination and administration and the provision of supports such as staff training, guidance and mentoring, subject to (29) above. Non pay may be used flexibly including for pay costs, but subject to (29) above.

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### Section Three: Guiding Principles

31. The BTEI is underpinned by the following guiding principles:

- **Learner Centredness**
- **Equality**
- **Accessibility and Inclusiveness**
- **Recognising and Accommodating Diversity**
- **Local Consultation and an Area-based Approach**
- **Innovation**
- **Community Education**
- **Guidance**
- **Quality Assurance**

#### **Learner Centredness**

32. Learner centredness places the learner at the centre of the learning process. The learner is supported by teachers / facilitators, other learners and associated services in pursuing his/her learning objectives, *learning as construction rather than instruction*. Participatory models for identifying and adapting provision to learner needs are central to this process.

#### **Equality**

33. Equality legislation is designed to counter discrimination on the grounds of gender, marital status, family status, disability, sexual orientation, age, religion, race and membership of the Traveller community. Applied to education, the principle of equality requires that all learners be afforded the opportunity of reaching their potential in their social, cultural, political, economic and other roles. Accordingly, those providing programmes under the BTEI are expected to develop a pro-active strategy or proofing mechanism to target and prioritise those most at risk, e.g. setting out an Equality Checklist. This will assist in optimising learner access to, participation in and benefit from relevant programmes, and in counteracting barriers arising from differences of socio-economic status, gender, ethnicity and disability. Guidelines on Equality Mainstreaming for the VEC sector are available from the Equality Authority: [www.equality.ie](http://www.equality.ie)

#### **Accessibility and Inclusiveness**

34. The principle of access and inclusiveness means that barriers to participation are removed. Under the BTEI, providers are asked to make determined efforts to meet the needs of learners for whom existing provision of long-cycle full-time courses is unsuitable and who need to combine their return to learning with family, workplace and other responsibilities. Where necessary, this will mean targeting resources at those on the margins. Geographical considerations are important in this respect.

35. A flexible approach to the timing of provision, entry and admission criteria, delivery methods, assessment and validation of learning, accumulation and transferability of credits and learning and other supports is encouraged.

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### **Recognising and Accommodating Diversity**

36. The principle of recognising and accommodating diversity implies a strong commitment to addressing difference and interculturalism, in terms of both access and service provision. Therefore, programmes should reflect and respect the cultural background of the participants they serve. Engagement with learners in regard to programme choice, content and delivery methods is essential to ensure that course participants are motivated to join and complete programmes that are relevant to their needs.

### **Local Consultation and an Area Based Approach**

37. Planning on a local basis, in consultation with all relevant actors and providers is essential in order to identify needs, avoid duplication and ensure that priorities are addressed. Proposed programmes should be part of a coherent area-based approach to provision and be compatible with the relevant local, county and regional plans of local development agencies, County and City Development Boards, FAS, Adult Education Boards.
38. There should be specific policies in place at VEC management level to promote an integrated service approach with regard to all part-time further and adult education programmes, including the BTEI, as this will ensure a focus on strategic planning and avoid duplication. Single programmes of adult learning for geographical areas within the VEC should be developed.
39. Publicity and awareness raising promotional work should take place in the broader context of the single programme for adult learning established for specific geographical areas within each VEC. Such an approach will ensure that adult learners are directed to the service that best suits their needs

### **Innovation**

40. Innovative approaches are important to effectively target groups whose needs are not adequately met by the existing system. Examples of innovation can include systematic outreach and recruitment strategies, partnership initiatives, distance learning, e-learning, workplace learning, community education models, flexible delivery, disciplines covered, teaching approaches and methodologies adopted.

### **Community Education**

41. Through the BTEI, VECs can facilitate and support local groups to address the educational needs of their communities by allocating funding for certified programmes. This approach will promote more coherent and integrated provision across the community. It is recognised that community groups and organizations play an essential role in making learning accessible and providing educational opportunities for adults who suffer socio-economic disadvantage. Community adult learning can transform individual lives and make a contribution to Ireland's social and economic well-being. Community education brings people and communities together and contributes to social cohesion. It provides opportunities for intergenerational learning, builds self-confidence and self-esteem and for those with low skills or a negative experience of formal education; it provides a stepping stone to further learning, qualifications and employment. Through its ethos and holistic

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approach, community education builds the capacity of groups to engage in learning that is creative, participative and needs-based.

### Guidance

42. Guidance should be a key aspect of BTEI programmes and should be available at all stages including pre-entry stage and pre exit on an integrated basis. It is important for learners to make an informed decision about course choice, including certification, which the AEGS may assist them to achieve. Ongoing guidance also supports the learner's motivation to continue with a programme, especially where previous educational experiences may have been negative. The role of BTEI staff in the provision of frontline guidance is an essential one and should be promoted.

### Quality Assurance

43. Quality assurance implies a proactive quality strategy, fostering a culture of self-appraisal and review. Providers should put in place systems to support QA, including staff development (including release of staff for in-service training), evaluation of courses, including through participant feedback, evaluation of participant progression and networking with other agencies and monitoring and evaluation.

### Supports

44. The DES has published guidelines to support providers and these are listed below and are available on [www.education.ie](http://www.education.ie). Further information and support is also available from the Further Education Support Service (FESS, [www.fess.ie](http://www.fess.ie)):
- *Certification Matters: Guidelines to Support Certification Outcomes through Back to Education Initiative Funded Programmes.*
  - *Delivering Accredited Programmes to Learners with Disabilities: Guidelines for Facilitating the Successful Delivery of Back to Education Initiative Funded Programmes to Learners with Disabilities.*
  - *Widening Participation in Adult Learning: Guidelines for Effective Planning and Delivery of Back to Education Initiative Outreach Provision.*
  - *Promoting Access and Progression in Adult Learning: Guidelines to Enhance Cooperation between Back to Education Initiative and Adult Literacy Service Programmes.*
  - *Increasing Men's Participation in Adult Learning: Guidelines to Enhance Men's Engagement with Back to Education Initiative Funded Programmes.*

### Publicity

45. All course literature and materials, public advertisements, launches etc. should acknowledge the assistance of the European Social Fund and course participants should be made aware of this. Documents and brochures, newspaper advertisements and publicity events should show Ireland's Structural Funds logo and the ESF logo, with the following statement:

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### Appendix 1 Participant Funding Categories under the BTEI

Category	Participant Eligibility	Participant Entitlements
Cat 2A	<p>Persons entitled to, or dependants of persons entitled to</p> <ul style="list-style-type: none"> <li>- a medical card;</li> <li>- an unemployment payment;</li> <li>- a means-tested welfare payment;</li> <li>- a Family Income Supplement Payment</li> <li>- participate in VTOS or Youthreach</li> </ul> <p><i>and who have</i></p> <p><b>less than upper second level education</b></p>	<p><b>Free Tuition</b></p> <p>Continued welfare payment is subject to satisfying the conditions of the Department of Social Protection</p> <p>Training allowances will not be paid. The exception to this is persons who are Youthreach eligible who may not have an underlying welfare entitlement and who may be paid a pro-rata training allowance funded by the Department of Education and Skills</p>
Cat 2B	<p>Persons entitled to, or dependants of persons entitled to</p> <ul style="list-style-type: none"> <li>- a medical card;</li> <li>- an unemployment payment;</li> <li>- a means-tested welfare payment;</li> <li>- a Family Income Supplement Payment</li> <li>- participate in VTOS or Youthreach</li> </ul> <p><i>and who have</i></p> <p><b>completed upper second level education</b></p>	<p><b>Free Tuition</b></p> <p>Continued welfare payment is subject to satisfying the conditions of the Department of Social Protection</p> <p>Training allowances will not be paid. The exception to this is persons who are Youthreach eligible who may not have an underlying welfare entitlement and who may be paid a pro-rata training allowance funded by the Department of Education and Skills</p>
Cat 3	<p>All persons <b>with less than upper second level education</b> who are not eligible under Category 2A e.g. persons not in the labour force, persons in employment</p>	<p><b>Free Tuition</b></p> <p>Training allowances will not be paid</p>
Cat 4	<p>Others</p>	<p><b>Fees will be charged</b></p> <p>Training allowances will not be paid</p>

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### Appendix 2 Funding Mechanism for BTEI Part-time

Category	Funding Rate Per Participant Contact Hour		
	Pay	Non Pay	Total
2A	€8.52	€3.87	€12.39
2B	€6.20	€2.82	€9.02
3	€8.52	€3.87	€12.39
4	Nil	Nil	Nil

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### Appendix 3 Eligible Welfare Payments

The social welfare payments and other payments and health board benefits to be covered by this arrangement will include persons who hold the benefits outlined below and their dependants:

- Medical Card
- Supplementary Welfare Allowance
- Job Seekers Benefit (*Unemployment Benefit*)
- Job Seekers Allowance (*Unemployment Assistance*)
- Family Income Supplement
- Farm Assist
- Carer's Allowance
- One-Parent Family Payment
- Back-to-Work Allowance
- Community Employment
- Part-time Job Incentive Scheme
- Widow's and Widower's Non-Contributory Pension
- Blind Person's Pension
- Pre-retirement Allowance
- State Pension (Non-Contributory) (*Old Age Non-Contributory Pension*)
- Guardian's Payment Non-Contributory (*Orphans Non-Contributory pension*)
- Illness Benefit, where this has been held for a continuous period of at least 6 months (*Disability Benefit*)
- Disability Allowance
- Invalidity Pension

It should be noted that many of the beneficiaries listed under Category 2a and 2b will continue to receive payments from the Department of Social Protection. However, their continued payment will be discretionary and subject to them satisfying the Department of Social Protection as to their continued eligibility for the particular scheme (for instance, in the case of unemployment payments that the persons concerned are still available for and actively seeking work, and that the course is likely to improve their chances of gaining employment).

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## Appendix 4



Representing Vocational  
Education Committees

### **STAFF RECRUITMENT IN ADULT & FURTHER EDUCATION Best Practice Recruitment Guidelines**

Recruitment and selection are essentially concerned with finding, assessing and engaging new employees or promoting existing ones. As such, its focus is on matching the capabilities and interests of prospective candidates with the demands and rewards of a given job. Recruitment and selection decisions are amongst the most important of all decisions that managers have to make because they are a prerequisite to the development of an effective workforce.

The Public Service Management (Recruitment and Appointments) Act 2004 provides a modern and efficient framework for public service recruitment which allows for greater flexibility in meeting changing business needs while maintaining the traditionally high standards of probity and integrity in public service appointments (source [www.publicjobs.ie](http://www.publicjobs.ie)). This flexibility is particularly relevant and appropriate in the area of Adult and Further Education where the needs of the learner require flexibility of approach.

On some research conducted throughout the VEC sector best practice in relation to recruitment and selection of Adult and Basic Education Tutors exists in the format outlined below.

A recruitment request is made based on funding secured from a variety of sources (DES, FAS, HSE, and other state funded bodies).

#### **Identify the requirements of the post**

The requirements of the post are reviewed by the ALO/Programme Co-ordinator in consultation with the EO/CEO and HR Department, which ensures analysis of the role, and deals with some of the more common pitfalls in relation to discrimination etc.

The selection process is designed to assess the skills and criteria required for the specific post, always keeping the needs of the learner to the forefront. There are many different selection situations, from internal promotions to selecting candidates from the open market. In all cases the objective is to choose a high quality selection procedure based on the skills and competencies required for the job.

The most common form of selection process used in recruitment in the area of Adult and Basic Education is Application Form/Curriculum Vitae followed by Interviews.

#### **Advertisement**

Once the selection process is agreed the post will be advertised in appropriate media (in-house, local, national, Websites, etc. In coming to a decision about what media to use, it will be necessary to take account of the costs of each media option and the likelihood that particular options will attract appropriate numbers of suitable candidates.

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Once the post has been advertised and the closing date has passed, it may be necessary to shortlist applicants. Such shortlisting must be done on the basis of the information supplied on the application form, letter of application and/or CV. Where applicants are shortlisted, there needs to be a rational basis for it and the details of the process (criteria, etc.) should be documented and retained.

All unsuccessful applicants for a position should be advised in writing that their application has not been successful.

### **Interview Process**

Interviewing is a long established key feature of the recruitment process. All candidates being invited for interview should be given reasonable notice of the date, place and time of the interview. Furthermore, interview panels should be appropriately constituted, in terms of gender balance, expertise, etc. Where national agreements exist in relation to the composition of an interview panel, this must be complied with in full. In any case, the composition of an interview panel must be agreed, in consultation with the CEO/EO and the HR Department.

The selection criteria to be used in the interview should be documented in advance of the interviews taking place. These criteria may include the following as appropriate.

- Qualification in Adult Education
- Qualifications in a related field – in teaching or education at school level
- Qualification in area of subject expertise
- Experience in Adult and Community Education
- Experience in education, training or a related field
- Experience in the administration of education/training programmes
- Experience in the administration of programmes relevant/related to education/training
- Other criteria as may be deemed relevant to the duties of the post being filled.

The interview is the last and possibly the most important element in the whole selection process.

### **References and other checks**

A decision to offer a job to a particular person is critical. In this regard, it is important to inform candidates that the provision of incorrect information on the application form and/or at any point during the selection process may lead to their application being excluded from the selection process.

The type of reference checks that need to be carried out will vary depending on the circumstances. For example, an internal appointment or the allocation of additional hours to an existing employee should present little difficulty when it comes to a reference check. On the other hand, the appointment of someone from outside the organisation will necessitate the obtaining of references for persons with an intimate knowledge of the applicant and his/her work.

Given that unsuccessful applicants may request a copy of the reference that an employer may have taken into account in assessing a job application, it would be important to discuss the whole matter of references with the VEC HR officer before coming to a conclusion about how the reference issue should be handled.

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Of course, when it comes to checking the suitability of a candidate, the following also need to be considered – medical and health issues, Garda vetting, qualifications, relevant experience and character.

Once all of the above matters have been addressed satisfactorily, a written offer of employment can issue to a successful candidate.

Then, within two months of the commencement of each employment, the employee must be provided with written details of the terms and condition of his employment – in accordance with the provisions of the Terms of Employment (Information) Act, 2001. **Indeed, it is advisable to provide such a document to all employees as soon as possible after a decision has been made to employ them.**

In allocating additional hours to persons already employed by a VEC, the following guidelines may prove helpful, these guidelines and not in, any sense, mandatory procedures.

1. Advertise the extra 'hours/work' in a manner that will bring hours/work to the attention of all eligible to apply for the extra work.
2. Establish clear criteria for selection – where practicable, the key criteria might be included in the advertisement.
3. Appropriate criteria for selection might, inter alia, include the following.
  - Demonstrated subject knowledge appropriate to teaching the course.
  - Previous teaching experience with a similar group of learners.
  - Pedagogical qualification suited to teaching such learners.
  - Number of years teaching/tutoring with that VEC.
  - Prior knowledge of the learner group – maybe taught the group previously in another context!
  - Whether or not the tutors hour's had been reduced previously because sufficient work was not available. For example, if a tutor has only been allocated 12 hours this year whereas, in the previous year, s/he had been allocated 16 hours/week.

<p><b>PLEASE NOTE:</b> The above information is provided only for guidance. It is not intended to be prescriptive in any sense – as each employment context involves a unique set of circumstances.</p>
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