



Programme Title: The Beehive Restaurant

Service Area: The Beehive Restaurant

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1.0 Introduction

The purpose of this document is to provide information to service users, staff, parents and stakeholders on the programme and with the introduction of a range of training modules how we aim to provide and improve the service and enrich the service users training experience.

The document includes a description of the current service provided by the area. It details who attends the area and what they can expect from the area. It also details training modules that will be taught, documented and in house certified.

The document will describe:

- The core values of the area.
- Who accesses and attends the centre
- What an individual can expect from attending the area
- The type of area the service is offered
- The hours the area operates
- The costs involved
- The Referral process
- The Admission & Discharge process
- The programme offered in detail
- The staff and team in the area
- The policies, procedures and guidelines
- The communication systems and processes in place with regard to the programme

2.0 The Scope of the Programme:

The Beehive Restaurant is a catering training area which provides on a daily basis breakfast and lunch for 24 service users and approximately 60 customers consisting of members of the public, staff of the organisation, local businesses and families.

The service users are involved in all aspects of the restaurant including food preparation, hospitality, customer service, hygiene and health & safety. Service users are encouraged to develop and set individual goals and take part in physical, social and community activities. Service users can be referred to the Job Advocate Support Service (JASS) waitlist for work experience both internally within the organisation and externally. Service users are offered a range of training modules that they can choose to participate in.

2.1 The Mission and Core Values of the Service Area

The Mission of the service area:

To support and empower people with an intellectual disability to live meaningful and fulfilling lives by delivering quality, person-centred services, provided by a competent, skilled and caring workforce, in partnership with the person, his/her family, and community and statutory authorities, including advocates.

Core Values:

The values that underpin our mission and vision and that inform our practice are as follows:

- **Inclusion.**
We will promote a culture of inclusion in everything we do.
- **Dignity and Respect.**
We will foster and uphold a culture of dignity and respect, which is honest, compassionate, transparent and accountable.
- **Commitment and Learning.**
We will foster learning, innovation and creativity.
- **Person Centredness.**
We will put the person at the centre of everything we do.

2.2 The population served by this programme:

The programme is primarily aimed at service users with a mild or moderate intellectual disability. The service user age profile is 18 years plus. The service user would have an interest in this training placement. There are 14 full-time training places on this programme and four service users attend part-time.

2.3 The setting where the programme is offered:

The Beehive Restaurant is located in the heart of Palmerstown Dublin 20, nestled in a residential and commercial area. Service users are supported by their keyworker to be involved in their community by participating in further education, social and recreation activities.

2.4 The hours of the programme / service:

The programme is available to service users from 9.30am to 4.30pm. The restaurant operates 51 weeks of the year, closing for up to one week at Christmas.

2.5 The days that the service is operating / open and the periods of closure:

The Beehive opens Monday-Friday 9.30am-4.30pm. The facility is closed at weekends, Bank Holidays and Christmas. Service users have the choice to take their holidays for one week at Easter and two weeks in August or at their discretion during the year.

2.6 Any costs or fees that are payable by the service user and / or their family:

There are no costs or fees that are payable by the service users or their family for the training programme in the Beehive. Activities in the community will have to be paid for by the service user.

2.7 The Referral Process:

External referrals to Day Services are submitted to the Chair of the Admissions, Discharge and Transfers Committee.

Internal referrals for transfer are submitted to the Chair of the Admissions, Discharges and Transfers Committee. Service users can advocate their request for a transfer through keyworker sessions, PATH's and multi-disciplinary meetings.

2.8 The Admission and Discharge Processes:

All referrals are submitted to the Admissions, Discharges and Transfers Committee.

External referrals are processed in terms of the following eligibility criteria:

- Referrals are accepted for persons whose level of ability falls into the moderate, severe and profound range of intellectual disability and who live in Dublin /Mid Leinster Area.
- Consideration will also be given to persons with a mild intellectual disability where Stewarts Care Limited range of services can meet their needs.
- Consideration will also be given to individual persons referred to Stewarts Care Limited from other H.S.E. service areas.

Referrals are prioritised as follows:

- Young adults who are exiting from Stewarts School or another school and who are residents of Stewarts Care Limited Services Ltd have the highest priority.
- Those currently exiting Stewarts School who are not in residence in Stewarts Care Limited Services Limited have the next highest priority.
- RCTEC exitors will be given next priority.
- Then the other external referrals referred to the Head of Clinical Services.

2.9 The Specific Programme being offered:

2.9.1 Description of the overall Programme being offered:

The programme will ensure service users are supported to be active, independent members of their community and society as per New Directions Guidelines 2012.

Independence and life skills training will be part of this programme as a vital component in building self- confidence and belief in the individual's ability to actively participate in meaningful activities in the community and at home. Service users are supported on the programme to gain a level of knowledge of every aspect of the restaurant, kitchen and customer service sector of the industry. Service users are offered a range of training modules that they can choose to participate in.

2.9.2 Broad Programme Aim:

To provide a training programme suited to the individual needs of the service user participating in the programme.

2.9.3 Broad Programme Objectives:

The objective of the programme is to support service users to increase their vocational skills, independence skills and lifeskills.

2.9.4 The Programme Duration:

The programme is delivered in modular form, hence, the pace at which the modules are delivered will depend on the service users' ability to learn and retain information. The typical training duration of the programme is 246 weeks and the preferred maximum training duration is seven years.

2.9.5 The intended Programme Outcomes:

- To use a person-centred approach (PATH) involving service users, families and keyworkers.
- To ensure the needs of the service users are identified in their person centred plan.
- Each service user will have an individual training programme.
- Increase in independence skills and life skills for the service user.
- Improved sense of worth, ability and self-confidence.

- Improved levels of confidence in their ability to implement their life skills training in their home.
- Progress to work experience, further education, volunteering in the community and mainstream employment.

2.9.6 Programme Design

The programme was designed by the staff and management of the Beehive. Service users were involved in the design process. Feedback received from parents throughout 2017 was inputted into the programme. It is planned to have further consultations with families in 2018. The principles of New Directions Guidelines 2012 'person centredness, active citizenship, community inclusion and quality framework' are the foundation from which the programme design is formed. The Commission on Accreditation of Rehabilitation Facilities (CARF) has similar principles of a day service programme which are 'to optimise the dignity, choice, preference, autonomy and quality of life of the service user'.

2.9.7 The Programme Content / Modules

Service users are supported to choose to participate in any of the following modules:

1. Personal Centeredness
2. Cookery
3. Hospitality
4. Household
5. Waste Management
6. Health Promotion:
7. Independence and Lifeskills
8. Self-Advocacy
9. Community Participation
10. Work Experience/ Progression
11. Health and Safety

Module 1: Personal Centeredness:

Aim:

The aim of this module is to ensure that the service user is supported to be active, independent members of their community and society as per New Directions Guidelines 2012.

Objectives:

The service user will be supported to:

- Participate in developing a PATH.
- Communicate their choices.
- Develop goals.
- Perform meaningful activities of their choice.
- Recognise and develop their own strengths and abilities to enable them to live an independent and fulfilling life.

Content:

- Through PATH and keyworker meetings, service users can set short and medium goals for the future.
- Weekly group meetings encourage service users to communicate in a familiar group setting to voice an opinion and gain confidence.
- Rights are discussed at the service user meetings and external advocates are invited to information sessions.
- Carry out continuous assessment to see if objectives have been met.

Duration: 16 weeks

Module 2: Cookery:

Aim:

The aim of this module is to support the service user to gain skills in meal preparation, budgeting, shopping and cooking for themselves, empowering the service user to become more independent.

Objectives:

The service user will be supported to:

- Identify a sample of menu choices for breakfast, lunch and dinner.
- Learn how to apply different cooking techniques to menu choices and recipes.
- Learn about healthy eating choices and the economic advantage of home cooking versus convenience foods.
- Transfer cooking skills to their home.
- Learn how to manage money and purchase raw materials in local shops.
- Learn about kitchen safety and the safe use of equipment and tools.

Content:

- Menu planning and preparation. This will involve breakfast, lunch, and dinner activities.
- Research local shops and plan shopping trip to purchase raw materials for recipes.
- Visit Money and Budgeting Service (MABS).
- To encourage healthy food choices through cooking demonstrations and practical experience in food preparation.
- Discuss food and kitchen safety at weekly classes.
- Use of Convenience foods
- Carry out continuous assessment to see if objectives have been met

Duration: 16 weeks

Module 3: Hospitality:

Aim:

The aim of this module is to educate and train the service user in all sections of the hospitality within the Beehive. The service users will be enabled to develop core transferable skills and knowledge applicable to the hospitality service.

Objectives:

The service user will be supported to:

- Acquire the skills to perform tasks in a customer focused environment.
- Develop team working skills.
- Understand the importance of maintaining good communication and working relationships with colleagues & customers.
- Acquire the skills to deal with complaints and compliments and demonstrate a commitment to customer satisfaction.
- Identify the factors which contribute to the creation of a positive atmosphere in a work setting.
- Provide table service to customers in a friendly and polite manner.
- Greet and welcome customers.
- Interact with members of the public.

Content:

- Through on-site training service users will gain the skills and knowledge needed for appropriate customer service.
- Service users will participate as part of a team that contributes to positive customer services.
- Demonstrate the importance of communication skills with customers, including listening skills, appropriate use of language, personal interaction and body language.
- Demonstration videos on customer service.
- Service users to be aware of how they themselves can contribute a positive working environment.
- Carry out continuous assessment to see if objectives have been met.

Duration: 16 weeks

Module 4: Household

Aim:

The aim of this module is to learn to maintain a high standard of hygiene in the workplace.

Objectives:

The service user will be supported to:

- Understand the importance and use of cleaning agents and the correct procedure of cleaning equipment.
- Understand the importance of HACCP recording.
- Acquire the skills necessary to use and clean equipment correctly.
- Understand the requirements necessary to launder catering uniforms and house hold items correctly.

Content:

- Demonstrate the correct method of using and storing cleaning agents and cleaning equipment.
- To acquire the skills to complete checklists for HACCP records.
- To demonstrate the cleaning procedure required for all equipment, ensuring a high standard of housekeeping.
- To take responsibility of one's own uniform including personal protective equipment.
- To demonstrate the correct methods required for laundering uniforms and house hold items.
- Carry out continuous assessment to see if objectives have been met.

Duration: 16 weeks

Module 5: Waste Management:

Aim:

The aim of this module is to learn and be knowledgeable of how to manage waste in a work and home environment.

Objectives:

The service user will be supported to:

- Identify the different types of waste products.
- Sort the waste into appropriate disposal areas.
- Monitor waste level and identify when bins are full.
- Learn and be aware of bin collections.
- Learn how to keep the waste area sanitized.

Content:

- Demonstrate the correct methods of waste management in the workplace.
- Observing best practice in keeping the waste area sanitized and accessible.
- Waste disposal categories in the workplace and in the home.
- Manual handling & hand hygiene courses.
- Carry out continuous assessment to see if objectives have been met.

Duration: 16 weeks

Module 6: Health Promotion:

Aim:

The aim of this module is for a service user to learn how to have a healthy lifestyle including healthy eating, being active, positivity and a healthy body and mind.

Objectives:

The service user will be supported to:

- Develop a knowledge of the importance of food choices and health.
- Build relationships with doctors, dentist and other health services and visits as required.
- Learn relaxation and stress management.
- Maintain healthy body and minds.
- Understand the different types of therapists available to help with health promotion and wellbeing.

Content:

- To encourage access to community facilities, sports facilities, clubs, and gyms.
- To encourage healthy food choices through cooking demonstrations and hands on experience in food preparation.
- Attend yoga and mindfulness classes.
- Demonstrate the link between exercise and well-being.
- Encouragement of regular visits to health services.
- Participate in Stewarts gym initiatives, operation transformation etc.
- Carry out continuous assessment to see if objectives have been met.

Duration: 16 weeks

Module 7: Independence and Life Skills.

Aim:

The aim of this module is to enable the service user to develop independence skills and life skills.

Objectives:

The service user will be supported to:

- Identify menu choices for breakfast, lunch and dinner.
- Learn practical skills in the area of household skills.
- Discuss practical opportunities to manage their own personal care.
- Learn to manage money and use ATMs.
- Travel on public transport.
- Use a calendar.
- Maximise independence skills and participate in meaningful social roles.

Content:

- Menu planning and preparation. This will involve breakfast, lunch and dinner activities.
- Write a shopping list and go food shopping in the local community.
- Kitchen organisation.
- Laundry of clothing and personal grooming.
- Identify different amounts of money and visits to the bank.
- Visit Money and Budgeting Service (MABS).
- Event planning and diary management.
- Interpret transport timetables and identify bus route numbers. Access Dublin Bus Travel Scheme.
- Carry out continuous assessment to see if objectives have been met.

Duration: 51 weeks

Module 8: Self Advocacy:

Aim:

The aim of this module is for the service user to represent their own needs and make informed decisions about the supports needed to improve their quality of life, effect personal change or correct inequalities.

Objectives:

The service user will be supported to:

- Access different forms of advocacy.
- Communicate their support needs.
- Generate appropriate solutions to problems in the Beehive or in the community.
- Request for support in training, work, and community settings.

Content:

- Provide empathetic and open listening to the individual.
- Provide and facilitate advocacy training.
- Promote Service User Council activity.
- Facilitate access to external advocates.
- Carry out continuous assessment to see if objectives have been met.

Duration 16 weeks

Module 9: Community Participation:

Aim:

The aim of this module is to connect the service user with their local community and create opportunities for inclusion.

Objectives:

The service user will be supported to:

- Learn how to plan a social outing.
- Develop knowledge of local and wider areas.
- Participate in excursions to local cafes, restaurants, shops and leisure activities.
- Link in to educational programmes and seek opportunities to learn.
- Have an awareness of personal and financial safety.
- Be aware of cyber safety.
- Participate or volunteer in the local community.
- Register to vote and influence planning.

Content:

- To encourage service users to volunteer in their community.
- Community mapping of activities and local facilities.
- Social outings in the community.
- Access community education.
- Citizenship information.
- Service User Council participation.
- Visits with local gardai.
- Carry out continuous assessment to see if objectives have been met.

Duration 51 weeks

Module 10: Work Experience/ Progression:

Aim:

The aim of this module is to provide training to service users to progress to work experience, further training, employment and volunteer work in the community.

Objectives:

The service user will be supported to:

- Complete a curriculum vitae.
- Develop employability skills.
- Learn interview skills.
- Complete a work experience placement in other areas of the organisation.
- Link in with appropriate agencies to assist with work experience, further education, mainstream employment and volunteering.

Content:

- Referrals to JASS waitlist.
- Employability skills classes covering effective communications, interpersonal skills, curriculum vitae preparation, and employment rights.
- Visit work placements internally.
- Visit local Obair office and register with Employability Service.
- Carry out continuous assessment to see if objectives have been met.

Duration 16 weeks

Module 11: Health & Safety:

Aim:

The aim of this module is to prevent injury and ill health to a service user during their placement in the area.

Objectives:

The service user will be supported to:

- Develop an awareness of the essential role of health and safety in the workplace.
- Acquire skills to ensure that they perform their work role in a safe manner.
- Develop a knowledge of internal safety equipment and procedures.
- Understand the importance and methods of hazard identification.

Content:

- Demonstrate knowledge of personal and workplace health, safety and hygiene by following good health, safety and hygiene practices in the work or learning environment.
- Manual handling & hand hygiene courses.
- The methods of using, cleaning and maintaining kitchen equipment and utensils.
- Participate in fire drills.
- Waste disposal categories.
- Carry out continuous assessment to see if objectives have been met.

Duration 16 weeks

2.9.8 Programme Facilities, Materials and Equipment:

- A restaurant and kitchen.
- Kitchen equipment - Ovens, fridges, freezers, grill, food mixers, microwave, tea/coffee machine and dishwashers.

2.9.9 Programme Delivery Methods / Training Methodology:

The training programme is delivered through full interaction and participation in the restaurant and documented in each individual training file and on SURA. It is designed to support service users in the area of independence skills and life skills and to provide the service user with progression choices of work experience, further education, employment or volunteering in their community. The programme is one that is person-centred and involves the development of an individualised training folder. The training plan is developed in consultation with service users, keyworkers and families.

Training methods that are used are:

- Instructional
- Role play and video presentation
- Project work
- Practical demonstration
- On the job training
- External visits
- Guest speakers
- Community placement and work experience

2.9.10 Programme Certification:

In house certification of attendance.

2.9.11 Records to be maintained:

Training records to be maintained and retained in individual training folders.

2.9.12 Programme Evaluation and Quality Assurance Processes:

It is planned for the programme to be evaluated through the CARF accreditation process.

2.10 The Staff Team:

Staff will have qualifications in social care, catering and or an administrative area. Staff will have experience of working in the area of intellectual disability. On-going internal training is available to the staff.

Position	Number Employed	Whole Time Equivalent
Programme Manager		
Senior Manager		
Senior Team Member	1	1
Team Member	3	3
Care Staff	1.5	1.5
Administration Staff		

2.11 Core Policies, Procedures and Guidelines for Day Services:

- 1. New Directions Report 2012.**
- 2. The prevention, detection and response to abuse, including reporting of concerns and /or allegations of abuse to statutory agencies:**
 - (a) Safeguarding Vulnerable Persons at Risk of Abuse National Policy and Procedures.
 - (b) Trust in Care National Policy.
 - (c) Trust in Care Policy & Children First Policy Implementation Child Protection Policy.
 - (d) Children's First National Guidance for the Protection and Welfare of Children 2011.
- 3. Admission, including transfers, discharge and the temporary absence of residents:**
 - (a) Admission, Transfers and Discharge Policy doe Day Placements in Adult Services for Residents in Stewarts Care and External Referrals.
- 4. Incidents where a Day Service User goes Missing:**
 - (a) Missing Service User Policy
- 5. Provision of Behaviour Support :**
 - (a) Responding To Behaviours of Concern – Proactive and Reactive Strategies Policy.
- 6. Medication Management:**
 - (a) Medication Management Policy.
- 7. Health and Safety, including food safety, of Day Services, staff and visitors:**
 - (a) Fire Safety Policy.
 - (b) Waste Management Policy.
 - (c) Food safety Policy.
 - (d) Manual Handling Policy.
 - (e) Infection Control Policy.
 - (f) Wound Prevention and Management Policy.
 - (g) Hoisting/ Mobile Tracking Policy.
 - (h) Falls Prevention and Management Policy.
- 8. Risk Management:**
 - (a) Risk Management Policy.
 - (b) Risk assessment Policy.
- 9. The creation of access to retention of maintenance of and destruction of records:**
 - (a) Record retention and destruction policy.
 - (b) Service user record application (S.U.R.A) policy.
- 10. Monitoring and documentation of nutritional intake:**
 - (a) Nutrition & Hydration Policy.

11. Communication with Service Users:

- (a) Communication Supports for Service Users Policy.
- (b) Disability Distress Assessment Tool Policy.

12. Recruitment, selection and Garda vetting of staff:

- (a) Recruitment & Selection Policy.
- (b) Garda Vetting Policy.

13. Staff training and development:

Education, Training and Development Quality Assurance Policy.

14. The handling and investigation of complaints from any persons about any aspect of service care, support and treatment provided in their Day Service:

- (a) Investigations policy
- (b) Complaints and Compliments Policy

15. Access to education, training and development:

- (a) Access Procedure to Education, Training and Development for Residents of Stewarts Care and External Referrals.

16. CCTV Policy:

- (a) CCTV Policy.

17. Dementia Policy.

18. Work related policies for Staff:

- (a) Dignity at Work Policy.
- (b) Data Protection Policy.
- (d) Managing Attendance Policy.
- (e) Lone Working Policy.
- (f) Mobile Phone Usage Policy.
- (g) Payroll Overpayments and Underpayments Policy.
- (h) Pregnant Employee Policy.
- (i) Supervision Policy.

All above are available for staff on Document Libraries, Communities and for families from the Manager of the area.

2.12 The Core Communication Processes / Systems that are in place with regard to the programme:

- Verbal.
- Key Worker meetings.
- Group meetings.
- Yearly family meetings.

