

Tutor Roles & Responsibilities

Policy & Procedure

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Approved By: Academic Committee
 QA Committee

Date: 29/06/2021

Approved By: Tony O' Brien
 CEO

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This policy pertains to **Northridge House Education and Research Centre at St Luke's Cork**, hereafter referred to as **the Centre**.

1. Purpose of Policy

The policy will clearly define the expectations of Tutor's delivering QQI courses within the Centre. It will outline the responsibilities of Tutor's prior to course commencement, during course delivery and post course delivery. The policy will provide Tutor's with a clear understanding of their Roles and Responsibilities as a QQI course facilitator within the Centre. This policy will assist the Centre in developing and maintaining a structure of course delivery that will ensure that QQI courses are delivered in a manner which is adherent to the standard as set out in our Quality Assurance Policy.

2. Handbooks

The policy should be read in conjunction with both the Tutor and Learner Handbooks.

3. Definitions

Tutor- A suitably qualified professional educator who meets the requirements as set out in the tutor contract and the course specific needs.

QQI – Quality and Qualifications Ireland

4. Scope of Policy

This policy applies to all Tutors delivering QQI courses on behalf of the Education Centre.

5. Policy Statement

The role of a Tutor is to create conditions for the development of competency and skill sets in an individual to perform his/her duties effectively and efficiently in the

workplace. The Tutor will outline what is expected of learners in a simple and effective way. The Centre is committed to the support and development of all staff in terms of professional skills and membership of appropriate professional bodies

Core Responsibilities

The tutor is the facilitator of the tutorial process. The tutor guides the group, ensures the participation of all the members, and keeps it from going off topic. Tutor roles are primarily to:

1. Facilitate a learning climate that is open and non-threatening but nonetheless rigorous. The learners should be comfortable enough to identify their difficulties openly, to challenge one another and to admit when they "don't know".
2. Be familiar with the Learning Objectives in a Modular Descriptors and the programme as a guide to progressive learning and a backdrop for evaluation.
3. Encourage critical thinking and ensure that the learners' knowledge is challenged and probed.
4. Ensure that objective, rigorous but evidence-based evaluation occurs.
5. Recognize the evolving process of group development and the different roles that a facilitator plays at different stages.
6. To be current in the use of and ability to support Learners in the event of Online Learning taking place.
7. Confirm availability with Administration 2 months in advance of course commencement.

Tutor Responsibilities Include:

1. Attending regular meetings arranged for tutors, either individual or group.
2. Determining the group rules and structure of tutorials.
3. Adhere to Centre Policies and Procedures
4. Being familiar with and contributing to review of the Tutor and Learner Handbooks.
5. To maintain all appropriate professional qualifications and to provide copies for the tutor file, which will be reviewed by DOE prior to meeting taking place
6. To provide records of ongoing CPD pertinent to course modules and educational status. See Appendix 5 Tutor Handbook

7. To review and sign Tutor Contact.
8. Be familiar with and Implement the Centre's QA Policy and have a Copy of Policy.
9. To confirm two months in advance their availability to facilitate a module.
10. Adhering to the Centres cyber security procedures.
11. Undertake additional training as required.

QAI Specific Responsibilities

1. Ensure all Learners are aware of the Policies that apply to their course and how they may be accessed via the learner handbook and other materials in drobox. Tutors ensure that all Learners sign the acknowledgement section that relates to Policies viewed which is on the Personal Information Sheet (F10).
2. Ensure Learner are aware of the use of Dropbox and other educational platforms for sharing materials as per "Policy ED 6 Dropbox and Online Access Policy".
3. Ensure Feedback Forms are distributed and collected as per "ED 10 Feedback from Learner Policy".
4. Ensure all courses and interactions meet the requirements of the "ED 8 Equality and Accessibility Policy".
5. Ensure Learners sign all Briefs and Personal Information Sheets, and that Tutors return this information to the office.
6. Ensure Tutor Assessor Review Feedback forms (See Tutor Handbook) are completed in line with the "ED 25 Tutor Review Feedback Policy". This form should be submitted with the completed marking scheme materials.
7. Tutors will review and discuss External Authenticator (EA) Report with Director of Education. The Director of Education will ensure tutors will receive appropriate EA Reports
8. In collating and handing over marked material to the office, the following format is to be used:
 - a. Marking Grids to be completed, checked, and signed.
 - b. Learner's work is to be submitted with all materials pertinent to the learner to be collated and to be individually accessible.
 - c. All work to be submitted at the onetime to the office in alphabetical order.
 - d. Ensure the use of appropriate coloured pens as requested by External Authenticator.

- e. Together with the Internal Verifier and Director of Education that all materials are signed and dated.
9. Ensure appropriate standard of efficacy for possible Online Learning and skills to support Learners in this modality (See Dropbox and online access policy ED6)

Tutor Skills include:

1. Facilitator teaching through:

- asking non-directive, stimulating questions, challenging learner as appropriate
- presenting consequences of learner conclusions, opposing views, cues as necessary
- indicating when additional external information is required.
- referring learner to resources

2. Promoting group problem solving and critical thinking by helping learners to develop:

- Skills that are needed to be able to think critically are varied and include observation, analysis, interpretation, reflection, evaluation, inference, explanation, problem solving, and decision making.
- Specifically, Tutors need to be able to: Think about a topic or issue in an objective and critical way.

3. Promoting efficient group function by:

- assisting the group to set early goals and a plan which can be modified.
- sensing problems in tutorial function and helping the group to deal with them.
- making learners aware of the need to monitor group progress.
- serving as a role model for productive ways of giving feedback

4. Promoting individual learning by:

- helping learners to develop a study plan, considering learner goals and programme goals.
- helping learners improve study methods including the selection of appropriate learning resources.
- helping learners by review draft written assignments prior to submission
- helping learners by demonstrating how skill assessments can be maximised.

5. Evaluation through:

- reviewing and clarifying course goals with the group
- helping learners define personal objectives.
- helping learners select appropriate evaluation methods.
- reviewing demonstrated learning achievement and ensuring that the student gets feedback - reporting on individual learner's learning progress.

6. Tutors will receive copies of all pertinent External Authenticator Reports and all Director of Education Review Documents. Concerns coming from the External Authenticator or DOE Review will be addressed if required directly with Tutor for discussion and resolution with DOE.

7. Tutors are supported to maintain appropriate professional qualifications as relevant to the provision of QAI Modules. Such CPD is place din individual tutor files. Tutors are also provided with training as required e.g. COVID19

8. Roles and Responsibilities

It is the responsibility of the Tutor to ensure that all the requirements as set out in this policy are met.

It is the responsibility of the Centre Director of Education to ensure that Tutors are adhering to the requirements as set out in this policy.

7. Associated Documentation

Personal Information Sheet (F10) (Appendix 1)

Feedback Forms (F12) (Appendix 2)

Marking Grids (F17) (Appendix 3)

Assignment Briefs (Appendix 4)

Tutor Contract

Staff Recruitment Policy ED23

Tutor Handbook

Learner Handbook

8. Referenced Policies

Quality Assurance Policy

Feedback from Learner Policy ED10

Dropbox and Online Access Policy ED6

Equality and Accessibility Policy ED8

Tutor Review Feedback Policy ED25

9. Monitoring and Review

This policy will be monitored and reviewed periodically or as required as set out in the Centre Quality Assurance Policy

Appendix 1

QQI Personal Information Form

Please complete all sections in Block Capitals

I _____ (please print name)

am undertaking a programme leading to a QQI award.

I understand that in order for that award to be made I am required to submit the following personal information to Northridge House Education & Research Centre for onward submission of that information to QQI. I understand that QQI will maintain and retain this data indefinitely for the purpose of verification and confirmation of my QQI award, for example to employers, to other training providers and to myself. There may be circumstances where I give permission to have this information shared, for example with CAO.

Signed: _____

Date: _____

NAME OF COURSE							
FIRST NAME							
SURNAME (If you have previously received a QQI (FETAC) award please ensure that the same surname is used unless you have informed QQI of a change in name) (i.e., Maiden / Married name)							
DATE OF BIRTH							
GENDER	MALE			FEMALE			
PPS NO							
CONTACT MOBILE NO							
EMAIL							
ADDRESS 1							
ADDRESS 2							
ADDRESS 3							
ADDRESS 4							
EIRCODE							

I understand that the Centre QQI policies are available at www.northridgehouse.ie/qqi-policies and it is my responsibility to read and be aware of policies.

Please tick box if you would like to add your email address to our mailing list to receive emails about future courses and special offers at Northridge House.

Appendix 2

NORTHRIDGE HOUSE
 EDUCATION & RESEARCH CENTRE **St Luke's**
HOME, CO. K

COURSE EVALUATION FORM

DATES:	
COURSE:	
PRESENTER'S NAME:	
VENUE:	Northridge House Education & Research Centre

Please evaluate the presentation in the following areas using the scale where 5=excellent and 1=poor.

I. PRESENTATION:

1.	Relevance:	①	②	③	④	⑤
2.	Clarity:	①	②	③	④	⑤
3.	Content:	①	②	③	④	⑤

Please list three (3) most important things you have learned from the course

1. _____

2. _____

3. _____

Do you think the course equips you for care practice?

Strongly Agree
 Somewhat Agree
 Disagree
 Strongly Disagree

Did the blindfold experience give you an insight to being highly dependent?

Strongly Agree
 Somewhat Agree
 Disagree
 Strongly Disagree

Did the guide experience teach you the importance of trust?

Strongly Agree
 Somewhat Agree
 Disagree
 Strongly Disagree

Did your assignment expand your understanding in your chosen topic? Yes / No

Did St. Luke's Home Education Centre meet your expectations of Adult Learning Methods?

Strongly Agree
 Somewhat Agree
 Disagree
 Strongly Disagree

On the First Day was the information on assignments clear?

Strongly Agree Somewhat Agree

Disagree

Strongly Disagree

How would you rate the course from 0 – 10 (0 being the lowest score and 10 the highest)

0 1 2 3 4 5 6 7 8 9 10

Each Course undergoes evaluation-modification as a direct result of student feedback.

What would you like to see added to the content?

What topics do you think should be modified in anyway?

What further programs would you like to attend?






ANY FURTHER COMMENTS?

DID THE FACILITIES OF NORTHRIDGE HOUSE MEET YOUR NEEDS YES / NO

DID THE COURSE MEET YOUR EXPECTATIONS?
YES

Please TICK Box if

Your overall level of satisfaction with the course (please) circle

1.  2.  3.  4.  5. 

Worst → → → → Best

Optional Information

Name:

Appendix 3

Module Title: Supervisory Management		Assessment Marking Sheets		Mark Sheet 1	Mark Sheet 2	Total	Grade*
Module Code: N32904		Maximum Marks per Marking Sheet		70	30	100%	
Candidate Surname		Candidate Forename					
Signed: _____				Grade* D: 80 - 100% M: 65 - 79% P: 50 - 64% U: 0 - 49% W: candidates entered who did not present for assessment			
Internal Assessor: _____				Date: _____			

*This sheet is for internal assessors to record the overall marks of individual candidates. It should be retained in the centre.
 The marks awarded should be transferred to the official FETAC Module Results Sheet issued to centres before the visit of the*

Appendix 4

Assessment Brief 1 Example

Module: **QQI Award Title and Code: Supervisory Management - Level 6 - 6N4329**

Marks

Assessment Technique: **Structured Report**

Weighting: 60% Marks: 60

Title: **Supervisory Management - Project**

Class Group:

Tutor's Name:

LO1	15	
LO3	5	
LO5	5	
LO6	10	
LO7	10	
LO8	15	
Total	60	

Date of Issue: enter date

Deadline: enter date.

All Assignments based on Learning Outcomes as detailed in Modular Descriptor.

Instructions:

- Write a comprehensive report using your own organisation as a basis to include all of the following, please related all sections to your own working area and identify areas for improvements as appropriate– please include an organisational chart.
- Summarise duties and responsibilities of a supervisory manager.
- Describe precautions to safeguard information making reference to related legislation.
- Evaluate risks for which adequate insurance cover is required.
- Draft two standard operating procedures – one to be Communication and the other can be from a chosen area of your working environment.
- Devise a system for maintaining records for: operations, work rosters and equipment.
- Prepare a departmental budget with a number of headings, to include details of planned contingency spending.
- Supporting evidence may be out into appendices.
- All resources must be acknowledged through references or bibliography.

Maximum Word Count 3,500 Words

Ariel 12 One and a half Line Spacing

I confirm that the work submitted has been produced solely through my own efforts.

Student Signature _____ **Date:** _____