# Tutor's Handbook

# Contents

## About Exchange House Ireland (EHI) National Travellers Service

EHI is an organisation of Traveller and non-Travellers. We are the leading provider of frontline and support services to some of the most marginalised Travellers in Ireland. We are a multi-disciplinary service provider, offering a diverse range of support and services. We also deliver partnership services through training, provision of expertise and dual-working with other organisations providing services to Travellers in Ireland. Our aim is to break down barriers and discrimination in order to facilitate Travellers to access the statutory and voluntary services they need, in an equitable way. EHI has been providing a professional standard of practice, that has been shown to produce excellent results, to our client group for over 40 years.

We hold Quality Qualifications Ireland (QQI) accreditation, and are approved by QQI to design, develop, deliver, quality assure and accredited education and training courses. Annually, we work with over 8,000 Travellers, almost one quarter of the Traveller population in Ireland, making us the largest Traveller specific service provider in the country.

## Vision, Mission and Core Principles

### Vision

EHI is a provider of Traveller specific frontline services of excellence in an Ireland where the distinct ethnicity, identity and experience of Travellers is acknowledged, celebrated and respected

### Mission

To provide a range of Traveller specific frontline services and supports to, with and for individuals, families and communities and enhance choices with care and integrity

### Core Principles

Professionalism - Excellence - Equality – Diversity

## Education and Training Service

**The Education and Training Service** provides high quality education programmes which respect and build on existing strengths and skills of learners, providing opportunities for learning and progression. The service provides opportunities for youth and adults in basic literacy, further education/training and support in accessing third level education, training and employment.

## EHI Education & Training Service Ethos

EHI Education & Training Services is QQI Quality Assured & provides adult education programmes, from one-to-one literacy to third level support courses. Courses on offer include a SOLAS/CDETB Local Training Initiative, a Dept. of Social Protection Community Employment Scheme, adult basic education programmes and third level support.

**The ethos of EHI Education & Training Service is:**

■ The Education & Training Service of EHI National Travellers Service values and respects all that it works with.

■ Learners are treated as adults, with respect and dignity.

■ Learners are treated as equals. The wealth of knowledge that adult learners bring is acknowledged.

■ Learners come into a learning environment that strives to be free from prejudice and discrimination and that recognises and builds on each learner's knowledge, experience and skills.

■ Learners' privacy is important. Confidentiality is crucial.

■ The adult education programmes in the Education & Training Service are learner centred

■ Progression is fundamental to the ethos of the Education & Training Service.

■ We strive to continually develop and provide a wide range of quality learning opportunities that will enable learners to realise their full potential.

■ It is compulsory for us to ensure that learners access the QQI qualifications framework through a process of progression. Upskilling, reskilling and the emphasis on core competencies are central to our aims and objectives. Ensuring that we

continue to deliver a comprehensive, inclusive and relevant programme of education and training.

## QQI Awards

QQI (Quality and Qualifications Ireland) is a state agency established by the Quality Assurance and Qualifications (Education and Training) Act 2012 with a board appointed by the Minister for Education and Skills. QQI now carry out the functions previously conducted by the Further Education and Training Awards Council FETAC. QQI is the national body responsible for awards and standards in Ireland. One of its areas of responsibility is the further education sector. QQI awards offer more opportunities than ever to learners, opening doors to new and better jobs or to further and higher education and training through a vast array of learning and training programmes. QQI awards are placed within the National Qualifications Framework which means that QQI awards are nationally and internationally recognised thereby affording QQI holders more opportunities to access, transfer and progress into higher education institutes and universities.

For each component in which the required standard has been achieved, a candidate gains **credits** or a **Minor Award.**

Components at **Levels 4, 5 and 6** are graded as follows; Distinction, Merit, Pass, Unsuccessful.

- Pass 50 – 64%
- Merit 65 – 79 %
- Distinction 80 – 100%

# National Framework of Qualifications

The diagram below illustrates the National Framework of Qualifications which allows qualifications to be compared both nationally and internationally.

The framework includes all awards available in the State from the most basic (Level 1) to the most advanced (Level 10). It includes awards gained in schools, the workplace, the community, training centres, colleges and universities.

The award-types are listed in the outer rings of the diagram. Awarding bodies whose awards are included in the framework are shown as coloured bands extending across the levels of the framework as appropriate.

QQI Awards are placed at levels 1 – 6 (coloured green in the diagram) on the National Framework of Qualifications.

Further information is available on the National Qualifications Authority website www.nqai.ie.
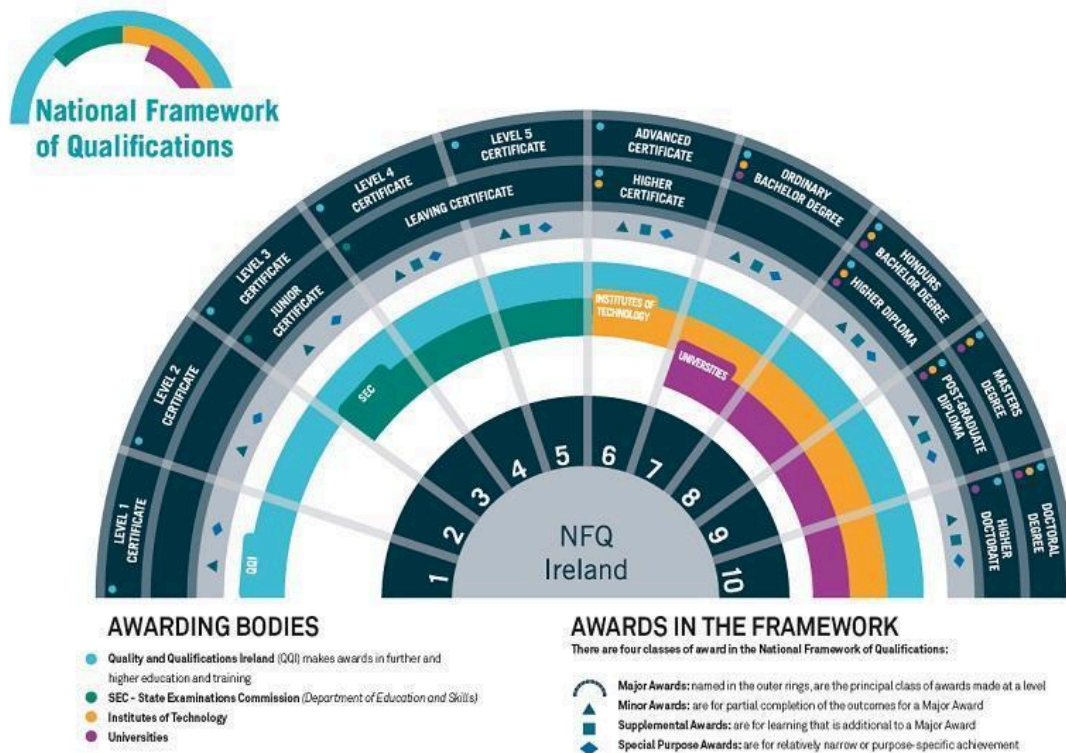
## Examination

An exam is used to test a learner's ability to remember information, to prove they have knowledge of the topic. An exam also shows that learners understand the information and have the ability to discuss a topic in detail, for example the advantages or disadvantages of a topic or comparing and contrasting information. Exams can be written or oral in format.

## Projects

Projects may involve research, investigating a topic, performing an activity or organising an event. A number of learners may be involved in an event and each learner must clearly state what they are responsible for.

When learners are undertaking a project, they may be required to keep a personal diary as it will record learning gained and achievements of specific learning outcomes. (**SLO**s)

## Skills Demonstration

Skills Demonstration allows the learner to show their ability to achieve a wide range of practical skills. A skills demonstration may be assessed while learners are on work placement.

There are different types of skills demonstration: practical, observation and oral.

## Work Placements

 Some programmes require a learner to undertake work Placements. The placement will be decided by the work placement tutor who will create a placement plan with the learner and workplace supervisor. EHI insures learners on work placements. The Learner will be monitored and supported by their work placement Tutor.  A skills demonstration may be assessed while learners are on work placement. Throughout their placement they will be required to produce a piece of work around it, in the form of a work placement diary or equivalent. A reference from their workplace is also required in order to meet their skills assessment /learning outcomes**.**

## Assessment Procedure

The centre must hold all assessed work until the official statement of results arrives. Certificates are issued by QQI at a later date.

## Appeals

If you are unhappy with your results, the Exchange House National Travellers Service has in place an appeals procedure. The appeal must be in writing and must be made within two weeks of the issue of the statement of results. All appeals must be made through the Centre. Only evidence that has previously been presented by the learner can be part of an appeal. No new evidence can be submitted. All assessment evidence as required by the module descriptor must be available for the appeal. Any evidence not available will be assumed not to have been completed.

## The Role of EHI Education & Training Service Staff

### The Education & Training Service Manager

- Monitor and evaluate overall programmes and projects in accordance with Exchange House Ireland, QQI, CDETB and Dept. Social Protection procedures
- Facilitating monthly tutor support meetings between Education & Training Service staff and tutors.
- Ensuring adequate written notice to learners notifying them of deadlines for assessment.
- Ensuring learner's completed evidence is securely stored until assessment.
- Devising and implementing a strategy for the running of the Education & Training Service, taking account of social inclusion and diversity.

### The Local Training Initiative Coordinator & Assistant Coordinator

- Identifying training and education gaps among the LTI learners
- Ensuring the LTI provides quality training that meets the needs of the learners and to facilitate the progression of learners.

- Implementing and organising the timetable that learners have drawn up, in agreement with SOLAS.

- Designing, delivering and evaluating high quality training.

- Sourcing and monitoring external tutors and trainers.

- Together with the Team Leader, to support and monitor tutors.

- Ensuring that certificates are produced for relevant training in line with Exchange House and SOLAS policy.

- Ensuring that tutors/trainers have the resources that they need to run high quality courses, dependent on budget.

- Attending monthly support meetings with tutors.

- Writing up an Individual Learner Plan with each learner, for approval by SOLAS.

- Being responsible for the ongoing support and progression of each learner. Tutors are invited to suggest possible progression options to the LTI Coordinator for inclusion in planning with learners.

- Facilitating planning and evaluation sessions with learners and tutors.

- Doing monthly supervision with each learner.

- Managing the training budget as set by SOLAS.

- Administration of all aspects of the LTI in accordance with SOLAS regulations.

- Administration of all aspects of the QQI certification process for all LTI learners in accordance with EHI QQI Quality Assurance policies & regulations.


## The Community Employment Supervisor

- Identifying training and education gaps among the learners.

- Devising an Individual Learner Plan for each participant in consultation with each learner, for approval by Department of Social Protection (DSP)

- Sourcing training both in EHI and externally.

- Managing the Training Budget as set by DSP

- Monitoring and evaluation of all training attended by DSP funded learners.

- Administration of all aspects of the CE Scheme in accordance with DSP regulations.

- Ensuring that certificates are produced for relevant training in line with DSP policy.

- Observing tutors at work in order to evaluate training as per DSP regulations.

- Management of learner's time.

- ■ Attending update meetings with tutors.

- ■ Designing, delivering and evaluating high quality training.

- ■ Sourcing and monitoring external tutors and trainers.

- ■ Being responsible for the ongoing support and progression of each learner.

## The General Responsibilities of Tutors

The role of the Tutor is essential to the work of the EHI Education & Training Service. EHI has particular requirements in relation to the role and responsibilities of tutors who provide training and education to learners engaged in our programmes.

### The Tutor Journey
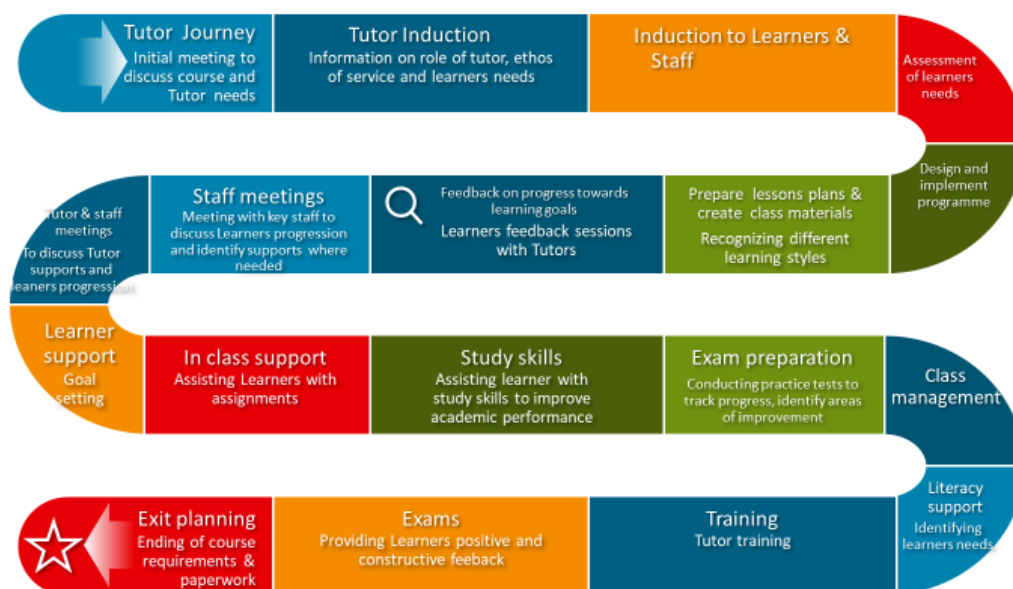


Microsoft (n.d.). Process Flowchart Gameboard

### Delivering QQI Accredited Modules

You should be familiar with:

- ■ Be familiar with the QQI Assessment Guidelines and EHI QA system, particularly our procedures relating to assessment.
- ■ The module outlines and ensures that you inform your learners/students of the content and expected outcome at the beginning of the course.

- Assessment techniques for the module.

- The understanding of what a brief is.

- The importance of adhering to the timescales for submission of work.

- Designing, delivering and evaluating high quality training modules with learners in accordance with the Education & Training Services ethos.

- Involving learners in the planning of course content and curriculum in accordance with the Education & Training Services ethos.

- Planning and design. Tutors are expected to arrive at EHI with extensive preparation work completed. Tutors are encouraged to use the resources (photocopier, computers, books (etc.) available in EHI to prepare classes.

- Treating learners with respect and dignity as outlined in the learner charter, group contract and in accordance with the Education & Training Services ethos.

- EHI is a QQI accredited centre. Tutors are obliged to adhere to EHI procedures and policies. Information about tutors' obligations under QQI is outlined in the QQI section of this handbook.

- Attending monthly tutor support meetings.

- If tutors have a work-related problem they should come and talk to one of the Education & Training Service Staff in accordance with EHI line management procedure.

- Attending induction and other meetings and training as may be requested.

- Tutors are not counsellors and should inform the relevant Supervisor/Coordinator should any learner issues arise that are not educational issues. The Supervisor/Coordinator will then refer the learner to the appropriate department or external agency.

- Confidentiality is crucial. Tutors may hear of personal details of learners' lives over the course of their work here. Tutors must never repeat this information to others and must maintain strict confidentiality.

- Complying with EHI Health and Safety Statement.

- Be compliant with GDPR and demonstrate best practise

- Be compliant with Child Safeguarding, Tutors are required to undertake TUSLA's Children's First E-Learning programme.

# Role of the Tutor

- Plan and deliver the programme to a high standard according to the as agreed timetable

- Act as the main and primary point of contact and support for learners throughout the programme

- Anticipate the concerns of learners and respond to learners queries promptly and let the Education and Training Services Manager know if you can't respond

- Be familiar with the QQI Assessment Guidelines and our QA system, particularly our procedures relating to assessment.

- Induct the learners at the beginning of the programme.

- Be familiar with the Harvard Referencing system implied in EHI.

- Confirm the timetable and assessment plan with Programme Coordinator/ CE Supervisor and Education and Training Service Manager before the start of the programme.

- Design lesson plans before the start of the programme and submit them before the start of the programme.

- Monitor attendance and keep accurate attendance records.

- Provide formative and summative feedback

- Raise any concerns with Programme Coordinator/ CE Supervisor and Education and Training Service Manager as the earliest possible opportunity.

- Return marked and graded assessments according to the agreed schedule

- Prepare Assessment Portfolios for Internal Verification.

- Provide written feedback detailing where marks were awarded or lost on assignments.

- Evaluate each programme on completion and contribute to programme reviews.

- Attend programme meetings

- Provide formative and summative feedback to learner within an agreed timeframe

- Designing a Course Action Plan for each module and submitting this to the Programmer Coordinator within four weeks of start date. Please see the next section for more information on the Course Action Plan.

- Coordinate learner evaluation of programmes

- Attend CPD workshops when requested by the Education and Training Services Manager (for example Children's First)
- Be available if the External Authenticator needs to contact you

## EHI Curriculum Plan

Tutors are required to draw up Curriculum Plans (Scheme of Work). These plans give the proposed outline of the sequence in which a module will be taught, with a timescale for delivery. The Curriculum Plan is an important planning tool, giving the tutor an overview of the course and of the time constraints within which s/he and the learners will be working. It also gives the Manager and staff an insight into how the programme will be delivered.

**For Curriculum Plan template see Tutor Assessment Pack Page 15**.

The Curriculum Plan complements individual lesson plans. These are more detailed plans for individual sessions/lessons, going into detail as to teaching strategies, learning activities and materials.

The Curriculum Plan is a requirement for all courses, both accredited and non-accredited. The Curriculum Plan should be submitted to the Manager within four weeks of a module's start date.

## Administrative duties

- Signing in and out on the Tutor Time-sheet.
- Tutors are required to provide monthly updates to keep EHI staff abreast of learners' progress and of any possible progression routes for learners.
- To let the Manager know in advance if time off is needed.
- Tutors should notify the Manager if unfit for work as early as possible or within one hour of your start time.
- CVs to be given to the Manager at start of academic year along academic credentials
- Tutor feedback report to be handed in at the end of each course.
- If tutors need resources or materials, let the Supervisor or Coordinator know so items can be procured.
- Provide learner progress forms to keep coordinators up to date on learner's progress

## Work Experience Tutor

■ Provide Work Placement registration forms to learners

■ Ensure that returned forms are signed by the learner and Workplace Supervisor before the work placement begins

■ Monitor the quality of the placement by contacting the Workplace Supervisor at least once during the placement.

■ Contact the learner regularly while they are on placement to ensure that the placement is working well and that they are getting appropriate work experience.

## Contingency Arrangements for Tutors

If tutors are going to be absent, they are required to let the Programme Coordinator know as much in advance as possible. Usually the Programme Coordinator substitutes for an absent tutor. Each tutor is required to keep a record of the learner's progress. This folder can be accessed by the Programme Coordinator at any time so they can see what work the class is currently doing and follow that.

## Monitoring & Managing Tutor Performance

The Programme Coordinator speaks to tutors and learners on a daily basis and checks how classes and work is progressing. The tutor updates the learning record on the shared online folder which allows the Programme Coordinator and the Education and Training Services Manager to check progress at any time.

If there is any concern about the tutor performance, the ETSM and the Programme Coordinator speaks to the tutor to address the issue with the emphasis being on supporting the tutor while ensuring learners get a quality learning experience.

# Guidelines for Tutors providing QQI modules levels 4 & 5

## The Role of the Tutor in QQI

Tutor's responsibilities in relation to delivery and assessment of QQI modules:

- Be familiar with the criteria for delivery and assessment of the relevant modules.

- If a learner is having difficulty with completing the QQI course work, tutors should inform one of the Education & Training Services staff as early as possible. Support structures will be put in place where appropriate for the learner and the tutor to assist them.

- Devise Course Curriculum plan (Scheme of Work) for the module being delivered.

- Inform learners of course outline in an appropriate way.

- Maintain a register of student attendance.

- Prepare a portfolio building checklist and provide copies to the learners (Levels 4 & 5. A sample Portfolio Checklist is included in this document.

- Provide learners with feedback on their completed assignments and projects.

- Ensure you keep a signed record of the acceptance of a learner's assignment by recording it in the Assignment Receipt Log and ensure it is dated and signed.

- Ensure that learners are informed as to the schedule of assessment and relevant deadlines.

- Assignment brief clearly laid out for the learner **(Assignment brief template see Tutor Assessment Pack page 18)**

- Ensure that assessment methodologies are adapted as necessary and reasonable so as to cater for the needs of learners with specific needs.

- Ensure that all QQI folders are prepared for external assessment in a satisfactory manner. Folders are available from the Education & Training Service staff. Please note that poly pockets are useful for keeping work neat and tidy for the duration of a course but they are not acceptable to QQI external examiners. Therefore, when you are preparing folders for external assessment, please do not use poly pockets.

- Pay particular attention to the procedures that must be implemented by the internal assessor as outlined in this document.

- Check with Education & Training Service staff who may have additional expectations of the tutor in relation to gathering certain data.

- Carry out regular checks of learners' portfolios. This is to ensure learners are keeping materials and assignments in the correct manner. The use of subject dividers can facilitate this. This will alleviate a great deal of pressure when it comes to putting the portfolios together for external accreditation.
- Ensure that learners have a separate folder for each module right from the beginning, supplied by EHI staff.
- Ensure that learners are aware of the necessity of keeping drafts of their work.

## Tutor Responsibilities for Internal and External Assessment

Each QQI portfolio goes through several rounds of assessment/verification, internal and external.

In order for learner work to be ready for assessment tutors are obliged to have all assessments corrected and submitted to the Programme coordinator with an agreed time frame.

The tutor is one of the internal assessors, and has certain responsibilities as such. The LTI Coordinator and the CE Supervisor are the other internal assessors and will check portfolios to ensure they are to EHI & QQI standards. Where the number of portfolios is over 20 a sample will be checked. The Education and Training Manager has overall responsibility for assessment.

The following procedures must be implemented by the tutor for internal verification of each module:

- Complete the assessment and apply the assessment/performance criteria as specified in each module descriptor.
- All evidence should be marked according to the Individual Candidate Marking Sheet and marking scheme as appropriate for each learner (Individual Candidate Marking Sheets for the various assessment techniques of a module are available in the relevant module descriptor).
- The internal assessor should mark all evidence clearly:

- Where it is written evidence, in a colour different (red or green ink) to that used by the candidate. Internal assessors must tick each page of all evidence submitted to show that they have taken the data involved into account in their final mark.

- Where it is oral/aural/visual etc. the marking sheet should include a clear breakdown showing how marks were awarded.

- Programme Coordinator completes the Internal Verification Report for each QQI module completed. A template for this is included in this booklet on page 22. The tutor must make themselves available for the Internal & external verifying process.

- All learners' portfolios must be ready for external verification and presented to Education & Training Service staff a week before the external assessor is due.

Portfolios need to:

- Be displayed per module
- Be in alphabetical order per candidate
- Have completed Individual Candidate Marking sheet attached to front of each portfolio
- Have all evidence clearly marked with candidate name and number
- Include the Module Descriptor
- Include the Portfolio Checklist
- Include Candidate Receipts/Logbook
- Include Module Results Summary Sheet

## Tutors Feedback

### Feedback to Learners:

Tutors provide timely, regular and constructive feedback on assessments to help learners to achieve the learning outcomes and enhance the learning experience

Tutors have to keep weekly record of their class plan and learner progress and outcomes

We regard timely, clear and constructive formative and summative feedback to learners as being one of the key elements which helps them succeed. This is primarily the tutor's responsibility, and it is highlighted at induction and in the tutor handbook. The Programme Coordinator comments on the summative feedback on the internal verification report. We

also invite the EA to comment on the quality of the feedback provided to learners. The quality of feedback to learners is considered as part of course review.

### Formative Feedback

We use formative assessment and feedback throughout the programme to support the learning process, aid revision and inform learners and tutors on their progress. The tutors provide learners with verbal feedback on assignment work in progress at various stages throughout the programme. Feedback is provided on a one-to-one basis at ILP reviews and/or group basis and it must contain enough detail to enable learners to improve their performance. Details of the feedback provided is recorded on the ILP

### Summative Feedback

All of our learners receive summative feedback which note areas of strength and weakness in their assessment at the end of the programme to justify the grade they have been awarded and help them in how to improve future performance
Summative feedback is provided on a one to one basis with learners.

### Repeating Assessment

EHI wants learners to have the best possible chance of success and offer them one opportunity to repeat an assessment if they do not achieve a pass in their first submission. We do not all allow repeats to achieve a higher grade if they have passed. We remind learners they can request a repeat when we issue results. If a learner is considering repeating, the Programme Coordinator arranges for them to talk to the tutor who gives them detailed feedback on the areas they need to focus on. The tutor devises an alternative brief and the Programme Coordinator agrees dates for submission etc. The tutors offer two one-to-one tutorials to learners who are repeating.

## Review, Recheck and Appeals

Tutors will inform learners that they have a right to appeal their assessment results at the induction stage of their programme and this is incorporated into the learner handbook.

A request for a recheck of results may be made by a learner to the coordinator if they are not happy with their grade. The Programme Coordinator /Internal Verifier will recheck the mark and notify the learner of the result.

The learner can request a review of all or part of the result, this will then be rechecked by Internal and External Verifier, after which the learner will be informed in writing of the outcome of the recheck. A recheck will be overseen by the Education Programmes Quality Assurance Committee (EPQAC).

Learners if unhappy with their approved results they can make an appeal in writing within two weeks of the issue of results. The learner will be required to complete an Assessment Appeals Application Form and submit it to the Programme Coordinator. All appeals must be made through the centre and sent to the chairperson of the Education Programmes Quality Assurance Committee, learner results will be kept on file in EHI until the appeal is processed. The appeal process will be recorded by EHI and will identify who will evaluate the appeal.

*For Internal Verification Reports for QQI template, see Appendix 1*

## Portfolio Assessment

Levels 4 & 5 are assessed by means of a portfolio and are graded as per each module marking criteria.

## Assessment Example

| | |
|---|---|
| **Module:** | Personal and interpersonal skills |
| **SLO's** | 1.1 – 3.6 cover a range of material which includes: creating a personal profile, developing a plan of action, decision making, aggressive, assertive and passive behaviour, listening skills. |
| **Section 11** | Tells us that the portfolio must contain the following: Assignment, Log Book and other evidence It then details what each of the above is. |
| **Portfolio** | The finished portfolio should be laid out as follows: |

The finished portfolio should be laid out as follows:
Section 1         Assignment
Section 2         Log Book
Section 3         Other evidence (this being most of the SLO class work)

In this example, if the Tutor had fully completed the SLO's, but had not taken section 11 into account, the work would not be ready for assessment, as there would have been no assignment or student log books.

## Sample Portfolio Checklist

**Local Training Initiative QQI Level 4**

**Assessment**
Candidates present a portfolio of coursework which shows that they have achieved all of the Specific Learning Outcomes. Some modules also contain exams. And skills demonstrations
All exams and skills demonstrations need a minimum of ten days' notice to request papers.

**Portfolio**
The portfolio must contain the following:

☐ Exams

☐ Written material

☐ Skills Demonstrations

**Corrections**

☐ All Portfolios must be corrected by the Tutor in RED

☐ Clear marking scheme and comments have to be present

☐ Summary Assessment Sheets and Assessment sheet must be completed by Tutor in alphabetical order

**Assessment Process**
All finished portfolios are Internally verified by Exchange House Ireland
They are then externally verified by an Authenticator.
After this process they are then checked by the Training Standards Officer before being awarded the final grade.

# Appendix 1 - Internal Verification Report for QQI

## Internal Verification Report for QQI

Centre name: EXCHANGE HOUSE IRL

Centre Code:

Date of Internal Verification:

Internal Verifiers:

Name: 

Name: 

Signature: 

Signature: 

Details of Experience / Qualifications of Internal Verifier:

Assessment Processes & Procedures:

Sample of Learner Evidence:

Basis on which sample of learner evidence was selected (i.e. identify learner group and total learner population being sample size selected)

I (we) confirm that the assessment procedures as agreed through this providers Quality Assurance have been applied across all assessment activities for this award

Comment as appropriate (If 'NO', identify issues arising and corrective action taken

YES

NO

Internal Verifiers:

Signature: 

Signature: 

Date:

## Appendix 2 – Tutor Feedback Form



## Tutor Feedback Form

| | |
|---|---|
| Tutor Name: | |
| Module Title | |
| Module Code | |
| Date | |

Presented to Education & Training Service Manager

Learners SLO progress

Supports required

Issues Identified

Agreed actions

## **Appendix 3** Learner Progress Report Form

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**EXCHANGE HOUSE IRELAND**
National Travellers Service

## **Learner Progress Report Form**

Learner Name:

Tutor Name:

Module Title

Module Code

Date

Learner progress

Areas for Improvements

Agreed Actions

Learner Signature

Tutor Signature

Agreed Date to Review