

**Coiste Gairmoideachais Chontae na Gaillimhe
County Galway Vocational Education Committee**



**Tutor
Handbook**

Tutor Handbook

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COISTE GAIRMOIDEACHAIS CHONTAE NA GAILLIMHE Co Galway Vocational Education Committee



FOREWORD - Seosamh Mac Donncha

It gives me great pleasure to introduce and welcome you to “Lifelong Learning in County Galway”. This Tutor Handbook has been produced for the benefit of all Tutors involved in Adult, Further and Community education programmes. It contains important information on policies, procedures and regulations that are relevant to you as a Tutor.

Through our Adult, Further and Community Education service we strive to continually develop and provide a wide range of quality learning opportunities that will enable learners to realise their full potential. These programmes are provided at our Schools and Centres throughout the County and have been developed in co-operation with a wide range of partners for the benefit of the learner. We cater for a broad cross-section of the community, providing adults with learning opportunities for vocational, professional and personal development.

In preparing this Tutor Handbook, we have taken cognisance of the important role you play in facilitating the provision of this very important educational service to our learners. While recognising the depth and breadth of your own professional experience, I hope that this Handbook will prove to be a valuable additional resource to you as you provide and create educational opportunities for all of our learners.

Go mbaine tú taitneamh agus tairbhe as an lámhleabhar cuimsitheach seo.

Seosamh Mac Donncha

Príomhoifigeach Feidhmiúcháin

Coiste Gairmoideachais Chontae na Gaillimhe

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COISTE GAIRMOIDEACHAIS CHONTAE NA GAILLIMHE

Co Galway Vocational Education Committee



FOREWORD - **Eithne Nic Dhonnchadha**

Lifelong learning is now part of our everyday lives. Creating educational opportunities for all our learners and ensuring that programmes are at the cutting edge of work-place skills is embedded in our mission statement. We offer a clearly defined system of access, transfer and progression. The adult education team are constantly reviewing the programmes being delivered and ensuring that they are in line with economic trends and developments.

New challenges presented by changes in our socio-economic make-up provide us with opportunities to engage in a shared comprehensive programme of education. It is incumbent on us to ensure that learners access the qualifications framework through a seamless ladder of progression. Upskilling, reskilling and the emphases on core competencies are central to our aims and objectives.

Our mission and vision over the next number of years is to actively ensure that our programmes reflect the ever-changing environment of the 21st century.

This handbook reflects our commitment to quality educational practice and ensures that our learners remain the focus of our teaching methodologies. It supports the role of teachers and tutors as reflective practitioners in the classroom thus ensuring that we continue to deliver a comprehensive, inclusive and relevant programme of education.

Eithne Nic Dhonnchadha

Adult Education Officer

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INTRODUCTION

County Galway VEC is one of thirty three Vocational Education Committees operating within the State and has responsibility for delivering a range of services including second level education, adult and further education and other support services to young people and adults within County Galway.

Adult and Further Education is a major part of its service and programmes are designed to meet the needs of specific target groups particularly unemployed – both long term and recently unemployed – early school leavers, people seeking to up-skill and return to work. Literacy, Community Education, Arts Education, Adult Education Guidance, Vocational Training Opportunities Scheme (VTOS), Youthreach, Senior Travellers Training Centres, Post-Leaving Certificate Courses and Back to Education programmes (BTEI) are offered at various locations throughout the county. Third Level Student Grant Scheme, School Transport, Youth Affairs, Outdoor Education are all areas that also fall within the remit of the VEC.

County Galway VEC is a registered FETAC (Further Education and Training Awards Council) Provider and offers various courses on a full-time and part-time basis through our schools/centres and Adult and Further Education programmes.

PURPOSE OF THE TUTOR HANDBOOK

The tutor handbook has been introduced to assist tutors, school Principals, centre Directors Co-ordinators and FETAC programme coordinators in the day-to-day delivery of FETAC courses by County Galway VEC.

The introduction of FETAC Quality Assurance has highlighted the need for Tutor, Student and Centre Handbooks to enable the efficient recording of the procedures required to fulfil QA requirements.

As the Co Galway VEC quality system is developed, it is evident that a significant amount of the requirements for quality assurance are already in place and being carried out. This handbook has been put together using best-known practice and methods that already exist, together with some additions to fill any gaps that were found. It is a tool to assist in the delivery of programmes, and to ensure consistency across all FETAC programmes delivered by County Galway VEC.

CO GALWAY VEC CONTACT DETAILS



HEAD OFFICE:

County Galway VEC, An Coiléar Bán, Athenry, Co. Galway.

Tel: 091-874260

Fax: 091-874270

Web: www.countygalwayvec.com

Email: enquiries@cogalvec.ie

Seosamh Mac Donncha – Chief Executive Officer

Séan Duffy – Education Officer

Eithne Nic Dhonnchadha – Adult Education Officer

Máiread Thompson – HR Manager

Charlie Mitchell – Finance Officer

Tomás Breathnach – Timire Gaeilge

Máire Uí Éanaigh – Community Education Facilitator

Mary Lane Heneghan – FETAC Co-ordinator

SCHOOLS

Tuam

(093) 24237

Mountbellew

(09096) 79231

Loughrea

(091) 841919

New Inn

(09096) 75811

Indreabhán & Inis Meáin

(091) 593119

Corr na Móna

(09495) 48006

Athenry

(091) 844159

Athenry, Col. an Eachréidh

(091) 874590

Inis Meáin, Oileáin Árann

(099) 61184

Inis Oírr, Oileáin Árann

(099) 75016

Ros Muc

(091) 574100

Cill Rónáin, Oileáin Árann

(099) 61184

Eileen Delaney

Annemarie Carroll

Seán Connolly

Pádraig Kelly

Gearóid Ó Dubhloich

Áine Bhreathnach

Alan Mongey

Brian Ó Maoilchiaráin

Mairéad Ní Fhátharta

Bríd Uí Dhonncha

Peadar Ó Loideáin

Micheál Ó Goill

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YOUTHREACH CENTRES

Youthreach Tuam (093) 26246	David Parslow
Youthreach Ballinasloe (09096) 42158	Bill Day
Youthreach Letterfrack (095) 41893	Theresa McLoughlin
Youthreach Lettermore (091) 551473	Elesia Ní Cheannabháin
Youthreach Portumna (09097) 59576	Isabelle Ní Dhúinn

VTOS CENTRES

VTOS, Tuam (093) 25651	Michael McDonagh
VTOS, Ballinasloe (09096) 46492	Cathal Larkin
VTOS, Rosmuc (091) 574411	Mairéad Seoighe
VTOS, Letterfrack (095) 41302	Sorcha O'Toole

TRAVELLER TRAINING CENTRES

Madonna House Ballinasloe (09096) 43479	Rita Coen
ST. Benin's Tuam (093) 28640	Gerardine McDonagh
ST. Brendan's Loughrea (091) 841387	Catherine Cooney
Ballygar (09066) 24003	Dympna Collett

LITERACY OFFICES

Loughrea (091) 847850	Sheila Donnellan
Tuam (093) 26609	Sheila Holland Fox
Moycullen (091) 555877	Teresa Gilligan
Cladhnach An Cheathrú Rua (091) 506060	Neasa De Bhailis
Headford (091) 34746	Theresa Byrne

OUTDOOR EDUCATION CENTRE

Petersburg OEC (09495) 46483	Patricia Walsh
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POLICIES RELEVANT TO TUTORS

POLICY STATEMENT ON ADMISSION TO COURSES

Admission to a particular course/activity is subject to places being available and is governed by three principles:

- That, in the professional judgement of the School/Centre Authority (the term ‘School/Centre Authority’, indicates the Chief Executive Officer or an officer delegated to act on his behalf), and following an interview (if deemed appropriate) the learner/participant is suitable for a course/activity.
- That, in the professional judgement of the School/Centre Authority, the learner/participant, because of previous education, training or experience, is considered likely to benefit from attendance.
- That, participation will contribute positively to the course/activity and in no way infringe upon the opportunities or rights of other learners or staff.

All disputes in relation to admission will be referred to the CEO or a delegated officer.

STUDENT/LEARNER RESPONSIBILITIES

Learners are obliged to make themselves aware of, and comply with, these County Galway VEC rules and regulations of the school/centre in which they are registered. Learners must provide themselves with such books, stationery, equipment and materials as may be required by the School/Centre Authority. In addition, each learner has a responsibility in a number of areas:

- (i) ***Fellow learners***
To co-operate in the creation and maintenance of a respectful and suitable environment.
- (ii) ***Staff***
To fulfil all obligations to ensure the smooth running of the school/centre.
- (iii) ***SchoolCentre***
To respect the buildings and property and to ensure the school/centre maintains a respected position in the community as a whole.
- (iv) ***Community***
To behave responsibly and respectfully in the community.
- (v) ***Health and safety***
To ensure the Health and Safety procedures and regulations are adhered to.

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LEARNER PROPERTY

Co Galway VEC does not accept any responsibility for the loss of or damage to the property of any learner.

VEC PROPERTY

Learners/Students may be liable for the cost of repair or replacement of any property damaged through wilful or careless conduct.

CHANGE OF REGISTRATION DETAILS

Learners/Students must immediately notify the school/centre of changes in registration details. Co Galway VEC will not be responsible for the consequences due to failure on the part of the learner/student to make such notification.

EXAMINATIONS

Learner/Students must comply with the rules and regulations of the examining body relevant to the course being attended.

ATTENDANCE

Every course/activity requires a commitment to attend, fully and punctually, all parts of the programme on offer. Any learner/student unable to fulfil this commitment may be required to leave the course/activity. Learners/students must comply with the rules and regulations on attendance relevant to that programme.

POLICY STATEMENT ON BULLYING/HARASSMENT

County Galway VEC will not tolerate harassment, bullying or disrespectful behaviour by any staff member or learner against another/other for any reason. This policy has as its objective an endeavour to define workplace bullying, to promote awareness of the issue among staff and to provide an effective procedure for dealing with any allegations raised.

Co Galway VEC is committed to promoting measures to protect the dignity of all staff members and learners. Co Galway VEC asks you to encourage an environment free from all kinds of harassment and to respect the individual dignity of everyone in the learning environment.

Anti-Bullying / Harassment Policy

This policy reinforces County Galway VEC's commitment to the principle that all staff/employees have the right to work in an environment free from incidents of harassment/bullying.

The objectives of this policy are:

- To endeavour to define workplace bullying
- To promote awareness of the issue among staff and learners
- To provide an effective procedure for dealing with allegations of bullying.

Legal Background

Bullying and Harassment is unlawful under the Health Safety and Welfare Act 1989 and 2005 and the employment equality Act 1998. Under the Employment Equality Act, Section 32 defines the ground under which claims of harassment can be taken and these grounds are Sex, Marital Status, Family Status, Sexual Orientation, Religion, Disability, Age, Race, Membership of the traveller community.

Definition of Bullying

Bullying is defined as "repeated inappropriate behaviour, direct or indirect, whether verbal, physical, psychological or otherwise".

Workplace bullying is a form of harassment, it is unwanted, unwelcome and persistent behaviour. It may have many motivations. It is best understood as a direct systematic attempt either by means of psychological or physical behaviour to undermine the staff/employee's sense of value of his/her employment or person. It can be conducted by one or more persons against another or others at their place of work and/or in the course of their employment. An isolated incident of the behaviour described may be an affront to dignity at work but, as a once off incident is not considered bullying.

Responsibility

Co Galway VEC staff has the right to work in an environment free from any form of harassing, bullying or intimidating behaviour. Harassment can occur in any kind of workplace. Individual responsibility extends to an awareness of personal behaviour that could cause offence and make the person feel uncomfortable or threatened. Bullying and harassment is behaviour that is destructive to a positive working atmosphere and will NOT be tolerated.

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Management will respond to complaints of harassment or bullying and will deal with all complaints in an expeditious and supportive manner. If someone experiences unwanted offensive treatment, and makes a complaint through the complaints procedure, he/she will be protected from any victimisation resulting from the complaint. It is also the responsibility of all staff to make themselves familiar with this policy and procedure and to treat their colleagues with respect and dignity.

Breach of this policy on bullying and harassment can be grounds for disciplinary action from a verbal warning up to and including dismissal for serious offences of intimidation and bullying.

**Please note: this is a Statement of Co Galway VEC Policy
on Anti-Bullying/Harassment.**

**A full copy of this policy including Co Galway VEC procedure for dealing with
allegations of Bullying and Harassment is available from your Principal, Centre
Director/Co-ordinator, HR Department or on the website.**

POLICY STATEMENT ON EQUAL OPPORTUNITIES FOR STAFF

The purpose of this policy is to build on the statutory position and to create awareness and a climate in which equal opportunity is developed and promoted.

Equal opportunity is an integral part of Co Galway VEC overall policy and must therefore be observed by all staff. Co Galway VEC is relying on the contribution and attitude of all staff in ensuring the overall application of the policy. While Equal Opportunities is formally assigned as an integral part of the responsibility of management, all staff are encouraged to promote equal opportunities for all in working life.

POLICY STATEMENT

- Co Galway VEC is committed to equality of opportunity in all its employment practices, policies and procedures.
- It will ensure that no job applicant or employee will receive less favourable treatment due to gender, marital status, age, sexual orientation, religious belief, disability, race, membership of the travelling community, in terms of recruitment, pay and conditions of work, training and work experience and opportunities for career promotion.
- All employees will be selected, promoted and treated on the basis of their abilities and merits only and according to the job. All employees will have equal opportunities to show ability and to progress within Co Galway VEC.

DISCRIMINATION

Discrimination under the Employment Equality Act 1998 can either be Direct or Indirect in relation to sex and/or marital status or in relation to victimisation.

Direct Discrimination occurs where a person is treated, or would be treated, in the same circumstances.

Indirect Discrimination occurs when a person is obliged to comply with a requirement relating to employment which is not essential to the job but which a substantially greater proportion of persons of the other sex or a different marital status are able to comply.

Victimisation occurs when a person is penalised or treated less than favourably because of pursuing their rights to equal treatment, supporting action or giving notice of intention to take or support action under the equality legislation. Victimisation is prohibited under the legislation.

SELECTION & RECRUITMENT PROCEDURES

Co Galway VEC selection process provides equal access at all stages to all candidates. Advertisements and recruitment will reflect the commitment to equality of opportunity. No questions in relation to sex, marital status or personal circumstances will be asked in advance of appointment. Interviews will deal only with the applicant's suitability for the post and ability to fill the post requirements. Both sexes will be represented, where possible, on interview panels.

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PROMOTION

Promotion will be determined solely on a person's performance and merits. Management will ensure that all staff are aware of career/promotional opportunities by circulating details and posting them at obvious points throughout the organisation.

TRAINING & DEVELOPMENT

A balanced participation by both men and women in the training opportunities open to them will be encouraged and assumptions about domestic responsibilities will not influence training decisions.

LANGUAGE

Co Galway VEC will demonstrate its commitment to equal opportunities by using non-discriminating/non-sexist language in all documents.

BULLYING & HARASSMENT

Co Galway VEC fully supports the right of every staff member and learner to work and study in an environment, which is free from bullying and harassment. The attention of Co Galway VEC staff is drawn to the Co Galway VEC policy on Bullying and Harassment. Staff are expected to adhere to these policies at all times.

GRIEVANCES

Complaints concerning discrimination should be pursued through normal grievance procedures.

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POLICY STATEMENT ON HEALTH SAFETY AND WELFARE AT WORK

The Safety, Health and Welfare at Work Acts 1989 and 2005 impose a statutory duty on employers to ensure the health and safety of their employees whilst at work. This duty and duties outlined in preceding and subsequent legislation are understood as part of this duty. This duty extends to others who may be affected by that work themselves and others who may be affected by their acts or omissions.

In addition to the legislative duties in safety, health and welfare, the normal duty of care is always a natural overriding duty.

To execute these duties, all responsibilities for health and safety matters are effectively assigned and fulfilled at all levels of the management and staff/employees.

It is an offence under the Legislation to fail to discharge these duties or intentionally or recklessly interfere with or misuse anything provided in the interests of Safety, Health and Welfare under the current statutory provisions.

TRAINING AND INFORMATION

It is our policy to ensure that all our employees are adequately trained in our policies and procedures.

Training is given in the risks associated with fire fighting, the use of fire fighting equipment and areas of evacuation of the premises.

Certain employees are trained for action in an accident situation and in first aid treatment.

INFORMATION

It is our policy to ensure that all relevant information is made available on aspects of health and safety to staff/employees, visitors and contractors.

This will include:

- Contents of the Safety, Health and Welfare Policy
- Safe Working Procedures
- Safe Working Guidance Notes
- Information on Training

RESPONSIBILITY OF STAFF/EMPLOYEES

All employees have a legal responsibility to co-operate with Co Galway VEC. They must attend any training session requested and put into practice any new instruction or guidelines provided.

Staff/Employees must also follow any revised working procedure drawn up in the interest of safety, once they have received the appropriate information, instruction and training.

HAZARD REPORTING AND RECORDING

All hazards will be reported verbally to the management without delay. The action and the priority it will receive will be decided. Management will investigate the reported hazard and enter in the hazard report book the remedial action taken or explain why no action has been taken.

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ACCIDENT REPORTING AND RECORDING

1. All accidents will be reported regardless of their severity. The term accident in this context refers to all accidents including “near misses” and property damage.
2. All accidents will be reported to the person in charge.
3. In the event of a serious accident, the site must be left undisturbed, after treatment to the injured party, until such time as clearance has been given.

Details of all accidents will be recorded and copies retained.

RESPONSIBILITIES OF TUTORS

- To ensure that learners carry out all their routines in a safe manner and do not create danger for themselves or for others.
- To be familiar with and that their charges are familiar with evacuation procedures.
- To be familiar with the fire fighting equipment and its uses.
- To notify the management of any accidents or incidents and keep record of them.
- To insist that all wear protective clothing and use protective equipment where necessary.
- To identify hazards intrinsic to their own disciplines and to ensure that they eliminate or take protective action against them and that all do likewise.
- Use notices liberally to highlight problem areas.
- To comply with and be up to date on Health and Safety legislation.
- To encourage safe working practices in their own area.

A CODE OF PRACTICE FOR CO GALWAY VEC STAFF IN THEIR RELATIONSHIPS WITH THE SCHEME'S STUDENTS/LEARNERS

INTRODUCTION

County Galway VEC is committed to providing a quality educational service to all its students/learners within a safe and secure environment. This Code of Practice for staff concerning relationships with the scheme's students has been introduced to create further awareness among staff as to their responsibilities with staff/student relationships. The Code of Practice also seeks to remind staff to be prudent in their contacts with students/learners so as to avoid allegations of improper behaviour. In this context staff should adhere to the protective measures contained within this Code of Practice so as to avoid situations that could lead to allegations of unprofessional/inappropriate behaviour. Such allegations or breaches of this Code of Practice may constitute grounds for an investigation in accordance with the existing procedures that could result in disciplinary sanctions up to and including dismissal.

All members of staff of Co Galway VEC have a *duty of care* to all students/learners in the Scheme. This duty of care requires a certain standard of conduct for the protection of students/learners against unreasonable risks. Each staff member has a duty to act as an ordinary, prudent and reasonable person in his or her relationships with students/learners. This Code of Practice is intended to promote a healthy and safe working and study environment and is not intended to stifle normal, healthy, professional relationships among staff and students/learners of the organisation.

PROFESSIONALISM

Professionalism is characterised by behaviour that shows respect for the interests and welfare of students/learners subject to the requirements of the law. It implies competence, responsibility, integrity, and impartiality. Consequently members of staff should not publicly engage in demeaning descriptions of either students/learners or colleagues, including remarks based on, for example, race, religion, gender, sexual orientation, age, disability, economic status, marital status or other remarks which reflect adversely on the dignity of others.

Co Galway VEC aims to promote self-respect and a positive self-image in its students/learners. Specifically, it seeks (a) to acknowledge and support the rights, capacities and worth of all individuals, and (b) to encourage self-discipline and a sense of responsibility in students/learners. Staff by example, should promote positive attitudes to the worth of all persons, to social justice and to equal opportunity. This is best realised through a professional approach that ensures a quality educational experience conducted in a friendly and co-operative climate of respect.

The principle of justice should pervade all relationships. In this context, the student/learners has the following expectations:

- To express himself/herself, to share ideas and to ask questions.
- To be respected by others and to be treated fairly and equally. Ridicule, sarcasm and remarks likely to undermine the dignity of the student/learners should never be used. Corporal punishment, or any physical contact that could be construed as corporal punishment, is forbidden.

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- To be free from intimidation and bullying. Staff should refrain from any misuse of power that diminishes the integrity of the person.
- To a rational settlement of problems, and to an opportunity to tell his/her side of a story in a dispute.

BOUNDARIES

1. Professional Distance

While encouraging and fostering a positive relationship with students/learners, all Co Galway VEC staff must retain a sense of themselves as “professionals”, and thus maintain a professional distance with students/learners in the workplace and in social situations.

Staff should not place themselves in situations where students/learners have undue expectations of a staff member’s ability to resolve conflicts or personal issues. Students/learners should not hold undue expectations of how staff should relate to them in the workplace or in social situations.

2. Referral

Co Galway VEC staff should cultivate awareness of the limits of his/her competence to deal effectively with a student/learner’s personal issues. He/she should take immediate steps to obtain consultation to refer student/learner to an appropriate source, if it becomes apparent that the student/learner’s issues are beyond his/her competence.

3. Confidentiality

Co Galway VEC staff should always respect the confidential nature of personal information shared with them by students/learners. Disclosure of information to an appropriate third party should be made where it is deemed necessary (a) to protect the student/learner (b) to protect the interest of society and (c) to safeguard the welfare of another individual or student/learner. Consent of the student/learner should be obtained where possible.

PRUDENT BEHAVIOUR

1. One-to-One Meetings

In one-to-one contact with students/learners, staff must be aware of their vulnerability to all sorts of allegation that can arise in such situations. Where possible, doors should be left open while the staff member is engaged in discussion with the student/learner. For staff whose job it is to see students/learners in one-to-one situations reasonable and sensible precautions should be taken to avoid the possibility of misinterpretation or allegation. Such meetings should take place within the school/centre or other verified location.

2. Physical Contact

Staff should avoid physical contact with students/learners of a nature that could be misconstrued. Casual, well-intentioned gestures, if repeated frequently with a student/learner, could be misinterpreted.

3. **Sexual Harassment**

The attention of Co Galway VEC staff is drawn to its policy on Bullying and Harassment, and Equality. Staff are expected to adhere to these policies at all times.

4. **Out-of-School Activities**

This Code of Practice extends to trips and outings of any nature organised by the school/centre. The conditions under which students/learners go on school/centre organised trips and outings should be clearly set down and agreed in advance. Staff in consultation with management should have a contingency plan in anticipation of problems arising.

DISCIPLINARY INVESTIGATIONS & SANCTIONS

Inappropriate behaviour by students/learners is a matter to be dealt with under the school/centre's Code of Behaviour and disciplinary procedures.

Co Galway VEC staff are expected to adhere at all times to a professional approach in their dealings with students/learners. It is primarily the responsibility of individual staff members to ensure their behaviour is appropriate and professional at all times.

Receipt of a formal complaint or alleged breaches of these guidelines by staff may constitute grounds for a disciplinary investigation in accordance with existing procedures.

Retaliation against an employee or student/learner for making a complaint is a disciplinary offence. Equally a malicious complaint will be treated as misconduct under the disciplinary procedures.

Where disciplinary action is taken following a complaint and subsequent investigation, the staff member who has been disciplined may appeal the action under existing procedures.

Any staff member, who wishes to seek further clarification in respect of issues raised in this Code of Practice, should discuss the matter with their Principal/Centre Director/Co-ordinator or alternatively may contact HR Department.

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POLICY ON USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY

This policy applies to all County Galway VEC staff, students/learners and to others who are authorised to use its computer and network resources whether individually controlled or shared, stand alone or networked. The policy also applies to all computer and network facilities controlled or contracted by County Galway VEC. These include PC's, workstations, servers, communication equipment as well as associated peripherals and software regardless of whether used for administration, teaching, training, research or other purposes.

SECURITY AND PASSWORDS

All equipment provided by Co Galway VEC for staff remains the property of Co Galway VEC. Employees must not remove any such equipment (computers, laptops, mobile telephones, etc.) from the premises without prior authorisation from the relevant authority.

It is the user's responsibility to be informed of the correct operating procedures for the computer resources or products used. A user who is uncertain as to the correct procedure in any situation should obtain clarification before proceeding.

Users must not engage in conduct which interferes with others' use of shared computing resources and/or the activities of other users.

Users must not utilise any other person's access rights or attempt to gain access to resources or data for which authorisation has not specifically been granted. Users must not attempt to bypass or probe any security mechanisms governing access to the computer systems.

No staff member may misrepresent himself/herself as another individual. This includes using another staff member's username and password.

Passwords must remain confidential to each user and must not be relayed to any other person. The IT Department may provide the option to alter any passwords as necessary. Each user carries sole responsibility for security access to his/her computer.

COMPUTER USAGE

It is not permitted to use computer and network resources for inappropriate purposes which include but are not limited to the following activities:

- Knowingly performing any act which will interfere with the normal operation of computers, peripherals or networks.
- Knowingly destroying the integrity of computer-based information.
- Deliberately wasting computer resources.
- Compromising the privacy of others.
- Granting another individual unauthorised access to your computer or attempting to access another individual's computer files.
- Using the computer and network facilities for unauthorised profit or commercial purposes.
- Accessing, downloading, saving, creating, or transmitting any abusive, obscene, pornographic, threatening, defamatory, offensive, harassing images or material.

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- Causing offence through computer usage, to another individual or discriminating on the grounds of gender, marital status, sexual orientation, religious or political belief, age, disability, race, colour or membership of the traveller community.

E-MAIL

E-mail is provided for educational research and administrative use only. It is not to be availed of for commercial purposes, personal financial gain or significant personal use. Users should be aware that e-mail is neither secure nor guaranteed to be private.

Users must not open or distribute files which would adversely affect computer and network usage.

County Galway VEC accepts no liability for lost or deleted e-mail.

Web-based e-mail accounts should be used for students/learners so they can access their e-mail on any computer, provided authorisation is given.

THE INTERNET

Access to the Internet is provided to staff and students/learners solely for the purpose of Co Galway VEC business and educational purposes.

SOFTWARE OWNERSHIP

All software which is provided by Co Galway VEC to a member of staff is licensed and owned by Co Galway VEC and may not be downloaded, stored elsewhere or transferred to another individual. No software may be downloaded from the Internet and used on Co Galway VEC equipment without the prior approval of the IT Manager. Any breach of these requirements may result in disciplinary procedures and disciplinary action.

CONFIDENTIALITY

Users must not register with an electronic service over the web without prior permission from the IT Manager, to avoid the release of confidential Co Galway VEC information to third parties and to avoid interference with the communications systems.

Users must maintain confidentiality while carrying out their duties and while on Co Galway VEC business.

LEGISLATION

Breaches of this policy may result in personal liability of users and/or vicarious liability on behalf of Co Galway VEC under many enactments including but not limited to the following:

- Data Protection Act, 1988 and 2003
- Employment Equality Act, 1998
- Equal Status Act, 2000
- Freedom of Information Act, 1997
- Child Trafficking and Pornography Act, 1990
- Copyright and Related Rights Act, 2000

Tutor Handbook

Other Co Galway VEC documentation that is relevant to this policy includes policies on:

- Bullying and Harassment
- Equality
- Code of Conduct

INFRINGEMENTS OF POLICY

Any staff member or student/learner found to be abusing this policy may be subject to the use of disciplinary procedures and disciplinary action, up to and including dismissal. Serious breaches of this policy may result in criminal or civil charges being brought against individuals.

ADMINISTRATIVE MATTERS FOR TUTORS

RESOURCES

Before course commences please check with your School Principal/Centre Director/Co-ordinator regarding access to projectors, photocopying etc. In the event of your incurring expenses for materials and resources discuss reimbursement arrangements with your Principal/Centre Director/Co-ordinator. It is important that you keep a receipt. Good resources are often difficult to come by and we ask that you return them to your Principal/Centre Director/Co-ordinator when you have finished with them.

CLAIMING PAYMENT

You are expected to claim on a fortnightly basis. Your claim form should be accompanied by a fully completed:

- Claim Form: Complete all sections of the form, sign it and return it to Principal/Director/Co-ordinator/Course Organiser/AEO
- Attach any documents (For example, Student Details, Student Attendance Record, Reports of Activities etc.) that may be requested by the Course Organiser/AEO

Tuition should be claimed for in the term in which it is delivered.

Training

Please use the Training Needs Form to record and communicate your training needs.

FETAC PRACTICES & PROCEDURES



ABOUT FETAC (Further Education and Training Awards Council)

As the national awarding body for further education and training in Ireland, the Further Education and Training Awards Council (FETAC) gives people the opportunity to gain recognition for learning in education or training centres, in the work place and in the community.

FETAC functions include:

- Making and promoting awards
- Validating programmes
- Monitoring and ensuring the quality of programmes
- Determining standards

PLACING FETAC AWARDS IN THE NATIONAL FRAMEWORK OF QUALIFICATIONS

FETAC is responsible for developing a new system of qualifications for the further education and training sector. This system is part of the overall development of the new 10-level National Framework of Qualifications that will, in time include all awards available in the state from the basic level (Level 1) to the most advanced (Level 10) levels of learning. FETAC has specific responsibility for providing a range of awards at levels 1-6 in the new framework. The framework for the first time shows how education and training awards, in Ireland, relate to one another as it will clearly indicate progression pathways, and access and transfer opportunities.

For further information please go to the FETAC website, www.fetac.ie

The National Framework of Qualifications is illustrated on the inside cover.

FETAC ASSESSMENT REGULATIONS

It is your duty to familiarise yourself with the regulations relating to written examinations, assignments and practical assessments and the consequences of infringing these regulations.

Tutor Handbook

Written Coursework (Assignments / Projects)

- I. Learners must observe deadlines for submission of written coursework for assessment.
- II. Learners must sign a declaration that all coursework (assignments, projects, records, collection of work, portfolios etc) submitted for assessment is your own original work. Material direct from the Internet or other sources, is not the learners own work, and will be deemed as plagiarism.
- III. Where group projects/assignments are undertaken, all candidates must indicate their own work and submit supporting evidence of each individual's contribution to the group project/assignment.
- IV. Learners must not access files of any other candidate on a computer.
- V. Learners must not interfere with or damage in any way the work of other learners.

Written Examinations

1. Learners must carefully note the date, time and location for all written examinations.
2. Learners are required to be in the exam room prior to the commencement of the exam.
3. Learners will not be admitted to the exam room after the exam has commenced.
4. If a learner leaves the exam room before the set end time he/she must give the superintendent the exam papers, answer books and all answer material e.g. disks etc.
5. Learners must not bring any mobile phones, books, paper or notes (except in the case of open book exams) into the exam room.
6. During the exam, learners must not communicate with or attempt to communicate with any other candidate.
7. Learners must not damage the exam room or any of its contents.
8. Learners must obey the directions of the superintendent in all matters relating to the exam.
9. Learners may be expelled from the exam room if their behaviour, in the opinion of the superintendent, could impact on the successful conduct of the exam.
10. At the conclusion of the exam, learners should stop writing immediately, give all answer materials to the superintendent and remain in their seat until instructed otherwise.

Tutors must make this information available to learners

Computerised Examinations

The regulations applying to the written examinations will be adopted as appropriate for the conduct of computerised examinations. In addition:

- I. Learners must complete the exam at the computer allocated to you by the superintendent.
- II. Learners must not bring any cd, floppy disk, memory stick or computer equipment into the exam room.
- III. Learners must not access files of any other person or candidate on the computer.
- IV. Learners must not tamper with any computers or equipment in the exam room.

Tutor Handbook

- V. At the conclusion of the exam learners should stop typing immediately, give all answer materials (disks, printed material) to the superintendent and remain in their seat until instructed otherwise.

Practical Assessments

The regulations applying to the written examination will be adopted as appropriate for the conduct of practical assessments. In addition students must:

- I. Wear personal protective equipment where appropriate to the assessment in question.
- II. Use safety procedures and practices at all times.
- III. Ensure they do not compromise their own safety, the safety of the assessor, the safety of the public or the safety of the environment.

PENALTIES FOR BREACHES OF ASSESSMENT REGULATIONS

Any breach of Co Galway VEC Assessment Regulations or attempted breach, by any learner or on behalf of any other learner will be treated as an offence.

A breach of assessment regulations shall be deemed to have occurred when there has been an actual or attempted form of:

- Cheating
- Copying
- Plagiarism
- Misrepresentation
- Bribery
- Falsification
- Personating or other such form of deception
- Untrue claims of ownership of assignments carried out by the learner

Penalties imposed for breach of assessment regulations may constitute any or all of the following:

- No credit in the assessment or part of the assessment in which the offence was committed
- No credit for the module in which the offence was committed
- No credit for all of the modules for a particular year of the course being followed
- Ineligible for an award during the year of the breach
- Suspension of the candidate, from all activities of the college/centre, for a fixed period of time
- A recommendation to the Co. Galway VEC Chief Executive Officer for the formal expulsion of the candidate from the school/centre

Learners will be notified in writing when a suspected breach of assessment regulations is being investigated.

FETAC PROGRAMMES

DELIVERING FETAC ACCREDITED MODULE(S)

You should be familiar with:

- the module outline and ensure that you inform your learners/students of the content and expected outcome at the beginning of the course.
- assessment techniques for the module.
- and understand what a brief is and the importance of adhering to the timescales for submission of work.

PREPARING LEARNERS/STUDENTS FOR FETAC ASSESSMENT

When you feel your learners are ready to document the outcome of the learning you should schedule a meeting with them to discuss the assignment brief. Some learners may need individual clarification about the brief. A record of this process should be recorded in your journal.

REVIEW MEETINGS WITH YOUR LEARNERS

You should organise review meetings with your learners on both one-to-one and group basis at least once a term. You should record the outcome of these meetings in your journal. Use the notes section in your Lesson Plan to record this. Alternatively, you can devise your own reflection sheet.

COURSE EVALUATION

Evaluation is an inherent part of good facilitation or training. There are three main parties involved in evaluating a programme of learning: the course co-ordinator, the learner and the tutor (See Tutor Forms Section).

As tutor you should ask learners to complete the Learner Reflection Form, the End of Term Evaluation Form and the End of Course Evaluation Form. Tutors are also requested to complete the Tutor Reflection Form and the Tutor Self Evaluation Form.

SUBMISSION OF ESTIMATES FOR FETAC ASSESSMENT

It is important that you provide your Course Organiser/Principal/Centre Director/Co-ordinator with an estimate of those who will/may be ready for the FETAC assessment. Details should be provided as follows:

- For the November assessment, estimates must be submitted in September.
- For the May assessment, estimates must be submitted in February/March.

FINAL ENTRIES FOR FETAC ASSESSMENT

When you are satisfied that you should have candidates ready for the external assessment, you should complete the Assessment Result Entry Form (AREF) for submission to your Course Organiser/Principal/Centre Director/Co-ordinator.

The tutor is the Internal Assessor and you should:

Complete the assessment in accordance with performance outlined in the module descriptor.

Tutor Handbook

- Mark all individual evidence clearly in colour different to that of the candidate.
- Ensure that all oral work is included.
- Ensure that all evidence is ticked in red or green to show that it has been taken into account in the final grade.
- Complete the individual Candidate Marking Sheet and attach to the relevant evidence.
- Sign the Individual Candidate Marking Sheet.
- Ensure that your learner signs the Individual Candidate Marking Sheet.

IMPORTANT: Refer to FETAC Guidelines and to the Assessment Section in the Module Descriptor.

SECURITY OF CANDIDATE'S WORK

You should:

- Collect or receive assignments on the date specified in the brief.
- Issue a receipt for the work received.
- Checks the works submitted record it in the Assignment Record Form/Portfolio Received Form and ask the learner to sign the form and also record it in their journal.
- Store completed portfolios in a secure environment. Your Course Organiser will assist you with this.

Submit your own journal with the completed portfolios to the Course Organiser/Principal/Centre Director/Co-ordinator.

FETAC PROCEDURES



FINAL SUBMISSION OF WORK

See note above on Final Entries

PRESENTING FETAC PORTFOLIOS

A Portfolio of Coursework is an ordered collection of a learners' work "in one place". Where possible the candidates should be given responsibility for assembling their own portfolios.

- Each candidate will have an individual folder to present his or her work.
- Each portfolio should have a FETAC cover page detailing the module, module code, the candidates name and their exam number.
- Candidate's work (including marked exam scripts) should be presented in the order it appears in the module descriptor.
- Each section should be clearly identified with a cover page or tagged, the relevant marking sheet and the relevant assignment brief.
- The completed marked portfolios should be placed alphabetically in a labelled box with the completed Module Results Sheet.
- This box is given to the Principal/Centre Director/Co-ordinator who will issue the tutor with a receipt.
- All evidence must be kept until the appeals period has passed.

Collection of students work after the appeals procedure

After the appeal's date for the assessment has passed, the Principal/Centre Director/Co-ordinator will notify learners of the time and date for collecting their work.

Candidates should make arrangements to collect their work on that day either in person or by sending a representative.

Before accepting the returned work and signing the receipt, candidates should check that all the work is there. Any omissions should be reported to the Principal/Centre Director/Co-ordinator

If work is not collected on the specified date or within one month after the date it will be disposed of

FETAC APPEALS PROCEDURE

Internal Consultation

- A learner who wishes to appeal their results should write to the Principal/ Centre Director/Co-ordinator within three days of receiving the results advising that they are appealing their results.
- Upon receipt of an appeal the Principal/Centre Director/Co-ordinator the learner and the tutor to discuss the grounds for the appeal and to explain the learner's mark.

FETAC External Appeals' Procedure

- If the learner is still unsatisfied with the result of this meeting, he/she may request that their mark is appealed directly to FETAC. In this instance, the Appeals Application Form will be completed and submitted immediately.
- An appeal is subject to the payment of a FETAC fee for each module appealed. Cheques are payable to FETAC. In the event of the result being favourably adjusted, the fee will be reimbursed.
- The following procedures are applied in all appeals cases:
 - The external examiner's report is checked for comments on the specific case.
 - The centre will be required to forward the relevant assessed evidence, i.e. the complete candidate's portfolio of evidence.
 - The evidence is re-assessed independently by another external examiner.
 - The final result is returned to FETAC, and to the school/centre.
 - The learner will be notified thereafter.

GUIDELINES FOR DEVISING AN ASSIGNMENT BRIEF

Some assessment techniques, such as assignments and projects, require the tutor/ internal assessor to devise a brief for the learners. The brief is generally made available to the learner in written form and provides learners with all the information they need to complete an assignment or project. Briefs contain guidelines on the production and presentation of evidence, for example information on size, length, scale, number of words, duration, media, or whether a text document should be word processed/handwritten.

The tutor/internal assessor should ensure that the assignment brief:

- Reflects a range of specific learning outcomes as described in the module descriptor
- Reflects the guidelines provided in Section 11 of the module, including the percentage weighting of the assignment
- Is clear and unambiguous, allowing learners to identify exactly what they are required to demonstrate
- Takes into account the availability of resources and/or materials that will be required by the learner

Tutor Handbook

- Includes notice of an agreed deadline for submission of the evidence by learners
- Includes information such as the requirements for presentation of evidence and/or details on the integration of assessment techniques
- Contains assessment criteria

FORMS

TUTOR'S CHECKLIST FORM

Tutor's Acknowledgement of Receipt of Documents	
Name:	_____
Address:	_____
Telephone No.:	_____
I have been provided me with the following:	
Tutor Handbook	0
Course Details	0
Group Details	0
Access to Resources	0
Centre Policies (where applicable)	0
Tutor Signature: _____	Date: _____



COURSE (FETAC) DETAILS

Programme: _____

Level: _____

Venue/Classroom: _____

Number of Learners: _____

Date of Commencement: _____

Date of Completion: _____

Course Co-ordinator: _____

Contact Details: _____

Tutor Handbook



FETAC LEARNER ENROLMENT FORM 1

NAME: _____

ADDRESS: _____

CONTACT NUMBER: _____ PPS NUMBER: _____

DATE OF BIRTH: _____ GENDER: _____

COURSE: _____

Educational Qualifications/ Course (s) Attended:

Employment Experience:

Give a brief account of why you wish to do this course:

How did you hear about this course: _____

Learner Signature: _____ Date: _____

Tutor Handbook



LEARNER ENROLMENT FORM 2 (Other EU and non-EU Nationals)

NAME: _____

ADDRESS: _____

DATE OF BIRTH: _____

PPS NUMBER: _____

NATIONALITY: _____

COURSE APPLIED FOR: _____

Goals:

How did you hear about the course?

What level of English do you have?

Speaking _____ Reading _____ Writing _____

Age at leaving school _____

Educational Qualifications _____

Employment status: _____

If yes give details: _____

Tutor: _____

Venue: _____

Tutor Handbook

INITIAL ASSESSMENT OF LEARNERS

Tutors should complete this form during the first 3 to 5 sessions

Name	Prior Learning/ Experience	Support Needed*

*Literacy support, materials, resources, etc.

Tutor Handbook

STUDENT SUPPORT APPLICATION

(If the tutor becomes aware of the need for support, he/she should complete this form and give to the Principal/Centre Director/Course coordinator)



APPLICATION FOR ADDITIONAL LEARNING SUPPORT

Name of Student:

Address:

Contact Number:

PPS Number:

Programme Details:

Details of support required:

Referral made to:

Signed Tutor: _____ Date: _____

:

Signed Learner: _____ Date: _____

Tutor Handbook



PROGRAMME OF COURSE DELIVERY

A Programme of Course Delivery defines the structure and content for tutors. It should include teaching and learning objectives and be supported by class lesson plans.

A Programme of Course Delivery describes the course content, specific learning outcomes and draws up a time frame for delivery.

Group:

Frequency:

Location:

Time Frame:

Day(s) and Time:

Unit	Specific Learning Outcome	Time Frame Approx.	Teaching Strategies and Learning Activities	Resources	FETAC Assessment	Evaluation
1						
2						
3						
4						
5						
6						
7						
8						

The tutor when starting the course will decide the order in which the units will be taught.

Tutor Handbook

FETAC LESSON PLAN



This should be prepared and completed before each class and filed in your tutor handbook

Unit: _____ **Specific Learning Outcome:** _____

Date started: _____ **Topic:** _____

Outcome that learner will be able to demonstrate upon completion of the unit:

Materials and instructional methods used:

Assignments(s):

Assessment Method (measuring outcomes to determine if the material has been learned):

Notes on reflection with learners:

Signed: _____

Date: _____

Tutor Handbook



ASSIGNMENT RECEIPT FORM (FETAC Assignments)

COURSE: _____ **TUTOR:** _____

ASSIGNMENT TITLE: _____

<i>Student Name</i>	<i>Assignment Title</i>	<i>Date Returned and Students Initials</i>	<i>Date Received and Tutors Initials</i>

Tutor Handbook

PORTFOLIO RECEIPT FORM

PART A – FOR STUDENT AND TUTOR

Tutor: _____ Group: _____ Venue: _____

Module Details: _____

Student Name: _____

Portfolio received and checked on (date): _____

Comments:

Signatures

Student: _____ Date: _____

Tutor: _____ Date: _____

PART B – FOR TUTOR and CO-ORDINATOR

Co-ordinator: _____

Portfolio received and checked on (date): _____

Comments:

Signatures

Tutor: _____ Date: _____

Co-ordinator: _____ Date: _____

Tutor Handbook

ESTIMATE ASSESSMENT ENTRY FORM (EAEF)

Assessment Period (Please tick) November May

Page ____ of ____

Tutor Name: _____ Group: Venue _____
Day _____ Time _____

Group Name	Module Code	Module Name	Estimate Entries	Office use Roll Class

For November Assessment this form should be returned to your Course Co-ordinator in September and for the May assessment in February. Your co-ordinator will inform you of the final dates. Dates will also be displayed on the notice board and on the website: www.fetac.ie

Centre Stamp and Date:

Office use only:

Date entered on website: _____

Signed: _____

Tutor Handbook

ESTIMATE ASSESSMENT ENTRY FORM (EAEF)

Assessment Period (Please tick) November May

Page ____ of ____

Tutor Name: _____ Group: Venue _____

Day _____ Time _____

STUDENT NAME (in alphabetical order and block capitals)	Date of Birth	PPSN	Grade or Marks	Office Use only Roll Class

Your Course Co-ordinator will notify you the final dates for submission of form.

Fill in one form per group.

Retain a copy in your handbook

Centre Stamp and Date:

Office use only:

Date entered on website: _____

Signed: _____

Tutor Handbook

ASSESSMENT RESULTS FETAC (Internal Monitor)

Name	Date	Test	Result	Comment

Analysis of results:

Signed: _____

Tutor (Internal Assessor)

Date: _____

Signed: _____

Date: _____

REFLECTIVE PRACTICE – GUIDELINES

Reflective practice involves thinking and analysing your actions with the aim of improving practice.

When you ask your learners to engage in reflective practice they often keep a diary of what they have done. However reflective practice requires more than just a diary entry. It requires the learner to consider what they have done and how they have done.

You will have to promote the reflective process with your learners. By doing this they will begin to recognise what has worked for them and how it has work and then apply it to other tasks. They will also recognise what did not work for them.

In much the same way your own reflective practice will provide an insight into what is working for a particular group and what is not.

True reflection can take time to master. Initially it might be beneficial to reflect on difficulties that have occurred or problem areas. The result should be more appropriate solutions if and when these arise in the future. Through reflection meaning is extracted from the experience.

Tutor Handbook

TUTOR REFLECTION

Module Title: _____

Tutor Name _____ **Group** _____

What were my goals for this module?

What did I enjoy most about facilitating the learning activities contained in the module?

Did my learners have any previous experience of the module content and if so how did this help them achieve the goals I set?

What did I learn from facilitating this module?

Which activities were most successful in motivating learners?

Which activities were least successful and why?

Any other comments

Signed _____

Date _____

Tutor Handbook



STUDENT REFLECTION

Module Title: _____

Tutor Name _____ Group _____

What were my goals for this module?
What did I enjoy most about the learning activities contained in the module?
Did I have any previous experience of the module content and if so how did this help me achieve my goals?
What did I learn from this module?
What would have made learning less stressful for me?
Any other comments:
Signed _____ Date _____

Tutor Handbook

EVALUATION - GUIDELINES

Evaluation is an inherent part of good facilitation or training. There are three main parties involved in evaluating a programme of learning. They are: the course co-ordinator, the learner and the tutor.

1. **Course Co-Ordinator,**

Internal monitoring

A good evaluation should include the perspective of an external observer. This is usually the programme co-ordinator or co-ordinator.

Method: Signing off on work plans

Frequency: once a term

2. **Tutor**

Self-monitoring

All tutors carry out a degree of self-monitoring of their presentation and tutoring techniques. A tutor may pause momentarily to size up a situation or spend much more time questioning the success of their teaching strategies or the materials they use. Participation in quality assurance means that self-monitoring should be documented.

Method: self-evaluation questionnaire

Frequency: once a term

3. **Learners**

3.1 Information from Students

Students should be involved in any evaluation of a programme of learning. Student evaluations can take the form of questionnaires, informal meetings and formal meetings.

Methods: questionnaires,
informal meetings

Frequency: once a term,
continuous

3.2 Testing:

Tests designed to measure a student's learning will also provide a measure of the success of the teaching that has taken place. Test results can be collated twice yearly to highlight both weak and strong areas of teaching. They should be kept securely and made available to both the internal and external monitor.

Methods: tests/assessments

Frequency: Twice yearly analysis
of collated results.

Tutor Handbook

FEEDBACK FROM LEARNERS RECORD

Feedback occurs throughout tuition. It is important that all feedback (formal and informal) to and from learners is recorded.

Tutor: _____ Group: _____

Date: _____

Details:(name of learner and summary of feedback)

Date: _____

Details:(name of learner and summary of feedback)

Date: _____

Tutor Handbook

TUTOR SELF EVALUATION FORM

Name: _____ Date: _____

Course or unit title:

Did I present material in a clear and interesting way?

Did I vary the instructional material I used?

Did I interact well with my learners?

Did I vary the media of instruction used?

Did I emphasise significant points strongly enough?

Did I provide enough opportunities for learners to interact with each other in a way that would enhance their learning experience?

Did I listen?

Did everyone feel comfortable in my class?

Did I spend too long on a particular topic? _____

Did I skim over a topic too quickly? _____

STUDENT TERM EVALUATION FORM



At this point of the course we are giving everyone an opportunity to take time to reflect on the course to date and to feed back on your experiences on the course.

Please answer the following questions as fully as possible, and add in any other suggestions/ comments you may have that the questions do not cover.

Group: _____ **Tutor:** _____

Venue: _____ **Date:** _____

1. Which parts of the course have you found most useful?
2. What made it easier for you to be involved in the class or group?
3. What did you find most difficult?
4. Have you any needs from the course, which are not being met?
5. How do you feel about the course so far?
6. Were you happy with the:

Room	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Tuition	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Resources	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Atmosphere	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Timing	Yes <input type="checkbox"/>	No <input type="checkbox"/>			
7. Any other suggestions/comments

Signed: _____
(optional)

Date : _____

Tutor Handbook

LEARNER/STUDENT END OF COURSE EVALUATION



Course Title: _____

Venue: _____

Date: _____

Please complete as fully as possible. Please tick your choice:

1. Have you found this course useful to fulfilling your initial educational requirements?

Very useful Useful Not useful

2. What did you most like about it?

3. What did you like least?

4. How has this course been of benefit to you?

5. Did you find that you need more time to complete the course?

6. Have you been given information on progression options?

Tutor Handbook

TUTOR TRAINING NEEDS ANALYSIS FORM

Name: _____

Contact Details: _____

Details of tutoring to date:

Which of the following in-service courses would assist you in your work?

1. FETAC Module Information
2. Delivering a FETAC course
3. Developing Resources and Materials
4. Information Technology (Computer Skills)
5. Other (please specify): _____

Do you need support with any of the following?

1. Additional resources and materials
2. Other support (please specify): _____

Signed: _____

Date: _____

Please forward to the course coordinator and file a copy in tutor handbook

PREPARING THE TUTOR'S FOLDER

A tutor's folder should be prepared containing the following:

- The Module Results Summary Sheet completed and signed
- A copy of the relevant Module Descriptor
- A copy of the Assignment briefs for all the assessments
- Assessment marking schemes
- A copy of any exams with sample solutions and marking schemes and examination attendance sheets
- Candidate Portfolio Receipt Forms
- Examination Attendance Roll

This folder should be placed with the marked portfolios and submitted to the Principal/Centre Director/Co-ordinator

CHECKLIST FOR TUTORS

At Start of Course

Present learners with description of course and *Course Details Form*
Present learners with a completed copy of *Programme of Course Delivery Form*
Confirm duration, dates, days and times of course
Present copy of Learner Handbook and briefly outline contents
Request learners to complete *Student Enrolment Form*
Transfer details to *Learner Contact Details Form*
Request learners to complete *Signing-In Form*
Complete *Learner Attendance Form*

At Each Lesson

Complete *Lesson Plan Form*
Request each learner to complete *Signing-In Form*
Complete *Learner Attendance Form*

During the Course

Complete *Initial Assessment Form*
Complete *Learner Support Request Form*
Complete *FETAC Learner Assignment Record Form*
Complete *FETAC Learner Examination Attendance Roll Form*
Complete *Learner Feedback Record Form*
Request learners to complete *Term Evaluation Form*
Commence the preparation of the Tutor's Folder

Towards End of Course

Complete *FETAC Estimate Assessment Entry Form*
Complete *FETAC Assessment Entry Results Form*
Complete *FETAC Receipt of Portfolio Form*

At End of Course

Request learners to complete *Learner Reflection Form*
Request learners to complete *End of Term Evaluation Form*
Complete *Tutor Reflection Form*
Complete *Tutor Self Evaluation Form*
Complete *Tutor Training Needs Form*
Complete the Tutor's Folder

Tutor Handbook

GUIDE FOR USING & FILING FORMS

<u>Form</u>	<u>Complete</u>	<u>Forward /Give to / File / Maintain</u>
<u>Tutor checklist</u>	<u>When course starts</u>	<u>File in your tutor handbook.</u>
<u>Course details</u>	<u>By your co-ordinator</u>	<u>File in handbook</u>
<u>Student Contact details</u>	<u>By learners at first session</u>	<u>Maintain in your handbook</u>
<u>Initial Assessment</u>	<u>During the first 4 to 6 sessions</u>	<u>Maintain in your handbook</u>
<u>Student support</u> <u>Childcare</u> <u>Literacy</u> <u>Specialised assessment</u>	<u>If you become aware of the need for supports complete</u>	<u>Return to Course Co-ordinator/Principal/Centre Director</u>
<u>Programme of course delivery</u>	<u>Before course starts</u>	<u>Send to your Co-ordinator and file copy in your handbook</u>
<u>Lesson plan</u>	<u>Before each lesson</u>	<u>File in your handbook</u>
<u>Tutor Training needs</u>	<u>As the need arises</u>	<u>Forward to Course co-ordinator/AEO</u>
<u>Assessment Record</u>	<u>As each SLO/Unit is completed</u>	<u>File in handbook</u>
<u>Examination Attendance Roll</u>	<u>At each examination</u>	<u>File in handbook and give copy to Co-ordinator</u>
<u>Assignment Record</u>	<u>Upon completion of SLO/Unit</u>	<u>Maintain in your handbook</u>
<u>Estimates (EAEF)</u>	<u>Ready for assessment period</u>	<u>File in handbook and copy to Co-ordinator</u>
<u>Assessment Result (AREF)</u>	<u>When portfolios are completed & marked</u>	<u>File in handbook and copy to co-ordinator</u>
<u>Receipt of Portfolios</u>	<u>Collecting Portfolios</u>	<u>File in handbook</u>
<u>Tutor reflection</u>	<u>Once a term</u>	<u>Maintain in handbook</u>
<u>Learner Reflection</u>	<u>Once a term</u>	<u>Maintain in handbook</u>
<u>Self-evaluation</u>	<u>Once a term</u>	<u>Maintain in handbook</u>
<u>Feedback Record</u>	<u>To record any feedback during course</u>	<u>Maintain in handbook</u>
<u>Term Evaluations</u>	<u>Once a term</u>	<u>Maintain in handbook</u>
<u>End of course evaluation</u>	<u>End of Course</u>	<u>File in handbook</u>
<u>FETAC Assessment results</u>	<u>End of course</u>	<u>File in handbook</u>