**Tutor Information Pack**

This information pack should be given to all Tutors by the Contractor.

Tutors must read the contents and sign the appropriate declaration before being engaged for the ETB contract.

Tutors must complete a CV using the ETB template and provide hard and soft copies of their pedagogical and professional qualifications relevant to the contract.

The Tutors must be provided with appropriate quality assurance documents for the course.

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# Procedure for Dealing with Tutor Issues on Contract Training Courses

Delivery of quality training to learners is a key ETB objective. The ETB expects the co-operation of all Tutors to achieve this objective. Tutors must familiarise themselves with all of the standards and requirements applicable to the service provided by them.

## Sanctions

The ETB reserves the right, at their discretion, to exclude a Tutor from future involvement in training delivery for or on behalf of an ETB. Such exclusion may be temporary (for a period of up to six months) or may be indefinite. An appeal to the indefinite exclusion may be made after 6 months.

These sanctions may be applied in the following circumstances:

* Where a Tutor has made a false declaration to an ETB in connection with the award of a contract to deliver a training course for or on behalf of the ETB; or
* Where the Tutor has delivered all or part of a training course in respect of which the Contractor has been sanctioned by the ETB for material breach of contract on the part of the Contractor and the ETB is satisfied that actions by the Tutor in question significantly contributed to the material breach.

A material breach of contract is the most serious type of breach and includes matters such as fraud, manipulation of assessment results and failure to comply with legislative requirements. Actions on the part of a Tutor which could contribute to such breach include falsification of documentation or failure to comply with assessment body procedures/requirements.

## Investigation

Prior to a sanction being imposed on a Tutor, an investigation may be conducted by or on behalf of an ETB and in such circumstances the Tutor will have an opportunity to comment upon the relevant issues. Tutors are obliged to co-operate fully with the ETB investigation and to make available to the ETB any documentation requested.

The ETB reserves the right to suspend a Tutor from involvement in any ETB training courses pending the outcome of an investigation.

Where the ETB decides to impose a sanction it will inform the Tutor concerned of the sanction applied. Such decision may be appealed to the ETB specifying the reason for such appeal in writing within seven working days of notification of the sanction. Pending the outcome of a successful appeal, all decisions shall stand.

# Tutor minimum requirements for Contract Training courses

## 1. General

The Contractor is responsible for ensuring that the Tutors delivering all or part of the course meet the requirements detailed below and that the course is delivered in a professional and competent manner.

Tutors who have been excluded by an ETB from delivering courses cannot be nominated or engaged for a contract in any capacity. The ETB will inform the Contractor at pre-contract stage if any person nominated to act as Tutor has been excluded from delivering training for or on behalf of an ETB.

The Contractor must sign a declaration stating that it has verified the Tutor qualifications and that all Tutors meet the requirements detailed below.

Tutors must sign a declaration that they meet the requirements detailed below and that they have not been excluded from delivering training for or on behalf of an ETB.

Copies (hardcopy and softcopy) of Curriculum Vitae demonstrating how the Tutor meets the requirements listed below and the relevant pedagogical and professional certificates for Tutors must be supplied by the Contractor to the ETB prior to the award of the contract.

Tutors are not authorised to make decisions on the interpretation of policy, procedures or requirements. Tutors must always seek clarification from the Contractor in the first instance.

Any person who carries out monitoring visits during the workplace training phase of a course must have appropriate Garda Vetting Clearance if this is a requirement of the host company. In such cases, the Contractor must produce a copy of this person’s Garda Vetting Clearance for inspection prior to the workplace training phase.

## 2. Tutor Evaluation

Sufficient evaluation of the Tutor to ensure that training is being delivered in accordance with the contract is the responsibility of the Contractor.

A Contractor using a Tutor for the first time must evaluate this Tutor within two weeks of the course start and during the first assessment.

A Contractor using an inexperienced Tutor (less than 2 years post qualification pedagogical experience delivering training) must evaluate this Tutor on a monthly basis.

A Contractor using an experienced tutor that has worked for the Contractor previously must evaluate this Tutor in cases where the course is of 10 weeks or more in duration.

The Contractor must ensure the Tutor addresses any skills deficiencies found during the evaluation process. The Contractor must provide a copy of the Tutor evaluation Forms to the ETB on request.

## 3. Requirements for Tutors

A Tutor is a person delivering any element of the course greater than 10% of the course content. (Persons delivering less than 10% of the course are referred to as a guest speaker and must be supervised at all times by a Tutor).

Tutors must meet either the requirements detailed in the Training Specification or the requirements outlined below; whichever is higher.

Tutors must be capable of delivering the course or module(s) specified in the relevant Training Specification and any specific requirement specified. They must also have an appropriate pedagogical qualification prior to delivering any element of a Training Course.

The ethos of skills training requires that the Tutors have recent related professional experience so that they can bring relevant and up to date real life examples to the learning process. (For example, if the Tutor is delivering a course where the participants would be expected to get work in the tourism sector, the tutor must have recent experience working in tourism). The ETB may require that the contractor ensures that proposed tutors have recent relevant experience.

Names and details of Tutors must be submitted to the ETB for approval prior to the issue of a contract. Tutors must complete the Tutor Declaration before they can be assigned to the course.

**Pedagogical qualification minimum requirement:**

The Tutor’s qualification must have comprised a minimum of 110 hours of learning, of which a minimum of 24 hours must be face-to-face tutored[[1]](#footnote-1).

The content of the course must be focussed on Adult Learning and have included elements covering:

* Planning for training
* Training Needs Analysis
* The trainer role
* Motivation
* Communication
* Training methods
* Evaluation and assessment
* Quality assurance in training and education
* Equality issues in training

The syllabus for the course must be available for inspection with the Tutor’s pedagogical certificate.

**Pedagogical experience minimum requirement:**

The Tutor must have post qualification experience delivering training to learners over a period of time totalling 2 years or more of direct learner contact time.

Where a Tutor does not have 2 years pedagogical experience, they are categorised as a “Junior” tutor. However, they can be assigned to a course where they are subject to a development plan by the Contractor that includes monthly evaluation by a senior tutor for the duration of the course. (The senior tutor’s name and details must be notified to the ETB). The development plan must be available for inspection by the ETB on request.

**Professional qualification and experience minimum requirements:**

The Tutor must hold a recognised qualification in the particular discipline at least 1 level above the module or overall course certification that is being delivered and have at least 2 years related professional experience in the discipline.

* A junior tutor has 2 years’ experience
* A Intermediate tutor has at least 4 years’ experience
* A Senior tutor has at least 6 years’ experience

**Or**

The Tutor must hold a recognised qualification in the particular discipline at the same level and have a minimum of 4 years related professional experience in the discipline.

* A junior tutor has 4 years’ experience
* A Intermediate tutor has at least 6 years’ experience
* A Senior tutor has at least 8 years’ experience

**Or**

Where no recognised professional qualification exists for the course, the Tutor must have a minimum of 7 years related experience in the discipline.

* A junior tutor has 7 years’ experience
* A Intermediate tutor has at least 9 years’ experience
* A Senior tutor has at least 11 years’ experience

## 4. Tutor’s Roles and Responsibilities

This section of the Information Pack is a general guide to the roles and responsibilities of Tutors delivering training on the ETB courses. It is superseded by requirements that may be specified in the training programme specification, the assessment specification and the contract for delivering a programme.

**Role of the Tutor:**

To plan, prepare, and deliver training in a safe and suitable learning environment in accordance with the training specification and to provide support and guidance for learners for the duration of training.

Tutors must ensure that:

* Training is delivered in compliance with the Training Specification and Plan.
* Learners are tested and assessed in compliance with the Assessment Specification.
* Training delivery standards are maintained through the solicitation and review of learner feedback.
* Training promotes and supports the maintenance of training facilities and resources in a way that provides a safe learning environment for learners where practical.
* Training record keeping systems are maintained and are appropriate.

**Tasks:**

* Deliver classroom/workshop-based training.
* Promote and support the maintenance of suitable and safe learning environment for learners.
* Develop lesson plans.
* Provide support and guidance to learners.
* Conduct tests and assessments and provide learners with feedback.

**Competencies:**

* Design training based on systematic identification of learning/training needs.
* Establish training aims and outcomes.
* Develop statements which indicate training objectives which specify what is to be learned, to what standard, and under what condition.
* Link training objectives in a logical fashion to ensure that courses have an efficient learning structure.
* Specify evaluation and validation methods.
* Source and produce relevant learning materials.

**Preparation and planning of training:**

The Tutor must fully understand the requirements of the training programme and be competent to deliver the elements of the programme that have been assigned to him or her. It is the Tutor’s responsibility to familiarise himself/herself with the training programme before he/she commences training and to inform the Contractor if he/she is unable to deliver any element of the course competently.

The Tutor must:

* Ensure that training goals and objectives are logically sequenced and meet learner needs.
* Ensure that instructional & assessment methods, lesson plans and materials used suit programme content and learner needs.
* Confirm logistical and physical arrangements that support instruction, including confirming availability of equipment, technology and tools.
* Ensure that learning resources and equipment are ready for use when needed.
* Prepare instructions thoroughly – instructor notes and teaching aids must be complete and ready before the training/the course begins.
* Ensure that learners are fully briefed and prepared in readiness for learning.

**Training Delivery:**

The Tutor must:

* Stimulate and sustain learner motivation and engagement.
* Apply adult learning principles to instructional techniques.
* Demonstrate effective presentation skills.
* Demonstrate effective facilitation skills.
* Demonstrate effective questioning skills.
* Provide clarification and feedback.
* Promote retention of knowledge and skills.
* Promote transfer of knowledge and skills.
* Use media and technology to enhance learning and performance.
* Anticipate and address situations that may impact learning and performance.
* Establish ground rules and expectations with learners.
* Employ time management principles during instruction.
* Discourage undesirable behaviour in a timely and appropriate manner.
* Resolve conflicts and problems effectively.
* Manage the instructional process through the appropriate use of technology.
* Use technology to seek and share information, and to re-use instructional resources.
* Use technology to support administrative function.
* Use technology to maintain the security and privacy of learner information.

**Training Assessment and Evaluation:**

The Tutor must strictly follow the Assessment Specification and must always seek clarification where there are any ambiguities or issues with an assessment. The Tutor must apply due diligence to adhering to the Assessment Specification and to the conduct of the assessment and must resolve any issues as soon as possible.

The Tutor must:

* Assess learning and performance – monitor individual and group performance.
* Communicate assessment criteria.
* Assess learner attitudes and reactions.
* Evaluate instructional effectiveness – instructional materials, methods and learning activities.
* (Self) evaluate instructor performance.
* Evaluate impact of instructional setting and equipment.
* Document and report effectively.

**Communication:**

The Tutor must:

* Use language appropriate to the audience, context and culture.
* Use appropriate non-verbal language.
* Seek and acknowledge diverse perspectives.
* Use active listening skills according to context.
* Use appropriate technology to communicate.

**Continuous Improvement and Innovation:**

* Update and improve professional knowledge and skills.
* Expand knowledge of learning principle/instructional strategies.
* Participate in professional development activities.
* Document work as a foundation for future efforts.
* Establish and maintains professional credibility.
* Model exemplary professional conduct.
* Respect the values and opinions of others.
* Demonstrate subject matter expertise.
* Be open to change and improvement.
* Relate instructions to Contractors context and goals.

# Roles and Responsibilities for on-line tutoring (stand alone or as part of a blended approach)

***Tutor Role - Overview***

The main function of the tutor is to ensure that all online learners are provided with the necessary training to successfully undertake their programmes and attain the relevant certification. Tutors must appreciate the aspects of isolation and alienation that may be part of the online learning experience and have the skills to ensure that these issues are addressed in order to maximise the learning experience and ensure its effectiveness. As such, the Tutor is required to fully engage with and encourage his/her assigned learners by providing appropriate and timely training in all aspects of the online course(s). The Tutor is required to provide, technical and or other supports that may be required, in order to ensure an appropriate and effective e-learning environment. He/she will also be required to provide information on learner assessment results and to participate in the continuous improvement of the training service.

All Tutors must have a good understanding of how to run an eLearning programme and a sound knowledge of Moodle and its features.

Listed below is an indicative, though not exhaustive, index of the expected activities of the Tutor.

***Communication, Technical and Content Support***

1. **Initial contact with new learners:**

* Make initial contact with learners and maximise activation;
* Publish their daily training schedule (i.e. 6 hrs/day Mon-Fri)
* Arrange learners into groups
* Provide learners with contact details and availability times – this should be posted on Moodle;
* Generate entry questionnaire to identify level of knowledge when starting course including any special needs the learner may have.
* Develop an individual Learning Plan assignment. Encourage the learner to upload their plan into Moodle and modify it if their circumstances change. Monitor the learner’s individual Learning Plan and intervene in a supportive manner if the timetable is not adhered to.
  1. **Provide learners with technical and subject matter expertise:**
* Resolve technical queries quickly and effectively;
* Ask questions to encourage learners to reach their own learning conclusions, given the learner's existing knowledge and the information available to them;
* Provide direct responses; include examples, analogies, explanations and subject matter queries where the Tutor has expert knowledge that is not available in any other way to the learner;
* Refer learners to existing online materials, books, web sites and other sources to help them develop skills to locate similar information in future;
  1. **Initiate activities that will facilitate learning:**
* Respond flexibly and promptly to emergent learner needs (e.g. initiating discussion questions, organising group activities, setting assignments, supplying/suggesting additional study materials and/or other sources of expertise, etc);
* Proactively follow-up learners where some action on their part is expected but has not occurred;
* Identify situations where learners are in difficulty and provide the necessary support, including, were necessary, assistance in revising their plans for completing the course;
* Recognise the achievements of learners.
  1. **Use Web pages for communication with and between learners:**
* Use Moodle Topic summary pages, discussion posts, calendar and activities to provide a focal point for information about the course including, where relevant: information on learners, details of the study programme and the calendar of events, Web links and reading lists, access to self-study materials etc.
  1. **Use e-mail for communication with learners:**
* Collect all e-mail addresses; assist in the creation of email addresses where necessary for all learners and organise these into a group to provide support;
* Set up folders to store incoming and outgoing e-mails to/from individual learners;
* Create templates for frequently-used responses, but adapt these to ensure each learner obtains an individualised response. Obey the rules of 'etiquette' and help learners to do likewise. Post FAQ questions/answers into Moodle course discussion or webpage;
* Respond to e-mails from learners in a timely manner.
  1. **Use bulletin boards and discussion forums for communication with and between learners:**
* Use asynchronous group discussions: initiate discussion topics and questions to stimulate use of the facility and encourage learners to initiate their own discussions;
* Establish the rules of communication, including the procedure for making a contribution;
* Control discussions that are straying off course, whilst providing adequate means for social interaction between learners;
* Act against any misuse of the facility;
* Summarise outcomes at each stage of the discussion and delete dead topics.
  1. **Make appropriate use of text, audio and virtual classroom training and communication with and between learners:**
* Use synchronous tools to communicate the goal of the discussion and the timeframe and establish the rules of communication; the procedure for making a contribution; the use of private one-to-one messaging; how the tutor regains control;
* Encourage all members of the discussion to contribute tactfully and restrain members of the group who are tending to dominate;
* Prevent the discussion from straying off course and act against anyone breaking the rules, particularly when members are in conflict;
* Summarise outcomes at each stage of the discussion.
  1. **Assessment Preparation/Organisation**
* Ensure that learners are ‘exam ready’ before they undertake assessments leading to certification;
* Use appropriate interventions to assess the learner understanding (e.g. quizzes, off-line assignments etc);
* Provide learners with specific, timely feedback on their performance in formative assessments;
* Engage with Testing Facility in procuring any online test associated with the course on behalf of the learner.
  1. **Progression**
* Assist learners obtain relevant in-company training, relevant job placement or progression;
* Assisting learners to prepare CVs, develop interview skills and develop job seeking plans;
* Provide resources to enable learners to identify jobs in their sector;
* Provide progression certification information.
  1. **Maintenance and Provision of Records**
* Provide the ETB with evidence (supporting documentation) of the results of all online tests undertaken by the learner.
* Assist the contractor with the keeping of the following evidence(supporting records) for the course(s) on which they are the nominated trainer:
* initial contact and activation;
* removal of dropout learners from courses;
* on-going activity/engagement of learners;
* synchronous events, their set-up and management;
* preparation for and organisation of assessment;
* No. of people completed, tested;
* general issues arising and or complaints;
* other relevant information.
  1. **Evaluation and continuous improvement**
  + Attend workshops and or meetings arranged by the ETB;
* Obtain feedback and suggestions from learners with regard to the e-tutoring received;
* Assess the experiences of learners in working through the course to determine where e-tutoring has been successful or where a different approach would have been more successful;
* Plan for and participate in development activities that will continue to improve subject matter, pedagogical and technical expertise as well as specific e-tutoring competencies;
* Report results to the ETB for continuous improvement of online delivery of courses to its client group.

1. It is not acceptable that the pedagogical training course is a wholly on-line or self directed learning model. [↑](#footnote-ref-1)