Procedures Relating to Policy on Teaching and Learning

Procedure for Tutor Feedback and Evaluation

Procedure for Learner Feedback and Evaluation

Procedure for Learner Complaints

Procedure for Approval and Monitoring of Training Venue

County Roscommon Disability Support Group CLG				
TRAINING DEPARTMENT– STANDARD OPERATING PROCEDURE				
Title of Procedure:	Tutor Feedback and Evaluation	**Version No.:**	002	
		Owner/Resp:	TQO	
Associated Policy:	Teaching and Learning	**Adaption Date:**	Feb2021	
		Review Date:	Feb2024	

Purpose

Tutor feedback is important to improving the quality of our learning and teaching environment. We use the data to address issues arising and to improve our performance. Feedback to learners is an ongoing process and can happen in many ways be it informative or summative feedback. Its primary objective is to support the learner in helping the learner to build confidence, improved self-awareness, achievements and promote teaching and learning dialogue. It improves learner performance and provides clear steps to improve, correct errors and identify strengths and weaknesses, and track learner progress.

Responsibility

- Training and Quality Officer (TQO) and Tutors

Scope

- Across all programmes of education

Definitions/Acronyms

"Evaluation is the process of determining merit, worth, or significance; an evaluation is a product of that process" (Scriven, 1991, p. 53)

Supporting Documents

- Tutor Evaluation Form
- Self-Assessment Audit Tool for Tutors

- Tutor/Learner Meeting Record
- Tutor Feedback of the Assessment template

Key Steps in Implementation

- It is the tutor's responsibility to provide information and feedback to learners.
- Tutors are encouraged when giving feedback that it is positive; use positive language, identify key strengths and weaknesses with direct references and in a timely manner.
- Learners are informed at induction on the type of feedback given during the programme. This is also documented in the learner handbook.
- Summative feedback is given to learners when learning is already completed which focuses on marked and graded assessment work. It is an evidence-based commentary on learner assessment work against desired learning outcomes and assessment criteria. It provides advice on how future work could be improved with written comments. This is documented by the tutor using the "Tutor Feedback on Assessment template", which is emailed to learners after the assessor has marked the assignments. Learners acknowledge and confirm feedback through email (read receipt)
- Formative Feedback is given to learners on a one to one during a programme meeting with the learner, tracking learner progress which is documented by the tutor in the Learner Record Meeting template.
- This is also conducted through a Zoom via LMS (GiraffePad) scheduled meeting with the learner during the course of the programme.
- Tutors are required to complete End of course evaluation which helps improve the quality of our learning and teaching environment.

References:

- *Statutory QA Guidelines, April 2016/QG1-V2 © QQI*

County Roscommon Disability Support Group CLG			
TRAINING DEPARTMENT– STANDARD OPERATING PROCEDURE			
Title of Procedure:	Learner Feedback and Evaluation	**Version No.:**	002
		Owner/Resp:	TQO
Associated Policy:	Teaching and Learning	**Adaption Date:**	Feb2021
		Review Date:	Feb2024

Purpose

We use learner feedback to improve the quality of our programmes and our learning and teaching environment.

Responsibility

- TQO

Supporting Documents

- Mid-course evaluation
- End of course-evaluation
- Focus Group Meeting Guidelines

Key Steps in Implementation

- The TQO is responsible for evaluation planning, design of evaluation tools (questionnaires, focus groups, etc), data collection, analysis, and reporting.
- Out feedback questionnaires are designed to incorporate both F2F VLE (Virtual Learning Environment) learning and learner experience.
- At Induction, and throughout the programme, the tutor emphasizes to learners the importance of providing feedback on their experience of the programme and their suggestions for programme improvement. Learners are given the option to remain anonymous when completing our evaluation at the mid-point and end of the programme, which makes it more likely that they will be honest and forthcoming.

- We also encourage learners to raise concerns or give feedback by phone or email to the TQO or approach their tutor at any stage of course delivery to highlight areas of concern and/or give feedback. The tutor will report back to the TQO.

- **Online:** Evaluation Link is available via LMS (GiraffePad). Completed learner evaluation forms are returned automatically to training@rsg.ie

- **F2F**: The tutor undertakes a mid-program evaluation and end of programme evaluation with the class at a time of the learner's convenience before/after class using hard-copy questionnaires.   The tutor collects the completed questionnaires and returns them to TQO.

- Feedback from learners is analysed and documented by the TQO after every programme and reported back to the Academic Board at quarterly meetings.

- If issues highlighted can be addressed immediately, the TQO will inform the tutor, and both agree on corrective action. This will also be communicated to the learners by the tutor.

- We periodically use focus groups to gather qualitative feedback as part of our monitoring and evaluation processes. Focus groups may be conducted F2F or via Zoom platform via LMS (GiraffePad) by the TQO or facilitator and are recorded with learners' permission.

- We give advance notice to the learners and ask them to participate on a voluntary basis. Meetings are usually scheduled for between 30 and 60 minutes with 7 to 10 questions.

- The facilitator or TQO reviews the meeting from the recording and analyses feedback, themes, and overall tone of the meeting, surprising comments, and any personal observations worth noting.

References:
- *Statutory QA Guidelines, 2016*

County Roscommon Disability Support Group CLG				
TRAINING DEPARTMENT– STANDARD OPERATING PROCEDURE				
Title of Procedure:	Learner Complaints	**Version No.:**	002	
		Owner/Resp:	TQO	
Associated Policy:	Support for Learners	**Adaption Date:**	Jan2021	
		Review Date:	Jan2024	

Purpose

We aim to resolve learner complaints, formal or informal, promptly, and confidentially, in a fair, timely, and constructive manner. We resolve complaints informally if it's at all possible. Details of our complaints process are outlined in the Learner Handbook, and in the Tutor Handbook and are highlighted at learner induction by the tutor.

Responsibility:

- The TQO coordinates complaints and maintains the Company's Training Department Complaints Register

Scope

- Applies to all learners.

Definitions/Acronyms

- A statement that something is unsatisfactory or unacceptable.

Supporting Documents

- Learner Complaints Form
- Complaints Register

Steps for Implementation

Informal Complaint

- The complaint may be made by phone, informal meeting, online, or in written format to the Quality and Training Officer or Training Administrator.
- The TQO will request that complainant completes a complaints form.
- If the complainant is unable to attend, the complaints form will be posted to the complainant or are requested to complete online https://rsg.ie/complaints/
- The TQO or Training Administrator tutor asks the learner to allow them sufficient time to investigate or resolve the issue locally. The TQO will issue an appropriate response to the complainant within 10 working days of receipt of the complaints form or contact the complainant if the Training Department is unable to deal with the complaint within the timeframe. The TQO records details of any discussion/action on the complaints register.

Formal Complaint If the complaint cannot be resolved locally or if the learner feels that they cannot make an informal complaint, they can:

- Submits details of the complaint to the TQO in writing within 5 working days, or as soon as possible after the issue arises using the **Complaints Form** (we do not accept anonymous complaints).
- The Training Department will acknowledge all formal complaints by e-mail within five working days of receipt of the complaint. Where an e-mail address is not provided, we will issue acknowledgment by general post.
- The TQO investigates the complaint which may take different forms depending on the nature of the complaint.
- Information contained within the complaint is made available only to those involved.
- We aim to complete the investigation within 20 days of receipt if possible. If the investigation takes longer the TQO contacts the complainant and explains the delay.
- When the investigation is complete the TQO notifies the complainant in writing of the outcome.
- If the complainant is not satisfied with the outcome, they can submit a request in writing to the Chair of the Academic Board for a final review within 10 working days.

- The Chair of the Academic Board appoints an external member of the Academic Board who is independent of the complaint to carry out the review.

  The Chair of the AB notifies the complainant of the decision in writing. This decision is final.

- The TQO maintains a record of complaints and outcomes on the Complaints Register. This register is reviewed as part of our quality reviews and presented to the AB annually.

Reference Documents

- *Statutory Quality Assurance (QA) Guidelines, 7.1*

County Roscommon Disability Support Group CLG				
TRAINING DEPARTMENT– STANDARD OPERATING PROCEDURE				
Title of Procedure:	Approval and Monitoring of Training Venue	**Version No.:**	001	
		Owner/Resp:	TQO	
Associated Policy:	Teaching and Learning	**Adaption Date:**	March2021	
		Review Date:	March 2024	

Purpose

RSG's Training Department sets out to ensure that programmes are conducted and assessed in a suitable environment conducive to learning and maintains the integrity of the assessment process. In order to maintain a safe learning environment, learners must feel supported, welcomed, and respected.

Responsibilities

- The TQO is responsible for ensuring that the training venue, equipment, and facilities are fit for purpose and conducive to teaching, learning, and assessment.

Supporting Documents

- Facilities Checklist
- Learner Induction ppt
- Schedule of Programme

Steps for Implementation

- Learners on blended learning programmes are invited to classroom-based days and evenings which involve a variety of the following:
  - · Practical skills demonstrations and assessments
  - · Exam (if applicable)
  - · Face-to-face tutor support

- RSG's training venue is of a size capable of taking the number of students required, well-ventilated and/or heated and has suitable furniture to allow optimum teaching and learning.
- The training rooms are well equipped with resources required for optimum learning in a healthcare capacity. Each classroom is equipped with sufficient sockets, IT provision, whiteboards, flip charts, projectors, and PCs as required. Other resources include:
  - Ceiling hoist, hoist battery, electric hospital bed, and other resources
  - Training Lifesize Manakin
  - Electric Hospital Bed
  - Fully equipped canteen
  - Appropriate waiting area and ample social space for learners to meet.
  - Access to appropriate toilet facilities
  - Spacious Car Park
  - All facilities are easily accessible and wheelchair friendly.
  - Computer Suite
  - Coded Entrance
- Before the commencement of any classroom-based session, the TQO will liaise with the in-house caretaker to ensure that the facility is fit for purpose.
- The caretaker ensures the correct training room layout for class or examination format.
- Clock is visible and shows the correct time.
- The caretaker ensures that the building is well-maintained safe, secure & clean.
- The IT and Information Security Officer checks that all IT equipment is in good working order before any class commences and ensures that all is in order for blended learning elements of the programme.
- The TQO timetables programmes at least six months in advance.
- Tutors inform learners at induction on college facilities:
  - Housekeeping
  - Adherence to Health and Safety
  - Safe entry and exits.
  - Fire Alarm/Fire assembly point

.

- Tutors provide feedback on the suitability of the venue and equipment at the end of every programme. "*Are the training materials, resources and facilities adequate and suitable?*"

  Learners provide feedback on the suitable venue and equipment at mid-point "*Please rate the facilities and supports*" and end of programme." *The training room was suitable, comfortable, and well-equipped? Yes or No*"

References

- *CoreStatutory Quality Assurance (QA)Guidelines, April 2016*