



Procedures Relating To Policy on Teaching and Learning

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County Roscommon Disability Support Group CLG

County Roscommon Disability Support Group CLG			
TRAINING DEPARTMENT- STANDARD OPERATING PROCEDURE			
Title of Procedure:	Learner Induction for Blended Learning	Version No.:	002
		Owner/Resp:	TQO
Associated Policy:	Teaching and Learning	Adaption Date:	March2021
		Review Date:	March 2026



Purpose

The purpose of the Learner Induction is to ensure that learners are fully prepared and supported at the beginning of every programme. The induction provides essential information about the programme, policies, expectations, and available support services, helping them to start their learning journey confidently

Scope

The scope of this procedure includes all new learners at the start of every programme, whether onsite or online.

Responsibilities

- The TQO, Tutor, and IT Officer are responsible for ensuring adequate support is given to learners using the online platform.

Supporting Documents

- Learner Handbook
- Learner Induction PPT
- Learner Induction Checklist
- Tutor Role Description
- Guidelines for Learners in the Virtual Classroom

- Uploading Completed Assignments
- ZOOM Attendance Register

Key Steps in Implementation

Learner Induction (Onsite and Online)

At the start of every programme, the tutor inducts the learners about the programme, using the Learner Induction presentation on Zoom through GiraffePad. The induction session lasts approximately 45 minutes and is timetabled into the programme.

The presentation will include information on:

- . QQI and an overview of the National Framework of Qualifications (NFQ)
- . Transfer and Progression
- . Programme overview
- . Attendance Policy/ Learner Rights and Responsibilities
- . Reasonable Accommodation/Learner supports
- . Health and Safety/ Housekeeping, safe access and egress, fire assembly points **(In house only)**
- . Assessment/ Marking and Grading– highlight significant dates/deadlines.
- . Assessment accommodation/ Assessment appeals/Resits.
- . Plagiarism/Academic misconduct
- . Learner Supports – sources of help and support
- . Learners Feedback/ Learner Complaints
- . Work placement /Garda Vetting /Internal Police Clearance
- . Protection for Enrolled Learners (PEL)
- . Online Etiquette

Practice Session:

- The tutor conducts a practice session to familiarise learners with the online platform and tools. This includes ensuring learners know how to use their camera, microphone, chat bar, reactions, and break-out rooms.

Platform Access and Technical Support:

- GiraffePad sends a registration invite to learners before the programme starts. Learners can access resources, schedules, and Zoom sessions through GiraffePad.
- The tutor provides a virtual tour of GiraffePad, explaining its features and encouraging learners to practice using the tools. Technical support resources and troubleshooting guidance are shared.

Zoom Session Setup via LMS:

- Learners log into GiraffePad and wait in the Zoom "waiting room" until granted access by the tutor.
- The tutor introduces the schedule, discusses participation expectations, and sets break times. A 15-minute break is allocated at an agreed time during sessions.
- Attendance is tracked via the Zoom attendance register, and hours are documented if a learner leaves early or does not return after a break.

Technical and Academic Expectations:

- During induction, the tutor explains expectations for online participation, communication, and etiquette. The tutor also explains the programme content, deadlines, and the process for extensions or appeals.

Tutor Support and Confidential Conversations:

- The tutor is available before or after class for private discussions with learners who may need additional support or wish to discuss specific learning needs.

Ongoing Monitoring and Support:

- The tutor and TQO monitor learner attendance throughout the programme to ensure participation and address any concerns promptly.

Additional Information for Online Learners:

- **Learner Handbook:** Additional information for online learners is documented in the Learner Handbook, (available on GiraffePad). Learners must mark tasks as completed to confirm that they have read the Learner Handbook.
- **Virtual Classroom Guidelines:** Learners must also mark the task as completed to confirm that they have read the Guidelines for the Virtual Classroom.
- **Induction Checklist:** Learners receive an induction checklist (available on GiraffePad) that they must complete to confirm their understanding of all of the above

County Roscommon Disability Support Group CLG

TRAINING DEPARTMENT- STANDARD OPERATING PROCEDURE



Title of Procedure:	Tutor Induction for Blended Learning	Version No.:	001
		Owner/Resp:	TQO
Associated Policy:	Teaching and Learning	Adaption Date:	Nov 2024
		Review Date:	Nov 2026

Purpose

The Tutor Induction Procedure prepares new tutors to teach effectively, both in-person and online. It covers our teaching standards, course content, the LMS, classroom management, assessment, and learner support. The goal is to ensure tutors feel confident, supported, and ready to provide a positive learning experience.

Scope

All newly hired tutors who will be delivering courses both onsite and online. It applies to tutors at the beginning of every new programme and covers all necessary areas to prepare them for their teaching roles.

Responsibility

The Programme Lead (PL) and the Training & Quality Officer (TQO) is responsible for the induction of tutors at the start of every programme.

Supporting Documents

- Tutor Induction Presentation
- Tutor Handbook
- Teaching and Learning Strategy

- Recruitment of Contracted Tutors
- Incorporating UDL principles into Training Delivery Guidelines
- Giving feedback to Learners' Guidelines
- Tutor Feedback and Evaluation Procedure
- Complaints Procedures
- Dealing with Academic Misconduct
- Managing Work Placement Procedure
- Consistency of Marking and Grading between Tutors/ Assessors
- Monitoring and Managing Tutor Performance
- Security of Assessment Processes and Materials
- Reasonable/Special Accommodation Procedure
- Virtual Classroom Guidelines

Key Steps in Implementation

Welcome and Introduction

RSG will provide an overview of our organisation, its values, and expectations for tutors.

- Welcome the tutor to the organisation and introduce them to key staff members.
- Share an overview of the organisation's mission, values, and teaching approach.
- Discuss the tutor's role and responsibilities.

Overview of the Curriculum and Course Content

Ensure the tutor is familiar with the course structure, materials, and learning objectives.

- Provide the tutor with a copy of the course syllabus, learning outcomes, and any relevant academic policies.
- Explain the teaching methods, resources, and assessments used in the course.
- Review expectations for learner engagement, participation, and academic integrity.

Training on Learning Management System (LMS)

We ensure the tutor is comfortable using the LMS for course management.

The PL and TQO will:

- Providing a step-by-step walkthrough of the LMS (e.g., GiraffePad), highlighting features such as uploading course materials, grading, and communicating with learners.
- Offer training on how to create, manage, and monitor online sessions for live online teaching.
- Familiarise the tutor with multimedia tools (videos, quizzes, discussion forums) available within the LMS.
- Provide access to tutorials and help resources for ongoing support.

Technical Setup and Tools for Live Online Sessions

The PL and TQO will ensure that the tutor is prepared to deliver live online sessions effectively by:

- Ensuring the tutor has the necessary equipment (computer, camera, microphone, and internet connection) and troubleshoot any issues.

- Guiding the tutor through the platform used for live sessions (e.g., Zoom, GiraffePad) and demonstrating how to schedule and manage live sessions.
- Explaining how to share screens, use interactive features (polls, breakout rooms, chat), and manage participant engagement.
- Providing access to technical support resources for troubleshooting during sessions.

Classroom Management and Learner Engagement

The PL and TQO will equip the tutor with strategies to engage learners and manage the classroom effectively, both onsite and online by:

- Discussing the strategies for managing onsite classroom behaviour and creating an inclusive, supportive learning environment.
- For live online sessions, train the tutor on strategies for keeping learners engaged in virtual classrooms, managing disruptions, and fostering participation through chat, polls, or breakout rooms.
- Emphasising the importance of timely feedback and communication with learners, both onsite and online.

Assessment and Feedback Procedures

We will ensure the tutor is prepared to assess learners fairly and provide constructive feedback by:

- Reviewing our organisations policies on grading, marking, and assessment, including both onsite and online assessments.

- Showing the tutor how to upload and grade assignments, quizzes, and other assessments using the LMS.
- Explaining how to provide constructive feedback and how to communicate results to learners.
- Discussing the importance of ensuring assessment fairness and consistency, especially in online assessments.

Health and Safety, and Accessibility Awareness

We will ensure that new tutors are aware of our health, safety, and accessibility policies.

- For onsite teaching, reviewing emergency procedures, health, and safety protocols (e.g., fire drills, first aid, accessibility).
- For live online sessions, ensure the tutor is aware of best practices for a safe online environment (e.g., respecting learner privacy, and avoiding inappropriate content).

Ongoing Support and Development

We will ensure that the tutor has access to ongoing support and opportunities for professional development by:

- Providing contact details for academic and technical support teams available to assist the tutor.
- Discuss opportunities for professional development, including workshops, courses, or peer observations.

- Introducing the tutor to regular check-ins or feedback sessions to discuss challenges, successes, and development needs.

Mentorship and Peer Collaboration

We will ensure the tutor that the tutor feels part of the teaching team and has someone to guide them.

- Assign the tutor a mentor or point of contact for guidance during their first few sessions.
- Encourage the tutor to collaborate with peers, share experiences, and attend staff meetings.

Final Review and Confirmation

We will confirm that the tutor is ready to begin teaching and understands the procedures by:

- Reviewing key points from the induction process, answer any remaining questions, and provide any necessary resources or contact details.
- Ask the tutor to confirm they are ready to start and understand the expectations for both onsite and live online teaching.
- Schedule a follow-up meeting or check-in after their first few sessions to provide additional support.

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:	Feb 2026



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, improve self-awareness, and achievements and promote teaching and learning dialogue. It improves learner performance and provides clear steps to improve, correct errors, 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 on 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, and 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 basis 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 (available on GiraffePad) which helps improve the quality of our learning and teaching environment.

References:

- CORE Statutory Quality Assurance Guidelines developed by QQI for use by all Providers (April 2016)
- Statutory Quality Assurance Guidelines For Providers of Blended and Fully Online Programmes (2023)

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Title of Procedure:	Learner Feedback and Evaluation	Version No.:	002
		Owner/Resp:	TQO
Associated Policy:	Teaching and Learning	Adaption Date:	Feb2021
		Review Date:	July 2024



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 emphasises 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 WhatsApp, 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-programme 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:

- CORE Statutory Quality Assurance Guidelines developed by QQI for use by all Providers (April 2016)
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TRAINING DEPARTMENT- STANDARD OPERATING PROCEDURE			
Title of Procedure:	Approval and Monitoring of Training Venue	Version No.:	002
		Owner/Resp:	TQO
Associated Policy:	Teaching and Learning	Adaption Date:	March 2021
		Review Date:	March 2027



Purpose

The 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 VLE (Virtual Learning Environment) learning programmes are invited to classroom-based days and evening which involve a variety of the following:
 - Practical skills demonstrations and assessments
 - Exam (if applicable)

- Face-to-face tutor support
- The 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 is a 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.
- The 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 VLE learning elements of the programme.
- The TQO timetables programmes at least six months in advance.

- Tutors inform learners at induction on the facilities:
 - Housekeeping
 - Adherence to Health and Safety
 - Safe entry and exits.
 - Fire Alarm/Fire assembly point
 -
- Tutors provide feedback on the suitability of 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 of 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

- [CORE Statutory Quality Assurance Guidelines developed by QQI for use by all Providers \(April 2016\)](#)
- [Statutory Quality Assurance Guidelines For Providers of Blended and Fully Online Programmes \(2023\)](#)