Document Title	Monitoring the Effectiveness of Teaching Staff
Policy Area	Area 4: Staff Recruitment, Management and Development
Document Code (version #)	QAP4-3 (V2.1)
Applies to	☐ All ☒ Specific *(Teaching Staff)*
	☒ Staff only ☐ Learners only ☐ Staff and Learners

Document Owner	Director of Quality and Academic Affairs
Approved by	Academic Council

Approval date	14/7/22
Effective date	15/7/22

Related legislation, policies, procedures, guidelines and local protocols	This policy has been designed with due regard to the following:
	- Core Statutory Quality Assurance Guidelines (2016), QQI
	- Sector Specific Independent/Private Statutory Quality Assurance Guidelines (2016), QQI
	- Qualifications and Quality Assurance (Education and Training) Act 2012
	- European Association for Quality Assurance in Higher Education (ENQA), et. al (2015), Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)

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1. PURPOSE

The purpose of this policy is to ensure that all staff involved in the delivery of programmes (Programme Directors and Tutors) receive constructive feedback on their teaching performance in a timely manner in order to allow them to identify key strengths and areas for improvement and agree action plans, where necessary. Supports for poorly performing Tutors and the procedure for removal of poorly performing Tutors is also included.

2. SCOPE/APPLICATION

This document relates to all staff involved in the delivery of programmes (Programme Directors and Tutors).

3. RESPONSIBILITY

Training Partners, Programme Directors, Course Administration Managers and the Director of Quality and Academic Affairs are responsible for the ongoing monitoring of Tutors.

4. POLICY

SQT recognises that the learner experience is hugely impacted by the personnel delivering its programmes and therefore prioritises both the recruitment of highly experienced staff and also the ongoing monitoring of the effectiveness of teaching staff. The effectiveness of Tutors is monitored using a number of mechanisms as follows:

- Learner feedback
- Learner representative feedback at Programme Board meetings (where applicable)
- Tutor course review report (self-evaluation)
- External Examiner / External Authenticator reports (where applicable)
- Client company feedback
- Annual performance appraisal
- Peer review feedback

These mechanisms facilitate the on-going monitoring of Tutors by both SQT and the Training Partner.

4.1. Collecting Course Feedback

In 2022, SQT implemented Coursecheck, a cloud-based course evaluation system designed specifically for training providers. The system is easily accessible for learners to leave feedback on their smart phones, laptops or tablets. The system features automated reports and powerful analysis capabilities providing instant visibility of learner feedback both within SQT and by the Tutor.

5. PROCEDURE FOR MONITORING EFFECTIVENESS OF TEACHING STAFF

1. Immediately after a course has been delivered (or at an interim stage for courses delivered on a split basis), the Tutor asks learners to complete a feedback form via a dedicated code on CourseCheck. This affords the Tutor an opportunity to reflect on and review the effectiveness of his/her course delivery and seek improvement as well as providing on-going review of the programme content. Where programmes are delivered in blocks, interim feedback is collected at the end of relevant blocks. In the case of in-house training courses, feedback from the course organiser is also sought.

2. Feedback is reviewed on a daily basis by the Course Administration Managers and the Director of Quality Affairs. Immediate attention is given to any adverse course performance arising from learner feedback. If negative feedback is received from a Course Organiser, this will also prompt a review.

3. If a course does not achieve SQT's benchmark minimum overall rating of 80%, a discussion will take place between the Training Partner and/or the Tutor. Depending on the circumstances a PIN (Performance Improvement Notice) is raised to ensure corrective action will be taken. In certain circumstances, at the discretion of the Course Administration Manager and/or Director of Quality and Academic Affairs, a PIN and or programme improvement action will be deemed to be unnecessary, notwithstanding the fact that the overall score was less than 80%.

4. Training Partners are provided with summary ratings for all Tutors on a regular basis. Discussions are held with the Training Partner and Director of Quality and Academic Affairs as necessary with respect to potential areas for improvement.

6. PROCEDURE FOR SUPPORTING POORLY PERFORMING TEACHING STAFF

1. When Tutors are not performing to the standard required for the role, it is the responsibility of the relevant Training Partner and Director of Quality and Academic Affairs to discuss such shortcomings and to identify a corrective action plan.

2. Following discussions with the Director of Quality and Academic Affairs, the Training Partner discusses the shortcomings with the Tutor and an action plan is put in place to address such issues and subsequent feedback is noted to evaluate if improvements have been made. The outcome and plan of action is discussed by the Training Partner and the Director of Quality and Academic Affairs. Records of informal and formal interventions and supports are retained by the Training Partner and made available to the Director of Quality and Academic Affairs, as necessary.

3. Should an issue arise with a Training Partner Manager, it is addressed at senior management level.

7. PROCEDURE FOR REMOVAL OF POORLY PERFORMING TEACHING STAFF

Following discussions at senior management level, any Tutor who fails to meet the required standards for the position following the application of formal and informal interventions, will be subject to dismissal by the Training Partner or SQT, as appropriate.

8. POLICY MONITORING

Responsibility	Frequency	Methods
Director of Quality and Academic Affairs – Document Update	Per QA audit schedule	Review of documentation as set out in QAP2-1: Ongoing Review and Update of QA Documents.
Senior Management Team & Training Partner	Ongoing	The effectiveness of Tutors is monitored using a number of mechanisms as follows: - Learner feedback via CourseCheck (interim and end of course delivery) - Learner representative feedback at Programme Board meetings - Tutor course review report (self-evaluation) - External Examiner / External Authenticator reports (where applicable) - Company feedback - Annual performance appraisal - Peer review feedback

9. DOCUMENT CONTROL

Version No	Approval Date	Description of Revision	Originator	Approved By
2.0	14/12/18	Policy updated in new document format and inclusion of additional monitoring mechanisms.	Senior Management Team	Academic Council

2.1	14/7/22	Replacement of manual learner feedback forms with the CourseCheck system utilised for collecting and analysing learner feedback.	Senior Management Team	NA