

## EDC Accreditation Framework and Reviewers' Tool Approved June 2018

### Aims of the Framework

The Educational Developers Caucus (EDC) EDC Accreditation Framework aims to provide a means to ensure high quality provision of Continuing Professional Development (CPD) programs at Canadian post-secondary institutions. It is designed to be flexible enough to be used with any program, yet structured to provide a consistency of approach such that any program accredited by EDC may be assumed to have met EDC values of open community, collaboration, ethical practice, and scholarly approach. This process does not accredit individuals who participate in programs. In order to be eligible for accreditation a program typically includes:

- Learning outcomes
- Assessments
- Aligned activities

A set of workshops or events that do not include these three elements is unlikely to meet accreditation expectations.

The Framework provides a basis for providers to describe and self-evaluate their programs. Reviewers will use the Framework as a basis for a collegial discussion. This discussion is intended to drive a developmental process that will result in a robust program. At the end of the process, the reviewers will determine if the program has met EDC minimum standards.

In order to achieve EDC accreditation a program provider is expected to provide evidence of how the program meets the EDC minimum standards, or an explanation as to why those requirements may not be appropriate in a given instance. This process means that all programs with EDC accreditation are known to have met minimum requirements. The accreditation process is deliberately flexible to allow for a range of different approaches to CPD to be included while providing a consistency and minimum expectation. The framework does not require programs to run for a specified time period, nor to contain specific content, instead it is intended to be flexible enough to meet a wide range of provision and yet robust enough to be useful. The accreditation process is not about prescription, it is about ensuring EDC values are recognized and implemented.

The framework relates to the [EDC Living Plan](#) with particular regard to:

- Engaging Our Community
- Building Resources
- Organizational Development/Facilitating Change
- Teaching and Learning Quality

<https://www.stlthe.ca/affiliated-groups/educational-developers-caucus/accreditation-for-courses-or-programs/>

The Framework adds to the growing sense of collegiality among Canadian educational developers, and hence helps in **Engaging Our Community**, since it was created by EDC members and seeks to reflect our joint values and professional standards. The Framework is a resource in itself (**Building Resources**) and will assist in ensuring an agreed minimum standard of provision for educational development programs in Canada. The ability to confirm that an institution's programs meet the EDC Framework will assist in the task of **Organizational Development and Facilitating Change**, since this will help to raise the credibility and profile of teaching centres with programs recognized through this process. The central aim of the Framework is to enhance **Teaching and Learning Quality**.

Program submissions are reviewed using the Reviewers' Comment Sheet for the following:

- appropriate, up to date, evidence informed materials used in the course (content)
- clearly defined course learning outcomes aligned with assessment methods and activities
- the application of evidence-based practice
- active engagement by participants
- the appropriateness of the program's format and structure
- the methods used to assess candidate achievement
- a system to enable continuous improvement of the program
- the management and accountability structures of the provider
- the commitment of the provider to continuous improvement and quality assurance.
- institutional support and resource, including release time and any constraints

### The Review Process

The review process relies on the collegiality of the EDC community. In order to engage in the process, the institution that houses the program must agree to provide reviewers for two other programs. An institution may submit an unlimited number of programs for review, but they must commit to performing twice as many reviews. An institution or centre may share the work between members as they see fit.

The process is outlined below:

1. Institute or Centre A, decides to seek EDC accreditation for a program. They may access past reviews through application to the EDC Accreditation Committee in order to understand the process.
2. The applicant completes the initial document of intention. This application is sent to the EDC accreditation committee.

3. The Chair of the EDC Accreditation Committee reviews the application and checks for suitability for review. If the application is suitable, the Chair allocates the form to two reviewers. Reviewer 1 (R1) and Reviewer 2 (R2) have different roles (Reviewer 2 likely to be the less experienced of the reviewers). Successful applicants become reviewers, and are expected to act as R1 for at least one program and R2 for at least one other. The reviewers complete an initial review independent of each other.
4. R1 contacts R2; they meet or phone to discuss the application. The reviewers decide if they need additional information from the applicant and request as necessary. If possible, they agree on an outcome:
  - a. Accept without changes
  - b. Suggest minor revisions
  - c. Suggest major changes
  - d. Reject
    - i. If there is no agreement, R1 and R2 submit their response back to the Chair who allocates a 3rd Reviewer drawn from the Accreditation Committee. The 3rd reviewer breaks the deadlock.
5. R1 informs the applicant of the outcome of the reviewers' discussion and arranges a meeting with the reviewers and the applicant if appropriate. It is within the discretion of the applicant whether they wish to meet if the outcome is 1 or 4 above.
6. After the meeting, R1 informs the EDC Accreditation Committee of the outcome of the process.
7. The Chair of the EDC accreditation Committee updates the spreadsheet Record of Accreditation to reflect the outcome. This information is maintained on the EDC Website.
8. Appeals, concerns, issues are referred to the EDC accreditation committee for resolution.

### Notes

- Accreditation lasts for 5 years, after which time the process must be repeated. A 2nd form is used for re-accreditation after 5 years that focuses on changes and updates to program. This form has not yet been designed.
- When rejected applications are re-submitted, the applicant indicates that this is a resubmission and the changes that have been made in response to the initial review.
- A spreadsheet is maintained in Google docs to record when applications are sent in, the names of contact, reviewers, the outcome of the review, and the date for resubmission.
- The process accredits programs not people. The Committee sends a certificate to the applicant to indicate the accreditation has been made for the named program and for the stipulated period of time (5 years).
- The Committee writes an Annual Report for EDC executive that details annual activity including the number of programs involved, how many accredited versus not and why not, and exemplars.

## Application for EDC Program Accreditation

### Agreement

There is no cost involved in the accreditation process, but it does rely on a collegial system of mutual peer support.

We Kwantlen Polytechnic University agree to provide two reviewers who will be allocated program reviews within 12 months.

1. **Reviewer 1 – Alice Macpherson, [alice.macpherson@kpu.ca](mailto:alice.macpherson@kpu.ca) , date of review training:**
2. **Reviewer 2 – Lyn Benn, [lyn.benn@kpu.ca](mailto:lyn.benn@kpu.ca) , date of review training:**

The two reviewers supplied by your institution will each be asked to review two programs. For their first review, each will be assigned as Reviewer 2 as part of the mentorship process. Following their first review, each will be assigned as Reviewer 1 for their second and last review.

### The Framework

**Name of Institute: Kwantlen Polytechnic University**

**Name of Program: Tutor Training, Levels 1, 2, & 3**

**Name of Proposer: Alice Macpherson**

**Contact Email for Proposer: [alice.macpherson@kpu.ca](mailto:alice.macpherson@kpu.ca)**

#### Program Description:

*Please provide a description of the program, this may be elaborated on later in this document but should provide the reviewers with an overview of the aims of the program, the participants, the length and nature of delivery (e.g. face to face, online, blended) and the means of assessment, to provide context for the review. You may wish to include a web link to the course description if applicable. Not to exceed one page.*

Tutoring is a complex practice that embodies many learning processes and the fluid application of skills that go well beyond content knowledge as tutors interact with a wide range of teens and their needs. This tutor program aims, through training, education, mentoring, reflection, and opportunities for personal growth, to assist tutors to meet the following learning outcomes. We acknowledge that each tutor brings their own personal history and experiences to tutoring and encourage their use as building blocks to construct a reflective tutoring practice as they work towards these outcomes.

KPU tutors have the knowledge, skills, and ability to:

- Follow Learning Centre recommended best practices and standards of service.
- Work independently with a diverse and widely-dispersed team in a tutoring environment.
- Use proficient communication skills in both oral and written English in a tutoring environment.
- Productively engage with accented non-standard English speakers.
- Adapt tutoring strategies and input to respond appropriately to differing learner needs.
- Balance the learners' expressed needs, the assignment instruction criteria, and the tutor's perceptions of the learning needs.
- Provide tutoring input that is feasible for learners to follow.
- Structure tutoring to conform to time limits and tutoring priorities.
- Search for, select, and demonstrate appropriate resources from a broad-range of academic materials.
- Judge when a referral is needed (when a request is beyond one's knowledge and ability framework) and effectively refer learners to appropriate resources.
- Employ ethical standards and practices which:
  - Encourage academic honesty.
  - Encourage learner independence/responsibility.
  - Adhere to the KPU code of ethics for tutoring.
- Maintain tutor role boundaries.
- Explain and apply KPU tutoring policies and procedures.

- Commit to ongoing development of tutoring skills through ongoing training programs and mentoring opportunities.

There are three levels of training, mentoring, application, and assessment in this process. At each level, the tutor will complete 12 hours of training, a minimum of 25 hours of tutoring application, ongoing mentoring and reflection, as well as formative plus summative assessment processes.

<http://www.kpu.ca/learningcentres/become-a-peer-tutor>

## EDC Accreditation Tables

This document should be completed where possible without the need for reviewers to consult other documents. Italicized text provides context and clarifying direction without restricting answers. In all areas, let the reviewers know about any local opportunities or constraints that may have influenced your choices. Applicants fill-out Column 2 and Reviewers fill out Columns 3 and 4. You may include appendices to reinforce or provide further detail, but in general, it should be possible for the reviewers to understand your answers from the document alone. Appendices should not exceed 20 pages. Appendices may include items such as Course Outlines, Assessments, Activities, Visuals, links to online materials, or other relevant documents.

| Purpose and Background   | Applicants:<br>Describe with reference to the course/program<br>(include concerns, strengths)  | Reviewer 1:<br>Comments/Feedback/Questions | Reviewer 2:<br>Comments/Feedback/Questions |
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| <p>What is the purpose of the program? Who takes the program? Is the program recognized in your institution or by any other body? If so, please describe and explain why you are seeking EDC accreditation.</p> <p><i>Explain the context in which this program is situated? Where is the program situated in relation to other professional development at the institution? Is the program required for any positions on campus?</i></p> <p><i>What do participants do differently as a result of this program?</i></p> <p><i>Define all relevant terms so that reviewers can clearly understand what the terms mean at your institution.</i></p> | <p>The purpose of the program is to train and educate peer tutors to promote student success. Tutors are chosen from current KPU students who meet Academic and GPA criteria as set by The learning Centre (TLC) in consultation with discipline faculty. Interpersonal skills are also considered. This program formalizes tutor training, education, and expected standards for tutors at KPU into three levels. With this education and support, tutors are able to interact with other students in ethically responsible ways and with academic integrity leading to professional levels of tutoring.</p> <p>KPU recognizes this program as co-curricular and providing experiential learning as described in the university strategic plan. We have been accredited in the past through the College Reading and Learning Association (CRLA) and National tutoring Association (NTA) in the USA, however these entities have changed their processes and we are looking for a more Canadian approach that will allow us to situate this program within a Canadian accreditation context.</p> <p>Learning Centre tutors contribute to the work that is being done at the Faculty level to improve student performance and success, generate deeper student thinking and learning, and enhance classroom participation. Tutors at KPU work with one or, at most a few, students who are trying to learn course content</p> |  |  |

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|  | <p>materials more deeply and the tutor will be coaching them in this learning. Ross MacDonald, in his guidebook <i>The Master Tutor</i>, refers to tutoring as “an act which facilitates or provides a structure for another’s learning.” Also that a “tutor is a person, who, in a structured and supervised educational context, enters into a peer teaching and learning relationship with one or more others.” (p.6, 2000). The focus of tutoring is on learning how to learn as much as it is on supporting student understanding and application of key content concepts.</p> <p>KPU Learning Centre services and programs are grounded in a Learning Excellence Model, which brings together Learning Strategists, Learning Centre staff, peer tutors and academic peer coaches in support of student learning. All tutors are required to complete Tutor training and education processes which provide three levels of training, supervision, coaching, and mentoring.</p> |  |  |
| <p>When was the program established? Is this a new program or is there some history that will assist the reviewers in establishing the context of the program?</p> <p><i>For example, you may wish to provide a brief history of the program as relevant – perhaps it has evolved from one program to another.</i></p> | <p>This program was developed over time to meet the needs for tutor training in the Learning Centres at KPU. Up to 2013 we used a variety of both in-house and commercially produced materials. At that time it became clear that we needed to develop our own program. Informed by College Reading and Learning Association (CRLA) content standards, the program was then piloted and fully implemented in 2015. It was developed in consultation with all the staff and faculty who work with tutors in The Learning Centre and based on accepted academic practices at KPU. It has been reviewed and adjusted since then and continues to be developed according to identified needs.</p>   |  |  |
| <p>What literature informs programming?<br/><i>What is the scholarly evidence that underpins your practice?</i><br/>Let the reviewer know not only what you do well, but also anywhere that you would like advice</p>  | <p>See: <b>Appendix A</b><br/><b><i>Tutor Training Texts and References</i></b><br/>This reference lists contains our Reference List of 55 texts that informed our curriculum development process. We are always open to new ideas and supporting research.</p>   |  |  |

| Identifying Needs   | Applicants:<br>Describe with reference to the course/program<br>(include concerns, strengths)   | Reviewer 1:<br>Comments/Feedback/Questions | Reviewer 2:<br>Comments/Feedback/Questions |
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| <p>Why is this course or program required – how do you know?<br/><i>Describe how you determined a need for the program.</i></p>   | <p>Peer tutoring and academic coaching are an integral feature of KPU's strategic planning and student success initiatives.<br/>Tutor training and education is required to ensure high quality learning outcomes and practices, ethical behaviours, and academic integrity. As well, training provides tutors with guidelines for working with students and the confidence in knowing how to encourage student learning and development, while not taking responsibility for other students' successes.</p>  |  |  |
| <p>How do you recruit participants?<br/><i>Is this restricted to a particular group? Do you use existing internal communications for example? Do you have any concerns about your methods of recruitment? Is your approach particularly successful (and you would like to share it)?</i></p>  | <p>Participants may self-select through personal interest or previous interaction with the Learning Centre, being recommended by a faculty member in their discipline, or through being actively recruited in the case of disciplines where the need is greatest. The information is posted publically on our website.<br/><a href="http://www.kpu.ca/learningcentres/tutor-training">http://www.kpu.ca/learningcentres/tutor-training</a></p>  |  |  |
| <p>Is anyone excluded, if so why?<br/><i>The purpose of this section is to ensure that you have given thought, not only to the group you wish to meet, but also to whether anyone else is inadvertently excluded. You may wish to highlight particular good practice in terms of inclusion, or raise issues to discuss with the reviewers concerning inclusion.</i></p> | <p>The triple criteria of a minimum 3.0 GPA, references from faculty, and the need for tutors in particular disciplines / courses may be seen as exclusionary, but the purpose is to ensure quality in our tutor group as well as meeting tutee needs. All students are encouraged to apply when they meet the criteria. We work closely with other groups at KPU such as the Office of Services for Students with Disabilities, International Education, the Aboriginal Gathering Place, and the Kwantlen Students' Association, to ensure that we connect with students in all areas.</p> |  |  |



| Planning and Designing   | Applicants:<br>Describe with reference to the course/program<br>(include concerns, strengths)  | Reviewer 1:<br>Comments/Feedback/Questions | Reviewer 2:<br>Comments/Feedback/Questions |
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| <p>How long is the program – why is it this length and neither longer nor shorter?</p> <p><i>This may be measured in terms of weeks, hours, number of contact times. Reviewers may be able to provide advice, if you require it, regarding ideal course length to meet given outcomes of course/program.</i></p> | <p>Each of the three levels begins with six hours of training and education coupled with another six hours of integration exercises. The trainee completes a further minimum 25 hours of active tutoring of tutees that is interspersed with tutee feedback, reflective activities, formative feedback, coaching from staff and faculty mentors. This culminates in a formal self-evaluation coupled with a summative performance appraisal that includes documentation from tutees, staff, and faculty trainers. This adds up to a minimum of 50 hours of engagement, application, and formative/summative assessment within the tutoring process for each level.</p> |  |  |
| <p>How is the course/program delivered? Is it face-to-face, partially online, or wholly online? Why do you deliver it in one mode rather than another?</p> <p><i>Describe the mode of delivery. Highlight any examples of good practice or area you would like to discuss.</i></p>                               | <p>The program is delivered in a variety of formats depending on the tutor trainee's needs and availability. Each of the three levels begins with six hours: face-to-face in a cohort group; or small groups; or individually online; or one-on-one with a staff/faculty trainer.</p> <p>This is followed by another six hours of self-study, observations of active tutors, and reflective journaling with coaching prior to beginning tutoring practice.</p>   |  |  |
| <p>What competencies is the program designed to develop, and why these rather than others? You may express these in terms of learning outcomes or objectives.</p> <p><i>You can cross-reference to the mapping template below.</i></p>   | <p>Tutors are neither Instructors nor teaching assistants. Tutoring competencies are based on a student peer model that emphasizes a Socratic questioning approach to encourage learning. The tutors are still students themselves but have completed courses in the areas that they tutor and are supported by faculty members who are well versed in the content area. See mapping template.</p>   |  |  |
| <p>To what extent, and in what ways, is the course/program constructively aligned with clearly articulated learning outcomes linked to assessment methods?</p> <p><i>You may wish to cross-reference the mapping template below.</i></p>   | <p>We use an integrated model that links outcomes with competencies / learning objectives and a wide variety of appropriate assessment methods.</p> <p>See mapping template for more information.</p>  |  |  |

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| <p>To what extent, and in what ways, is the course/program designed according to Universal Design principles?</p> <p><i>The National (US) Center on Universal Design for Learning – may be useful</i></p> <p><a href="http://www.udlcenter.org/aboutudl/w/hatisudl">http://www.udlcenter.org/aboutudl/w/hatisudl</a></p> | <p><b>Multiple Means of Representation of materials:</b> All of our tutor materials and educational tools are available in text, illustration, and infographic formats (as appropriate and possible) that may be accessed in hard copy or online or interpreted by staff and faculty members. Currently we use very little video or audio materials but will be looking into how this may be added in the future.</p> <p><b>Multiple Means of Action and Expression of what they know:</b> This program encourages individual response, group discussions, reflective journaling, along with encouragement to write, draw, or otherwise express thoughts as they feel moved as a means of expression. Actions as a tutor are somewhat more prescribed as the tutoring takes place in a library centre with certain policies in place. Other campus locations such as our Design building or technical labs and shops provide other options which are used as appropriate.</p> <p><b>Multiple Means of Engagement to stimulate interest and motivation for learning:</b> Besides regular face-to-face and online meetings, there are a variety of prompts and activities used to promote engagement and interaction. See mapping template for more information.</p> |  |  |
| <p>In what way have you considered the needs of diverse groups of students, including indigenous people or other groups who may otherwise face exclusion?</p> <p><i>Provide examples such as holding the course at particular times or using specific content designed to promote inclusion.</i></p>                     | <p>KPU has an extremely diverse student population and our Tutor trainees are a subset of this diversity. We encourage each tutor to be aware of their personal background and how it impacts who they are in the tutoring environment. This is an explicit part of the training and education program. There is support and encouragement for each to 'be themselves' within the structure of the outcomes that exist for tutoring within a university environment. Training times are tailored to the tutor availability and take place in a variety of ways.</p> <p>We work with International Education to address the needs of our International students and with the Office of Services for Students with Disabilities to mesh the Learning Centres' services to meet a wide variety of needs.</p>  |  |  |

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|   | <p>We interact directly with Lekeyten, our Elder in Residence, through the Aboriginal Gathering Place to identify ways to work more closely with our indigenous students. We offer bilingual tutoring in some subject areas as tutors are available.</p> <p>See mapping template for more information.</p>   |  |  |
| <p>Provide an overview of the range of instructional methods used; describe the teaching and learning approach(es) and provide samples of course materials.</p> <p><i>You may wish to cross-reference the mapping template below. Share your successes and challenges, the reviewers may be able to provide suggestions for the latter and highlight the former.</i></p>  | <p>Team-teaching is the first and foremost approach to instruction, coaching, and mentoring of tutors. A wide variety of classroom-related activities, including simulation, experiential/contextual delivery are used.</p> <p>See workbook materials for activities in all three levels, linked at bottom of mapping template.</p> <p>Tutor trainees use self-study and reflective journals to explore new concepts and solidify current understanding of the tutoring process.</p> <p>This may be done face-to-face, online, or as a hybrid delivery through the KPU Learning Management System.</p> |  |  |
| <b>Course Delivery</b>  | <b>Applicants:<br/>Describe with reference to the course/program<br/>(include concerns, strengths)</b>   | <b>Reviewer 1:<br/>Comments/Feedback/Questions</b> | <b>Reviewer 2:<br/>Comments/Feedback/Questions</b> |
| <p>Who teaches the course/program? What makes that person or those people suitable to do so?</p> <p><i>The purpose of this is not for reviewers to determine who is or is not suitable; rather this is to prompt you to consider who would be the best facilitator or presenter within your context.</i></p> <p><i>Do you engage faculty or staff outside your unit in the delivery or limit it to presenters from within your unit? In either of these cases, why?</i></p> | <p>We use a team approach to teach, coach, mentor and assess our tutor trainees. This team includes, Learning Strategists (faculty members), Learning Centre Staff, and content area faculty members from a variety of disciplines.</p> <p>After the Foundational and Integration levels of tutor Training, tutor are partnered with content area faculty members to continue being mentored.</p> <p>We strive to incorporate relevant content and suitable breadth of educational knowledge to ensure that our tutors are current and synergistic with institutional needs.</p>                       |  |  |
| <p>How do you ensure consistency between facilitators if there is more than one, or if someone new teaches the course/program for the first time?</p>   | <p>Completion of Tutor Trainer Development Workshops (TTDW) are a requirement to be a member of the Tutor Training Team. This three day orientation to content and</p>   |  |  |

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| <p><i>For instance, perhaps you have a system of team teaching, or shared resources. If consistency is not applicable, is there a shared rigour?</i></p>  | <p>methodology of training explores options and builds networked support for future training.</p> <p>Since there are always two or more trainers with each level, an apprenticeship system of experience with briefings and debriefings ensures consistency and rigour.</p>   |   |   |
| <p>What happens if someone misses a class or omits to submit expected work?</p> <p><i>Are there alternatives in place to accommodate this or do you implement a strict policy where alternates are not available?</i></p>   | <p>All work must be completed before the end of each level is reached.</p> <p>Accommodation is arranged for all cases of missing or omitted work.</p> <p>We also work directly with all tutors to ensure that their ability to complete work is scaffolded.</p>   |   |   |
| <p><b>Assessment of Learning</b></p>  | <p><b>Applicants:<br/>Describe with reference to the course/program<br/>(include concerns, strengths)</b></p>   | <p><b>Reviewer 1:<br/>Comments/Feedback/Questions</b></p> | <p><b>Reviewer 2:<br/>Comments/Feedback/Questions</b></p> |
| <p>To what extent, and how, are participants required to engage in critical reflection during the course/program?</p> <p><i>Do you require the participants to submit a written reflection? Do they do this verbally with others? Is this a private matter for the individual? Share good ideas but also challenges as the reviewers may be able to suggest approaches if needed.</i></p> | <p>Critical reflection is required continuously throughout each level through verbal, written, and graphic representation. This process begins with suitable prompts for weekly reflections early in level one and develops over all three levels to culminate in a personal tutoring portfolio that includes their statement of tutoring philosophy. This may be semi-private (only shared with trainers) or publically shared as the tutor decides.</p> <p>See mapping template for more information.</p> |   |   |
| <p>How are participants assessed (in terms of both methods and content)? Attach rubrics if available.</p> <p><i>You may wish to cross-reference the mapping template below.</i></p>   | <p>Assessment is both formative and summative with feedback from tutees, process logs, reflective journalling, mentoring, coaching, self-evaluation, and a final performance appraisal for each level.</p> <p>See Appendix B Tutor Process Logs at each level.</p> <p>See Appendix C Mentor / Tutor handbooks</p> <p>Appendix D Tutor Self-Evaluation at each level.</p> <p>Appendix E Summative Performance Appraisal Process.</p> <p>See mapping template for more information.</p>                       |   |   |
| <p>Who assesses the participants' learning? For example, is there peer or self-assessment, is the work</p>  | <p>The tutors are given ongoing feedback by tutees (anonymously), as well as coaching and mentoring by trainers and disciplinary faculty members. There is a</p>  |   |   |

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| <p>assessed by someone other than the course facilitator?<br/><i>You may wish to cross-reference the mapping template below.</i></p>   | <p>formal summative performance appraisal for each level.<br/>See mapping template for more information.</p>   |   |   |
| <p><b>Course/Program Evaluation and Improvement</b></p>  | <p><b>Applicants:<br/>Describe with reference to the course/program (include concerns, strengths)</b></p>  | <p><b>Reviewer 1:<br/>Comments/Feedback/Questions</b></p> | <p><b>Reviewer 2:<br/>Comments/Feedback/Questions</b></p> |
| <p>How is the course or program evaluated?<br/><i>Do you ask the participants if the course met their needs? When do you seek feedback from participants (during, following, duration)? Do you explore whether the course or program made a difference to their practice though follow up evaluation?</i></p>  | <p>Tutor trainees are asked to give feedback on their experiences after the initial six hour training, and then regularly through reflective journaling, coaching and mentoring sessions with staff and faculty, and the self-evaluation process that includes an area for suggestions for change. Tutees are also asked to give feedback to the Tutor and to the program on a regular basis. This information is used to inform curricular adjustments to the program over time.</p>  |   |   |
| <p>What strategies are in place to ensure continuous enhancement of the course or program? How often is it reviewed for instance?<br/><i>Do you have a standard practice for all your programming or is there something specific in place for this course or program? Do you evaluate your evaluation process? What do you do with the findings?</i></p>   | <p>This program is in a continuous cycle of review. Besides the processes above, Staff, faculty and the Director analyze results both at the training and the implementation levels to identify gaps and good practices with the intention of bridging the former and enhancing the latter. This is an ongoing, iterative and reflexive process.<br/>Evaluation processes are modelled on Kirkpatrick (2006, 2008).</p>  |   |   |
| <p>Provide examples of feedback that you have used in making improvements to the course or program if it has already been offered – or intend to make in the future.<br/><i>You are being asked to provide evidence that you do as you say you do – can you point to some comments that have been incorporated in the changes? If you do not collect feedback, let the reviewers know the reasons why.</i></p> | <p>Since the full implementation of this program in 2015, we have solicited feedback from tutors, tutees, faculty, and staff members through both formal processes and documents as well as more informal discussions. Some of the adjustment made in response to feedback received have been to extend or change training times to accommodate trainees; add and expand content such as more learning strategies and interactions with diverse learners; and to increase coaching and mentoring opportunities for tutors in response to tutor and stakeholder consultation and requests.<br/>See mapping template for more information.</p> |   |   |

## Mapping Template

Complete the attached Mapping Template (or attach your own). Fill out the first 3 columns and the Reviewers' Feedback will be consolidated in Column 4.

| Learning Outcomes   | Activities that support the learning outcome  | Assessment of the learning outcome  | Reviewer Feedback (consolidated) |
|---|---|---|----------------------------------|
| <i>List each program learning outcome on a separate row; add rows to the table as needed</i>    | <i>Describe the activities that support the achievement of the specific learning outcome</i>  | <i>Describe the method of assessment used to measure achievement of the learning outcome – how does the instructor and the learner know it has been achieved?</i>   |                                  |
| Follow Learning Centre recommended best practices and standards of service.                     | Interact with Learning Centre Coordinator, Learning Strategists, Director, and other Learning Centre personnel; Orient to the Learning Centres services, resources and procedures; Shadow Tutoring Sessions; Stay within the Scope of Peer Tutoring in the Learning Centres.                            | Tutor follows Learning Centres Procedures with support from Staff and Faculty; use Tutor appointment system for Scheduling and Documentation ; Tutor completes all Tutor Certification Training (minimum 12 hours at each of three levels) and Processes by the end of Level Three;                         |                                  |
| Work independently with a diverse and widely-dispersed team in a tutoring environment.          | Define Peer Tutoring Roles and Responsibilities; Set a Professional and Welcoming Environment; Plan Tutor Sessions and Document the Tutor Processes; Revise Session Plans and Document the Tutor Processes; Self Evaluate, Receive Tutee and Other Feedback, Create Tutoring Goals; Create Future Goals | Tutor completes all workbooks and integration activities at each of three levels and reviews same with Learning Centre staff and faculty. Tutor works independently to schedule and complete tutor appointments. Tutor has positive staff, faculty, and fellow tutor interactions to support good practice: |                                  |
| Use proficient communication skills in both oral and written English in a tutoring environment. | Complete tutor training, education and, integration materials to a University standard.   | Ongoing review by Learning Centre staff, faculty, and Director as appropriate within the coaching / mentoring model.  |                                  |
| Productively engage with accented non-standard English speakers.                                | Define Culture and Cultural Assumptions for self and others; Develop a Cross Cultural Perspective; Practise Respectful Interactions; Identify Culture Shock for tutees; Consider Ways to ensure Cultural Safety; Practise Intercultural Communication.  | Tutor complete workbook training activities; Use good personal communication practices; Work proactively with a variety of non-standard English speakers; Create reflective journal entries and discuss them with faculty members   |                                  |

| Learning Outcomes   | Activities that support the learning outcome   | Assessment of the learning outcome   | Reviewer Feedback (consolidated) |
|---|--|--|----------------------------------|
| Adapt tutoring strategies and input to respond appropriately to differing learner needs.  | Communicate Effectively as a Tutor; Evaluate Tutees' Needs; Tutor in Group Environments; Build Tutoring Relationships Based on Trust and Expertise;  | Tutor completes 25 hours of tutoring for each of three levels with the supervision of Learning Centre staff, faculty and discipline mentor(s);   |                                  |
| Balance the learners' expressed needs, the assignment instruction criteria, and the tutor's perceptions of the learning needs.                                      | Integrate Adult Learning Basics into Tutoring; Define Bloom's Taxonomy; Create Supplemental Materials for Tutees   | Receive feedback from tutees; receive feedback from mentors (faculty and staff); adapt tutoring practices as needed with use of tutoring session plans.  |                                  |
| Provide tutoring input that is feasible for learners to follow.   | Use Critical Questioning; Use Socratic Questioning to Promote Critical Thinking;   | Observation of Tutoring Sessions with subsequent debriefing with Learning Centre and mentoring faculty members   |                                  |
| Structure tutoring to conform to time limits and tutoring priorities.   | Utilize the Tutoring Cycle; Analyze Approaches to Tutoring.  | Tutor completes LASSI (study skills for success) and debriefs with a Learning Strategist (Level One); TESAT instrument and Debrief with a Learning Strategist (Level Two, again at Level Three, and each semester).      |                                  |
| Search for, select, and demonstrate appropriate resources from a broad-range of academic materials.   | Discuss Key Strategies for Academic Success; Integrate Key Strategies for Academic Success into tutoring practice;   | Tutor created Tutoring session plan documents are reviewed with Tutor.   |                                  |
| Judge when a referral is needed (when a request is beyond one's knowledge and ability framework) and effectively refer learners to appropriate resources.           | Use Referrals (When You Need Assistance);  | Tutor and staff document referrals as made and which are then reviewed with Tutor for coaching purposes.   |                                  |
| Employ ethical standards and practices which: Encourage academic honesty, and learner independence / responsibility; Adhere to the KPU code of ethics for tutoring. | Analyze Tutoring Situations Where Ethical Choices are Made ; Behave Ethically when Tutoring; Discuss Issues of Copyright (including Fair Dealing); Discuss Issues of Academic Honesty (Cheating & Plagiarism); Practise Academic Integrity; Discuss Tutor's Legal Responsibilities for FIPPA, Human Rights and Harassment Issues; Analyze Tutor Ethics in Action | Tutor completes brief case studies which are then reviewed and debriefed with Learning Centre and mentoring faculty members; Feedback, self-evaluation, formative and summative evaluations are also reviewed with Tutor |                                  |

| Learning Outcomes   | Activities that support the learning outcome  | Assessment of the learning outcome   | Reviewer Feedback (consolidated) |
|---|---|--|----------------------------------|
| Maintain tutor role boundaries.   | Identify When to Stop the Tutoring Process; Manage Personal Stress; Analyze and Respond to Difficult Tutoring Situations.   | Tutor analyzes situations through reflective journal entries and discussions with Learning Centre and Mentoring faculty members;   |                                  |
| Explain and apply KPU tutoring policies and procedures.   | Analyze Case Studies based on KPU tutoring policies and procedures; Utilize Presentation Skills in Learning Centre and classroom settings;  | Engage in coaching / mentoring discussions of policies and procedures; Use scripts for class visits;   |                                  |
| Commit to ongoing development of tutoring skills through ongoing training programs and mentoring opportunities. | Create Reflective Journal Entries on Tutoring Practices; Analyze Personal Strengths as a Tutor; Consider Portfolio Thinking; Identify Information for Inclusion in a Tutoring Portfolio | Review Tutor Competencies and Outcomes with staff and faculty mentors; Develop a Personal Tutoring Philosophy; Create Reflective Journal Entries on Tutoring Practices; Tutor consolidates a Personal Tutoring Portfolio by the end of Level Three |                                  |

Classroom Fundamentals and Integration Resources for this program:

[http://www.kpu.ca/sites/default/files/Learning%20Centres/KPU\\_TutorFundamentals%26Integration\\_Level\\_I.pdf](http://www.kpu.ca/sites/default/files/Learning%20Centres/KPU_TutorFundamentals%26Integration_Level_I.pdf)

[http://www.kpu.ca/sites/default/files/Learning%20Centres/KPU\\_TutorFundamentals%26Integration\\_Level\\_II.pdf](http://www.kpu.ca/sites/default/files/Learning%20Centres/KPU_TutorFundamentals%26Integration_Level_II.pdf)

[http://www.kpu.ca/sites/default/files/Learning%20Centres/KPU\\_TutorFundamentals%26Integration\\_Level\\_III.pdf](http://www.kpu.ca/sites/default/files/Learning%20Centres/KPU_TutorFundamentals%26Integration_Level_III.pdf)