Application for Tutor Program Accreditation

For Accreditation

When seeking accreditation for a tutor program, developers must directly engage with and address each of the questions/prompts. You are expected to provide examples or evidence of how the tutor program meets the guidelines, or to explain why those requirements may not be appropriate or pertinent to your tutoring operation.

Name of Institution

Name of Program

Name of Proposer

Contact Email for Proposer

Agreement

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

We, _____
agree to provide two reviewers who will be allocated program reviews within 12 months.

Reviewer 1 – Name, email contact:

Reviewer 2 – Name, email contact:

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.

FOR MORE INFORMATION

Background to the Accreditation Framework, Contributors & Inaugural Accreditation Committee and further contacts:
https://learningspecialists.ca/canadian-tutor-standards/

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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.

Tutor Program Description:

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1. Program Set-up and Administration (Infrastructure and Integrity)			
Questions	*Examples of Evidence provided by applicant*	*Reviewer 1 Comments*	*Reviewer 2 Comments*
1.1 What is the name, objectives or purpose of the tutoring program and how does it align with the organization's mission and goals? When was the program established? Are there particular institutional needs to consider when offering tutoring services? (Type of institution, e.g., College, University UG/G; Culture…)			
1.2 How does the program meet institutional requirements for FIPPA confidentiality, student rights and rules, institutional and HR policies and procedures? How are records and files protected?			
1.3 Is the program adequately budgeted for staff, tutors, equipment, and space?			
1.4 Are there job description(s) for Tutors? (Please attach.) What responsibilities do Tutors have as part of their employment? What other roles/responsibilities might be included (e.g. Teaching Assistants?)			

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1.5 Is the hiring process done by committee, are the practices fair or do they favour one group over another?			
1.6 What are the desired levels of competence when hiring tutors in relation to identified learner needs?			
1.7 What types of references are required for hiring? (Do Tutors need a faculty reference and/or interview from Tutor Centre Admin?)			
1.8 What Employment Standards and/or Agreements are already in place for hiring? (Policies and HR practices for hiring within the institution? Are there Union related issues that may affect tutors?			
1.9 Is there a service model or administrative structure that supports tutor development and that includes employee expectations, compensation, tutor hours, tutoring procedures, training, evaluation and data collection?			
1.10 Is there a time frame for the development of tutor competence?			

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1.11 How do you advertise and promote the tutoring? Is this restricted to a particular group? How do you use internal communications?			
1.12 Has tutor training been identified as being required for any other positions on campus?			

Reviewers Overall Comments and Questions:

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2. Needs Analysis			
Questions	*Examples of Evidence provided by applicant*	*Reviewer 1 Comments*	*Reviewer 2 Comments*
2.1 Why is this tutoring required – how do you know? How did you determine the need for this program? Are there specific demographics who have special needs?			
2.2 Who is/was involved in completing the needs analysis? In what ways are they qualified to do so (knowledge, skills and abilities)?			
2.3 How are learner needs identified in the program objectives, design, services, content and assessment methods?			
2.4 Is there a way to determine the learner's tutoring needs when they book a tutor or use tutoring services? Could these be expressed as learner/learning outcomes for learners and tutors?			
2.5 What competencies will tutors need to develop? How is this measured?			

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2.6 Do tutors know what is expected from them regarding training, learning outcomes and ongoing development?			
2.7 What measures have been taken to ensure inclusivity and accessibility? Are there any restrictions on the tutoring services? If so, why?			

Reviewers Overall Comments and Questions:

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	3. Program Planning and Design		
Questions	*Examples of Evidence provided by applicant*	*Reviewer 1 Comments*	*Reviewer 2 Comments*
3.1 How is training developed and what is the rationale for your program design? How long is the program? Why has it been developed this way?			
3.2 Is this sufficient to allow tutors to develop the knowledge, skills, and attitudes as per the desired learning outcomes as well as completing assessments to demonstrate the learning outcomes or competencies?			
3.3 What are the desired learning outcomes or tutor competencies? Why are these considered most important? How are they linked to the assessment of learning outcomes and program evaluation?			
3.4 Are learning materials developed for the course or training in line with the curriculum and modes of learning? How do you maintain relevancy?			
3.5 If learning materials are not developed, what are you using to ensure that academic, social and cultural needs are met, as well as those of the learner?			

3.6 In what ways have professionalism, the development of an ethical disposition (including academic integrity), and the need to maintain privacy been represented within the program design?			
3.7 Are there processes included to help a tutor to understand, apply, and maintain boundaries, effective communication, problem solving and conflict resolution?			
3.8 What other key content has been included in the program? (Provide examples if you wish.)			
3.9 To what extent have the principles of Universal Design for Learning (UDL) been incorporated into the program?			
3.10 To what extent have the needs of diverse students, the principles of justice, equity, diversity, inclusion (JEDI), awareness of Indigenous issues, interculturality, and neurodiversity been incorporated into the program design?			
3.11 To what extent have learning-how-to-learn skills and learning strategies been incorporated into the program design? What other competencies is the program aiming to develop? Why these and not others?			

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3.12 Does the program include effective communication and problem solving skills as well as training for referring students to other institutional resources where necessary?			
3.13 Is there content that would help a tutor deal with situations outside of the tutor role such as how to refer a student for health and wellness, appropriate referrals to institutional resources and services and crisis intervention contacts?			
3.14 Does the program include resources for tutors to refer to so they can better support students while maintaining their boundaries and roles as learning facilitators?			

Reviewers Overall Comments and Questions:

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4. Tutor Training and Development			
Questions	*Examples of Evidence provided by applicant*	*Reviewer 1 Comments*	*Reviewer 2 Comments*
4.1 Who is responsible for delivering the tutor training? Why are these people or a particular person most suitable? Are the methods, resources and responsibilities for delivering the training clear?			
4.2 Is the training offered in a way that models the tutoring approach, ie a strengths-based, facilitative approach?			
4.3 Do you engage other faculty or staff within the institution to join in the delivery of the program or presentations? If so, why? If not, why not?			
4.4 Do the learning materials provide the curriculum overview, learning resources, assessment and feedback methods?			
4.5 What is the difference between the amount of focus on content vs. general problem analysis?			

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4.6 How are the training modules delivered and what is the rationale for your choice(s)? e.g. In-person, online, synchronously, asynchronously, in workshop format, in talking-circles format.			
4.7 What happens if a tutor misses or falls behind in training or in submitting assessments? Are any alternatives in place?			
4.8 Are the procedures for monitoring and evaluating the program clear? Are the roles and responsibilities for monitoring and evaluating the program clear?			

Reviewers Overall Comments and Questions:

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5. Assessment of Learning Outcomes			
Questions	*Examples of Evidence provided by applicant*	*Reviewer 1 Comments*	*Reviewer 2 Comments*
5.1 Is there a clear method for monitoring the tutors' progress? Who is responsible for setting this up and maintaining the system? What reporting or communication systems are in place to support tutor progress?			
5.2 In what ways are tutors engaged in reflecting on their learning throughout the program?			
5.3 What methods are being used to assess the learning outcomes for tutors? Is there a rubric to help with this process? Who assesses their learning?			
5.4 Are the learning outcomes for tutors aligned with any needs analysis? How is this reported?			
5.5 What type of certification is provided for tutors, facilitators and others involved in the program?			

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Reviewers Overall Comments and Questions:

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6. Program Monitoring and Evaluation			
Questions	*Examples of Evidence provided by applicant*	*Reviewer 1 Comments*	*Reviewer 2 Comments*
6.1 What monitoring and evaluation methods are being used to provide insight into the achievement of program goals?			
6.2 Is there a clear method for evaluating the tutor training effectiveness? How is this used to improve the program?			
6.3 How are tutor Learning Outcomes compiled? Is there a way to certify tutors and/or the program?			
6.4 What type of certification is provided for facilitators and others involved in the program?			
6.5 Is there a way to monitor learner use of their learning outcomes?			

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6.6 How is the tutor program evaluated? Are there existing surveys where questions could be added regarding the tutoring effectiveness? How else is the program being evaluated?			
6.7 What data is being collected to ensure that learner needs are being met?			
6.8 How is data being used to inform the program administrators, staff, tutors and students about the effectiveness of the tutoring program?			
6.9 Are the evaluation and assessment methods aligned with the needs analysis?			
6.10 Is there a process in place for continuous improvement?			

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Reviewers Overall Comments and Questions:

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Learning Outcome Map

Learning outcomes are clear statements that describe the competences that learners should possess upon completion of a course (Simon and Taylor, 2009; Anderson et al., 2001; Harder, 2002; Kennedy, 2007). Effective learning outcomes indicate what successful learners should know, value or be able to do by the end of the course or program, as well as the level of understanding of learning that is expected. They are assessable, written from the learners' perspective, focused on what learners can expect to achieve if they have learned successfully. To be assessable, they must specify things that can be observed, that are public, and not activities or states that are internal to learners' minds.

Retrieved from:
https://otl.uoguelph.ca/system/files/Writing%2C%20Revising%20and%20Refining%20Course%20Learning%20Outcomes.pdf

Please provide an overview of the Learning Outcomes that you, as program developer(s) have identified as evidence for meeting the Tutor Standards.

Suggested themes:

- **Professionalism**
  - **Ethics**
  - **Confidentiality**
  - **Academic Integrity**
- **Learning how to learn**
- **Bloom's Taxonomy**
- **Thinking skills**
- **Problem solving**

- **Effective communication**
  - **active listening**
  - **reflecting**
  - **reframing**
- **Setting Boundaries**
- **JEDI Principles/or other principles as appropriate**
- **Referral skills**
- **Reflective thinking**
- **Self care**

For further help with writing Learning Outcomes see:

https://otl.uoguelph.ca/system/files/Writing%2C%20Revising%20and%20Refining%20Course%20Learning%20Outcomes.pdf

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Learning Outcome Map Template

Learning Outcomes	Learning Outcome Support Activities	Assessment of the Learning Outcomes
List each program learning outcome on a separate row.	*Describe the activities that support the achievement of the specific learning outcomes*	*Describe the method of assessment used to measure achievement of the learning outcome – how does the instructor and the learner know if it has been achieved?*