P9 S6 Teaching and Learning Policy

Ownership:	Managing Director, Academic Manager, Course Coordinator		
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Reviewed by:	Quality Assurance and Academic Governance Council (QAAGC)		
Effective From:	01/06/2022	Renew Date:	01/06/2024
Version:	002		

POLICY STATEMENT

This policy extends to Blended Learning courses. Learners undertaking programmes through blended learning will not be disadvantaged.

Teaching and learning is planned, delivered and followed-up in accordance with the values and principles outlined in this policy. Forus Training have 7 Key Criteria Areas:

1. Teaching and Learning is monitored on an on-going basis,
2. Critical reflection is a vital component of monitoring the Forus Training approach to teaching and learning,
3. Trainers are qualified and experienced in relevant disciplines,
4. Pedagogy is based on national and international practice,
5. Pedagogical methods are monitored, evaluated and adjusted accordingly,
6. Learner complaints and appeals are welcomed and responded to constructively,
7. The teaching and learning policy is linked to our Learning Environment Strategy.

POLICY AIM

The aim of this policy is to outline Forus Training's approach to and expectations for teaching and learning and the means by which it strives to achieve outstanding teaching and learning practices in further education and training.

GENERAL PRINCIPLES UNDERLYING THIS POLICY

1. Forus Training trainers share and uphold the values and principles set out in this policy,
2. Trainers receive training, guidance and support, enabling them to contribute to the provision of outstanding teaching and learning at Forus Training,

3. Learners are encouraged to behave in a manner that facilitates their learning, development and progression.

PURPOSE

Forus Training, is an approved provider of QQI and as such, our policies align to the QQI quality assurance criteria regarding teaching and learning. Within this broad aim, our purpose is to enable learners from all nationalities, backgrounds and abilities to reach their maximum potential, academically and as individuals, achieving the best possible academic results, progressing onto those areas of employment and/or further/higher education and training, as a result, building a successful and rewarding career pathway in their field of choice. Through innovation, diversity and breadth of programmes, outstanding teaching and learning, Forus Training strives to transform the educational experience of every individual.

FORUS TRAINING TEACHING AND LEARNING PRINCIPLES

The Forus Training approach to teaching and learning is underpinned by the following overarching principles:

- Teaching and learning should be a professional, positive, engaging and rewarding partnership between learners and teachers enabling learners to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop skills in the subjects taught.
- Trainers should ensure that their learners fully understand the learning objectives of their chosen programme(s) at every stage. In turn, learners should reflect on their own progress towards achieving their goals and share responsibility for their learning outcomes.
- Trainers should foster in learners the self-motivation, application of intellectual and creative effort, interest in their work and the ability to think and learn for themselves so learners become successful independent learners now and in preparation for further education/employment.
- Trainers of all programmes/modules should support the acquisition of proficient English language skills and open cultural boundaries that may otherwise narrow learners' approach to learning.
- Trainers should demonstrate good knowledge and understanding of the subject matter taught and approach teaching and learning with an open mind, actively seek new ways to motivate and engage learners and utilise the technologies and other resources available to them to enhance the teaching and learning experience.
- Each and every learner should be provided with the opportunities, resources and support they need to fulfil their academic potential.

- Trainers should be provided with the opportunities, resources, training and support they need to fulfil their teaching potential.
- Trainers are encouraged to be reflective, assessing their own performance and development needs, and to work together to share best practice and support each other's development.

Forus Training defines its approach to teaching and learning based on its visions, context and key principles, as outlined in the following sections:

➤PLANNING AND TAILORING PROGRAMMES

- Programmes that enable progression into further/higher education and/or employment have been specially developed to meet the needs of the Forus Training learner cohort.
- Content and delivery is planned at every stage, from a programme to lesson level, to meet clearly defined learning objectives.
- Programme-level planning takes the form of a set of annually reviewed and updated curriculum policies, informed by the up-to-date curriculum and subject knowledge of trainers and the outcomes of self-evaluation processes.
- Subject/module-specific planning takes the form of detailed schemes of work, which are adopted and updated by trainers and the Course Coordinator individually throughout the delivery of each programme.
- Schemes of work are well planned, include effective teaching methods, activities and management of class time and are tailored to meet the needs of each learner group.
- Trainers evaluate the academic ability of their learners towards the beginning of their programme of study, using baseline academic data.
- Trainers apply their experience and understanding of different learning cultures to plan lessons that engage and actively involve their learners
- Learners with special educational needs or disabilities are identified and supported to meet individual needs through reasonable accommodation.
- Using individual learner profile reports and the results of English language tests as a means to determine academic targets, trainers offer to meet with learners regularly to monitor their progress.
- Via the LMS, Trainers record attendance, test and assessment marks for each learner on an on-going basis.
- The PDAC monitors progress against targets termly to identify and address areas of concern to provide effective, relevant and timely learning support is provided as needed and promote areas of interest and ability, and motivate learners to reach their academic potential.

- Trainers meet with learners to discuss progress and learners are actively encouraged to monitor and evaluate their own progress, using Individual Learning Plans and request additional help if they need it.

➢ DELIVERY

- Trainers are expected to demonstrate good knowledge and understanding of the subject matter and use provided resources effectively which are of good quality, quantity and range.
- Trainers introduce and employ a variety of teaching and learning methods and resources, both inside and outside of the classroom and current Covid-19 alternative arrangement with blended learning, to enthuse, motivate, challenge and involve students, including:
  - o Experiential learning,
  - o Intelligent Questioning Techniques,
  - o Practical activities,
  - o Interactive seminar- and tutorial-style sessions,
  - o Use of other interactive methods/resources,
  - o Trainer-led lessons,
  - o Use of a Virtual Learning Environment and other media,
  - o Field trips and visits (when safe and appropriate to do so),
  - o Case study-based group work,
  - o Research-based assignments,
  - o Flipped Learning.
- Trainers are expected to (facilitated / supported by CPD) use theoretically informed approaches in their teaching and the learning experiences they plan.

THEORY	Summary	Suited to
Andragogy	- Adult learners are autonomous and self-directed, and seek out learning based on personal needs. - Adult learners must be able to apply what they learn in a practical way.	- Problem solving - Structured formal learning - Learners with a defined need to know

Transformation al Learning	- A person's beliefs and expectations shape their view of the world. - Through a rational analytical process, a person can consciously change their old beliefs and implement new ones.	- Complex analytical processes - Evaluation and analysis - Long-term personal growth
Experiential Learning	- A hands-on approach where individuals learn by doing. - Puts the learner at the centre of the learning process. - Learning happens through an active process of doing and reflection.	- Mechanical skills - Leadership skills - Process improvement - Systematic thinking
Self-Directed Learning	Process where individuals take complete ownership of the learning process to diagnose learning needs, identify resources, implement learning, and assess their results.	- Process updates - Self-motivated learners - Technology and software skills
Project Based Learning	- Learners engage in active investigation of a real-world problem. - Gives learners a voice in the overall process through a process of inquiry, critical thinking, problem solving, collaboration, and communication.	- Project management - Process improvement - Manufacturing
Action Learning	- Learning is the result of programming and questioning. - Learners take action on a problem and reflect upon the results.	- Team building - Fill in knowledge gaps - Uncover areas of learning need

- Learners are made aware of the learning objectives to enable them to evaluate their own understanding and progress and identify when they need help or clarification. Learning

objectives clearly distinguish the acquisition of subject knowledge from the development of learning and other skills.

- Success criteria are clearly defined for the learners, so that they know what they have to do in order to meet learning objectives and to achieve good assessment outcomes.
- Lesson content is reinforced through formative assessment strategies and the provision of learning resources available to learners outside of direct contact time.
- Trainers embed principles that support learners' spiritual, moral, social and cultural development within their approach to teaching and learning, share a focus to reinforce and strengthen English language, numeracy, independent learning, communication and reasoning skills.
- Trainers use effective strategies for managing behaviour and encouraging learners to act responsibly.
- Training does not undermine the fundamental Irish values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and does not discriminate against students under the Equality Act 2004.
- Trainers meet the needs of learners within class through differentiation and support.

PROVIDING FEEDBACK

- Learners receive regular and timely feedback on progress through dedicated tutorial sessions, and on assessments in accordance with Forus Training assessment policies and procedures.
- Feed-forward and feed-back addresses progress regarding the acquisition of subject knowledge as well as the development of key skills relevant to the learning process.
- Learners are supplied with formative feed-forward feedback from their trainer with regard to their perceived strengths and weaknesses and how they can improve progress and maximise their chances of progression.

LEARNER SUPPORT

Forus Training's welfare provision for learners aims to ensure that they feel personally supported and have the networks and activities in place to the learning experience an engaging one, which in turn helps them to become independent, motivated learners capable of fulfilling their academic potential. For further information on welfare provision, please refer to the P9 S6 C6 Learner Welfare Policy.

TRAINER SUPPORT AND DEVELOPMENT

Forus Training's trainers are encouraged to participate in a Continuing Professional Development. Training and development provision is based on organisational-wide and individual/group needs.

Individual needs are identified and recorded as part of lesson observation and peer support work and annual staff appraisal processes.

Trainers participate in a peer support programme, consisting of a variety of activities and subsequent discussion of feedback and suggested approaches to development, facilitating the sharing of best practice throughout the staff.

Additional support is available individually to staff through regular meetings and on-going annual staff appraisal activities.

THE ROLE OF SELF EVALUATION

Self-evaluation plays a key role in making meaningful and beneficial changes to our teaching and learning provision:

- Staff appraisal – trainers participate in an annual cycle of prospective and retrospective appraisal activities which enable staff to identify their own development goals and line managers to become aware of any needs for improvement in performance.
- Lesson observation – lessons are observed internally and externally. Teaching standards are evaluated and any necessary development opportunities explored and agreed.
- Programme evaluation – key programme parameters are measured to assess programme performance and identify areas for development work.
- Soliciting learner feedback – learner opinion and feedback is surveyed at least once during their programme of study.
- Soliciting staff feedback through results analysis and contribution to organisational and programme evaluation and plans.

FORUS TRAINING EXPECTATIONS OF LEARNERS, TRAINERS AND STAFF

In order that our visions and principles are upheld and teaching and learning practices are carried out in accordance with our defined approach, Forus Training has the following expectations of learners, trainers and staff.

Learners play a key role in their own learning and success and Forus Training expresses to learners before and after arrival its expectations with regard to their responsibilities, behaviour and attitude throughout their programmes of study, as outlined below.

Learners are expected to:

- Actively participate in and reflect upon their own learning and share responsibility for their progress and outcomes,
- Strive to become independent learners,
- Behave in a way that allows them and others to learn - listen when requested; allow others to speak and support them in expressing their views and ideas,
- Demonstrate diligence, enthusiasm and a genuine interest in their studies,
- Attend all classes and obtain authorisation in advance for any planned absence,
- Arrive on time for lessons and other events associated with their studies, and bring with them any requested materials and equipment,
- Ensure that they have access to learning resources they are responsible for sourcing,
- Complete assessments themselves, on time and to the best of their ability,
- Undertake class tests conscientiously,
- Prepare for examinations and assessments to the best of their ability,
- Adhere to all internal and external regulations regarding conduct in examinations,
- Be co-operative and willing to participate in different approaches to teaching and learning,
- Be prepared to study additional modules as required,
- Interact with fellow learners, trainers and staff to promote collective learning,
- Provide feedback on their learning experiences by completing learner surveys,
- Treat learning resources, facilities and materials belonging to Forus Training with respect,
- Respect the diversity of cultures and backgrounds of fellow learners, trainers and staff,
- Show courtesy and consideration to fellow learners, trainers and staff.

For information on learner conduct and disciplinary procedures, please refer to P2 S2 C3 Learner Code of Conduct.

FORUS TRAINING EXPECTATIONS OF LEARNERS, TRAINERS AND STAFF

Trainers are informed that they are expected to:

- Understand and uphold teaching and learning values and Forus Training key teaching and learning visions, principles and approach,
- Be familiar with all organisational policies and procedures and apply them fairly and consistently,
- Follow and up hold the Trainer Code of Conduct,
- Be helpful, approachable and supportive, and investigate and understand learner needs,
- Model the behaviour that they expect from their learners,

- Treat all learners in a manner that reflects the independent and responsible learners they are supporting them to become,
- Be informed about the learners they teach, understand their goals and work with them to set challenging learning targets,
- Ensure that their subject and curriculum knowledge is up to date and that they keep abreast of key developments in the Irish further education and training sector,
- Create and update schemes of work and plan their lessons to meet the varying needs and backgrounds of their learners,
- Prepare and arrive on time for all of scheduled classes,
- Clearly communicate and define to the learners the intended learning outcomes for each lesson
- Support learners' development of language, communication, learning and enquiry skills,
- Build learners' confidence and ability to engage actively in their learning through varied teaching and learning practices, listening to their ideas and positively affirming their contributions,
- Differentiate as appropriate in terms of support given to individual learners working towards common learning objectives. Mark work and provide constructive feedback in accordance with relevant assessment policies and procedures,
- Promote independent learning, learners' responsibilities within the learning process, and learner self-reflection and progress monitoring,
- Participate in CPD and peer support activities and share best practice with colleagues,
- Be positive and supportive in their attitude to fellow members of staff,
- Be vigilant and report any academic concerns to the Course Coordinator.

ROLES AND RESPONSIBILITIES

It is the responsibility of everyone involved in the Forus Training teaching and learning processes to read, understand and implement this policy.

At a strategic level, the teaching and learning policy is governed by the Quality Assurance and Academic Governance Council (QAAGC).

7. CONTACT INFORMATION

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Amendment History			
Amendment summary sheet			
Revision	**Date**	**Amendment summary**	**Training Requirements**
002	01/06/2022	This policy extends to Blended Learning courses. Learners undertaking programmes through blended learning will not be disadvantaged.	