Quality Assurance System

PL08 - Policy on Teaching and Learning

Rev 1.0

Policy on
Teaching and Learning

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	1.0	New Document

Teaching and Learning

1.1   Teaching and Learning Policy

We aim to create a learning environment that supports and facilitates the personal and professional development of our Learners. We seek to provide a positive, empowering, inclusive and mutually respectful learning environment that enables Learners to achieve the best possible outcomes and add value to their work. The methodologies we use are cognisant of the range of learning styles of the Learners. We adopt a Learner-centred approach to teaching and learning and a focus of the Programme content and assessment strategies is to empower the Learners to take responsibility for their own learning based on sound principles of adult learning. We identify the diverse needs of Learners at the application, registration and induction stages and we address each request for reasonable accommodation of a case-by-case basis. We have a procedure in place for facilitating diversity and providing reasonable accommodation.

1.2   Teaching and Learning Strategy

The teaching and skills expertise and the quality of the teaching and learning facilities required for each Programme, the modes of teaching and learning and the assessment strategies appropriate to the Programme context and objectives is considered and addressed at design stage by the Programme Design and Development Team. The Programme Design and Development Team decides on the delivery methodologies based on the needs and profile of the Learners together with the themes and content of the units/modules that make up the Programme. The methodologies used are inclusive of the range of learning styles of the Learners. The teaching and learning strategies for each Programme are set out clearly in the Programme Specification and samples of teaching and learning activities are provided

1.3   Assessment Strategies

All aspects of assessment are considered, and comprehensive assessment guidelines and instruments are produced by the Programme Design and Development Team at the Programme design stage. If the Programme leads to an award on the NFQ, assessment is based on the validated Programme. The guidelines contain a standard set of procedures, assignment briefs, marking schemes, assessment schedules. All of this detail in set out clearly in the Programme Specification and Modular Assessment Plan (MAP).

1.3.1   Formative Assessment

Trainers use formative assessment on an ongoing basis throughout Programmes to monitor learning, to engage and motivate the Learners and to monitor their own performance. The formative assessment strategy for each Programme is designed by the Programme Design and Development team at the assessment design stage and the strategy is detailed in the Programme Specification. Formative assessment helps to develop a Learner's understanding of their own strengths, weaknesses and gaps in knowledge/skills and improve their learning. It also helps Trainers to improve their own performance

1.3.2   Summative Assessment

Summative assessment is generally used for certification purposes and is based on the cumulative learning experience that takes place. Assessment undertaken for the purpose of achieving QQI certification is summative assessment. Summative assessment instruments are designed by the Programme Design and Development team, based on the award specification (if applicable) and validated Programme and are discussed at the pre-Programme briefing.

1.4 Analysis of Learner Participation, Attendance and Responses

Our Trainers analyse these and gain knowledge about the Learner's current knowledge, attitudes, and skills about the subject matter, strengths, weaknesses, and learning styles, the need for further, or special, assistance. The analysis of Learners' classroom work allows Trainers to modify their instruction to ensure and/or enhance its effectiveness.

1.5 Attendance

We expect Learners to attend on time for 100% of the scheduled contact hours to help ensure a successful outcome for them. Learners who arrive to class more than 15 minutes late or leave class more than 15 minutes early are recorded as absent. We set out clearly the hours of self-directed learning that a Learner is expected to invest in the Programme in the Learner Handbook and at induction. Learners sign an attendance register for each class and the register is maintained by the Trainer throughout the Programme. If a Learner fails to attend, the Trainer alerts the RTC Manager who contacts the employer and discusses the reasons for absence. We ask Learners to notify the RTC by email on the first and each subsequent period of absence.

The RTC Manager monitors the attendance figures on an ongoing basis and details are presented at the Centre's Management and Technical Committee meetings and are also submitted to the Programme Coordinator. In addition, collated results are presented at each sectoral Training Group meeting. Attendance figures are presented to the funding bodies on an ongoing basis and in accordance with an agreed reporting schedule. Annual returns are compiled for end of year reports Our Trainers analyse these and gain knowledge about the Learners' current knowledge, attitudes, and skills about the subject matter, strengths, weaknesses, and learning styles, the need for further, or special, assistance. The analysis of Learners' classroom work allows Trainers to modify their instruction to ensure and/or enhance its effectiveness.

1.6 Blended Learning Strategy

LASNTG intends to incorporate elements of blending learning into some of our Programmes where there is evidence that this is the most effective way to support Learners in achieving the learning outcomes and will develop blended learning materials and select appropriate media accordingly. Our blended learning Programmes will include a combination of face-to-face tuition and online access to a virtual learning environment (VLE) via a Learner login on the LASNTG website. The VLE will also contain tools to support virtual and online activities to support formative and summative assessment.

1.6.1 Staffing
The Programme Coordinator will;

- be responsible for the LASNTG blended learning strategy.
- possess the academic, technical and professional expertise appropriate to blended learning and
- provide technical support to Trainers and Learners
- support the Programme Design and Development Team in the development of blended learning materials
- review all eLearning materials before they are made available on the eLearning platform
- be responsible for communicating with Trainers and Learners about blended learning
- monitor the value of blended learning to the Learners

Trainers involved in the delivery of blended learning Programmes, in addition to the requirements set out in the statement of required qualifications for the Programme, must have the appropriate competencies required to deliver Programmes which involve blended learning elements and understand the pedagogical differences of working within a virtual learning environment.

1.7 Infrastructure and Resources

The Programme Coordinator is responsible for ensuring that the infrastructure and resources required to support good quality blended learning are understood, planned and provided for, monitored and evaluated. When planning for blended learning elements of Programmes the additional costs associated with IT support; developing and updating learning resources; induction, training and support for staff and Learners will be provided for.