

**Teaching and Learning
 Policy & Procedure**

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Approved By: Academic Committee
 QA Committee

Date: 29/06/2021

Approved By: Tony O' Brien
 CEO

Date: 22/09/2021

This policy pertains to **Northridge House Education and Research Centre at St Luke's Cork**, hereafter referred to as **the Centre**.

Purpose of Policy

This policy establishes our commitment to a consistent and *responsive* environment for both teaching and learning. This commitment requires that improvements can not only be accurately identified, but also implemented where appropriate in real-time.

Scope

This policy applies to:

- **All staff** including tutors contracted to deliver the programmes

Policy Statement

Teaching & Learning Strategy

The Centre is committed to

- Creating a positive educational experience for students and tutors
- Embracing the diversity within the student cohort
- Fostering an open culture which values critical reflection and constructive feedback
- Supporting the personal and professional growth of both students and tutors
- The application of a diversity of teaching practices and methodologies, meeting the needs of a wide range of students with a variety of abilities and competencies
- Facilitating teaching and learning through the provision of supports.

Adult Learning Theories Underpinning Programme Delivery

Teaching and Learning follows Knowles Adult Learning Theory¹ and Mezirow's² Transformative Learning approaches.

¹ Knowles M. *Self-directed learning: A guide for learners and teachers* New York: The Adult Education Company; 1975.

² Mezirow, J. (1981) 'A critical theory of adult learning and education', *Adult Education Quarterly*, 32(3):3-24

Adult learning theory is defined by andragogy and self-directed learning principles. Andragogy is the art and science of helping adults learn and self-directed learning is a process in which the locus of control in learning lies with the adult learner. The theory encourages learners to actively participate in the learning experience and directs selection of teaching methods that promote experiential learning.

Transformative Learning is defined as a way in which learners interpret and reinterpret their experience and is central to making meaning and learning. Transformative learning is the idea that learners who are getting new information are also evaluating their ideas and understanding, and are shifting their worldview and learning through critical reflection. It goes beyond simply acquiring knowledge, and dives into the way that learners find meaning in their lives and understanding.

Transformative learning underpins the delivery of education and accommodates students returning to education.

- Through reflection on the past, present and future
- Using problem solving and critical thinking and experiential creative actions
- Supported by supervisors/mentors in workplace practice and assessed accordingly
- Written reflections are assessed along with self development and transformation of thinking on and about practice

Teaching & Learning Approach

In order to realise the Centres commitments, the Centre has an on-going monitoring system in place. This system identifies areas for change and prompts incremental improvements to the programme over time.

The Centre conducts a comprehensive review with tutors and students at the end of each programme and review all programmes delivered collectively on an annual basis.

Monitoring Visit to various course sessions by Director of Education takes place, announced and unannounced to review standard being provided by tutor and reviewed in QQI Programme Visit- Course Monitoring Form F34. See Appendix 1

The Centre actively encourages, seeks, and considers feedback from Students, Tutors, host placements, and other relevant stakeholders at regular interval. The Centre monitors programmes, programme materials, student supports, tutor performance, the learning environment and the quality of the learning experience on an ongoing basis to ensure continued relevance and high standards and to capture recommendations for improvements.

The Centre supports and fosters the importance of delivering programmes through a combination of appropriate and fit for purpose teaching methods. A variety of learning methods are utilised including workshops, creative learning, mentoring, case studies, group

work, problem-based learning, learners logs and presentations. To this end the Centre supports Tutors to undertake continuing professional development annually.

The Centre is committed to having a comprehensive support and resources system in place which facilitates effective learning, helps to create supportive learning environment, and helps our students to achieve their learning objectives.

The Centre supports a person's right to make a complaint relating to any aspect of the Centres programmes, services and/or supports and has clear procedures in place for dealing with complaints.

The Centre is committed to equality of access and attainment among Learners and actively seek to promote equality and avoid discrimination.

The Centre aims to provide training which is suitable to all Learners including those individuals or groups with additional or diverse needs to enable them to successfully participate in our courses insofar as this is possible.

The Centre ensures that Learners requiring a work experience placement are placed in a suitable setting that have the necessary supports and structures in place to facilitate clinical teaching and learning.

The Centre internally monitors and evaluates the quality of teaching, assessment and learning primarily by accessing data collected from module reviews, annual programme reviews, student surveys and reports on completion, retention, and progression rates. The Centre reviews this data for trends and themes and highlight areas which will be the focus for improvement.

Roles and Responsibilities

- The Academic Committee has overall responsibility for ensuring a quality teaching and learning environment.
- The DOE is responsible for implementing this policy

Monitoring and Review

This Policy will be reviewed every 3 years or more frequently as needed

Appendix 1

QOI Programme Visit- Course Monitoring Form F34

Name of QOI Programme and Level:

Venue:

Dates of Programme:

Date of Monitoring Visit:

Monitor/Assessor:

1. Is the Tutor creating an inclusive atmosphere and environment where the transfer of learning is being well facilitated?

Yes _____ No _____

Additional Comment _____

2. Is the training being delivered in line with course objectives (Learning Outcomes) and highlighting relevant assessment areas, as necessary?

Yes _____ No _____

Additional Comment _____

3. In terms of the practical skills element of the training, are learners being allowed the opportunity to practice the relevant skill(s) to a level that is needed to achieve competence?

Yes _____ No _____ NA _____

Additional

Comment _____

4. Are learners afforded the opportunity to ask questions so that key learning points are better clarified by the Tutor?

Yes _____ No _____

Additional Comment:

5. Is the Tutor directing the group so that progress is being made at an effective pace, generally?

Yes _____ No _____

Additional Comment:

6. Is the Tutor conducting the training so that the learner is put at ease and well supported, while at the same time retaining a high standard in terms of quality of delivery?

Yes _____ No _____

Additional Comment:

7. Does the Tutor possess the required level of knowledge and coaching skill to guide learners through the theoretical and practical elements of the training to a high standard?

Yes _____ No _____

Additional Comment _____



8. Overall, is the Tutor adopting a fair and consistent approach to the teaching and assessment of learners, based on the evidence of this visit?

Yes _____ No _____

Further Comment:

Signature of Tutor: _____

Name of Tutor: _____

Additional Monitoring Notes
