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1. PURPOSE

This policy recognises the essential role of high-quality teaching and learning at Crystal Lean Solutions (CLS). CLS continues to develop and expand our teaching and learning strategies to optimise the educational experiences of our adult learner population. This policy outlines CLS’s leadership commitment to teaching and learning and leading the enhancement of teaching and learning, in partnership with learners, in an inclusive collaborative culture, enabling our vision of *“Delivering Excellence Together”*.

2. SCOPE

The scope of this policy includes:


- Profile of learners that Crystal Lean Solutions support during the learning experience
- Programmes descriptions offered by Crystal Lean Solutions
- A learner centered focus programme design
- Embracing diversity with innovative learning opportunities
- Effective delivery of the programme content to maximise the learning experience
- Describe the professional code of conduct aligned with CLS values
- Monitor and evaluate effectiveness of learning outcome and experience

Excluded from the policy is the application of blended learning, which is currently out of scope for Crystal Lean Solutions.

3. RESPONSIBILITIES

It is the responsibility of CLS Management and each CLS Process Owner to ensure all processes are managed in accordance with this policy.

- Programme Development Process: Design Programmes to meet this policy requirements per SOP-53 Programme Development Process
- Document Control: Collect learning feedback questionnaires and provides input into the SOP-6 Self-Evaluation, Management Review and Continuous Improvement process
- Academic Process: Reviews the performance of teaching and learning which are aligned with this policy per SOP-6 Self-Evaluation, Management Review and Continuous Improvement
- CLS staff: Ensure compliance within their respective roles to this policy

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Document Number	Document Title
MAN-54	Quality Manual
SOP-53	Programme Development Process
SOP-26	Learner Assessment Process
SOP-60	Learner Enrolment and Support Process
SOP-7	Staff Recruitment Procedure
SOP-5	Employee Development Training
SOP-4	Governance Process
SOP-6	Self-Evaluation, Management Review and Continuous Improvement

Table 1 QA System Supporting Documents

Table 1 highlights the key areas within the QA system which directly support this Teaching and Learning Policy. This demonstrates the pivotal role of the Teaching and Learning Policy with respect to the management, delivery, and assessment (where relevant) of programmes.

4. PROGRAMME RANGE


CLS presently offers programmes categorized into the following subject areas:

1. Lean Six Sigma Programmes
2. Continual Process Improvement
3. Project & Programme Management
4. Quality Management
5. Leadership & Personal Development
6. Train the Trainer

CLS's programmes are of short duration, varying from a half day to seven days. All programmes are trainer led.

5. LEARNER PROFILE

CLS learners are adult learners who have already embarked on their working careers and have gained valuable experience in their respective industries. The majority of learners are in full time employment at the time they begin their chosen CLS programmes. CLS is located at Fanningstown, Crecora, Co. Limerick and all administration and management functions are located onsite.

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Unlike many other higher education providers, CLS does not provide centre-based delivery at its location in Limerick. It offers two types of delivery options, as follows:

- Public Programmes are delivered at central locations, typically hotel venues across Ireland.
- In-house Programmes are tailored for a particular organisation and generally cater for four to fifteen learners. Such programmes are usually delivered at the company’s own training facilities.

6. TEACHING AND POLICY


6.1 Policy

Effective teaching and learning are a vital part of this process. CLS seeks not only to facilitate learner’s acquirement of the knowledge and skills needed to progress their own future careers, but also to guide learners towards recognising their own competencies and aptitudes and to develop confidence in their own abilities to progress their own learning, aligning to our Vision Statement of *“Delivering Excellence Together”*

CLS Management is committed to providing a learner centred approach to teaching and learning, which plays an important role in stimulating learners’ motivation, self-reflection, and engagement in the learning process.

CLS Management through this policy commit to:

- The provision of a teaching and learning experience which is practical, learner oriented, well researched and industry informed. The organisation distinctive learner profile (experienced, working adult learners) is fundamental to the methods adopted in teaching and learning practices across all programmes.
- The provision of appropriate and fit-for purpose teaching methods. The learning outcomes of all programmes are subsequently enhanced by exposing the learner to a variety of pedagogies. A variety of learning methods are utilised including workshops, creative learning, mentoring, case studies, group work, problem-based learning, reflective diaries, action plans and presentations.
- Develop the capability of trainers to provide innovative teaching and learning approaches to maximise the opportunity for effective learning
- Support diversity within learners during the design and delivery of programmes to maximize the opportunity for effective learning.
- Provide a learning environment that is conducive to enable learning to take place.
- Set targets for improvement based on evidence, including learner evidence and best practice and relentlessly strive to monitor and deliver targets through a continuous improvement culture.

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6.2 Programme Design

At the heart of CLS is the Learner. Programmes are designed per **SOP-53 Programme Development Process**, using Gagne Nine Events of Instruction, which is outlined in Figure 1. This process includes opening a programme effectively, clarifying the learner objectives and outcomes, trainer present content, trainer demonstrates content, learner practices content, trainer provides feedback and the assessment the learners knowledge transfer on completion of the programme.



Figure 1 Gagne Nine Events of Instruction

Within the Gagne Nine Events of Instruction programme design process, the Learner is central to the design process. The programme developer considers all learning styles that are identified in the Honey and Mumford Learning Styles, which are outlined in Figure 2 and are described as follows:

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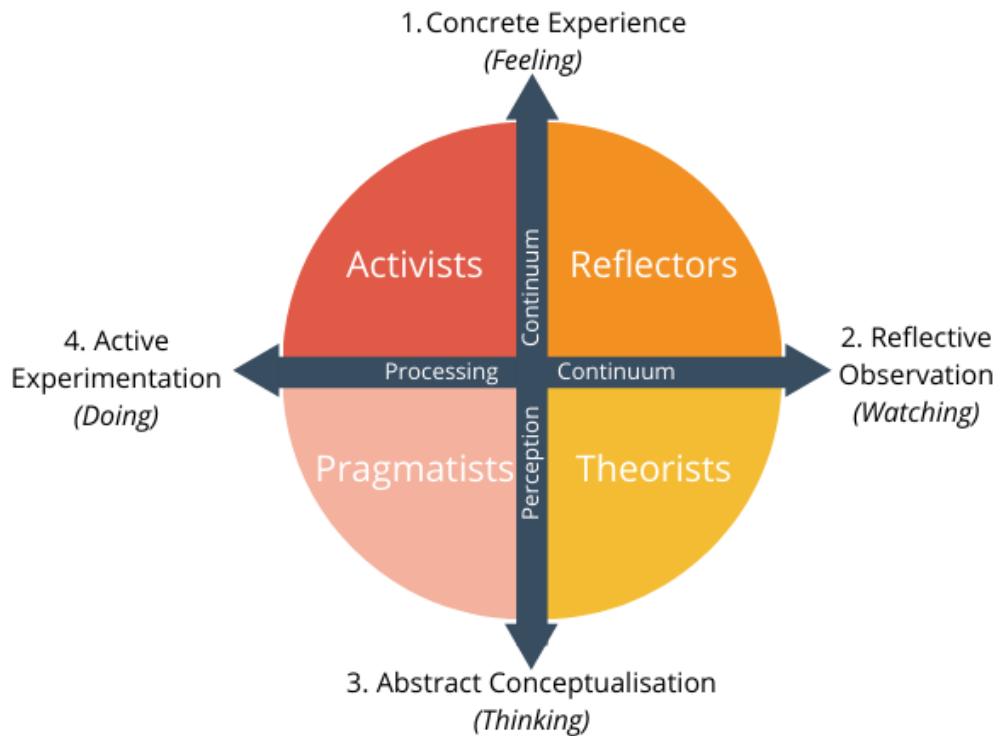


Figure 2 Honey and Mumford Learning Styles


Activists

Activists are people who learn best by doing. They like to get their hands dirty and are enthusiastic about being thrown in at the deep end and trying new things. They love to tackle problems using brainstorming sessions with others to figure things out. They are more than happy to lead these sessions. When their enthusiasm for an experience begins to wane, they immediately start to look for the next challenge.

Activists learn best when:	Theorists learn least when:
<ul style="list-style-type: none"> • Thrown in at the deep end. • Working with others. • Trying new experiences 	<ul style="list-style-type: none"> • Activists learn least well when: • Reading or thinking about a problem on their own. • Listening to lectures.

Activities suited to activists:

- Brainstorming.
- Group discussion.
- Roleplay.

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- Hands-on problem-solving.

Theorist

Theorists are people who learn best by understanding the theory behind why something is the way it is. They need models, concepts, and facts to be able to learn effectively.

They enjoy analysing and assimilating information to form their own theories. They value logic and rational thinking.

What they are learning must have a logical purpose for them to engage with it. They like to be able to ask questions so that they can form their own opinions.

Theorists learn best when:	Theorists learn least when:
<ul style="list-style-type: none"> • There is a theory or logical model behind everything that they learn. • They can ask questions. • They can see the purpose behind everything they learn. 	<ul style="list-style-type: none"> • Conclusions are ambiguous. • Feelings and emotions are involved. • Asked to jump in at the deep end without understanding the underlying theory.

Activities suited to theorists:

- Models.
- Facts and figures.
- Quotes.
- Applying a theory.
- Storytelling.

Pragmatist


Pragmatists learn best when they can see how what they are learning can be put into practice in the real world.

They like to take a new idea they have learned and immediately try to put it into practice.

They want to seek out new ways to use what they have learned in practice.

They are practical, down-to-earth types who like to get on and get things done.


Pragmatists learn best when:	Pragmatists learn least when:
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<ul style="list-style-type: none"> • They can see the connection between what they are learning and its use in practice. • What they are learning is practically superior to their current way of doing things. • They can get feedback on how they are doing from an expert. • There is a practical example they can copy or build on. 	<ul style="list-style-type: none"> • They can't see a practical application for what they are learning.
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Activities suited to pragmatists:

- Case studies.
- Problem-solving.
- Discussing how to translate theory into practice.

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Reflector

Reflectors are people who learn best when they can observe others and think about what they have just observed. They avoid jumping straight in and prefer to watch first. They like to collect data from many sources and perspectives, then think about it thoroughly before reaching any conclusion. They are cautious and like to consider all the angles before committing to action.

Reflectors learn best when:	Pragmatists learn least when:
<ul style="list-style-type: none"> • Given time to think before they have to take action. • Given time to investigate before they have to take action. 	<ul style="list-style-type: none"> • Aggressive deadlines rush them. • They have to do things without having adequate time to prepare. • Forced to take the lead in a group situation.

Activities suited to reflectors:


- Observing others perform activities.
- Paired discussions.
- Receiving feedback from others.
- Coaching.

For more details, click <https://expertprogrammanagement.com/2020/10/honey-and-mumford/>

Learners also prefer different communication styles. CLS programmes are designed to also include the ways in which people like information to come to them and the way(s) in which they prefer to deliver what they have learned. When designing a programme, the design takes into consideration VARK, which is part of a learning style. VARK styles include:

- Visual learning (pictures, movies, diagrams)
- Auditory learning (music, discussion, lectures)
- Reading and writing (making lists, reading textbooks, taking notes)
- Kinaesthetic learning (movement, experiments, hands-on activities)

SO-53 Programme Development Process includes details on the design of programmes, aligned with this approach, to maximise opportunity of learning for the Learner. Programmes include Lesson Plans that outline a consistent approach between trainers to deliver consistently and effectively.

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6.3 Supporting Diversity during Programme Design

CLS strives to facilitate diversity during programme design as described in section 6.1. During the design phase, the programme design can facilitate diversity with the following:

- Provision of one-to-one mentoring
- Design of a buddy system for learners to support each other
- Include many different types of learning options within the design, applying Honey and Mumford examples in section 6.2.

7. LEARNING ENVIRONMENT


7.1 Learning Environment

Programmes are delivered at public locations (subject to demand) or at onsite training facilities in the case of in-house programmes. The objective is to provide a high-quality environment for learners and to avail of all learning support tools relevant and available for specific programmes.

As regards public programme delivery, facilities include high specification conference rooms with state-of-the-art support technology including high speed Wi-Fi. SOP-60 Learner Enrolment and Support Process includes an assessment of the training venue per FOR-72 Venue Assessment Form.

For client organised training facilities, CLS requests that client complete FOR-72 Venue Assessment Form. Although this cannot always be fully adhered to at onsite training facilities, client point of contact is made aware of the requirements and informed of the importance of such. The venue assessment includes items such as:

- Health & Safety
- Room layout and equipment
- Learning environment considerations (air condition, water, light, access to fresh air, breakout space, access to work area etc.)
- Special requirements
- Security
- Technology
- Programme displays

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7.2 Supporting Diversity in the Learning Environment

CLS strives to facilitate diversity during programme delivery, both during design phase and during programme delivery as described in section 6.1. During the programme delivery phase, once identified, there are three levels of intervention

Universal Support – For all students

Targeted Support – For groups of students at moderate levels of risk or need

Individual Support – intensive intervention at extremely high levels of risk or need

Examples of diversity that can be facilitated, which is managed via SOP-60 Learner Enrollment and Support Process, as follows:

- Universal Support – For learners where English is not their first language, an interpreter can be hired to support programme delivery
- Targeted Support – For groups of students that may be new to working life, tutorials can be organized to support these groups of learners
- Individual Support: For hard of hearing learners, a sign language expert can be hired

8. PROGRAMME DELIVERY

8.1 Values and Behaviours

CLS ensures that all employees represent the values and behaviours of the company which are fully aligned with the company Vision statement. CLS values include:

Safety and Wellbeing, through a **collaborative** and **supportive** working environment, where the act of receiving starts with **giving back**.


Respect and Empathy towards **ourselves**, our **clients** and our **team** will enhance **understanding**, promote **trust**, and make us stronger as a unit.

Delight our Customers, both internal and external, by taking a walk in their shoes and relentlessly delivering **value** through an **exceptional** customer experience.

Relentless Pursuit of Excellence through **continuous improvement**, **innovation**, proactively seeking and providing **constructive feedback**, with a dedication to **learning** about ourselves, our customer, our team, our processes, and our company.

Deliver on Commitments through a **humble**, yet **confident**, **positive attitude**.

We are a team

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8.2 Diversity Policy

CLS's commitment to respecting gender equality, diversity and inclusion is outlined as follows.

“CLS is committed to respecting gender equality, diversity, and inclusion for the benefit of all its learners and employees. We welcome and promote diversity and we encourage our employees to embrace the values of diversity, inclusion, and equality. CLS will treat all individuals fairly and equally and in line with our values no less favourable, specific to their needs, in areas of race, class, gender disability, religion or believe, marital status, family status, sexual orientation and age”.

8.3 Expected Behaviours of Trainers and Learners

To ensure that everyone involved in the delivery of training feels fully respected and valued as an individual, trainers commit to represent, always, the values of the business outlined in section 9.1 and the diversity policy within section 8.2.

The same values, behaviours and respect for diversity is equally expected of Learners within the Learning process with all individuals involved, both fellow Learners and Trainers. This code of conduct is outlined in the Learner Manual MAN-77.

9. QUALIFICATIONS AND EXPERIENCE OF TRAINERS


9.1 Recruitment of Trainers

CLS recruit's employees to support the Learner journey to ensure that they are always fully aligned with the CLS commitment to quality. Trainers are hired based on (a) behaviours that are align with CLS values in section 8.1 (b) subject matter expertise of programme categorise outlined in section 4, through the following policy and procedure.

- POL-8 Staff Recruitment Policy
- SOP-7 Staff Recruitment Procedure which includes details of trainer specific requirements

All trainers are experts in their field with many years industry experience.

9.2 Development of Trainers


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As part of CLS commitment to continuous improvement, continuous development of trainers is managed via SOP-5 Employee Development Training. This includes individual training and development opportunities, based on programme feedback and future requirements. As a result, trainers are continuously incorporating new learning approaches into the delivery process and are continuously researching new programme content to enhance current programme designs.

10. ONGOING MONITORING & SELF EVALUATION OF PROGRAMMES

All monitoring and self-evaluation activity is expected to identify areas for improvement and innovation which is managed via SOP-6 Self-Evaluation, Management Review and Continuous Improvement. This procedure includes:



1. Ongoing monitoring drawing on information from a variety of sources through appropriate monitoring mechanisms.
2. Feedback and information collected informs a review by the academic process. For example, feedback relating to programme content may be reviewed by the programme delivery team in the first instance and then by the Academic Process team.
3. Actions required from a review of the data are recorded and communicated to the relevant process team to determine the necessary action required (e.g., corrective action, QA update, programme update etc.).
4. Actions are collated by the different processes and input into a presentation by Document Control. The Quality Manager is responsible for monitoring the implementation of the improvement plan.

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11. REVISION HISTORY

Revision #	Reason for Revision
1	Original Version

12. DOCUMENT APPROVALS

Role	Name	Signature and Date
Author	Maria Ryan	 24/02/2022
Approver	Christy Murphy	 24/02/2022