	Document Title	**Teaching & Learning Policy**		
	Doc. Number	TRA-POL-017	Doc. Owner	Head of Training and Development
	Author	Angela Byrne	Revision	Rev. 04
	Reviewed by	Angela Byrne	Approved by	John Kelly
	Next Review Date	04/12/2026	Approved Date	04/12/2025

1. Policy Statement

At Shorcontrol Safety we are committed to the continuous delivery of a positive learning experience for all our learners. We pride ourselves on delivering continuous customer satisfaction to enhance the learning experience, to retain customers and recurring business. This commitment is monitored on an ongoing basis to ensure compliance and improvement of our teaching and learning services.

We are furthermore committed to providing our learners with a range of adequate supports so that we may enable them to succeed in all aspects of learning. Effective teaching and learning are a vital part of this process. We seek to not only facilitate the learner's acquisition of knowledge and skills needed but also to guide them towards recognising their own competencies and aptitudes so they may develop confidence in their own abilities.

The principles set out in our Code of Conducts & Ethics Policy, Equality, Diversity & Inclusion Policy, and Data Privacy & Protection Policy are foundational and inherent in the development and application to the contents of this policy.

2. Purpose

The purpose of this document is to provide a framework to ensure the quality of the learning experience offered by Shorcontrol Safety. This policy is consistent with, and designed to support our Mission, Vision, and Values, by ensuring the provision of quality educational programmes that support the achievement of learner outcomes and enable access, educational opportunities, and progression for a diverse learner population.

3. Scope

The scope of this policy applies to all processes directly and indirectly linked to Teaching and Learning at Shorcontrol Safety, as it is the core of our company's purpose. The application and implementation of this policy is mandatory to all personnel engaged with Teaching & Learning including those who work directly for and on behalf of Shorcontrol Safety.

The key regulatory requirements relevant to this policy are:

- The National Framework of Qualifications
- The Framework for Qualifications of the European Higher Education area
- Code of Professional conduct for Tutors
- Quality & Qualifications Ireland (QQI) Core & Sector Specific QA Guidelines.

4. Definitions

Term	Definition
Teaching	Process of sharing knowledge and experience, provision of stimulus to the psychological and intellectual growth of a person, attending to people's needs, experiences and feelings, making specific interventions to help them learn.
Learning	The process of acquiring new knowledge, skills, understanding, behaviour, skills, values, attitudes and preferences through study, experience or being taught.

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Learning Styles VARK	• **Visual;** Learn through sight. Observes things, Connects well with images, pictures, objects, and other visual aids. • **Auditory;** Learn through sound connection. Listens, Participates in discussions and debates. • **Read/Write;** Learn through written words both reading and writing. Takes notes, Reads, Enjoys Research and Assignments. • **Kinaesthetic;** Learn through action/ physical activity. Needs Practical experiments or tasks, learn by actually doing.
Pedagogy	The theory and practise of learning, and how the learning process influences and is influenced by the social, political, and psychological development of learners. Academically it is the study of how knowledge and skills are imparted in an educational context and considers the interactions that take place during learning.
Assessment	Tools used to measure a learner's ability to comprehend, understand and/or retain knowledge pertaining to a courses subject-matter. Approaches include exams, tests, quiz, practical exercise, or other method determined by tutor as applicable to course.

5. General Policy Guidelines
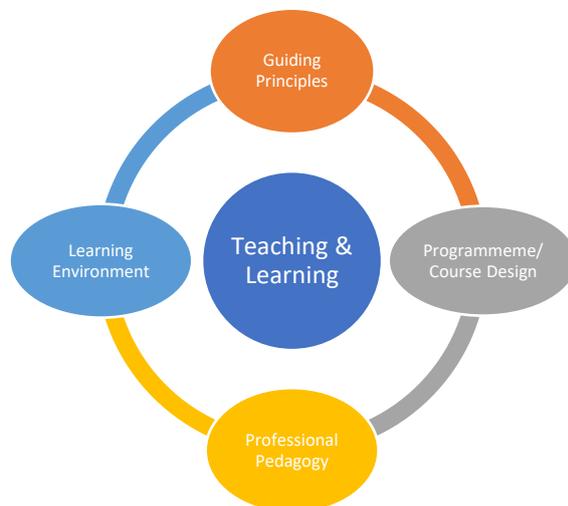
5.1 Promoting learning and enquiry.

At Shorcontrol Safety we operate within a diverse environment, specifically working in industries with learners coming from different educational, cultural, and socio-economic backgrounds. We promote an inclusive learning culture that can tend to the needs and support the diversity of learners attending courses held. We always strive to enhance flexible learning pathways, pedagogical methods, and a range of delivery modes in order to support a diverse learning population. We furthermore seek to encourage and facilitate all learners with a training experience that:

- Transfers skills to the workplace.

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- Provides real skills for the real world.

- Enables an enjoyable learning experience.

- Boosts business performance and

- Unlocks potential.

As outlined in our Staff Recruitment & Development Procedure (GEN-PRO-007) "…it is our mission to enable our staff and tutors to thrive in their employment, and so we are committed to reaching and recruiting people from a broad talent pool and to open up career opportunities to all in order to enable their full potential."

In applying this, we seek to ensure that all academic staff and tutors are:

- Appropriately qualified, experienced, and competent for the roles they are required to fill.

- Actively engaged with their professional and disciplinary communities.

- Enabled to keep up to date with advances and research in their professions and areas of expertise.

- Supporting an inclusive approach to teaching, learning and assessment.

We are continuously working to promote a relationship of mutual respect in the learner teacher relationship. We also promote a capacity for learning autonomy on the learners' part, for the duration of their training and education with Shorcontrol Safety, including progression and advancement, while providing support and guidance to enable them to achieve the required learning outcomes effectively.

5.1.1 Pre-course Considerations

- Shorcontrol Safety assesses and ensures that appropriate learning facilities and resources are in place for all our training programmes offered.

- Appropriate learning facilities, resources and equipment will be maintained to be in good condition.

- The size of the room is large enough to comfortably accommodate the allotted number of individuals that may be in the room at any one time.

- The layout of desks, tables, multimedia equipment, etc. is appropriate for each course which will be facilitated in the room.

- The lighting, temperature, noise, and other comfort related factors are appropriate for each course which will be facilitated in the room.

- Equipment used as part of the training programme is assessed and provided by Shorcontrol Safety to ensure that it possesses the correct fit, function, safety needs, and purpose of equipment required to aid in a delegate's learning.

- Appropriate divides of theory and practical sessions are in place to ensure the learning process is achieved. The designer of the programme needs to follow the learning outcomes which will determine the time and balance of theory and practical sessions.

- Learning outcome from programme standards may need a balance of presentation, group work, skill demonstrations, blended learning, direct learning, and practical work. This should be designed into the course to meet the delegate's learning achievement.

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- Clear guidelines for direct learning assignments will be given to delegates as required by the assessment protocol.

- Shorcontrol Safety, when reasonably practicable, modify standard arrangements to meet the needs of individual learners in accordance with Shorcontrol Safety's Dignity, Equality and Non-Discrimination Policy.

- Shorcontrol Safety ensures that all health and safety need of its learners, clients, tutors, visitors, and staff are thoroughly met while at Shorcontrol Safety's facilities and during the delivery of a programme or course.

- All relevant health and safety needs will be communicated prior to the commencement of a course or programme (fire exits, rally points, emergency protocols etc.)

- The room's health and safety functions are in-line with Shorcontrol Safety's *Safety Management System* policies and procedures.

5.1.2 Course Delivery

Shorcontrol Safety recognise that there is no singular method or approach to deliver training and so each course is designed to ensure that all learning styles are catered for where reasonably practicable, and appropriate pedagogic principles are applied in order to facilitate the best learning experience for the different learning styles.
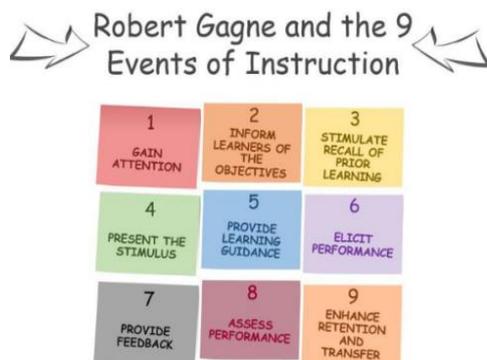
Although there are numerous learning theories and theorists known in the field of education and training, to promote inclusive learning, mutual respect of learner teacher relationship and place emphasis on learner engagement and activities, Shorcontrol Safety aim to apply at its most fundamental level, theorist Robert Gagné's learning theory 'The 9 Levels of Learning' in our course deliveries.

This includes the following 9 levels:

- **Level 1**: Gaining attention of the learner.

  o When learners arrive at their course, their attention may be directed towards other things and so in order for learning to take place their attention must be captured, and interest aroused. There are different approaches to this method such as starting the lesson with a thought-provoking question, providing an interesting visual or sound stimulus, PowerPoint slides, videos, pictures etc.

- **Level 2**: Informing the learner of course objectives.

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- o At the early stage in the lesson, the tutor provides the learner with the list of course learning objectives. This helps initiate the learners internal process of expectancy and helps motivate them to complete the lesson.

- **Level 3**: Stimulating recall of prior learning and knowledge.

  - o Association of new information with prior knowledge and personal experience and getting the learners to think about what they already know can facilitate the learning process. There are different approaches to this method such as asking questions about previous experiences, observations etc.

- **Level 4**: Presenting the new information.

  - o New content and information are presented to the learner here, this content is organised meaningfully, explained, and demonstrated using a variety of media such as PowerPoint slides, videos, pictures etc.

- **Level 5**: Providing learning guidance.

  - o Showing the learner appropriate actions that constitute correct performance. Additional suggestions also used here including example like case studies, graphical representation etc. The aim is to make the stimulus as meaningful as possible so the learner can encode the information in simple terms and for long term retention.

- **Level 6**: Eliciting performance of learners.

  - o Learners are required to practise their new skill and/or behaviour. This allows the learner to confirm their correct understanding of this new skill/ behaviour and the repetition of this increases the likelihood for retention of learning.

- **Level 7**: Providing feedback or reinforcement.

  - o While performing or practising their new skill/ behaviour the learner is observed by the tutor so that immediate feedback and guidance can be provided, and any questions can be answered and clarified.

- **Level 8**: Assessing performance.

  - o Following observation and feedback to learners on learned new skill/behaviour, they must next be able to demonstrate what they have learned without receiving additional coaching or guidance. Tutors are aware that one single performance does not ensure that the learner has reliably stored the new learned skill/behaviour and so additional practise and application may be required.

- **Level 9**: Enhancing retention and transfer.

  - o To enhance retention and transfer of new learned skill/ behaviours it is important that the learner implements these into their daily practise whether in their field of work or otherwise relevant. The repetition of learned concepts is an effective mean of enhancing retention.

5.1.3 Fair and Consistent Assessment

At Shorcontrol Safety we are committed to fair and consistent assessments of learners for both accredited and non-accredited courses and programmes.

- **Designing Assessments**

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- o All programmes are designed with a final assessment, and where relevant, practical exercises incorporated as a means of determining whether the learner can demonstrate that they have become proficient enough in the course or programme's subject matter to pass a minimum criterion of knowledge and understanding.

- o All accredited courses will have a standard format that dictates how the assessments or exercises should be designed and/or implemented. Shorcontrol Safety will follow the format provided by each award's governing body.

- o Assessment material must be consistent and relevant to the course and its subject matter.

- o Assessment material should be designed in a manner which would allow for various tutors to grade the same response by an individual in an identical manner.

- o Multiple choice and right-or-wrong assessments should be incorporated as much as possible.

- o Open answer assessments must have a set of clear criteria for grading provided to the tutor prior and during grading. These criteria must be made available to the learner once the assessment has been graded by the tutor.

- **Fair and Consistent Verification of Assessments**

  - o Assessments graded by third parties must be provided in either multiple choice or right-wrong format.

  - o Assessments whose grading will determine or contribute to deciding whether an individual is awarded an accredited award, must follow criteria provided by the certified body and may only be administered and graded by tutors who have been approved by the certified body to deliver the course and evaluate learner responses.

  - o Shorcontrol Safety will implement robust internal verification procedures which are aimed at applying consistency of assessments across all courses.

  - o Shorcontrol Safety will utilise fair and independent external authentication of assessment activities when practically possible.

  - o Shorcontrol Safety will adhere to a systematic process of having assessments and results of courses internally verified and external authentication by implementing the Approval of Results, Internal Verification and External Authentication procedure.

- **Evaluation, Feedback and Appeals**

  - o Learner and tutor evaluation and feedback are of paramount importance to us. We value the service we provide to learners and therefore, mechanisms to monitor our training programmes and ways to improve our provision are key to ensuring the effectiveness of our offering.

  - o In the event that a learner fails an assessment, the learner must where possible be made aware of the reason for the failing grade or mark on the day that the assessment is submitted by them.

  - o Some courses contain assessments (e.g., project reports) which can be submitted after the course has officially ended; in these instances, the learner must be informed of when they will be made aware of the outcome and reason for the mark, they received by a specific date set out by the tutor prior to the last day of the course.

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- o In circumstances where the learner has failed the assessment, they are entitled to appeal the decision with either the assessor or tutor (if different) on the course provided.

- o Reconciliation will be attempted to the best of the assessor or tutors' ability on that day and outcome of the appeal shall be communicated to the learner.

- o Where the learner does not accept the decision, they may further appeal their assessment result in writing to the Head of Training and Development at Shorcontrol Safety for consideration.

- o Complaints and appeals procedures will be communicated to the learner as required or upon request.

- o Accredited governing bodies will dictate whether a learner must either resit the entire course, part of the course and/or retake the assessment(s). The decision will be made by the accredited course provider unless stated otherwise by the governing body itself.

5.2 Promoting Self-monitoring, evaluation, and improvement.

- At Shorcontrol Safety we are committed to ongoing and progressive evaluation and monitoring of the quality and effectiveness of our teaching and learning activities. All courses are evaluated on an annual basis at a minimum.

- We monitor and evaluate the following key areas at a minimum:
  - o Facilities
  - o Course Content
  - o Course Materials
  - o Course Delivery
  - o Administration Services
  - o Resources
  - o Support Services

- The Head of Training and Development is tasked with continuously monitoring and improving training programmes on an on-going basis. Continuous monitoring includes:
  - o Reviewing learner and tutor feedback forms
  - o Complaints and praise registers
  - o Internal verification
  - o External verification reports
  - o Accredited governing body reports and notices.
  - o All other comments received by the company from delegates, tutors, stakeholders, and company personnel.

- The Head of Training and Development has the discretion of amending, altering, or developing courses on a continuous basis.

- Any and all amendments, alterations or development of courses must adhere to all legislative and accredited governing body processes and requirements.

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- The Head of Training and Development is tasked with producing a report on the company's current and previous year's performance in relation to training programmes:
  - Course materials and content
  - Course delivery method

- The General Manager is tasked with producing a report on the company's current and previous year's performance in relation to training programmes:
  - Location and use of facilities
  - Administration and support services

- The Managing Director is tasked with scheduling and conducting the Annual Review and Evaluation.

- Other members of staff, tutors, and stakeholders may be offered a place in the meeting at the Managing Director's discretion.

- The reports produced by the Head of Training and Development and the General Manager are to be shared with all members of the meeting.

- The meeting is to be conducted with the objective of measuring the company's current performance, as well as deciding what areas of performance can be improved upon.

5.3 National and international effective practise

At Shorcontrol Safety we are constantly working to ensure that our teaching and learning practise is informed by developments in pedagogical practise both nationally and internationally. We are accredited to the following national and international awarding organisations:

Organisation	Description
QQI; Quality and Qualifications Ireland	A national awarding body for further education and training that develops and accredits training courses.
City & Guilds	An educational organisation which develops and accredits training courses.
Solas	An ROI state agency which develops and accredits training courses.
PHECC. **Pre-Hospital Emergency Care Council**	An independent statutory agency with responsibility for developing and monitoring standards for education and training of pre-hospital care courses.
IOSH. **Institution of Occupational Safety & Health**	A global organisation composing of health and safety professionals which develop and accredit training courses.

5.4 Maintaining and developing the learning environment.

At Shorcontrol Safety we recognise the importance of creating, developing, and maintaining a learning environment that supports the achievement of general and specific learning outcomes. During relevant programme/ course design and development stages, we identify learning pathways to address the stated learning outcomes. In order to facilitate the different learning styles of our learners and/or potential learners we employ a range of participatory techniques and interactive tools to ensure and enhance the learning experience. All aspects of the course delivery as outlined previously, inform, and reinforce the

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other and give learners the ability to repeat key learning points and focus on the tools and techniques that suit them best.

5.4.1 Trainer Led Learner Centred

Core to our programme/course delivery is face-to-face contact training, either onsite or offsite, in a venue or via a digital training room, in a live setting. Training group sizes will be kept relatively small with approximately 6 to 12 learners to aid participation. Numbers may fluctuate depending on the circumstances and certain courses may facilitate up to 20 learners where the ratio is determined adequate for delivery e.g., Safe Pass.

We are recognised for our high energy, ability to engage and create a vibrant, dynamic learning environment. Trainer's practice inclusive, participatory learning where learner are encouraged to question, share views and opinions, work together, use reflective thinking and collaborate to reach learning outcomes. Role play, buzz groups, group discussion, among other tools are used to bring learning to life in the environment.

5.4.2 Workplace Scenarios

Many programmes are focused on learners applying the learning to their workplace. There may be a requirement to complete practical project or portfolio as part of their assessment material. These types of assessments are designed to enable the learner to reflect on their learning experiences, draw conclusions and apply their learning to the workplace. This application bridges the gap between the general topic learned in the training environment and the specific employment scenario of the learner.

5.4.3 Training Venues

Many courses can be held onsite at Shorcontrol where facilities are provided for both classroom and practical learning. Other courses are 'in company', usually in industry with training rooms provided or located in a venue identified by the client.

5.4.4 Formative Review and Reflection

Informal assessment forms part of the checks and balances of the learning environment. Activities and assessments are designed to monitor learning and provide ongoing feedback that can assist learners identify their strengths and weaknesses and to target the area where they need to work. It also enable the trainer to self-assess the effectiveness of their own practices.

6. Responsibilities

Employee Title/Classification	Responsibility
Directors, Top Management, Senior Management & Committee Members	To ensure the necessary resources are available within the organisation for the implementation of this policy. To ensure the contents of this policy are implemented effectively. To investigate and act upon any breaches or violations which may arise or be reported in relation to this policy.
Employees/ Staff/ Instructors/ Sub-contractors	To adhere to the requirements set out in this policy. To report any breaches or violation of this policy to top/senior management for investigation and resolution.

7. Enforcement

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Employee Title/Classification	Responsibility
General Manager	Has the discretion of determining the repercussion on the discovery of any member of staff, tutors, managers, visitors, or subcontractor's breach or violation of this policy. Has the discretion of determining the repercussions on the discovery of a manager or assigned responsible personnel's failure to enforce or follow this policy or its procedures.
Managers and Heads of Departments	Has the discretion of determining the repercussions on the discovery of any subordinate or learner's breach or violation of this policy.
Internal Quality Assessor (IQA)	Has the discretion of determining the respective repercussions on the discovery of any tutor/assessor in breach or violation of this policy.

8. Related Information and Documents

Document ID	Title
Policy Statement	• Mission, Vision, & Values • Quality Policy • Dignity Charter • Equality, Diversity & Inclusion
GEN-POL-001	Code of Conduct & Ethics Policy
GEN-POL-003	Equality, Diversity & Inclusion Policy
GEN-PRO-007	Staff Recruitment & Development Procedure
TRA-POL-	Programme Planning, Development and Review Policy
TRA-PRO-015	Programme Development & Approval Procedure
TRA-PRO-003	Recheck, Review & Appeals Procedure
Additional Support	• Code of Conduct for Tutors • Code of Conduct for Learners • Garda Vetting • Requests for additional supports • Individual learning plans • Extension Requests • Tutorial Requests • Learner Complaints & Appeals • RPL Application Form • RPL Appeals Form

9. Policy Review

This policy shall be reviewed when:

- There is a change of General Manager at Shorcontrol Safety.

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- There is a change in any of the related policies or procedures found in section 8. *'Related Information & Documentation'* of this document.
- As prescribed in Shorcontrol Safety's policy and procedure review schedule.
- As determined or requested by the General Manager at Shorcontrol Safety.

Revision Date	Author with Title	Description
06/01/2022	Adam Romans: Quality coordinator & John Kelly; Head of Training & Development	Learning and Teaching strategy first draft developed and released.
31/03/2023	Angela Byrne; QHSM	Redraft and release of policy. Distinguished from Teaching & Learning Strategy.
14/08/2023	Angela Byrne; QHSM	Update of 'Related documents and information' section 8.
08/10/2024	Angela Byrne; QHSM	Review and update in line with updated awarding body changes.
04/12/2025	Angela Byrne; QHSM	Review at AC Q4 2025