

P9 S6 C6 Learner Welfare Policy

Version 1 – Publication Date 10/06/2020 – Next Review Date 10/06/2022

CONTEXT

Forus Training is committed to underpinning its activities through the values it espouses, namely, to encourage social awareness and responsibility as well as promoting flexibility, maximising opportunities for social inclusivity and accessibility in Further Education.

Within that context, Learner Welfare is central to our approach to further education, which puts the educational, emotional and social development of the learner at the centre of its values.

POLICY STATEMENT

Forus Training is committed to the provision of learner engagement, individual development and a safe learning environment. Learner welfare is a basic component of our teaching and learning ethos. FORUS Training work to the objective that learner wellbeing impacts upon the individuals' engagement and success in their learning experience. FORUS Training define learner welfare as;

The sustainable state of positivity to include; attitude, resilience, satisfaction with self, peer relationships and overall learning experiences.

Forus Training considers the principles of learner welfare to be:

1. Supporting Learners with attendance management and in-learning participation.
2. Assessing, responding to and ensuring additional assistance and support as and where necessary (see Reasonable Accommodation and Compassionate Consideration Policy).
3. The facilitation of diversity and inclusivity in participation during the learning experience (see Equality & Diversity Policy).
4. Valuing and encouraging engagement while also 'caring' for the quality of 'interactions' between all stakeholders.
5. Safeguarding physical as well as emotional welfare – ensuring the teaching and learning environments are risk managed and offer a welcoming, engaging and involving space (see Safety, Health & Welfare at Work Policy).
6. Ensuring the provision of information, advice and guidance to Learners is accurate, up to date and reflective of Forus Training policies and procedures (see Learner Handbook).
7. Ensuring the provision of information, advice and guidance to Trainers is accurate, up to date and reflective of Forus Training policies and procedures (see Trainers Handbook).
8. Ensuring Trainers and operational staff understand the variety of risk factors which may influence any of the above.

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Forus Training inextricably link the Learner Welfare Policy and associated processes with the overall governance and organisational structures. Forus Training promotes ‘social cohesion’ and learner personal and social development by way of fostering positive attitudes through the advocacy of:

Goal-setting
Negotiation
Empowering Learner Responsibility

Forus Training encourage these principles to be practiced by all stakeholders, including Trainers, operational and administration staffs and work to a 10-point action plan to facilitate it:

*“The true purpose of education is to make minds, not careers”
- William Deresiewicz*

LEGISLATION

QQI Quality Assurance – Education & Training Act 2012
General Data Protection Act (GDPR) 2018
Safety, Health & Welfare at Work Act 2005
Equal Status Acts 2000, 2015

QQI Core Guidelines for Providers 2016

ROLES AND RESPONSIBILITIES

We have an appointed welfare officer that assists in the application of this policy.

CONTACT INFORMATION

Lisa O Connell
Managing Director