

ABOUT GROUP AND BLENDED LEARNING

PRINCIPLES OF LEARNING IN GROUPS

We pride ourselves on working in partnership with our clients and tailor making all learning and development to meet their specific needs and requirements. This means that we will always spend time and effort to research and consult with clients and set up systems that are responsive to changing client needs and that we will review, monitor and evaluate throughout the process.

We believe that learning should be action based, interactive and above all a memorable and enjoyable experience. Our learning and development methodology is to promote participation through the use of interactive methods, to ask participants to consider issues before meeting as a group and to enable everyone to leave with an action based individual action plan to embed learning in the workplace.

Learning in groups has significant benefits for the individual and the organisation because we ensure the following principles are always designed into our programmes;

- Active rather than passive learners by developing collaborative and co-operative skills using interactive methods.
- The development of critical reflective practice and analytical thinking skills.
- Establishing an environment of support, trust and openness so that learning can be nurtured..
- Promotion of individual and group learning and achievement by enabling participants to learn from their own and others experiences.
- Deep rather than surface approaches to learning are encouraged.to facilitate greater transfer of previous knowledge and connection.
- Using learner-centred approaches to teaching, learning and assessment by ensuring participants are involved in their own learning.
- Encouraging creative thinking to develop innovation.
- Challenging participants to use the most current research, thinking and models to develop practice and improve individual, team and organisational performance.

CHARACTERISTICS OF OUR GROUP LEARNING PROGRAMMES

Our programmes always include the following features

1. A formal taught programme bringing together participants to engage and interact with the most current research, theories, models and practices.

2. Initial and formative assessment profiling participants using a range of assessments techniques including;

- A mini 360-degree feedback
- Appropriate self-assessment
- Critical reflection and evaluation

The aim of initial and formative assessment is to create a personal learning agenda for each person that can be monitored, reflected upon and evaluated throughout the programme.

3. **A Virtual Classroom** that can be accessed by all programme participants. The purpose of the classroom is to enable participants to communicate and support each other in their learning and development. They will be able to share their progress on work based projects and the successes and challenges they are facing.

4. **Coaching and Mentoring** to individualise the participant’s experience through the lifetime of the course. In our experience learning opportunities are best maximised and sustained where individuals are offered support and challenge on a one to one basis. This helps to ensure that they identify progress made and are challenged to set, and reach, more ambitious personal development goals.

5. **Focusing on work based real time challenges** because our programmes are not only about developing the individual but are designed to add value to the organisation.

6. **The development of critical reflection and analytical skills** enable participants to look further than the “taken for granted” and see new possibilities, new ways of doing and behaving and crucially develop their abilities to analyse, synthesise and evaluate.

