



Teaching, Learning and Assessment

Strategic Plan 2022-2026



1. Foreword

On behalf of the Office of the Nursing & Midwifery Service Director (ONMSD), it is our pleasure to present the Consortium of Centres of Nursing and Midwifery Education (CCNME)* first edition of the Teaching, Learning and Assessment Strategic Plan, 2022 -2026. This will demonstrate how the Teaching, Learning and Assessment experience of learners undertaking QQI Further or Higher Education programmes will be enhanced in the CCNME. We believe that the mission statement and vision will assure learners that they are pivotal to the development of this Strategic Plan. The subsequent six pillars of Learning Environment; Curriculum Development; Teaching & Learning; Assessment & Feedback; Learner, and Continuous Professional Development with associated goals will provide a benchmark for CCNME staff when involved in the development, delivery or evaluation of programmes of education.

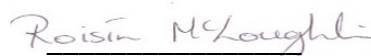
The healthcare environment is dynamic and constantly evolving and so is our approach to Teaching Learning and Assessment. We are committed to staying at the forefront of developments in teaching and learning and in working collaboratively with staff and learners, we aim to promote innovative and creative approaches to teaching and learning. It is anticipated that this Strategic Plan has a life span of four years but to ensure that it remains pertinent it will be reviewed on an annual basis.

The compilation of this Strategic Plan has been collaborative process to ensure involvement of stakeholders in the ownership and strategic direction of the CCNME.

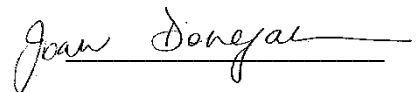
We would like to take this opportunity to express our sincere gratitude to everyone who has contributed to the development of this Strategic Plan at various stages. Particular acknowledgement is made to the Teaching, Learning and Assessment Work Stream for their commitment to the development and completion of this Strategic Plan. We would also like to acknowledge the service provided by Health Management Institute Ireland in hosting the workshops and collating the data. We now look forward to its successful implementation within the CCNME.



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Director ONMSD



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ONMSD Project Lead



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* CCNME encompass HSE and Voluntary Section 38 Centres that have an agreed signed Memorandum of Understanding for the purpose of QQI programmes of education.

2. Introduction

The CCNME is an education provider focused on supporting learners to succeed. At the heart of the CCNME is the provision of supportive, expert and dynamic learning opportunities. It is the ambition that each learner benefits from peer and expert learning to go beyond the attainments of skills and knowledge, where self-directed, reflective and lifelong learning is actively encouraged and promoted.

The CCNME leads and enables the professions in a number of ways with a values based approach which incorporates: care; compassion; commitment; trust and learning.

This Teaching, Learning and Assessment (TLA) Strategic Plan has been developed to support the values and is, for the consortium as a whole, an agreed framework for teaching, learning and assessment practice. This comes at a time of significant change and operational challenges across all sectors of our health system and it will require creativity and innovation to implement.

This Strategic Plan provides direction and leadership for the consortium and consists of the mission, vision, graduate attributes and six pillars with a specified set of goals to achieve optimal teaching, learning and assessment.

The development of this Strategic Plan has included robust engagement with a range of stakeholders, the process is outlined in the appendix.

3. Mission

'We are committed to the pursuit of excellence in the provision of accessible programmes of education for registered nurses and registered midwives, to support the ongoing maintenance of their competence and to promote the delivery of safe, evidence based person-centred care. In addition, the CCNME is committed to supporting and advancing the nursing and midwifery function through the formal education of healthcare assistants and the promotion of their integration to the healthcare team'

4. Vision

We are committed to the provision of quality, evidence-based education, which is flexible and innovative; keeping the learner at the centre of everything we do.

5. Teaching, Learning and Assessment Framework

The following framework consists of six pillars designed to specify the set of goals to achieve optimum Teaching, Learning and Assessment.



Learning Environment

Provide an optimal learning environment for learners and staff with stimulating learning spaces that support success and progression and fosters an academic community.

- The learning environment is welcoming, inclusive, engaging and embodies a culture of professionalism
- Provision of a safe experience where learners respond to opportunities and challenges in an environment that provides respect and constructive feedback
- The physical, social, technological and clinical learning environments supports interaction, knowledge sharing and fosters collaborative learning for learners and staff
- The learning environment is flexible and dynamic which allows for a wide variety of learning and teaching approaches responsive to the rapidly changing health sector
- Well-designed teaching and learning spaces that support and encourage interaction between learners, to facilitate peer to peer learning



Curriculum Development

Deliver a high-quality curriculum that responds to changing demand and promotes flexible learning to enable learners to achieve their personal and career goals and become lifelong learners.

- Provide quality programmes aligned to learning outcomes and responsive to service needs
- Co-design curricula that are relevant, adaptive, innovative and flexible to meet the needs of a rapidly changing and diverse healthcare environment
- Develop programmes for adult learners in order to acknowledge previous life learning and clinical experience
- Engage in effective programme reviews and evaluations which include feedback from learners, programme team, healthcare providers and service user experiences



Teaching and Learning

Facilitates learning and learner engagement in a variety of teaching and learning experiences which are informed by up-to-date research, practice and knowledge.

- Embed an active learner-centred approach to all programmes
- Employ innovative teaching and learning methodologies and resources to optimize accessibility, enhance learner experience and outcome
- Foster digital capabilities to strengthen a collaborative teaching and learning experience
- Embed Work Based Learning to enhance and support teaching and learning methodologies
- Use a standardised, evidence-based approach to monitor, review and evaluate to further enhance teaching and learning methodologies



Assessment and Feedback

Assessment and feedback strategies address programme outcomes, recognises learner performance and enhances the learner experience.

- Adopt a range of robust assessment strategies that are valid, reliable, fair, consistent and transparent, are aligned to the programme learning outcomes, and have regard to academic integrity
- Explore flexible and innovative assessment strategies to ensure every learner has the opportunity to demonstrate their abilities and maximise their potential
- Assessment strategies are chosen to enhance learning and foster critical thinking, problem-solving, reflection, and self-awareness
- Provide learner-oriented feedback which is clear, constructive and timely
- Foster learners who are responsible for their own learning where feedback and assessment encourages self-investment, motivation, and autonomy



Learner-centred Experience

The learner is at the centre of all aspects of programme design, delivery and assessment, leading to an authentic learning experience.

- Deliver a flexible, learner-centred approach to programme design cognisant of: access; learning style; prior knowledge; diversity and development needs
- Foster the development of transferable skills such as adaptability, critical thinking, reflection, creativity, team work and problem solving
- Provide access to resources and reasonable accommodation for individual learners
- Enable, empower and motivate learners to become independent and self-directed learners
- Develop a community of lifelong learners, facilitating peer to peer learning that promotes independent critical thinking and reflection
- Actively involve the learner in the quality assurance process through continuous evaluation, feedback and increased learner representation



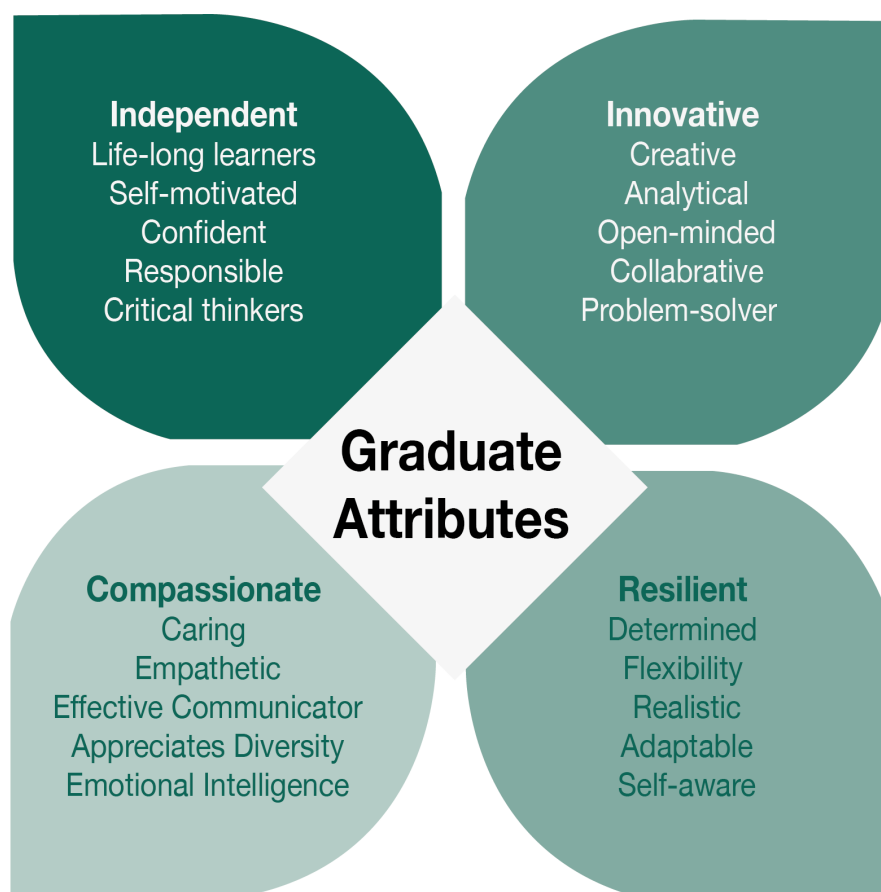
Continuous Professional Development

Commitment to continuous professional development of staff as a central mechanism for improved motivation, job satisfaction and enhancing confidence, which grows our capacity to operate successfully in a dynamic and changing environment.

- Commit to the provision of high quality educators, experts and staff
- Actively engage with relevant further, higher, national and international education fora
- Develop Communities of Practice and encourage and support staff to showcase best practice and share excellence in teaching, learning & assessment
- Staff will engage in the quality assurance process through continuous evaluation, feedback and act on the recommendations to contribute to the learner's experience
- Develop and support research initiatives that allow staff develop their knowledge and skills in teaching, learning and assessment

6. CCNME Graduate Attributes

Graduate Attributes are the qualities, skills and understandings an education provider agrees its learners should develop during their time with the institution^[1]. Every learner is unique, each have their own experiences, learning, and outlook on life. As with all study experiences, learners are encouraged to broaden their horizons, ambitions and attitudes towards the work that they do and the careers they wish to develop. As a learner advances throughout their learning experience, the quality, depth, and breadth of their experiences provides the opportunity to develop a range of characteristic attributes.



^[1] Bowden, J., Hart, G., King, B., Trigwell, K. & Watts, O. (2000) Generic Capabilities of ATN University Graduates. Canberra: Australian Government Department of Education, Training and Youth Affairs.

Appendix

Strategy Development Process

This TLA Strategic Plan was developed between HMI and the CCNME TLA Strategy Workstream.

The process followed is demonstrated in the diagram below.

