



## Policy on Supports for Learners

Policy  Procedure  Protocol  Guideline

**Office of the Nursing and Midwifery Services Director (ONMSD): Consortium of Centres of Nursing and Midwifery Education (CCNME)**

<b>Title of PPPG Development Group:</b>	Consortium of Centres of Nursing and Midwifery Education (CCNME)		
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<b>Version</b>	<b>Date Approved</b>	<b>List section numbers changed</b>	<b>Author</b>

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## 1.0 Purpose

The CCNME is committed to providing quality learning environments which support the educational needs of learners and promote positive learner health and well-being. The CCNME aims to foster a culture of support and inclusiveness, offering a range of learner resources and support structures which are accessible for all learners (e.g. Library skills, Reasonable Accommodation and in the promotion of learner mental health and well-being).

## 2.0 Scope

This policy applies to

Academic Council	Programme Board & Committees	CCNME Programme Teams	Learner
✓	✓	✓	✓

## 3.0 Policy Statement

The CCNME is committed to the provision of accessible and appropriate support to learners undertaking QQI level 5 – level 8 programmes of education.

## 4.0 Roles and Responsibilities

Responsible for Implementation	Academic Council	Programme Board & Committees	CCNME Programme Teams	Learner
	✓	✓	✓	✓
Responsible for Monitoring & Review	Academic Council	Programme Board & Committees	CCNME Programme Teams	Learner
	✓	✓	✓	✓

### 4.1 Academic Council

4.1.1 Provide oversight and monitoring of all academic matters as it relates to Quality Qualifications Ireland (QQI) programmes of education.

### 4.2 Programme Board and Committees

4.2.1 Provide oversight, maintain and enhance the academic quality of QQI accredited programmes of education, including ongoing monitoring and review of programme provision, ensuring equitable learning opportunities are provided for learners in a supportive setting.

### 4.3 CCNME Programme Teams

4.3.1 Provide leadership in the development of inclusive, supportive and learner-centered teaching and learning environments

4.3.2 Ensure appropriate learner supports are operational

4.3.3 Provide continuous quality improvement to review that all resources are fit for purpose, effective and accessible to learners

- 4.3.4 Incorporates learner supports within programme planning, delivery and evaluation
- 4.3.5 Provides information regarding programmes supports during induction and/or orientation period at commencement of programme
- 4.3.6 Responds to queries from learners or potential learners in a timely manner

*(Further roles and responsibilities are outlined in procedure under Section 3)*

#### 4.4 Learner

- 4.4.1 Read and become familiar with the Learner Support policy and procedure
- 4.4.2 Read and be knowledgeable of the Learner Programme Handbook

### 5.0 Document Control

Document Title	<b>Policy on Supports for Learners</b>	
Author	Consortium of Centres of Nursing and Midwifery Education (CCNME)	
Version Control	Version	Date of Approval
	V.1.0	04/11/2022
Policy Review	November 2025	
Supporting Documentation	<ul style="list-style-type: none"> <li>• Association for Higher Education Access &amp; Disability (AHEAD). (2013). <i>A Guide to Disclosure</i> [online]. Available from: <a href="https://www.ahead.ie/userfiles/files/shop/free/A%20guide%20o%20Disclosure%202013.pdf">https://www.ahead.ie/userfiles/files/shop/free/A%20guide%20o%20Disclosure%202013.pdf</a> [accessed 20 June 2022].</li> <li>• Association for Higher Education Access &amp; Disability (AHEAD). (2020). <i>Charter for Inclusive Teaching and Learning</i> [online]. Available from: <a href="https://www.ahead.ie/userfiles/files/shop/free/Charter4InclusiveTeachingAndLearning.pdf">https://www.ahead.ie/userfiles/files/shop/free/Charter4InclusiveTeachingAndLearning.pdf</a> [accessed 20 June 2022].</li> <li>• Association for Higher Education Access &amp; Disability (AHEAD). (2008). <i>Good practice guidelines for the providers of supports and services for students with disabilities in higher education</i> [online]. Dublin: AHEAD. Available from: <a href="https://www.ncad.ie/files/download/AHEAD_Good_Practice_Guidelines.pdf">https://www.ncad.ie/files/download/AHEAD_Good_Practice_Guidelines.pdf</a> [accessed 20 June 2022].</li> <li>• European Association for Quality Assurance in Higher Education (ENQA). (2015). <i>Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)</i> [online]. Available from: <a href="https://www.engq.eu/wp-content/uploads/2015/11/ESG_2015.pdf">https://www.engq.eu/wp-content/uploads/2015/11/ESG_2015.pdf</a> [accessed 23 January 2022].</li> <li>• Higher Education Authority. (2020). <i>National Student Mental Health and Suicide Prevention Framework</i> [online]. Available from: <a href="https://hea.ie/assets/uploads/2020/10/HEA-NSMHS-Framework.pdf">https://hea.ie/assets/uploads/2020/10/HEA-NSMHS-Framework.pdf</a> [accessed 23 January 2022].</li> </ul>	

	<ul style="list-style-type: none"> <li>• National Student Engagement Programme. (2021). <i>National Student Engagement Programme</i> [online]. Available from: <a href="https://studentengagement.ie/resources/">https://studentengagement.ie/resources/</a> [accessed 23 January 2022].</li> <li>• Quality and Qualifications Ireland (QQI). (2015). <i>Code of Practice for Provision of Programmes of Education and Training to International Learners</i> [online]. Available from: <a href="https://www.qqi.ie/sites/default/files/media/file-uploads/Code%20of%20Practice.pdf">https://www.qqi.ie/sites/default/files/media/file-uploads/Code%20of%20Practice.pdf</a> [accessed 30 January 2022].</li> <li>• Quality and Qualifications Ireland (QQI). (2016). <i>Core Statutory Quality Assurance Guidelines developed by QQI for use by all Providers</i> [online]. Available from: <a href="https://www.qqi.ie/sites/default/files/media/file-uploads/Core%20Statutory%20Quality%20Assurance%20Guidelines.pdf">https://www.qqi.ie/sites/default/files/media/file-uploads/Core%20Statutory%20Quality%20Assurance%20Guidelines.pdf</a> [accessed 30 January 2022].</li> </ul>
Related Policies & Procedures	<ul style="list-style-type: none"> <li>• <a href="#">Policy and Procedure on Diversity, Equality and Inclusion of Learners</a> [PDF, 4 Pages]</li> <li>• <a href="#">Policy on Learner Mental Health and Well-Being</a> [PDF, 6 Pages]</li> <li>• <a href="#">Procedure on Learner Mental Health and Well-Being</a> [PDF, 10 Pages]</li> <li>• <a href="#">Policy on Learner Withdrawal from Studies/Early Exit</a> [PDF, 5 Pages]</li> <li>• <a href="#">Policy on Reasonable Accommodation in Assessment</a> [PDF, 5 Pages]</li> <li>• <a href="#">Procedure on Support for Learners</a> [PDF, 6 Pages]</li> <li>• <a href="#">Policy on Teaching and Learning Strategies</a> [PDF, 5 Pages]</li> <li>• <a href="#">Policy on Promoting and Maintaining Academic Integrity</a> [PDF, 5 Pages]</li> <li>• <a href="#">Procedure on Promotion of Academic Integrity among Learners</a> [PDF 5 Pages]</li> </ul>
Related Resources	