



### Policy on Teaching and Learning Strategies

Policy  Procedure  Protocol  Guideline

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

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## 1.0 Purpose

The purpose of this policy is to promote the implementation of the CCNME Teaching, Learning and Assessment strategies to facilitate learners to acquire the knowledge and skills required to achieve certification in QQI validated Level 5 to level 8 programmes within the Centres of the CCNME.

## 2.0 Scope

This policy applies to:

Academic Council	Teaching, Learning & Assessment Committee	Programme Board and Committees	CCNME Programme Teams
✓	✓	✓	✓
Quality Enhancement Committee	Learner	Appeals, Complaints, Academic Integrity & Disciplinary committees	
✓	✓	✓	

## 3.0 Policy Statement

The CCNME will provide an eclectic, innovative teaching and learning environment to promote learners to develop their full potential and experience where individuals are supported to maximise their engagement with learning.

## 4.0 Roles and Responsibilities

	Academic Council	Programme Board & Committees	CCNME Programme Team	Quality Enhancement Committee	Teaching Learning & Assessment	Learner
Responsible for Implementation	✓	✓	✓	✓	✓	✓
Responsible for Monitoring & Review	✓	✓	✓	✓	✓	✓

### 4.1 Academic Council

4.1.1 Provide oversight and monitoring of QQI validated programmes of education on all academic matters as it relates to teaching and learning.

### 4.2 Programme Board and Committees

4.2.1 Provide oversight, maintain and enhance the academic quality of QQI validated programmes of education, including ongoing monitoring and review of

- programme provision, ensuring equitable learning opportunities are provided for learners in a supportive setting;
- 4.2.2 On receipt of the QQI Certificate of Programme validation and approved programme schedule from the Academic Council, the Programme Board convenes the relevant Programme Committee;
  - 4.2.3 Oversee the delivery and review of programmes by Programme Committees to assure compliance with relevant strategies and quality assurance standards in determining the overall effectiveness and quality of programmes;
  - 4.2.4 Monitor academic supports and resources to meet the overall wellbeing needs of learners;
  - 4.2.5 Identification of key risks associated with Teaching, Learning and Assessment, implementation of controls and maintenance and management of a risk register. Where risks cannot be mitigated, the Programme Board will escalate to Academic Council.
  - 4.2.6 Collaborate with the relevant committees and subcommittees to request and review reports specific to monitoring, review and auditing of programme quality in association with Teaching, Learning and Assessment
  - 4.2.7 Contribute as appropriate to the implementation and ongoing review of Quality Assurance policies and procedures within the CCNME, including evaluation of learner experience and how this feedback can support continuous programme improvement;
  - 4.2.8 Emphasise examples of good practice in Teaching, Learning and Assessment and ensure effective dissemination of practices;
  - 4.2.9 Submit all proposed changes to programmes for consideration of the Academic Council and maintain a record of the evolution of the programme of education since its approval by QQI;

### **4.3 Programme Committee**

HET and FET Programme Committees are responsible to:

- 4.3.1 Appoint a lead Programme Coordinator as a point of contact for support and advice to Programme Coordinators
- 4.3.2 Undertake a collaborative planning process for programme schedule with due regard to QQI Certification process;
- 4.3.3 Maintain and monitor programme coherence, consistency and implementation, as validated by QQI;
- 4.3.4 Identify and implement the necessary programme learning supports and resources as required associated with Teaching, Learning and Assessment;
- 4.3.5 Compile a programme evaluation report including areas for improvement and enhancement in Teaching, Learning and Assessment and submit to the Chairperson of the Programme Board.

#### **Programme Coordinators (nominated by Director of CCNME Programme Team)**

- 4.3.6 Programme Coordinators will attend the Programme Committees and communicate updates of programme content; delivery modes; teaching and learning methods;

- 4.3.7 Report on the progress of each Centres programme implementation, delivery and evaluation;
- 4.3.8 Liaise with the lead Programme Coordinator for support and advice as required;
- 4.3.9 Collate and analyse all programme data and submit a programme evaluation report to the Chairperson of Programme Committee.

#### 4.4 CCNME Programme Teams

- 4.4.1 Coordination of Programmes, liaising with programme facilitators, providing support to programme facilitators and key stakeholders;
- 4.4.2 Provide programme facilitators with a copy of this policy and associated procedures and strategies;
- 4.4.3 Finalise arrangements for approval of facilitators that have a role in programme delivery ensuring necessary documentation is completed;
- 4.4.4 Support learners to learn, as per CCNME Teaching, Learning and Assessment Strategy, during QQI programme (within the Centre and in an applicable practice placement);
- 4.4.5 Compile feedback on teaching and learning methods used for the purposes of programme review to the Chairperson of the Programme Committee
- 4.4.6 Discuss with Programme Committee any instances where this policy cannot be adhered to;
- 4.4.7 CCNME staff are encouraged to further develop/enhance their knowledge and expertise re teaching and learning via continuous professional development (CPD)

#### 4.5 Learner

- 4.5.1 Be aware of this policy and associated procedures
- 4.5.2 Comply with the timetable requirements for attendance
- 4.5.3 Engage in a range of learning opportunities including teaching and learning strategies utilised to maximise their learning both in the classroom and in an applicable practice placement
- 4.5.4 Take responsibility for own learning
- 4.5.5 Comply with the requirements of the programme e.g. submission of assessment
- 4.5.6 Evaluate and provide feedback on teaching and learning methodologies used.

#### 5.0 Document Control

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Author	Consortium of Centres of Nursing and Midwifery Education (CCNME)	
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	V.1.0	04/11/2022
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Supporting Documentation	<ul style="list-style-type: none"> <li>• Bloom, B.S. (1965). <i>Taxonomy of educational objectives: the classification of educational goals. Handbook 1: Cognitive Domain</i>. New York: McKay.</li> <li>• Darkenwald, G.G. and Merriam, S.B. (1982). <i>Adult education: foundations of practice</i>. New York: Harper &amp; Row.</li> <li>• Honey, P. and Mumford, A. (1986). <i>Using your learning styles</i>. London: Chartered Institute of Personnel and Development.</li> <li>• Hughes, S.J. and Quinn, F.M. (2013). <i>Quinn’s principles and practice of nurse education</i>. Andover: Cengage Learning.</li> <li>• Knowles, M.S., Holton III, E.F., Swanson, R.A. and Robinson, P.A. (2015). <i>The Adult Learner: The Definitive Classic in Adult Education and Human Resource Development</i>. 8th ed. Milton: Taylor &amp; Francis Group.</li> <li>• Kolb, D.A. (1984). <i>Experimental learning: experience as the source of learning and development</i>. Englewood Cliffs; London: Prentice-Hall.</li> <li>• Schon, D.A. (1983). <i>The reflective practitioner: how professionals think in action</i>. New York: Basic Books.</li> </ul>
Related Policies & Procedures	<ul style="list-style-type: none"> <li>• <a href="#">Policy on Workplace Learning Environment</a> [PDF, 5 Pages]</li> <li>• <a href="#">Policy on Learning Environment: Classroom</a> [PDF, 5 Pages]</li> <li>• <a href="#">Procedure on Teaching and Learning Strategies</a> [PDF, 4 Pages]</li> <li>• <a href="#">Procedure on Assessment of Learners</a> [PDF, 7 Pages]</li> <li>• <a href="#">Procedure on Grading and Certification of Learner Assessment</a> [PDF, 8 Pages]</li> </ul>
Related Resources	<ul style="list-style-type: none"> <li>• Teaching, Learning and Assessment Strategy</li> </ul>