

**Policy and Procedure on Diversity, Equality and Inclusion of Learners**

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 and procedure is to outline how diversity, inclusion and equality is provided in the teaching and learning environment and to create a positive learning environment that respects the diversity needs of learners.

## 2.0 Scope

This policy applies to:

Programme Board	Programme Committee	CCNME Programme Team	Quality Enhancement Committee	Programme Board of Examiners	Learner
✓	✓	✓	✓	✓	✓

## 3.0 Policy Statement

The CCNME is committed to creating a positive learning environment whereby all learners inclusive of race, religion, ethnicity, gender, sexual orientation, responsibilities for dependents, age, physical or mental disability, civil status, membership of the Traveller community, and geographic location are respected, valued and can reach their full potential. Learners bring a range of skills, talents, diverse thinking and experience to the learning environment. The CCNME is committed to accommodating and valuing different perspectives, ultimately resulting in an improved learning experience (Adapted from HSE's Diversity, Equality and Inclusion Statement (2019-2024)).

## 4.0 Roles and Responsibilities

	Programme Board	Programme Committee	CCNME Programme Team	Quality Enhancement Committee	Programme Board of Examiners	Learner
Responsible for Implementation	✓	✓	✓	✓	✓	✓
Responsible for Monitoring & Review	✓	✓	✓	✓	✓	✓

## 5.0 Procedure

- 5.0.1 The CCNME promotes equality, diversity and inclusion
- 5.0.2 All learners are treated with dignity, respect and fairness and are encouraged to adhere to the Learner Code of Conduct
- 5.0.3 The CCNME takes all reasonable measures to promote equality and to provide for the needs of learners, e.g., Reasonable Accommodation
- 5.0.4 The CCNME Programme Teams attend to the diversity of learner needs, enabling, where possible, flexible learning pathways, different modes of delivery and a variety of teaching/facilitation methods for the achievement of learning outcomes

- 5.0.5 Utilise teaching, learning and assessment strategies that encourage learner participation and co-operation in the classroom environment
- 5.0.6 The CCNME regularly evaluates and adjusts teaching and learning strategies to ensure respect for diversity, inclusion and equality is reflected
- 5.0.7 Learners are informed of the CCNME Complaints policy during orientation period which is also available in the learner programme handbook.

## 6.0 Document Control

Document Title	<b>Policy &amp; Procedure on Diversity, Equality and Inclusion of Learners</b>	
Author	Consortium of Centres of Nursing and Midwifery Education (CCNME)	
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	V.1.0	04/11/2022
Policy Review	November 2025	
Supporting Documentation	<ul style="list-style-type: none"> <li>• <i>Constitution of Ireland, 1937</i> [online]. Available from: <a href="https://www.irishstatutebook.ie/eli/cons/en/html">https://www.irishstatutebook.ie/eli/cons/en/html</a> [accessed 23 January 2022].</li> <li>• Council of Europe. (1950). <i>European Convention on Human Rights and its Five Protocols</i> [online]. Available from: <a href="http://www.hri.org/docs/ECHR50.html">http://www.hri.org/docs/ECHR50.html</a> [accessed 15 June 2022].</li> <li>• HSE. (2019a). <i>Diversity Equality and Inclusion</i> [online]. Available from: <a href="https://www.hse.ie/eng/staff/resources/diversity/diversity.html">https://www.hse.ie/eng/staff/resources/diversity/diversity.html</a> [accessed 23 January 2022].</li> <li>• HSE. (2019b). <i>Diversity, Equality and Inclusion HSE Strategy 2019 – 2024: Goals</i> [online]. Available from: <a href="https://www.hse.ie/eng/staff/resources/diversity/diversity-equality-and-inclusion-hse-strategy-2019-%E2%80%93-2024-goals.docx#:~:text=Priority%20Goal&amp;text=Improving%20the%20recruitment%2C%20support%20and,goal%20of%206%25%20by%202024.&amp;text=Recognising%20the%20positive%20aspects%20of,the%20effective%20working%20of%20teams">https://www.hse.ie/eng/staff/resources/diversity/diversity-equality-and-inclusion-hse-strategy-2019-%E2%80%93-2024-goals.docx#:~:text=Priority%20Goal&amp;text=Improving%20the%20recruitment%2C%20support%20and,goal%20of%206%25%20by%202024.&amp;text=Recognising%20the%20positive%20aspects%20of,the%20effective%20working%20of%20teams</a> [accessed 23 January 2022].</li> <li>• HSE. (2015). <i>HSE Preventative Measures in Relation to Bullying and Harassment in the Workplace: People Strategy 2015-2018, Action 2.13</i> [online]. Available from: <a href="https://www.hse.ie/eng/staff/resources/diversity/dignityatwork/preventativemeasuresbullyingharrasement.pdf">https://www.hse.ie/eng/staff/resources/diversity/dignityatwork/preventativemeasuresbullyingharrasement.pdf</a> [accessed 23 January 2022].</li> <li>• Irish Human Rights and Equality Commission. (2020). <i>The Equal Status Acts 2000-2018</i> [online]. Available from: <a href="https://www.ihrec.ie/app/uploads/2020/10/IHREC-Equal-Status-Rights-Leaflet-WEB.pdf">https://www.ihrec.ie/app/uploads/2020/10/IHREC-Equal-Status-Rights-Leaflet-WEB.pdf</a> [accessed 15 February 2022].</li> <li>• United Nations. (2015). <i>Universal Declaration of Human Rights</i> [online]. Available from:</li> </ul>	

	<a href="https://www.un.org/en/udhrbook/pdf/udhr_booklet_en_web.pdf">https://www.un.org/en/udhrbook/pdf/udhr_booklet_en_web.pdf</a> [accessed 15 February 2022].
Related Policies & Procedures	<ul style="list-style-type: none"> <li>• <a href="#">Policy on Teaching &amp; Learning Strategies</a> [PDF, 5 Pages]</li> <li>• <a href="#">Policy on Workplace Learning Environment</a> [PDF, 5 Pages]</li> <li>• <a href="#">Policy on Reasonable Accommodation in Assessment</a> [PDF, 5 Pages]</li> <li>• <a href="#">Procedure on Teaching &amp; Learning Strategies</a> [PDF, 4 Pages]</li> </ul>
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