

Policy on Learning Environment: Classroom

Policy Procedure Protocol Guideline

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

| | | | |
|---|--|-------------------------------------|---------------|
| Title of PPPG Development Group: | Consortium of Centres of Nursing and Midwifery Education (CCNME) | | |
| Approved by: | Academic Council: 04/11/2022 | | |
| Reference Number: | CCNME05(3)2022 | | |
| Version Number: | 1 | | |
| Publication Date: | 2022 | | |
| Date for revision: | 2025 | | |
| Online Location: | https://healthservice.hse.ie/filelibrary/onmsd/policy-learning- environ-classroom.pdf | | |
| Version | Date Approved | List section numbers changed | Author |
| | | | |
| | | | |
| | | | |

This is a controlled document: While this document may be printed the electronic version posted on the website is the controlled copy and can only be guaranteed for 24 hours after downloading.

1.0 Purpose

The purpose of this policy is to set out the contexts to support learning environments virtual and /or face to face for learners and educationalists that engage in teaching and learning activities.

2.0 Scope

This policy applies to

| | | | |
|-----------------------|---|------------------------------|-------------------------------|
| Academic Council | Teaching, Learning & Assessment Committee | Programme Board & Committees | Quality Enhancement Committee |
| ✓ | ✓ | ✓ | ✓ |
| CCNME Programme Teams | Learner | | |
| | ✓ | ✓ | |

3.0 Policy Statement

The CCNME aims to enable learners to maximise their learning to achieve their potential through the provision of a supportive classroom and/or virtual environment that is conducive to learning.

4.0 Roles and Responsibilities

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

4.1 Academic Council

- 4.1.1 Provide oversight and monitoring of all academic matters as it relates to QQI validated programmes of education

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.

4.3 CCNME Programme Teams

Director of CCNME Programme Team

- 4.3.1 Ensure each Centre has the essential resources necessary for the delivery and facilitation of QQI validated programmes
- 4.3.2 Ensure resources required are utilised, effective and maintained to an appropriate standard
- 4.3.3 Identify and factor additional financial resources required for the delivery and facilitation of QQI programmes in the Centre
- 4.3.4 Ensure compliance with the monitoring, review and evaluation procedures for QQI level 5 to level 8 programmes, and the Quality Enhancement Committee
- 4.3.5 Ensure this procedure is adhered to by all staff who support the delivery of QQI programmes

Programme Coordinator

- 4.3.6 Is a member of the CCNME Programme Team, and is a recognised Registered Tutor/Teaching qualification or holds a MSc in Education and has experience in education);
- 4.3.7 Is experienced in educational curriculum development, programme design, co-ordination and administration;
- 4.3.8 Collaborates with the Chairperson of the Programme Committee, Lead Programme Coordinator and members of the committee;
- 4.3.9 Liaises and works collaboratively with clinical facilitators and subject matter experts and co-ordinates the agreed programme schedule and timetable;
- 4.3.10 Supports the programme facilitator(s) to ensure programme delivery and evaluation is in compliance with the CCNMEs quality assurance standards;
- 4.3.11 Communicates regularly with members of the CCNME programme team, including organising and attending meetings, teleconferences; for programme organisation and facilitation planning;
- 4.3.12 For off-site programme provision, where this is feasible, the Programme Coordinator undertakes a risk assessment of education facilities as necessary prior to programme commencement;
- 4.3.13 Liaises with administration staff, ICT to manage logistical issues, including teaching equipment, on-line platforms, room reservations and participant registration;
- 4.3.14 Ensure processes to support any reasonable accommodation needs identified by the learner;
- 4.3.15 Maintains learners documentation in compliance with GDPR;
- 4.3.16 Provide a programme evaluation report to the Chairperson of Programme Committee/Quality Enhancement Committee.

Programme Facilitator

- 4.3.17 Is a subject matter expert;
- 4.3.18 Utilises appropriate teaching and learning strategies to meet the learning outcomes of the programme in compliance with QQI validation;
- 4.3.19 Be familiar with the QQI programme including structure and assigned material prior to programme commencement;

- 4.3.20 Communicate teaching/facilitation resource requirements to the Programme Coordinator in a timely manner;
- 4.3.21 Are provided with the necessary documentation by the Programme Coordinator as agreed by the Programme Committee;
- 4.3.22 Be familiar with the physical and virtual educational and ICT facilities;
- 4.3.23 Prepare and arrange relevant programme materials;
- 4.3.24 Contribute to the evaluation of the programme.

4.4 Learner

- 4.4.1 Be familiar with the learner programme handbook;
- 4.4.2 Inform the Programme Coordinator of any reasonable accommodation needs if not previously identified (Refer to Reasonable Accommodation policy);
- 4.4.3 Comply with the timetable requirements. Non-attendance to the programme is notified to the Programme Coordinator (Refer to Attendance policy);
- 4.4.4 Actively engage in the discussions, group work activities, role play and other educational strategies utilised in the classroom/virtual platform;
- 4.4.5 Comply with the requirements of the programme e.g. submission of assessments (Refer to Assessment policy);
- 4.4.6 Utilise forums available to provide feedback on teaching, learning and assessment strategies.

5.0 Document Control

| | | |
|--------------------------|--|------------------|
| Document Title | Policy on Learning Environment: Classroom | |
| 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"> • Brown, L. (2014). Constructivist Learning Environments and Defining the Online Learning Community. <i>Journal on School Educational Technology</i>, 9(4), pp.1–6. • Fraser, B.J. and Walberg, H., J. (1991). <i>Educational environments: evaluation, antecedents, and consequences</i>. Oxford: Pergamon Press. • Green, R.D. and Schlairet, M.C. (2017). Moving toward heutagogical learning: Illuminating undergraduate nursing students' experiences in a flipped classroom. <i>Nurse Education Today</i>, 49, pp.122–128. • <i>Equal Status Act, 2000</i>. No. 8/2000 [online]. Available from: https://www.irishstatutebook.ie/eli/2000/act/8/enacted/en/html [accessed 31 January 2022]. • Hiemstra, R. (1991). <i>Creating environments for effective adult learning</i>. San Francisco: Jossey-Bass. • Knowles, M.S. (1980). <i>The modern practice of adult education: from pedagogy to andragogy</i>. Wilton, Conn.: Follett. | |

| | |
|-------------------------------|---|
| | <ul style="list-style-type: none"> • Nursing & Midwifery Council (NMC). (2018). <i>Realising professionalism: Standards for education and training Part 1: Standards framework for nursing and midwifery education</i>. Available from: https://www.nmc.org.uk/globalassets/sitedocuments/standards-of-proficiency/standards-framework-for-nursing-and-midwifery-education/education-framework.pdf. [accessed 23 January 2022]. • Nursing and Midwifery Board of Ireland (NMBI). (2020). <i>National Quality Clinical Learning Environment Professional Guidance Document</i> [online]. Available from: https://www.nmbi.ie/NMBI/media/NMBI/NQCLE-Professional-Guidance-Document-(2020).pdf?ext=.pdf [accessed 23 January 2022]. • Placklé, I., Könings, K., Jacquet, W., Struyven, K., Libotton, A., Van Merriënboer, J.J.G. and Engels, N. (2014). Students' Preferred Characteristics of Learning Environments in Vocational Secondary Education. <i>International Journal for Research in Vocational Education and Training</i>, 1, pp.107–124. • Quinn, F.M. and Hughes, S.J. (2013). <i>Quinn's principles and practice of nurse education</i>. 6th ed. Andover: Cengage Learning. • Radovan, M. and Makovec, D. (2015). Adult Learners' Learning Environment Perceptions and Satisfaction in Formal Education—Case Study of Four East-European Countries. <i>International Education Studies</i>, 8(2), pp.101–112. • Schon, D.A. (1983). <i>The reflective practitioner: how professionals think in action</i>. New York: Basic Books. • Stanton, A., Zandvliet, D., Dhaliwal, R. and Black, T. (2016). Understanding Students' Experiences of Well-Being in Learning Environments: <i>Higher Education Studies</i>, 6(3), pp.90–99. |
| Related Policies & Procedures | <ul style="list-style-type: none"> • Policy on Teaching & Learning Strategies [PDF, 5 Pages] • Policy on Workplace Learning Environment [PDF, 5 Pages] • Policy on Reasonable Accommodation in Assessment [PDF, 5 Pages] • Procedure on Teaching & Learning Strategies [PDF, 4 Pages] • Policy on Assessment of Learners [PDF, 8 Pages] • Policy on Learner Attendance and Absenteeism [PDF, 4 pages] |
| Related Resources | <ul style="list-style-type: none"> • HSE (2021). <i>Guidance Document on Infection Prevention and Control Practices in Relation to Attending Face to Face Gatherings in HSE settings during the Global COVID-19 Pandemic</i> [online]. Available from: https://www.lenus.ie/bitstream/handle/10147/627973/v1.2IPC%20Guidance%20for%20delivering%20face%20to%20face%20education.pdf?sequence=9&isAllowed=y [accessed 23 January 2021]. |