

Policy on Programme Monitoring and Review

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)		
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1.0 Purpose

The purpose of this policy is to provide a framework for the annual review and evaluation of QQI validated programmes of education to ensure quality standards are maintained and quality improvements are implemented.

2.0 Scope

This policy applies to:

Academic Council	Quality Enhancement Committee	Programme Board	Teaching Learning and Assessment Committee	Appeals Complaints and Disciplinary Committee	Learners
✓	✓	✓	✓	✓	✓
Academic Integrity Committee	Board of Examiners	Programme Committees	CCNME Programme Teams	External Stakeholders	Programme Development Committee
✓	✓	✓	✓	✓	✓

3.0 Policy Statement

Ongoing monitoring and review of programmes of education are essential elements of the CCNME's Quality Assurance system to ensure that quality and standards are maintained and quality improvements are implemented and remains responsive to learners needs. On completion of each programme of education each programme team will complete a CCNME Programme Monitoring Review and Evaluation report (Appendix 1) which will then be progressed sequentially for review and comment to the programme Committee, Academic Council Committees and finally to the Academic Council for sign off. Each committee may refer back for further information to inform their considerations. Once completed the Programme Monitoring Review and Evaluation report is communicated back to each Committee for actioning of recommendations where relevant.

4.0 Roles and Responsibilities

Responsible for Implementation	Academic Council	Quality Enhancement Committee	Programme Board	Programme Committees	CCNME Programme Teams	Learners
	✓	✓	✓	✓	✓	✓
Responsible for Monitoring & Review	Academic Council	Quality Enhancement Committee	Programme Board	Teaching Learning and Assessment Committee	Appeals Complaints and Disciplinary Committee	Learners
	✓	✓	✓	✓	✓	✓
	Academic Integrity Committee	Board of Examiners	Programme Development Committee	Programme Committees	CCNME Programme Teams	External Stakeholders
	✓	✓	✓	✓	✓	✓

4.1 Academic Council

- 4.1.1 Receive and review the Programme Monitoring Review and Evaluation report;
- 4.1.2 Oversee the CCNME monitoring, review and evaluation of programmes of education and educational quality processes against agreed quality assurance standards and existing Validation;
- 4.1.3 Oversee Learner admission, attrition, and completion, assessment of learner, academic standards and academic quality assurance as it relates to Level 5-Level 8 QQI programmes of education;
- 4.1.4 Oversee consistency in approaches across the CCNME;
- 4.1.5 Be assured that criteria for the selection, admission, retention and exclusion of Learners have been adhered to;
- 4.1.6 Analyse the programme monitoring review and evaluation report submitted from the Quality Enhancement Committee and analyse the contribution and recommendations from each committee;
- 4.1.7 Review and make recommendations on the revision of existing programmes in view of the analysis;
- 4.1.8 Make recommendations in regard to the continuation or discontinuation of programmes;
- 4.1.9 Detail an action plan for the programme including any modifications to QA standards and procedures and communicate to each committee and Programme Team;
- 4.1.10 Compile an annual report on QQI validated programmes provided by Centres.

4.2 Programme Board

- 4.2.1 Oversee the initiation of monitoring, review and evaluation of Quality Assurance as defined and agreed by Academic Council;
- 4.2.2 Receive programme Monitoring review and Evaluation report from Programme Committee;
- 4.2.3 Communicate and circulate the Programme Committee Monitoring Review and Evaluation to other Academic Committees to include External Examiner/External Authenticator report;
- 4.2.4 Ensure that a Chief External Authenticator/Examiner has coordinated feedback where there has been more than one external authenticators/examiners for a programme;
- 4.2.5 Collate annual quality monitoring reports received from Programme Committees, Board of Examiners and Academic Committees;
- 4.2.6 Together with the Quality Enhancement Committee provide collated reports to Chair of the Academic Council within specified timeframes;
- 4.2.7 Communicate recommendations from Academic Council to all Academic Committees Programme Committee and Programme Teams

4.3 Quality Enhancement Committee

- 4.3.1 Bench mark, audit and oversight of QA processes;

- 4.3.2 Analyse and provide report on data to include learner evaluations provided by Programme Committee and Board of Examiners for consideration of Academic Council;
- 4.3.3 Oversee consistency in approaches across the CCNME;
- 4.3.4 Identify and report on areas of good practice;
- 4.3.5 Identify and provide recommendations on areas which require Improvement;
- 4.3.6 Identify and report on any Trends and Issues;
- 4.3.7 Provide report on performance measurement against established KPI's;

4.4 Teaching Learning & Assessment Committee

- 4.4.1 Oversee implementation of Teaching , Learning and Assessment Strategy;
- 4.4.2 Oversee delivery of programme alignment to Programme Validation;
- 4.4.3 Provide report to Academic Council identifying areas of good practice and areas for Improvement on the following:
 - 4.4.3.1 Timetabling of Contact hours;
 - 4.4.3.2 Learner Workload;
 - 4.4.3.3 Attendance;
 - 4.4.3.4 Teacher to Learner Ratios;
 - 4.4.3.5 Teaching and learning Strategies employed;
 - 4.4.3.6 Learning Outcomes Achieved;
 - 4.4.3.7 Assessments and Assessment Methods.

4.5 Academic Integrity Committee

- 4.5.1 Provide Report on referrals of suspected breaches of Academic integrity;
- 4.5.2 Provide report on decisions and action;
- 4.5.3 Provide report on referrals to Disciplinary Committee;
- 4.5.4 Provide and promote recommendations to Academic Council on Academic Integrity good practice and on measures CCNME can take to avoid breaches.

4.6 Board of Examiners

- 4.6.1 Maintain and monitor the academic standards of programmes;
- 4.6.2 Confirm where learners supports were implemented following request for reasonable accommodation;
- 4.6.3 Monitor the effectiveness of the assessment processes used, to confirm processes are appropriate, valid, rigorous and fair and adhere to CCNMEs assessment regulations and guidance;
- 4.6.4 Report on programme marks, award and classification decisions;
- 4.6.5 Report on actions for an unsuccessful learner including provisions for reassessment and deferral;
- 4.6.6 Report External Examiner/Authenticator findings on the appropriateness of the assessment process ensuring the CCNMEs quality assurance framework has been consistently applied;

- 4.6.7 Provide report from Chief External Examiner/Authenticator and Chief Examiner/Authenticator where there has been more than one external authenticators/examiners for a programme;
- 4.6.8 Make recommendations for improvement and identify areas of good practice to Academic council

4.7 Appeals Complaints and Disciplinary Committee

- 4.7.1 Provide a report on the number and classification of Appeals and Complaints received;
- 4.7.2 Report on Actions taken;
- 4.7.3 Identify trends or issues and make recommendations to Academic Council on measures to be taken;
- 4.7.4 Report on types of Disciplinary issues referred;
- 4.7.5 Report on actions taken by Committee;
- 4.7.6 Identify any trends which may pose a threat to the integrity of the Programme;
- 4.7.7 Make recommendations to Academic Council on measures to be taken.

4.8 Programme Committee

- 4.8.1 Initiate the Programme monitoring review and evaluation process with the Programme Coordinator of CCNME Programme Teams;
- 4.8.2 Receive Programme Team Report within one month of programme certification and ensure that all sections are complete;
- 4.8.3 Revert to Programme Coordinator of Programme Team if further information required;
- 4.8.4 Identify areas of good practice and make recommendations where improvements are required;
- 4.8.5 Ensure that programme is aligned to QQI Programme Validation and agreed QA Standards;
- 4.8.6 Monitor the implementation of the programme as defined in the approved programme schedule;
- 4.8.7 Ensure that appropriate learner supports are in place within the resources made by the CCNME Management Board and within the remit of the CCNME Memorandum of Understanding to meet the welfare, academic, administrative and clinical placement needs of learners enrolled on programmes;
- 4.8.8 Collate reports and communicate to Programme Board ensuring that there is a Chief Authenticator/External Examiner report if there was more than one for a programme;
- 4.8.9 Provide feedback to Programme Team once signed off by Academic Council;
- 4.8.10 Communicate and oversee the implementation of agreed recommendations to Programme Teams.

4.9 CCNME Programme Teams

- 4.9.1 Oversight of Quality Assurance processes within the Centre;

- 4.9.2 Ensure that programme delivery is in line with QQI Certificate of Validation;
- 4.9.3 Distribute evaluations to include learners, staff, facilitators, and external stakeholders, where relevant and collate responses;
- 4.9.4 Compile all associated programme documentation e.g.
 - 4.9.4.1 programme schedule, timetables and exam papers;
 - 4.9.4.2 external authenticators/examiners' reports; previous monitoring reports (if relevant), amendments to the programme since it was most recently validated,
 - 4.9.4.3 evidence of implementation of recommendations,
 - 4.9.4.4 Learner supports provided and availed of,
 - 4.9.4.5 record of appeals, complaints or reports of suspected breaches of academic integrity or Learner Code of Conduct and Digital Learner Charter;
- 4.9.5 Review collated report and identify any changes pertinent to the programme and include any actions taken, recommendations for improvements to be made, in the report;
- 4.9.6 Complete monitoring review and evaluation report following programme Certification ensuring all sections of the report to be completed;
- 4.9.7 Completed report to be submitted to Chairperson of Programme Committee within one month of completion of programme Certification.

4.10 Learner

- 4.10.1 Be familiar with the QA processes as outlined in the learner programme handbook;
- 4.10.2 Every Learner will be given the opportunity to complete programme evaluation;
- 4.10.3 Learner representatives will have an opportunity to participate on CCNME committees;
- 4.10.4 Copy of the final report will be made available to Learner representative;
- 4.10.5 Past learners' will be provided with an opportunity to participate in a post programme evaluation.

4.11 External Stakeholders

- 4.11.1 Evaluations from the following stakeholders will be sought and reported periodically but at a minimum at least once during a four-year period:
 - Employers e.g. is the programme meeting service needs and fit for purpose;
 - Higher Education providers offering progression opportunities e.g. Level 5 graduates who progress to Nursing or Midwifery undergraduate programme;
 - Workplace Mentors/clinical assessors;

- Regulatory body e.g. Nursing and Midwifery Board of Ireland (NMBI).

5.0 Document Control

Document Title	Policy on Programme Monitoring and Review	
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"> • Hounsell, D. (2009). The evaluation of teaching. In: Fry, H., Ketteridge, S., and Marshall, S., eds. <i>A handbook for teaching and learning in higher education: enhancing academic practice</i>. 3rd ed. New York: Routledge. • McMahon, T., Barrett, T. and O'Neill, G. (2007). Using observation of teaching to improve quality: finding your way through the muddle of competing conceptions, confusion of practice and mutually exclusive intentions. <i>Teaching in Higher Education</i>, 12(4), pp.499–511. • Quality and Qualifications Ireland (QQI). (2022). <i>Programme Review Manual. A Guide for Providers on HET Programme Review and Revalidation</i>. Dublin: Quality and Qualifications Ireland. • Strong, J., Mattick, L., McManus, M., Matthews, K. and Foster, J. (2008). <i>Self-review for Higher Education Institutions: Experiences from the University of Queensland</i> [online]. Available from: https://www.aqa.ac.nz/sites/all/files/AUQA.pdf [accessed 30 January 2022]. 	
Related Policies & Procedures	<ul style="list-style-type: none"> • Procedure on Internal Verification as part of the Authentication Process (FET) [PDF, 4 Pages] • Policy on External Authentication (FET) [PDF, 6 Pages] • Procedure on External Authentication (FET) [PDF, 4 Pages] • Procedure on Board of Examiners: Results Approval Panel [PDF 6 Pages] • Policy on External Examination (HET) [PDF, 10 Pages] • Procedure on the Process of Board of Examiners Meetings for QQI HET Validated Programmes [PDF, 8 Pages] 	