Procedure 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)

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1.0 Purpose

The following procedure outlines supports available to learners within the CCNME.
The procedure is divided into 5 sections

1. An integrated approach from the perspective of the learner
2. Learner supports
3. Access to services related to programmes
4. Learner representation
5. Guidance

2.0 Procedures on Section 1 – 5

2.1 An integrated approach from the perspective of the learner

2.1.1 The range of learner supports available in the CCNME is as coherent and integrated as possible

2.1.2 All learner supports are responsive to
  (i) The individual learner
  (ii) The educational needs of the programme
  (iii) Evaluation activities and programme review
  (iv) Decision-making processes requiring feedback on learner support (for e.g. Reasonable Accommodation)

2.1.3 There are policies and procedures in the CCNME to comply with QQI QA requirements and professional bodies

2.1.4 Information is disseminated to learners in relation to the range of education programmes on offer.

2.1.5 Prior to commencement of any programme, the programme coordinator is responsible for the updating of learner resources

2.1.6 Learning resources reflect up-to-date approaches to teaching, learning, assessing and learner needs as identified through feedback on teaching and learning

2.1.7 Programme entry requirements, application process and programme outlines are clearly documented for learners in learner programme handbooks, programme descriptors and learning resources

2.1.8 Programme application process offers opportunity for learners to identify any learning needs, difficulties or disabilities that may affect learning. The policy on reasonable accommodations is available for learners

2.1.9 Learner representatives are facilitated to make representations on behalf of the learners to the programme coordinator/ education team, programme boards and academic council

2.1.10 Learners are offered opportunities to give feedback on learner supports through regular and standardised programme evaluations

2.1.11 Reviews and updates of programme incorporate learner feedback from evaluations and revised in line with best practice standards

2.1.12 Evidence of changes made or actions taken in response to learner feedback are documented in the programme improvement plan

2.2 Learner supports

2.2.1 Learners may access specific programme information available on the online platform prior to commencement of the programme and this information is supported in the learner programme handbook

2.2.2 The programme coordinator provides an overview of the programme to learners on commencement of the programme

2.2.3 Learners are strongly encouraged to disclose a disability, to ensure appropriate supports/reasonable accommodations can be put in place. Any disclosures will be treated confidentially and information will only be shared with the learner's consent.

2.2.4 CCNME staff are available as academic support for learners e.g. tutorial staff, programme coordinator and programme component leader

2.2.5 While CCNME staff are available to support leaners, it must be acknowledged that they must practice within the scope of their role and seek expert advice when relevant

2.2.6 It is acknowledged that learners are individual and have diverse needs. The CCNME is committed to ensuring that all programmes of education and training are planned and delivered in a manner that accommodates diversity, promotes dignity, combats discrimination and promotes equality of opportunity for all.

2.2.7 The CCNME aims to create an environment which promotes and respects mental health and wellbeing for all learners. Learners are encouraged to voice any concerns about their mental health and wellbeing.

2.3 Access to services related to programmes

2.3.1 <u>Library Supports</u>: The Programme Coordinator:

   2.3.1.1 Signposts all learners to the library facilities accessible to them

   2.3.1.2 Provides learners access to specific programme reading lists

   2.3.1.3 Provide resources with regards to referencing to support the learners completing the programme where applicable

2.3.2 <u>Academic learner support services</u>

   2.3.2.1 The programme coordinator offers practical support and guidance for all learners regarding any general or subject specific academic challenges they may experience during their studies

   2.3.2.2 The programme coordinator ensures that pre-programme information is provided to the learner via an online platform and in the programme handbook

   2.3.2.3 Additional study skills guidance identified to learners may address matters such as: academic writing skills, guidelines on different types of assignments, referencing, study skills, time management, report writing, reading – scanning and skimming techniques

2.3.3 <u>Supports to Learner in the Clinical Environment</u>

   2.3.3.1 The programme coordinator is responsible to

2.3.3.1.1 Link with the clinical line manager, who will assign a clinical assessor to learners required to complete a clinical component as part of a programme

2.3.3.1.2 Provide information to the clinical assessor on programme content and programme component requirements

2.3.3.2 The clinical assessor is responsible to

2.3.3.2.1 Assume the responsibilities of the role in collaboration with the programme coordinator

2.3.3.2.2 Provide information, guidance and feedback to support learners to complete a clinical component

2.3.3.2.3 Facilitate and undertake assessments

2.3.3.2.4 Alert the programme coordinator of any difficulties the learner may experience during a clinical component of a programme

2.3.3.2.5 Provide additional support for learners who are experiencing difficulties

2.3.4 Administrative services

2.3.4.1 Administrative support is available in the CCNME

2.3.4.2 It is the responsibility of the administrative staff to provide administrative support to programme delivery

2.3.5 Physical premises, equipment and facilities

2.3.5.1 The Programme Coordinator regularly reviews the effectiveness of its premises i.e. classrooms, equipment and facilities to ensure their continuing adequacy and effectiveness in relation to the programmes of education and training and updates the Director of Centre as appropriate

2.3.6 Information technology (IT)

2.3.6.1 The CCNME supports an effective, current and secure online platform for learners

2.3.6.2 All learner data is managed as per policy on Security of Assessments in accordance with the policy on Data Protection Usage and Management

2.4 Learner representation

2.4.1 A Learner Representative is an enrolled learner who facilitates communication between education staff and learners regarding programme matters and academic support and provides another point of contact for learners

2.4.2 At the commencement of a programme, a Learner Representative is elected by the class

2.4.3 Learner Representation will be sought and encouraged on the Academic Council, Programme Boards and relevant Committees and Programme Teams

2.4.4 Learner Representatives represent learners and ensure that their views are represented in decision making

2.4.5 Learner Representative is afforded the opportunity to attend programme board meetings for the relevant proportion of the meeting

2.4.6 Documented evidence is maintained that reflects any changes made or actions taken based on presentation of views from learner representative

2.4.7 Learner representatives are informed of relevant training for class representatives available via National Student Engagement Programme

2.5 Guidance

2.5.1 The Centre will provide learners with accurate and relevant information on the programme via the online learning platform to enable them to make informed choices, prior to enrolment

2.5.2 Learners are offered the opportunity to discuss education issues, programme issues and specific needs with the programme coordinator

2.5.3 Where programmes are organised in units of study the programme schedule will outline to the learner the allocation of credits and grades as well as any special progression requirements

2.5.4 Learners who wish to exit a programme prior to its completion are assisted to do so, with all academic credit received to date documented in the learners' records if relevant

2.5.5 Following completion of the programme the learner will be provided with relevant information with regard to the programme to include accreditation position within the QQI Framework to facilitate transfer and progress to other available programmes within the CCNME and elsewhere if requested

3.0 Document Control

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Related Policies & Procedures	• Policy and Procedure on Diversity, Equality and Inclusion of Learners [PDF, 4 Pages] • Policy on Learner Mental Health and Well-Being [PDF, 6 Pages] • Procedure on Learner Mental Health and Well-Being [PDF, 10 Pages • Policy on Learner Withdrawal from Studies/Early Exit [PDF, 5 Pages] • Policy on Reasonable Accommodation in Assessment [PDF, 5 Pages] • Procedure on Support for Learners [PDF, 6 Pages] • Policy on Teaching and Learning Strategies [PDF, 5 Pages] • Policy on Promoting and Maintaining Academic Integrity [PDF, 5 Pages] • Procedure on Promotion of Academic Integrity among Learners [PDF 5 Pages]