Procedure 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 procedure is to promote and support teaching, learning and assessment strategies utilised to facilitate learners to acquire the award standards for QQI validated Level 5 to Level 8 programmes on the National Framework of Qualifications (NFQ) within the CCNME.

2.0 Procedure

2.0.1 Identify what the learner is expected to know, understand, and/or be able to demonstrate in order to be successful on the programme and achieve certification (Minimum intended programme learning outcomes (MIPLOs))

2.0.2 Identify the outcomes to be achieved for each module and to be evidenced by a learner to achieve certification (Minimum intended module learning outcomes (MIMLOs))

2.0.3 A copy of the MIMLOs and MIPLOs for each teaching session will be provided to the learners

2.0.4 The learning environment will be organised to facilitate learners' safety and achievement of MIPLOs

2.0.5 Hand-outs, e-learning/online facilities, pod casts (if available), recorded webinar's and reading lists that highlight key features of learning and provide learners with alternative perspectives will be provided where appropriate

2.0.6 The role of the facilitator is to:

2.0.6.1 Assist learners to link new learning to their experience and apply to clinical practice

2.0.6.2 Create an environment that encourages learners to learn

2.0.6.3 Utilise a variety of teaching and learning methodologies including synchronous learning to enhance the learner experience

2.0.6.4 Utilise the characteristics and principles of adult learning (Knowles,1984; Darkenwald & Merriam, 1982) to enhance the learners experience and encourage their active participation in the programme through planned self-directed study, application of theory to work based experience, reflection and problem solving skills

2.0.6.5 Acknowledge as a rich resource for learning, the experience and knowledge which the learner brings to the programme within the classroom

2.0.6.6 Acknowledge and support a health service user as a guest speaker where appropriate

2.0.6.7 Discuss with learners how the MIPLOs/MIMLOs are connected to the module content and to assessments

2.0.7 Teaching, learning and assessment strategies for each education programme will be planned and organised via Programme Committee to facilitate learners to acquire knowledge and skills as identified by programme curriculum

2.0.8 Learning activities will be designed to encourage problem-solving and critical thinking skills through insight learning so learners explore connections between theory and practice concepts

2.0.9 Promote innovative use of technologies, simulating learning and visual approaches to further enhance the teaching and learning environment

2.0.10 Learners/programme facilitators evaluate and provide feedback to Programme Coordinator on teaching, learning and assessment strategies, to be submitted as a report to Chairperson of Programme Committee.

2.0.11 Encourage learners to think holistically about issues and to explore how contexts influence or distort meaning using effective questioning Blooms Taxonomy (1965) and Socratic Questioning (Hughes & Quinn, 2013)

2.0.12 Utilise eclectic styles to support learners throughout the programme of education, such as experiential learning (Kolb, 1984), reflective practice (Schön, 1983), synchronous learning and adult learning for e.g. through work based reflective journals, portfolios, collaborative and cooperative learning through group work and assessment, and provision of timely feedback to learners

2.0.13 Utilise a broad range of facilitation techniques to support all learner involvement

2.0.14 Utilise strategies to manage disruptive behaviours that may arise in the teaching/learning environment (Hughes & Quinn, 2013)

3.0   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	- Bloom, B.S. (1965). *Taxonomy of educational objectives: the classification of educational goals. Handbook 1: Cognitive Domain*. New York: McKay. - Darkenwald, G.G. and Merriam, S.B. (1982). *Adult education: foundations of practice.* Cambridge: Harper & Row. - Honey, P. and Mumford, A. (1986). *Using your learning styles*. London: Chartered Institute of Personnel and Development. - Hughes, S.J. and Quinn, F.M. (2013). *Quinn's principles and practice of nurse education*. Andover: Cengage Learning. - Knowles, M.S. (1984). *Andragogy in action*. San Francisco ; London: Jossey-Bass. - Knowles, M.S., Holton III, E.F., Swanson, R.A. and Robinson, P.A. (2015). *The Adult Learner: The Definitive Classic in Adult Education and Human Resource Development.* 8th ed. Milton: Taylor & Francis Group. - Kolb, D.A. (1984). *Experimental learning: experience as the source of learning and development*. Englewood Cliffs; London: Prentice-Hall. - Schon, D.A. (1983). *The reflective practitioner: how professionals think in action*. New York: Basic Books.	
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	• Procedure on Assessment of Learners [PDF, 7 Pages] • Procedure on Grading and Certification of Learner Assessment [PDF, 8 Pages]
Related Resources	• Teaching, Learning and Assessment Strategy