Oifig an Stiúrthóra Seirbhísí Altranais & Cnáimhseachais

Office of the Nursing & Midwifery Services Director

CCNME
Consortium of Centres for Nursing and Midwifery Education

CINNTE

Self-Evaluation Report

Consortium of Centres for Nursing and Midwifery Education

INSTITUTIONAL SELF EVALUATION REPORT FOR THE QQI CINNTE PROCESS

2026



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LEARNING
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Enhancing Through Evidence

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Foreword

On behalf of the Consortium of Centres for Nursing and Midwifery Education (CCNME), it is my pleasure to present this Self-Evaluation Report (SER) as part of the Quality and Qualifications Ireland (QQI) CINNTE Institutional Quality Review process.

This report provides a critical evaluation of the effectiveness of the CCNME's governance, quality assurance and educational provision since becoming a QQI approved provider in 2022. The self-evaluation process has enabled the organisation to reflect on its progress, assess the effectiveness of its quality assurance arrangements and identify priorities for future enhancement.

Through a collaborative consortium model, the CCNME has established governance structures, quality assurance arrangements and a portfolio of programmes that support the continuing professional development of registered nurses, registered midwives and healthcare assistants. These programmes contribute to professional competence, workforce capability, service improvement and the delivery of safe, evidence-based, person-centred care.

The findings presented within this report demonstrate significant progress made in establishing governance structures, implementing quality assurance arrangements and developing educational provision that is responsive to the needs of learners and healthcare services. The report also reflects our commitment to continuous quality enhancement and our willingness to critically evaluate existing practices to ensure they remain effective, relevant and aligned with national priorities.

I would like to acknowledge the contribution of learners, staff, governance committees, programme teams, subject matter experts and stakeholders whose engagement and expertise informed this report. Their contribution has been central to the development of the CCNME and to the preparation of this report.

We welcome the opportunity to engage with the CINNTE Review Team and look forward to external insights and recommendations arising from the review process, which will further support the enhancement of quality assured educational provision across the CCNME.

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October 2026

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Glossary / Abbreviations

Acronym	Meaning
AC	Academic Council
AI	Artificial Intelligence
ATP	Access, transfer and progression
CAO	Central Applications Office
CCNME	Consortium of Centres for Nursing and Midwifery Education
CCO	Office of the Chief Clinical Officer
CDT	Curriculum Development Team
Centres	Participating Centres of the CCNME
CINNTE	Sure or Certain (Irish Term)
CMS	Classroom Management System
CPD	Continuing Professional Development
DoH	Department of Health
ECTS	European Credit Transfer & Accumulation System
ESG	Standards and Guidelines for Quality Assurance in the European Higher Education Area
FET	Further Education and Training
GDPR	General Data Protection Regulation
GenAI	Generative Artificial Intelligence
HCAs	Healthcare Assistants
HEI	Higher Education Institution
HELS	Higher Education Link Scheme
HET	Higher Education and Training
HSE	Health Service Executive
IADNAM	Irish Association of Directors of Nursing and Midwifery
LMS	Learning Management System
MIMLO	Minimum Intended Module Learning Outcome
MIPLO	Minimum Intended Programme Learning Outcome
MoU	Memorandum of Understanding
NCLC	National Clinical Leadership Centre
NEL	National Education Lead ONMSD
NFQ	National Framework of Qualifications
NMBI	Nursing and Midwifery Board of Ireland
NMPDU	Nursing and Midwifery Planning and Development Unit

Glossary / Abbreviations

Acronym	Meaning
OSCE	Objective Structured Clinical Examination
ONMSD	Office of the Nursing and Midwifery Services Director
PAEC	Programme and Awards Executive Committee (QQI)
PDC	Programme Development Committee
PDP	Professional Development Plans
PEL	Protection of Enrolled Learners
PPPGs	Policies, Procedures, Protocols and Guidelines
QA	Quality Assurance
QBS	QQI Quality and Business Service
QEC	Quality Enhancement Committee
QI	Quality Improvement
QIP	Quality Improvement Plan
QQI	Quality and Qualifications Ireland
RPL	Recognition of Prior Learning
SER	Self-Evaluation Report
SME	Subject Matter Experts
SPA	Special Purpose Award
TLA	Teaching, Learning and Assessment
TNA	Training Needs Analysis
ToR	Terms of Reference
UDL	Universal Design for Learning
WTE	Whole Time Equivalent

Introduction

Established in 2022 as a QQI approved provider, the Consortium of Centres for Nursing and Midwifery Education (CCNME) comprises twelve Health Service Executive (HSE) Centres for Nursing and Midwifery Education, the National Clinical Leadership Centre (NCLC), and ten voluntary Section 38 Centres for Nursing and Midwifery Education and Learning and Development. The CCNME provides a coordinated approach to the development, validation, delivery and quality assurance of programmes leading to QQI awards at Levels 5 to 8 on the National Framework of Qualifications (NFQ) for registered nurses, registered midwives and healthcare assistants. A Memorandum of Understanding (MoU) between the Office of the Nursing and Midwifery Services Director (ONMSD) and the voluntary Section 38 Centres formalises the adoption of CCNME quality assurance policies, procedures, processes and guidelines (PPPGs) for the delivery and quality assurance of programmes leading to QQI awards.

The provision of educational programmes is guided by our commitment in supporting professional competence, lifelong learning and to promote the delivery of safe, evidence-based person-centred care. The strategic direction of the CCNME is informed by the Health Service Executive (HSE) Office of the Nursing and Midwifery Services Director (ONMSD), which is aligned with the Department of Health (DoH) and HSE policy objectives, national strategies, workforce planning needs, and the ongoing needs of healthcare services.

The CCNME operates through a consortium model that supports collaboration across participating Centres. This approach maintains a shared approach to governance arrangements, quality assurance processes and continuous enhancement, and programme development. A strong commitment to quality assurance is reflected through engagement with internal quality assurance processes, independent programme review, stakeholder feedback, external accreditation and professional regulatory requirements and standards. This further supports a culture of shared responsibility of quality enhancement across the Consortium through reflective practice, and evidence-informed shared decision-making.

The CCNME's learner population is comprised of registered nurses, registered midwives and healthcare assistants who work in a range of diverse healthcare settings throughout Ireland. Programmes are designed and developed to support continuing professional development (CPD), achievement and maintenance of competence, workforce needs, enabling learners to promote safe, effective and evidence-based person-centred care in an ever-changing healthcare environment.

As an education provider, the CCNME have focused on implementing governance structures and quality assurance processes, developing accredited programmes and strengthening collaboration across the Consortium. Key trends identified during the review period include continued demand for accredited programmes, expansion of nursing and midwifery roles, and workforce planning, to respond to the evolving needs of healthcare services. These developments will continue to influence the future provision of educational programmes.

The self-evaluation process provided the CCNME with an opportunity to reflect on its development as a provider, evaluate the effectiveness of its processes and practices and identify areas for enhancement and improvement.

SER Process and Methodology

Approach to the SER

Preparation for the CINNTE Quality Review of Independent and Private Provider commenced in July 2026, following formal notification from the QQI review process. This included the development of timelines, establishment of reporting arrangements, identification of key stakeholders and mapping of evidence to support the SER.

The SER was prepared in accordance with the guidance provided in the QQI External Quality Assurance Review of Independent and Private Providers Handbook (2026). A collaborative approach was adopted to ensure broad representation across the CCNME of the self-evaluation process. The review incorporated all QQI validated provision from Level 5 to Level 8 on the National Framework of Qualifications (NFQ) and considered governance, and management of quality, access, transfer and progression, teaching, learning and assessment, and self-evaluation, monitoring and review.

The self-evaluation process was designed to be evidence-based, reflective and developmental. Evidence reviewed included governance documentation, committee minutes, quality assurance policies and procedures, programme validation documentation, programme monitoring and review reports, learner and staff feedback, External Examiners and External Authenticators reports, and other relevant quality assurance records generated since the establishment of the CCNME in 2022.

Review Process

The review was overseen by the CCNME CINNTE Review Subgroup, which coordinated all aspects of the self-evaluation process. Membership included representatives across participating Centres and governance structures ensuring that a broad range of educational, quality assurance perspectives informed the review. The Subgroup was responsible for oversight of timelines, evidence collection, report development and progression through relevant governance structures.

To support detailed analysis, thematic workstreams were established and aligned to the CINNTE review themes of Governance and Management of Quality, Access, Transfer and Progression (ATP), Teaching, Learning and Assessment, and Self-evaluation, Monitoring and Review. Each workstream reviewed evidence, reflected on current practice, and identified areas of strength, challenge and enhancement.

The process involved contributions from governance committee members, Directors of participating Centres, Registered Nurse Tutors, Programme Coordinators, Programme Teams and other key stakeholders. Evidence from learners, facilitators, External Examiners, and External Authenticators and quality assurance activities was also considered. Regular meetings of the CINNTE Review Subgroup and thematic workstreams facilitated ongoing dialogue, critical reflection and validation of findings.

Emerging findings were reviewed through the thematic workstreams and CINNTE Review Subgroup before being considered through the relevant governance structure. This process supported consistency in the interpretation of evidence, validated the findings of the self-evaluation and provided assurance regarding the accuracy of the conclusions and enhancement priorities identified within the SER.

Date	Activity
Jul 2026	CCNME CINNTE Review Subgroup and Thematic Workstreams established Communication and awareness of the CINNTE Review Process Evidence gathering and management of documentation
Aug 2026	Subgroup and Workstreams weekly meetings Review and analysis of evidence Engagement with stakeholders
Sep 2026	Compilation of SER Circulation of Self-Evaluation Report to CCNME members CCNME Approval of SER
Oct 2026	Submission of SER and supporting documentation to QQI

Table 1: SER Process Overview

Provider Profile

CCNME Profile

The purpose of the Consortium is to work collaboratively towards the development, validation and delivery of QQI programmes of education, providing registered nurses, registered midwives and healthcare assistants with access to quality assured, accredited programmes, to support their ongoing professional development and maintenance of competence. The CCNME's current scope of provision includes programmes leading to awards from Level 5 to Level 8 on the National Qualifications Framework (NFQ). Provision of these Further Education and Training (FET) and Higher Education and Training (HET) programmes is delivered through a network of Centres, delivered through face-to-face mode of delivery. While the CCNME is a relatively new provider, it builds on the educational experience, infrastructure and professional expertise of its participating Centres. These Centres have significant experience in the development and delivery of continuing professional development education programmes for registered nurses, registered midwives and healthcare assistants. These CPD activities are locally managed and respond to identified service and workforce needs and operate outside the CCNME validated QQI portfolio.

Prior to the establishment of the CCNME, many Centres had extensive experience in the development and delivery of Level 5 programmes, specifically designed to support the role of healthcare assistants. In addition, two Centres had experience in the development and delivery of Level 8 programmes, while several Centres have collaborated with Higher Education Institutions in the design and delivery of educational programmes for registered nurses and midwives. This collective knowledge, experience and educational capability across Centres provided a solid foundation for a collaborative approach to programme development, governance and quality assurance. Building on this, the CCNME developed an Education Governance Framework (2020) grounded in the principles of quality, accountability, and a culture of continuous improvement. The Framework identifies CCNME governance arrangements for the purposes of QQI programmes of education only. Comprising six inter-related elements, with the learner at the centre (Figure 1), the Framework supports the learner experience through effective governance, quality assurance, programme delivery and continuous improvement. By ensuring appropriate alignment of education with corporate, nursing and midwifery values and service priorities, the Framework supports the development, delivery, evaluation and continuous enhancement of appropriate and responsive education. The CCNME values the learner's voice and recognises the importance of eliciting the learner experience to determine, and enhance the quality of academic standards, continually building on providing a reputable quality learning experience for all learners.

The principles of educational governance are aligned with the HSE's organisational values, and are underpinned by nursing and midwifery standards and values:

- Ensuring the integrity of the educational and learning processes
- Providing accountability and responsibility of the educational system to stakeholders
- Promoting the continuous improvement of the learning process
- Enhancing educational outcomes with consequent improvement of services and patient care
- Responses to service needs that are timely, effective and within available resources/allocated budget
- Working in partnership with key stakeholders
- Evidence-based and quality assured frameworks for all developments
- A risk management approach to quality improvement, with clear action plans and transparent reporting processes



Figure 1: Educational Governance Framework (2020)

The following timeline (Table 2) provides a chronological overview of significant developments and achievements that have shaped the growth and progression of the CCNME.

Year	Key Developments
2022	• CCNME Model implemented • Governance structures established • QA policies and procedures implemented • Staff development: CCNME QA Assurance Briefing Sessions
2023	Publication of dedicated webpage to provide accessible information on • Governance structures and associated Terms of Reference • QA policies and procedures • Teaching, Learning & Assessment Strategy • Referencing Guide to Citation and Referencing: Harvard Style Staff engagement with • Training Needs Analysis conducted • Learner in Distress training • QQI Workshop Let's Talk about Assessment- Rethinking Assessment in Higher Education • Universal Design for Learning programme/module Successful QQI validation of • Level 8 Certificate in Introductory Psychosocial Interventions for Nurses and Midwives • Level 5 Specific Purpose Certificate in Medicines Management in Disability Services Delivery of Level 5 Major and Minor Awards

Year	Key Developments
2024	Approval of CCNME Rubric for Grading of Academic Work [Level 8] Staff engagement with • CCNME Copyright & Use of Images Webinar • Universal Design for Learning programme/module • QQI Workshops ◦ Rethinking Assessment of Learning Outcomes in FET ◦ Rethinking Assessment of Learning Outcomes in HET ◦ Rethinking Assessment: Inclusive Assessment & Standards in a Dynamic and Changing World ◦ Rethinking Assessment: Five Key Areas on Generative AI and Assessment Masterclass ◦ QQI Awards - Revised Policies and Criteria Webinar Delivery of Level 5 Major and Minor Awards CCNME involvement in the QQI Healthcare Advisory Group Poster Presentation on Promoting a Sustainable Nursing & Midwifery Workforce through the Establishment of the CCNME at IADNAM Conference CCNME Approval of Policy for Learner Assessment Recheck, Review and Appeals V2 CCNME Approval of Procedure for Learner Assessment Recheck, Review and Appeals V2
2025	Approval of CCNME Procedure on Academic Integrity: Detection and Management of Academic Misconduct Approval of CCNME Guide for Using Rubric for Grading of Academic Work Successful QQI validation of Level 8 programmes • Certificate in Diabetes Self-Management (Adults) • Certificate in Neonatal High Dependency and Special Care Successful QQI validation of Level 8 Microcredential • Certificate in Nurse Authority to Refer Adults for Radiological Procedures • Certificate in Nurse Authority to Refer Adults and Children for Radiological Procedures • Certificate in Nurse Authority to Refer Children for Radiological Procedures Delivery of • Level 5 Major and Minor Awards • first programme Level 8 Certificate in Diabetes Self-Management Staff engagement with • Digital Education Workshop: Strengthening our Education Infrastructure for Nursing & Midwifery • Universal Design for Learning programme/module • CCNME Impact of Artificial Intelligence on Education Webinar • QQI Workshop for Private HEIs: Validation, Revalidation and Devolved Responsibility • QQI Briefing Extension of Scope of Provision for the Delivery of Blended Learning Programmes • QQI Consultation Webinar: Draft QA Guidelines on Programmes involving Work-integrated Learning CCNME involvement in the QQI Healthcare Advisory Group NMBI Approval for Level 8 • Certificate in Nurse Authority to Refer Adults for Radiological Procedures • Certificate in Nurse Authority to Refer Adults and Children for Radiological Procedures • Certificate in Nurse Authority to Refer Children for Radiological Procedures • Certificate in Diabetes Self-Management • Certificate in Neonatal High Dependency and Special Care Expression of Interest submitted to QQI for Application for Intended Extension of Scope of Provision for Blended Learning Shortlisted as finalists for both the Nursing Project of the Year and Healthcare Initiative Patient Safety categories at the Irish Healthcare Centre Award
2026	CCNME Approval of • Policy on Ethical Use of Artificial Intelligence (AI) and Generative AI in Teaching, Learning and Assessment • Procedure on the Process of Board of Examiners Meeting for QQI HET Validated Programmes V2 • Blended Learning Strategic Plan • Revised Teaching, Learning and Assessment Strategic Plan to support Blended Learning • CCNME PPPGs to include Blended Learning

Year	Key Developments
2026	Delivery of Level 8 programmes • Certificate in Diabetes Self-Management • Certificate in Neonatal High Dependency and Special Care Successful QQI validation of Level 8 Microcredential • Certificate in Comprehensive Health Assessment (Adult) • Certificate in Acute Stroke Nursing [Adult] • Certificate in Caring for a Child with Complex Needs in the Community • Certificate In Care of Deteriorating, Ill or Injured Child & Young Person Staff engagement • Universal Design for Learning programme/module • QQI Ensuring valid, reliable and inclusive assessment in the GenAI era • QQI Preparing for CINNTE - Private/Independent Providers • QQI CINNTE self-evaluation workshop Private/Independent Providers and Quality and Qualifications Ireland (QQI) CCNME involvement in the QQI Healthcare Advisory Group Application submitted to QQI for Intended Extension of Scope of Provision for Blended Learning NMBI Approval for Level 8 • Certificate in Comprehensive Health Assessment (Adult) • Certificate in Acute Stroke Nursing [Adult] Submission to NMBI for approval • Certificate in Caring for a Child with Complex Needs in the Community • Certificate In Care of Deteriorating, Ill or Injured Child & Young Person

Table 2: Key Milestones in CCNME Development

CCNME Mission, Vision and Strategic Goals

Mission

The CCNME is committed to the pursuit of excellence in the provision of accessible programmes of education for registered nurses and registered midwives, to support the ongoing maintenance of their competence and to promote the delivery of safe, evidence-based person-centred care. In addition, the CCNME supports the development of healthcare assistants through formal education that contributes to their role within the healthcare team.

Educational provision is delivered within a supportive and inclusive learning environment that promotes learner development, reflective practice, lifelong learning and application of learning to practice. Through engagement with learners, staff, and key stakeholders, programmes support the development of knowledge, skills and competence required for contemporary healthcare.

Vision & Values

The vision of the CCNME is to foster an inclusive learning environment that empowers learners to achieve their full potential, advance professional practice, and contribute to excellence in person-centred healthcare. This is achieved through the provision of accessible and responsive education programmes, stakeholder engagement, a culture of lifelong learning and innovation, and a commitment to quality improvement. The CCNME's values underpin its educational provision and supports learners in contributing to safe and effective person-centred healthcare.



Figure 2: CCNME Values

Strategic Goals

The strategic direction of the CCNME is informed primarily by the strategic priorities of the ONMSD together with the DoH policy objectives, national healthcare strategies, and professional regulatory requirements. These drivers inform programme planning and development and support the provision of education that responds to workforce priorities, professional development and service needs. Through engagement with stakeholders and alignment with Nursing and Midwifery Board of Ireland (NMBI) standards, the CCNME seeks to ensure that educational provision remains relevant, responsive and aligned with contemporary healthcare practice.

Governance and Management Structures

The CCNME governance framework is designed to ensure clarity, accountability, and compliance with QQI standards. For the purposes of QQI provision, the corporate governance of the CCNME rests with the ONMSD, within the Office of the Chief Clinical Officer (CCO), HSE Senior Management & Leadership Team, with the Director of the ONMSD reporting through this governance structure. Oversight of this governance framework is provided by the Director of ONMSD. The ONMSD exercises overall governance responsibility and delegates corporate authority to the CCNME Management Team and CCNME Audit and Risk Committee and academic authority to the CCNME Academic Council.The ONMSD Director ensures that these structures operate in alignment with the ONMSD strategic plan and other agreed strategies, particularly where they apply to QQI validated programmes of education for registered nurses, registered midwives, healthcare assistants, and those who support the nursing and midwifery function. This oversight role reinforces accountability and ensures that educational provision meets national strategic priorities for nursing and midwifery services.

Central within these structures is the role of the ONMSD National Education Lead (NEL), who provides strategic leadership for nursing and midwifery education and continuing professional development (CPD) nationally, supporting consistency, quality and efficiency across the ONMSD educational remit. Reporting to the Director of the ONMSD, the NEL provides oversight of the CCNME in relation to governance, quality assurance and educational provision. Working collaboratively with Centres, Nursing and Midwifery Planning and Development Units (NMPDU), National Clinical Leadership Centre (NCLC) and the ONMSD Leadership Team, the NEL plays a pivotal role in advancing educational priorities. A key responsibility of the role is to lead, oversee and monitor the implementation of the CCNME Quality Assurance agreement with QQI, ensuring compliance with quality assurance standards and fostering continuous quality enhancement. The NEL also contributes to both Corporate and Academic Governance Committees, providing strategic oversight and guidance on education quality, governance and regulatory matters. The terms of reference for both Corporate Governance and Academic Governance Committees are clearly defined and outline the purpose, role, responsibilities, administration and membership, ensuring representation from internal stakeholders, and external stakeholders. Appendix 2 illustrates the structure of the CCNME Corporate Governance.

Management Team

The CCNME Management Team provides corporate governance including implementation and oversight of the ONMSD strategic plan and other agreed strategies where it applies to QQI validated programmes of education for registered nurses, registered midwives and healthcare assistants. The CCNME Management Team Chairperson reports to the Director of the ONMSD.

Audit and Risk Committee

The ONMSD has established an independent Audit and Risk Committee as an advisory Committee of the CCNME Management Team and CCNME Academic Council. The purpose of the Committee is to maintain oversight relating to governance, internal controls, risk management, data quality and institutional sustainability arrangements supporting QQI validated programmes delivered by the CCNME. The Committee supports compliance with the requirements of QQI under the Qualifications and Quality Assurance (Education and Training) Act 2012 (as amended). Statutory financial audit, value for money oversight and corporate financial governance remain within the remit of the HSE's established Audit and Risk structures.

Academic Governance

Academic governance incorporates the structures and processes that co-exist to standardise the conduct and overall management of teaching and learning in the CCNME, thus ensuring maintenance of standards, monitoring and continuous quality improvement. At the heart of developing quality academic governance, the CCNME promotes a culture of integration, openness and transparency which enables effective learner, staff and stakeholder engagement, while maintaining the integrity and respect for the roles in academic oversight. Active participation of learner representatives on academic committees is encouraged to reflect learner views and interests and promotes awareness amongst learners of the academic governance. The CCNME Academic governance is achieved through the Office of the Nursing and Midwifery Service Director delegating authority on academic matters to the CCNME Academic Council (AC). Appendix 3 illustrates the CCNME Academic Structure.

Academic Council

Academic Council is responsible for the planning, co-ordination, development, monitoring and oversight of all academic matters as it relates to the CCNME QQI Levels 5-8 programmes of education. To enable it to fulfil its role and function the AC has established nine committees with specific Terms of Reference and delegated authority for decision making.

The following are the nine committees.



Figure 3: Committees of Academic Council

Quality Assurance System

The CCNME is underpinned by a governance framework, and programme management and quality assurance processes that support the achievement of its mission. The CCNME QA aligns to both QQI core quality assurance standards and Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) as relevant. It consists of the following sections

- Governance and Management of Quality
- Approach to Quality Assurance
- Programmes of Education and Training
- Staff Communication and Development
- Teaching and Learning
- Assessment of Learners
- Supports for Learners
- Information and Data Management
- Public Information and Communication
- Other Parties involved in Education and Training
- Self-evaluation, Monitoring and Review

The QA policies and procedures are those that have been approved through QQI to ensure the quality and integrity of education programmes across the CCNME. With a commitment to quality improvement, these policies and procedures are subject to review and enhancement based on implementation experience, feedback from key stakeholders and evolving requirements and standards. As the CCNME expands programme delivery, feedback from all stakeholders, will inform quality enhancement to ensure continued effectiveness, relevance and responsiveness of its quality assurance arrangements.

Quality assurance and quality enhancement are integrated into CCNME processes through defined roles and responsibilities, committee structures, programme monitoring and review, learner, staff and stakeholder engagement, and decision-making processes. These arrangements support the oversight and monitoring of academic quality and standards across the CCNME. The CCNME engages with external quality assurance and professional regulatory processes, including QQI validation, NMBI programme approval, external examining and independent programme review prior to validation. Feedback and recommendations arising from these processes inform the ongoing review of programme development, governance and quality assurance procedures. Self-evaluation, reflection, stakeholder feedback and external review are used as mechanisms for learning and informing ongoing development, contributing to the review and enhancement of teaching, learning and assessment, and the learner experience within the CCNME. Collectively, these promote a culture of continuous improvement, ensuring programmes remain relevant, effective, and responsive to needs of learners, healthcare services,
and regulatory requirements.

Staff Profile

The CCNME staff profile comprises Directors, tutorial staff, administrative staff and learning technologists who support the development, delivery, governance and quality assurance of QQI validated programmes. Staff are employed through participating Centres and contribute to programme development, delivery, assessment, learner support and quality enhancement activities. The consortium model facilitates the sharing of educational expertise, knowledge and resources, supporting the consistent delivery of programmes nationally.

In addition to its core educational workforce and reflecting the diverse educational needs of registered nurses and midwives across a range of specialities, the CCNME draws upon a network of clinical Subject Matter Experts (SMEs) from nursing, midwifery, medical and Health and Social Care Professionals (HSCP). These experts contribute to the programme development, teaching, assessment and evaluation activities, ensuring that programmes remain evidence-based, clinically relevant and responsive to evolving healthcare needs and service priorities.

Learner Profile and Learner Numbers

The learner profile of the CCNME comprises registered nurses, registered midwives, and healthcare assistants employed in the HSE or HSE funded healthcare environments (Section 38). Learners are working in diverse range of healthcare settings, including acute, community, mental health, intellectual disability, maternity and children's settings, representing the national scope of the CCNME and its commitment to promoting lifelong learning and contributing to a skilled and sustainable workforce.

Learner Profile	Numbers
Registered Nurses Registered Midwives	111
Healthcare Assistants	710
Total	**821**

Table 3: Learner Profile 2022 - 2026

Year	Number of Programmes Delivered	Number of Learners Enrolled
2022	6	68
2023	10	119
2024	19	203
2025	34	238
2026	27	193
Total	**96**	**821**

Table 4: Learner Participation Trends

Award Type	Programmes Validated	Programmes Delivered
Level 5 Minor Awards	19	84
Level 5 Major Awards	1	5
Level 8 Special Purpose Award	3	5
Level 8 Microcredential Special Purpose Award	7	1
TOTAL	**30**	**96**

Table 5: QQI Validated Programmes

Learner participation has increased as the CCNME portfolio of QQI validated programmes has expanded since 2022, reflecting continued demand across the health service. The learner profile reflects the contribution of the CCNME to the development of nursing, midwifery and healthcare assistants, and its role in supporting national healthcare priorities, through the provision of quality assured education.

Objective 1: Governance and Management of Quality

1.1 CCNME Mission and Strategy

Description

Developed in consultation with stakeholders as part of the Education Governance Framework in preparation for QQI approval in 2020, the CCNME mission statement is informed by the values and strategic priorities of HSE and NMBI. It is underpinned by the principles of person-centred care, patient safety, protection of the public, evidence-based practice and practitioner competence. The mission defines the purpose of the CCNME, and provides a foundation for the CCNME's strategic objectives, programme development priorities, quality assurance processes and stakeholder engagement.It was formally approved through the CCNME governance structures and continues to align with national policy, professional requirements and service needs.

The mission guides the development of QQI validated Level 8 HET Special Purpose Award programmes and Level 5 Health Service Skills Major and Minor Awards. It is communicated through governance documentation, programme development and validation processes, learner handbooks, and the ONMSD CCNME website to promote a shared understanding of the Consortium's purpose and strategic direction. New programmes are developed in response to identified service needs, priorities and emerging healthcare requirements.

The following strategic drivers inform and influence the strategic direction of the CCNME.

Strategic Driver	Impact on CCNME Strategic Direction
Strategy for the Office of the Chief Nursing Officer 2024-2026 (Department of Health 2024)	Provides the overarching national direction of nursing and midwifery through its five key priority areas. The CCNME aligns programme development, planning, and initiatives to support workforce development, leadership, innovations, evidence-based practice and person-centred care.
Department of Health Statement of Strategy (2025-2028)	Informs programme planning and development by aligning educational provision with national health priorities, workforce development and quality improvement objectives.
Report of the Expert Review Body on Nursing and Midwifery (Department of Health, 2022)	Emphasises the importance of education and professional development in supporting a sustainable and skilled nursing and midwifery workforce. The CCNME responds by providing education programmes that promote lifelong learning and contribute to a skilled and sustainable workforce.
NMBI Professional Competence Scheme for Registered Nurses and Registered Midwives (NMBI 2025)	Influences the provision of CPD activities that support registered nurses and registered midwives in achieving and maintaining professional competence to meet regulatory requirements for safe practice.
HSE Corporate Plan	Guides educational priorities that support workforce capability, quality improvement and person-centred care

Strategic Driver	Impact on CCNME Strategic Direction
HSE National Service Plans	Informs CCNME programme planning and development in response to identified service priorities, workforce requirements and emerging healthcare needs.
HSE Clinical Governance Framework	Influences programme development, teaching, learning and assessment arrangements that support patient safety, professional competence and evidence-based practice.
ONMSD Strategy	Guides the development and delivery of Level 5-Level 8 programmes that meet identified service and professional development needs
ONMSD National Education Lead	Ensures strategic alignment between national priorities, service needs and development of education programmes, innovation in programme delivery and advancement of nursing, midwifery practice and healthcare assistant's function.

Table 6: CCNME Strategic Direction

Evaluation

The self-evaluation process demonstrates that the CCNME mission continues to provide an effective framework for guiding decision-making, programme development and quality assurance. Its alignment with national policy, professional requirements and workforce priorities has enabled the CCNME to establish a coherent and responsive educational provision. The mission has informed the development of governance structures, quality assurance arrangements and educational programmes that support professional competence, workforce capability and the delivery of safe, evidence-based, person-centred care.

A key strength identified during the review is the extent to which the mission has been translated into practice. Since becoming a QQI provider in 2022, the CCNME has implemented governance and quality assurance structures, developed a programme portfolio that responds to identified workforce, service and CPD needs.

Evidence of this is demonstrated through the validation and delivery of Level 5 and Level 8 programmes, including programmes in diabetes self-management, neonatal care, radiological referral, comprehensive health assessment, stroke nursing and care of children.

The continued development and delivery of Level 5 major and minor awards demonstrate the CCNME commitment to supporting the educational development of healthcare assistants and responding to workforce requirements.

The review also demonstrates the effectiveness of the collaborative consortium model in supporting achievement of its mission. Ongoing engagement with ONMSD, NMBI, clinical SMEs and healthcare stakeholders, ensures that programme development remains informed by professional requirements, identified service needs and evolving healthcare priorities. Evidence of this collaborative approach is reflected in programme development, participation in the QQI Healthcare Advisory Group and the contribution of clinical experts to programme design, delivery and review.

Evidence of programme validation, growth of programme portfolio, stakeholder engagement and continued development of governance and quality assurance arrangements demonstrates that the mission actively informs the work of the CCNME rather than functioning solely as a strategic statement. The approval of the Blended Learning Strategic Plan and application for an extension of scope of provision for blended learning further demonstrate CCNME responsiveness to learner, workforce and service needs and reflects the organisation's commitment to enhancing accessibility and flexibility of educational provision.

While evidence demonstrates effective implementation of the mission, the self-evaluation process identified opportunities to further strengthen the measurement of strategic effectiveness through the development of performance indicators and outcome measures linked to mission delivery and objectives.

While the mission remains relevant and well aligned with current healthcare and educational environment, the self-evaluation process identified the importance of periodic review to ensure ongoing responsiveness to developments in healthcare delivery, professional practice, workforce planning and educational innovation. Future enhancement will focus on maintaining this alignment and ensuring that the mission continues to provide a clear strategic direction for the CCNME.

Conclusion

The self-evaluation process confirms that the mission and strategic direction continue to provide an effective framework for guiding the development and delivery of quality assured educational provision across the CCNME. Evidence demonstrates strong alignment between the mission, strategic priorities, programme development and identified workforce needs. While the mission remains relevant and responsive to current healthcare priorities, future enhancement will focus on the periodic review of the mission and strategic priorities to ensure ongoing alignment with developments in healthcare, professional practice, education and workforce planning.

Areas of Effective Practice Identified

- The mission provides a clear strategic framework for governance, programme development and quality assurance across the CCNME.
- Educational provision demonstrates strong alignment with workforce, service and professional development needs.
- The collaborative consortium model supports stakeholder engagement, shared expertise and responsive programme development.

Areas for Potential Enhancement Identified

- Continue to review the mission and strategic priorities to ensure alignment with developments in healthcare, professional practice and education.
- Strengthen the use of performance information and outcome measures to evaluate the delivery and impact of strategic objectives.

1.2 Governance and Management Quality

Description

The CCNME has established a range of quality assurance processes to support the ongoing monitoring, review and continuous improvement of QQI provision. Quality assurance is supported through both internal and external review mechanisms. Internal processes include audit, programme monitoring and review, risk management, programme evaluation, learner and stakeholder feedback, and quality improvement activities. External assurance is provided through QQI validation and review processes, NMBI programme approval, external examiner engagement and independent programme review.



Figure 4: Quality Improvement Activities

The HSE Framework for Improving Quality (HSE, 2016) provides a relevant strategic framework for supporting a culture of continuous quality improvement. The Framework provides an approach to improving quality at all levels, from clinical to academic level, with a focus on safe, effective and person-centred care and on moving healthcare planning and delivery towards proactive service improvement through education and training. The Framework identifies six drivers which provide a structured approach to improving service quality. Its principles provide a useful context for considering how the CCNME's education and quality assurance activity can contribute to improvements in professional practice, service quality and patient outcomes.



Figure 5: Framework for Improving Quality

The Quality Enhancement Committee provides a dedicated forum for consideration of quality-related information and supports the identification, oversight and progression of quality enhancement activity across the CCNME. Quality assurance findings, audit and risk information, evaluation data, learner and stakeholder feedback and other relevant information provide evidence to inform decision-making and identify opportunities for improvement.

Where areas for improvement are identified, Quality Improvement Plans (QIPs) may be developed to identify the improvement required, actions, responsibilities, timescales and monitoring arrangements. The use of a structured Quality Improvement (QI) Model supports a systematic approach to testing and evaluating change and provides a mechanism for reviewing whether improvements have been effective and can be embedded into practice

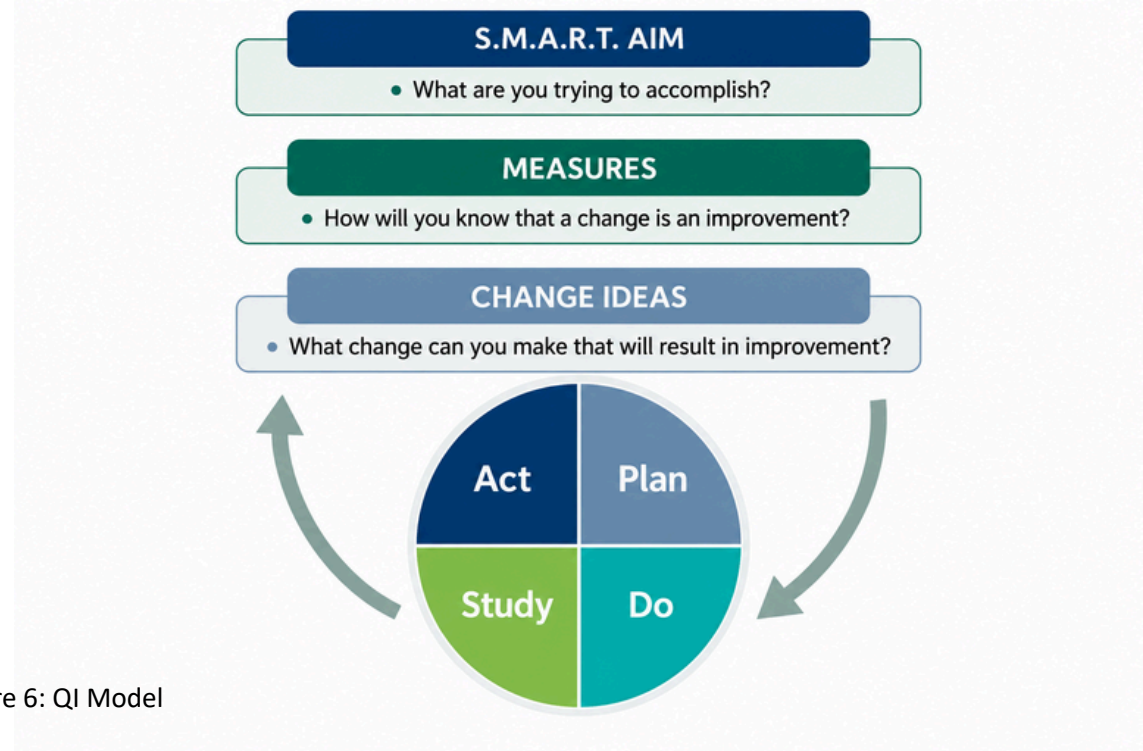


Figure 6: QI Model

Risk management and audit processes provide additional assurance by supporting the identification, assessment and monitoring of risks that may affect the quality, effectiveness or compliance of QQI provision. These processes, together with programme evaluation and stakeholder engagement, contribute to a continuous cycle of monitoring, review and quality enhancement.

Individual committees also monitor performance through a range of performance measures aligned to their respective roles and responsibilities. Current measures include programme development and revision, programme delivery, completion of quality assurance actions, learner participation and completion, curriculum development activity and stakeholder engagement.

Evaluation

The self-evaluation process confirms that the range of quality assurance processes established by the CCNME provides a strong foundation for monitoring the quality and standards of QQI provision and supporting continuous improvement. The combination of audit, risk management, programme monitoring, evaluation, stakeholder feedback and quality improvement activity provides multiple sources of evidence through which strengths, risks and areas for enhancement can be identified.

The HSE Framework for Improving Quality (HSE 2016) provides an established organisational context within which the CCNME can further develop its approach to quality improvement. There is an opportunity to strengthen the explicit alignment between the Framework's focus on continuous improvement and the CCNME's education quality assurance processes, particularly in demonstrating how education, learning and professional development contribute to improvements in practice and wider service and patient outcomes.

The role of the Quality Enhancement Committee provides an important mechanism for bringing a quality enhancement focus to this activity. The use of Quality Improvement Plans and the QI Model further supports a structured approach to improvement by moving from identification of an issue to planned action, testing of change and review of effectiveness.

The review process identified an opportunity to further strengthen the integration and oversight of quality assurance information across the organisation. Bringing together evidence from audit, risk management, programme evaluation, stakeholder feedback, quality assurance actions and quality improvement activity in a more systematic manner would support a more integrated approach to monitoring quality and informing decision-making.

This would strengthen the CCNME's capacity to identify emerging themes, monitor the effectiveness of actions taken and demonstrate how evidence from quality assurance activity informs continuous improvement.

While committees have established performance measures relating to their respective functions, these measures primarily focus on activity and outputs. Further development could distinguish more clearly between activity, output, outcome and impact, providing greater visibility of how education provision and quality improvement contribute to workforce, service and professional practice priorities.

Conclusion

Overall, the CCNME has established a comprehensive range of quality assurance and quality enhancement processes that provide a strong foundation for the oversight, monitoring and continuous improvement of QQI provision. The alignment of these processes with the HSE Framework for Improving Quality provides an opportunity to further strengthen the connection between education quality, professional practice, service improvement and patient outcomes.

Areas of Effective Practice Identified:

- Comprehensive QA processes: Programme monitoring, audit, risk management, evaluation, learner and stakeholder feedback and quality assurance actions provide multiple sources of evidence for quality oversight.
- Established quality enhancement mechanisms: The Quality Enhancement Committee, Quality Improvement Plans and use of the QI Model provide structured mechanisms for identifying, implementing and reviewing improvements.
- Alignment with the HSE quality agenda: The HSE Framework for Improving Quality provides an established strategic context for supporting a culture of continuous improvement and strengthening the relationship between education, quality improvement and service outcomes.

Areas for Potential Enhancement Identified

- Strengthen integration and impact of QA information: Further development of how audit, risk, evaluation, stakeholder feedback, performance measures and quality improvement activity are brought together would support a more integrated quality cycle and strengthen evidence of impact.
- Further strengthen alignment with the HSE quality improvement approach: Further consideration could be given to explicitly linking CCNME quality improvement activity with the HSE Framework for Improving Quality and its focus on proactive improvement, professional practice, service quality and outcomes.
- Strengthen the use of performance information, outcome measures and quality assurance data to support organisational learning, quality enhancement and evaluation of CCNME effectiveness.

1.3 Quality Assurance Policy and Procedural Documentation

Description

The CCNME maintains a comprehensive framework of quality assurance PPPG's and supporting documentation underpinned by governance, development, delivery, monitoring and enhancement of its Level 5 to Level 8 education programmes. This structured approach promotes assurance of consistency, transparency, accountability, and compliance with organisational, regulatory and awarding body standards and requirements. Quality assurance PPPGs and supporting documentation are developed using an adaptation of the HSE National Framework for Developing Policies, Procedures, Protocols and Guidelines, and are approved, implemented and monitored through established corporate and academic governance. The CCNME operates a three-year review cycle for PPPGs with interim review undertaken if necessary following outcomes of quality assurance processes. The CCNME provided Quality Assurance Briefing Sessions as a platform for communicating key quality standards, compliance requirements, and best practices that underpin the development and delivery of programmes of education. This session remains available for access by new staff within the CCNME. PPPGs are centrally stored in a repository and accessible to all stakeholders.

Evaluation

The evidence and processes described above provide assurance that Quality Enhancement processes are structured, standardised and accessible across the Consortium. Quality processes are further informed and strengthened through wide collaboration with key stakeholders which supports the CCNME quality assurance agenda in the context of a dynamic, evolving healthcare environment. Adherence with standards and requirements for postgraduate education of the Irish regulatory body, the Nursing & Midwifery Board of Ireland provides additional evidence supporting the effectiveness of these arrangements.

Quality Assurance briefing sessions enhanced staff knowledge regarding assessment regulations, curriculum development, and learner support frameworks. The briefings helped to maintain consistency and transparency across academic processes. Furthermore, they fostered a culture of accountability and continuous improvement, equipping staff with the knowledge and confidence to implement policies effectively and uphold the CCNME's commitment to excellence.

Since its establishment the CCNME quality assurance processes have been agile and dynamic in responding to evolving needs e.g. a Guideline has been developed to support the involvement of Simulated Participants in teaching, learning and assessment. Similarly, a Policy on Ethical Use of Artificial Intelligence (AI) and Generative AI in Teaching, Learning and Assessment has been developed to support educators and learners.

Communication of additional PPPGs developed is facilitated through established AC and NEL channels. All PPPGs have been reviewed and updated where applicable and as required by relevant stakeholders within defined timeframes since CCNME establishment. This is overseen by the QEC to promote a systematic approach to review PPPGs, to support continuous quality improvement.

Evidence presented during the evaluation confirmed that PPPGs were reviewed and revised to support the provider's application for blended learning provision. While PPPGs are subject to ongoing review through the Quality Enhancement Committee, evidence did not indicate that a structured review of the existing PPPGs has been undertaken to evaluate their effectiveness in supporting the current scope of face-to-face provision. Given the relatively recent establishment of the CCNME as a provider, some quality assurance arrangements and procedures have had limited opportunity to demonstrate their effectiveness over time. A structured review of the existing PPPGs would provide an opportunity to evaluate their effectiveness to date, identify areas for refinement and support continuous quality improvement. In some instances, the impact of specific procedures has not yet been demonstrated in practice because they have not been activated, for example the Procedure on the Management of Learner Complaints. The CCNME also utilises risk assessment processes to identify additional control measures to enhance programme delivery.

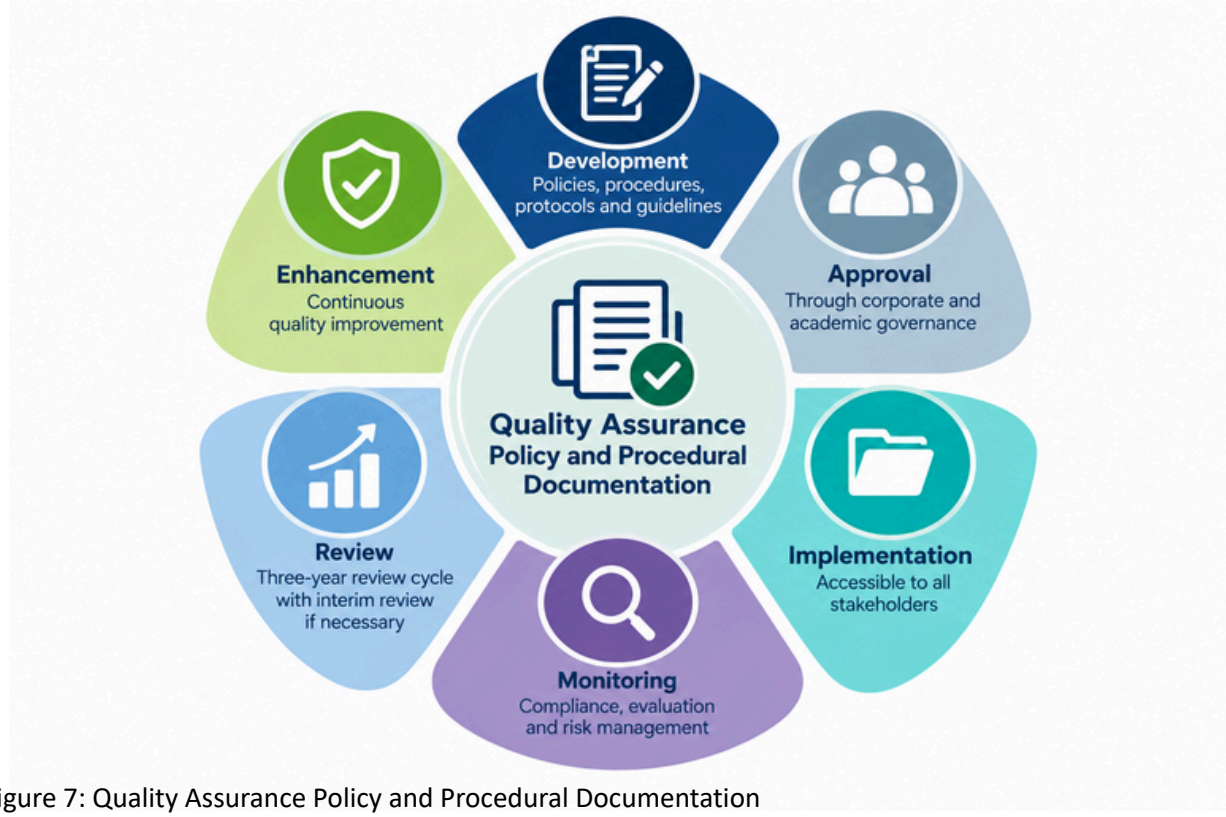


Figure 7: Quality Assurance Policy and Procedural Documentation

Conclusion

In conclusion, the CCNME has established a comprehensive quality assurance framework supported by a broad suite of policies, procedures, governance structures, and evaluation mechanisms. The activities of the QEC and Audit and Risk Committee provide robust oversight, promote continuous improvement, accountability, and compliance with national regulatory standards. Evidence from engagement with quality assurance briefing sessions, collaborative engagement with internal and external stakeholders, and the ongoing review of policies and procedures indicates a sustained commitment to maintaining and enhancing quality standards. While some processes have yet to be fully tested and certain risks remain dependent on external factors, the CCNME has demonstrated responsiveness and adaptability in addressing emerging challenges. Overall, the evidence indicates that CCNME's quality improvement processes are effective, dynamic, and provides a strong basis for ongoing quality enhancement and organisational development.

Areas of Effective Practice Identified

- Quality assurance is underpinned by a structured suite of policies, procedures, and guidelines governing learner support, governance, information management, programme quality, and public communication.
- The QEC provides systematic oversight of quality assurance and quality improvement activities and fosters a CCNME-wide culture of continuous improvement.
- Engagement with the risk management process ensures regular review and updating, supports proactive risk identification, mitigation, and management through clearly defined controls, ownership arrangements, and monitoring processes.
- Collaborative engagement with key stakeholders, including SMEs and contributes to the continuous development and strengthening of quality processes.
- Compliance with the standards and professional requirements of the Nursing and Midwifery Board of Ireland (NMBI) provides an additional layer of assurance regarding the quality and integrity of postgraduate nursing and midwifery education provision.
- Systematic review and updating of policies, procedures, and guidelines ensure that the quality framework remains current, responsive, and aligned with emerging educational, professional, and organisational priorities.

Areas for Potential Enhancement Identified

- Undertake a structured and evidence-informed review of the existing PPPGs to evaluate their effectiveness in supporting the current scope of provision and to identify opportunities for further enhancement based on implementation experience and stakeholder feedback.
- Access to control measures within the risk management process and outcomes from evaluation and audit processes will influence the review and development of PPPGs through the Quality Enhancement Committee.
- Enhance quality assurance processes through the application of audit to further support quality enhancement.

1.4 Staff Recruitment, Management and Development

Description

The CCNME recognises that a supportive and inclusive staff learning environment is fundamental to educational quality, learner success, organisational effectiveness and continuous quality enhancement. The expertise, professionalism, wellbeing and ongoing development of staff are central to the design, delivery, assurance and enhancement of programmes leading to QQI awards. Recruitment, employment and staff management are undertaken in accordance with the human resource frameworks, policies and governance arrangements of the respective employing organisations. The CCNME supports educational quality through its governance, quality assurance and staff development arrangements, ensuring staff involved in the provision of QQI programmes possess the appropriate qualifications, expertise and professional experience.

Staffing within the CCNME currently consists of tutorial and administrative staff. Registered Nurse/Midwife Tutors coordinating or delivering the programme are required to demonstrate a combination of professional, academic and educational expertise. In addition to maintaining current professional registration with the relevant nursing regulatory board, tutors are required to hold a postgraduate qualification in education at Level 9 and to meet the academic and professional requirements associated with their role and for registration within the Tutor divisions with NMBI. This ensures that those responsible for the delivery of the programme have appropriate clinical expertise, postgraduate-level academic preparation and formal educational training. Associated tutorial staff also consists of those who have completed postgraduate Level 9 in Education.

Professional practice is further informed by the Nursing and Midwifery Board of Ireland (NMBI) Code of Professional Conduct and Ethics for Registered Nurses and Registered Midwives Incorporating the Scope of Practice and Professional Guidance (NMBI, 2025). Structured induction, onboarding and mentoring arrangements support newly appointed staff and facilitate engagement with programme governance, quality assurance processes, teaching, learning and assessment practices, and Consortium PPPGs. These arrangements contribute to consistency of educational provision and support staff integration into the culture of quality across participating Centres.

The CCNME adopts a strategic approach to staff development through its Teaching, Learning and Assessment (TLA) Strategy. This approach is supported by the Policy on Staff Development, Procedure on Staff Development, Policy on Staff Communication, and Procedure on Staff Communication. Together, these frameworks promote professional development, effective communication, staff engagement, and continuous quality improvement across the Consortium.

They support continuing professional development, communities of practice, and engagement with educational technologies. They also facilitate active participation in quality assurance and enhancement activities across programme and governance structures. To inform workforce development planning, the CCNME undertook a consortium-wide Training Needs Analysis (TNA) in 2023.

The findings identified priority areas including curriculum design, programme development, quality assurance requirements, academic integrity, simulation-based education and digital capability. The recommendations have informed staff development planning and resource allocation and continue to guide the enhancement of staff capability across the Consortium. In response to the identified need to increase digital capability across the CCNME, the ONMSD has identified the development of a National Digital Competency Framework for Nursing and Midwifery Educators as a strategic priority for staff. This framework will support staff to develop competencies to effectively utilise digital technologies in the development and delivery of education programmes.

Staff development activities arising from identified needs include quality assurance briefings, academic integrity workshops, participation in Universal Design for Learning (UDL) initiatives, simulation education development programmes and educational technology training. Staff engagement in emerging areas, including the use of Artificial Intelligence in education, reflects the Consortium's commitment to innovation, educational practice and evidence-informed teaching and learning. The effectiveness of staff development initiatives is monitored through participation data, evaluation feedback, PDP processes, committee reporting arrangements and periodic review activities. These mechanisms enable the Consortium to evaluate impact, identify emerging needs and ensure that staff development contributes to quality enhancement and organisational learning.

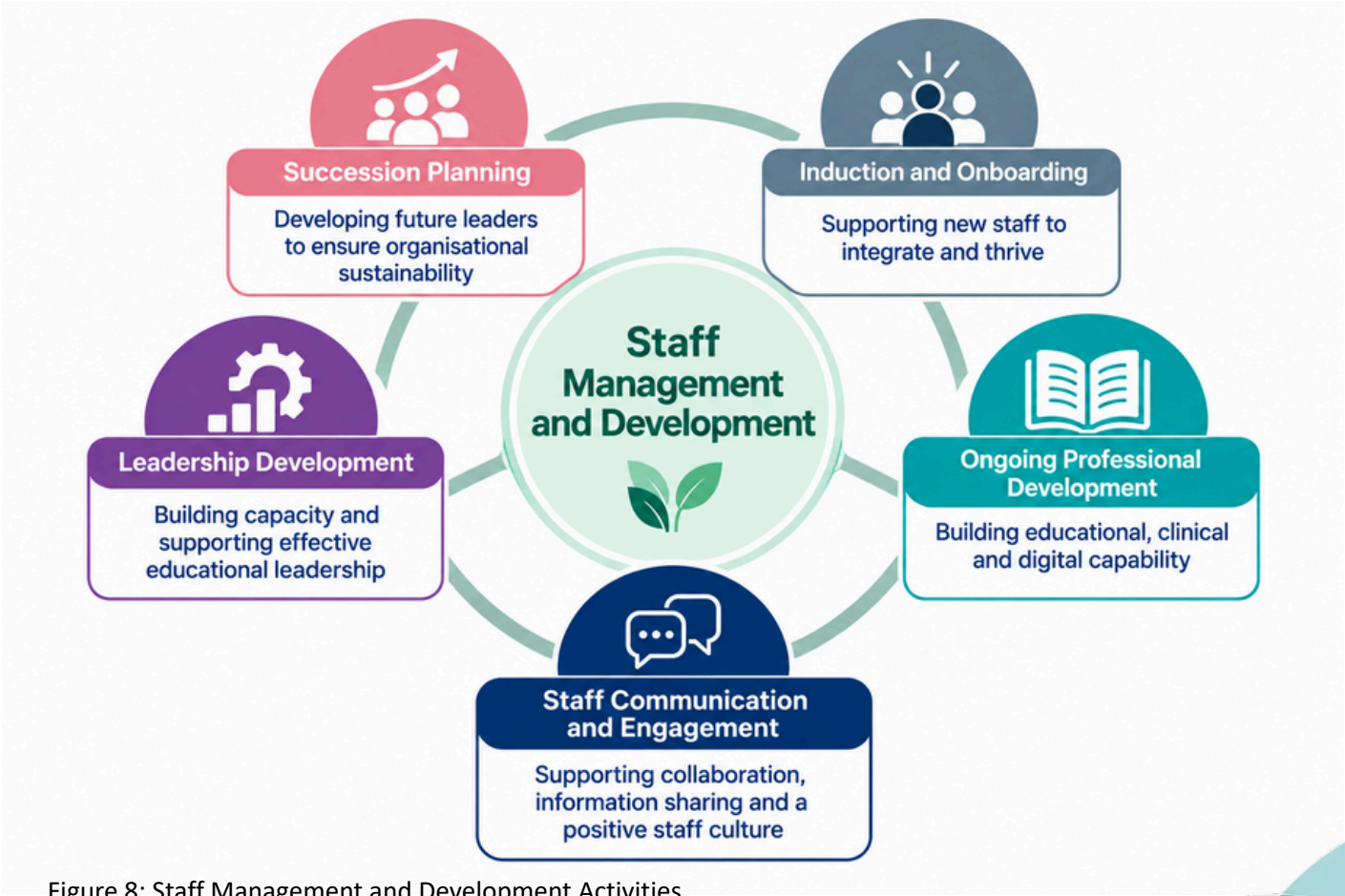


Figure 8: Staff Management and Development Activities

Evaluation

The self-evaluation process confirms that the CCNME has established effective arrangements for management, development and wellbeing. Staff development is supported by governance structures, approved policies and procedures, professional regulatory requirements and evidence-informed planning processes. Staff expertise, collaborative working arrangements and shared governance structures support programme delivery, learner support and Consortium effectiveness.

A key strength is the existence of complementary policy and procedural frameworks for staff development and communication. Collectively, these provide a coherent framework that supports professional development, facilitates effective information sharing and promotes staff engagement across the Consortium. Evidence from staff participation in governance, programme and quality assurance activities indicates that these arrangements contribute positively to organisational effectiveness and the achievement of the Consortium's objectives.

Evidence from the review demonstrates progression of targeted initiatives in academic integrity, digital capability and inclusive educational practice, together with increasing use of blended and flexible professional development approaches. Activities such as the Academic Integrity Information Session, participation in the UDL Digital Badge Programme, QA briefing sessions and the Impact of Artificial Intelligence on Education Webinar demonstrate responsiveness to identified staff development needs. With the current development of the National Digital Competency Framework for Nursing and Midwifery Educators underway, it will provide a structured and consistent approach to staff development in digital capability. This framework will further lend itself to supporting the implementation of the Learning Management System (LMS) and expansion of blended learning opportunities. The CCNME has also demonstrated a commitment to maintaining a positive staff learning environment through staff well-being initiatives and collaborative approaches to quality enhancement. Engagement in programme development, policy review, governance committees and quality assurance processes supports ongoing organisational learning and continuous improvement across the Consortium.

Additional priorities for development include strengthening simulation education capacity, enhancing the integration of learning technology expertise, reviewing learning management system requirements, and implementing a more systematic approach to evaluating staff development outcomes. The evaluation process also identified opportunities to strengthen leadership capacity through the development of a structured orientation programme for newly appointed Directors and senior leaders. Formalising orientation arrangements would support role transition, promote understanding of Consortium governance structures, and enhance continuity of leadership across participating Centres.

Succession planning has also been identified as a priority area to support organisational sustainability. While leadership expertise currently exists across the Consortium, a more structured approach to identifying, mentoring and developing future leaders would strengthen workforce resilience, mitigate the impact of staff turnover, and support continuity of strategic and operational leadership.

Future staff development planning will continue to be informed by local Professional Development Plans and future training needs analyses, with enhanced monitoring and evaluation of staff development outcomes to demonstrate the impact of learning and development activities on individual, organisational and consortium-wide performance.

Conclusion

The self-evaluation confirms that the CCNME has effective arrangements for staff recruitment, management, development and well-being, supported by robust governance, quality assurance processes, continuing professional development and evidence-informed workforce planning.

Areas of Effective Practice Identified

- Governance structures, policies and procedures effectively support staff recruitment, induction, development, communication and engagement in quality assurance and programme activities.
- Staff development is guided by the TLA Strategy and informed by the TNA, supporting targeted enhancement in academic integrity, inclusive educational practice and digital capability.

Areas for Potential Enhancement Identified

- Further develop digital capability, leadership capacity and succession planning to support workforce sustainability.
- Strengthen performance review and staff development evaluation processes to better demonstrate impact and inform continuous improvement.

1.5 Programme Development, Validation Process and Approval

Description

The CCNME Programme Development Committee (PDC) oversees the development, approval, validation, and revalidation of programmes leading to QQI Further Education and Higher Education awards, through its established governance arrangements. It plays a key role in the management of programme development and approval process to ensure programmes align with organisational priorities, service needs, QQI standards, regulatory requirements, and available resources, while remaining financially viable.

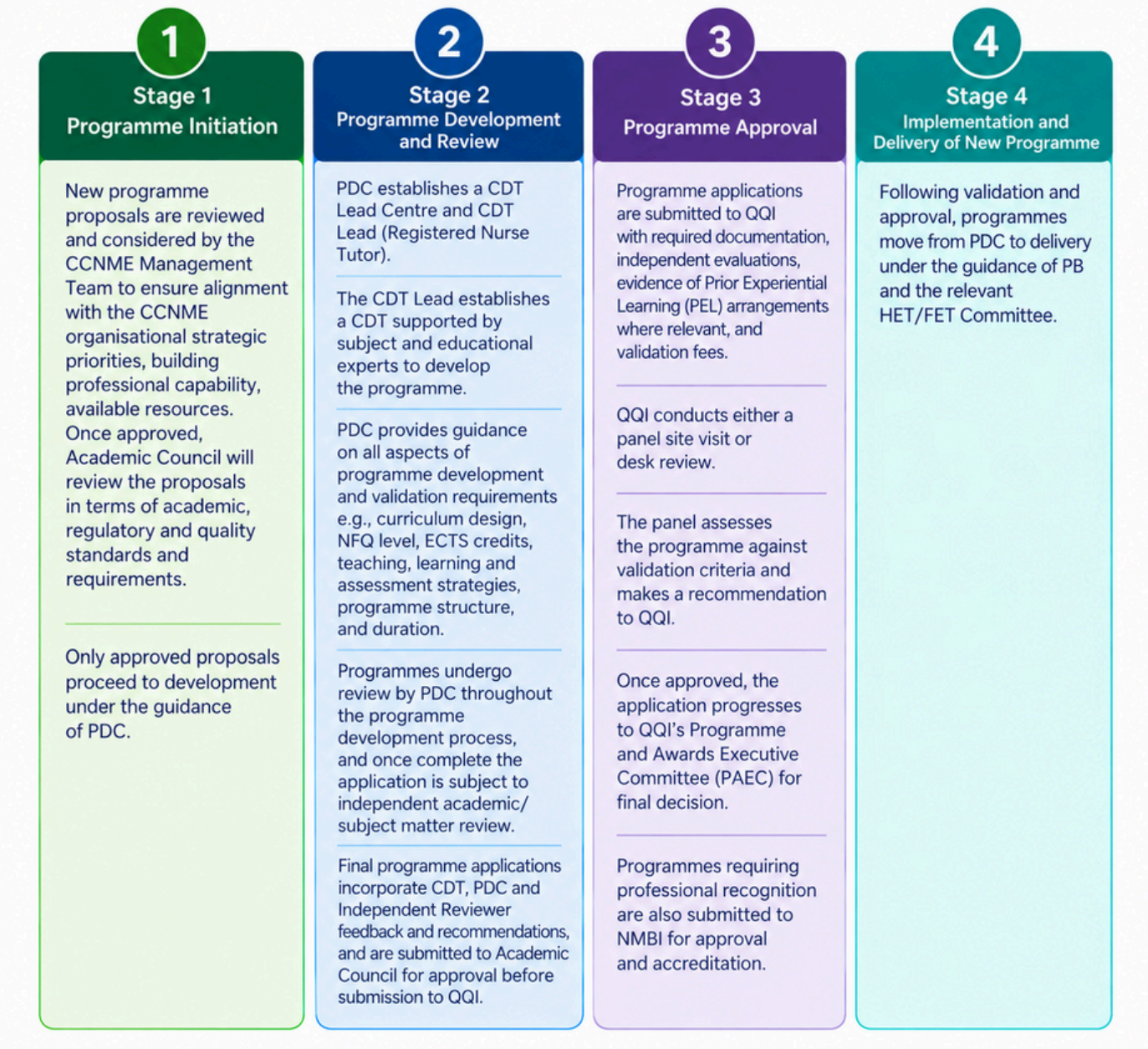


Figure 9: Stages in Programme Development

This approach promotes a consistent, sequential, and transparent framework for the development, design, and approval of new programmes. It also ensures that programmes are developed with sufficient regard to the resources required to deliver them once validated by QQI.

Revalidation of CCNME Programmes

CCNME Management Team & Academic Council make a decision to revalidate based on a programmes' stakeholder evaluations, relevance to nursing and midwifery strategy, and feasibility and suitability related to learner need. Approved programmes undergo a formal revalidation process under PDC guidance.

CCNME Programme Discontinuation Procedures

A formal programme development discontinuation procedure has been introduced by PDC to record reasons for a proposal to discontinue programme development. This information is reviewed by the Academic Council and submitted to the Management Team who make the final decision regarding programme discontinuation.

Evaluation

The review indicates that the Programme Development Committee is highly effective and operates successfully within the CCNMEs corporate and academic structures. These corporate structures provide robust support for the commissioning and identification of programmes, while academic processes effectively facilitate programme development, implementation, and delivery. The review also highlighted the strong alignment between strategic priorities, governance arrangements, and operational processes, ensuring that programmes are developed and delivered efficiently and responsively. In addition, the move in 2025 from QQI Panel site visits to desktop review, provides additional evidence regarding the quality and maturity of programme development processes and their alignment to QQI validation criteria. Since its establishment in 2022, the CCNME has developed five HET programmes, six HET micro-credentials and one FET programme. A review of PDC processes in 2025-2026 culminated in the streamlining of its programme development, validation and approval process. Consolidating previous stages two [Programme Development] and three [Programme Review], to the renamed and shortened 'Programme Development and Review' Stage, reducing timeframes for new programme development and validation to eight weeks, supporting more timely submission of programmes to QQI for validation.

The self-evaluation process indicates that the existing arrangements provide an appropriate framework for programme development, validation, and approval processes, while also contributing to growth of expertise across the Consortium. Procedures and resources continue to expand as a result of new programme development and the learnings and insights gathered through QQI programme validation and approval processes. Membership of CDTs and attendance at QQI panel visits and desktop reviews in 2024, 2025 and 2026, has provided members with valuable learning opportunities related to completing programme application documentation e.g., writing of MIPLOs, staff profiles, and teaching, learning and assessment strategies. CCNME processes have evolved in an iterative way, following engagement with QQI validation panel members and subsequent collaboration in responding to Panel recommendations and feedback. Cumulatively, these experiences have contributed to programme design and development, where consideration of learning from a previous programme development and validation informs the next programme, and so on. CCNME staff are supported to join CDTs and formally equipped by PDC and QEC to contribute to QQI evaluation panels, and desk review, which enhances expertise broadly in all aspects of programme development, quality assurance, and validation.

Timely progression of new programmes across the stages is enabled by flexible and ongoing PDC support to CDTs through initial meeting, four formal PDC meetings and ongoing access as needed. Evidence has demonstrated that this has contributed to increased staff engagement and the development of expertise across the Consortium as evidenced in the broad geographical representation of CCNME and SMEs in programme development and delivery. This contributes to considered programme development, that incorporates work-integrated learning and clinical placement as appropriate. The advisory role of nurses and midwives at specialist and advanced levels, and HSCPs nationally is unique to the CCNME. This supports programme development that reflects health care trends and practices, research and future direction, and interdisciplinary working, adding richness and depth to programme content, delivery and translation to clinical practice.

Conclusion

Overall, the review indicates that the CCNME has established effective procedures for programme development, validation and approval through its established governance structures. Evidence demonstrates that governance arrangements, stakeholder engagement and quality assurance processes support the development of programmes that are aligned with learner, workforce and service needs. The self-evaluation process identified opportunities for continued enhancement through ongoing engagement with stakeholders, participation in future programme revalidation activities and the continued development of organisational capability in programme validation and independent evaluation.

Areas of Effective Practice Identified

- Robust Governance and Quality Assurance
  - Programme proposal and approval PPPGs are regularly reviewed and updated in line with CCNME and QQI requirements.
  - Programme approval and development only proceed following approval by the CCNME Management Team and Academic Council.
  - Programme development procedures supported by a comprehensive and continuously evolving suite of documentation and templates to support CDTs.
  - All programmes submitted to QQI to date have been approved and validated, demonstrating the effectiveness of quality assurance processes.
  - The transition from QQI site visits to desktop review is viewed as further evidence of the quality and robustness of CCNME submissions.

- Efficient and Responsive Programme Development Processes
  - A comprehensive streamlined programme development from five stages to four stages.
  - PDC members provide CDT support outside of formal PDC meetings enabling timely guidance and efficient progression through approval and validation processes.

- Capacity Building and Staff Expertise
  - CCNME processes continue to evolve iteratively, contributing to increased expertise across the Consortium.
  - Staff are encouraged to participate in CDTs, QQI validation panels and desk reviews, enhancing expertise in programme development, quality assurance, and validation.
  - Broad geographical representation in programme development and delivery demonstrates the growing capability of staff across the Consortium.

- Collaborative and Evidence-Informed Programme Design
  - Programmes are developed collaboratively with educational and SMEs, incorporating work-integrated learning and clinical placements where appropriate.
  - Access to a national network of specialist and advanced nurses, midwives, and HSCPs is a unique strength.
  - CCNME Programme portfolio planning is informed through collaboration with key stakeholders, including the ONMSD, National Education Lead, Department of Health, and National Clinical and Nursing Leads.

Areas for Potential Enhancement Identified

- While programme development timelines have been reduced, the CCNME will continue to identify further opportunities through stakeholder evaluation and QQI engagement to strengthen and optimise the duration of programme development processes.
- CCNME has not yet participated in a programme revalidation process. Future engagement in revalidation activities will provide further opportunities to test and strengthen quality assurance systems.
- Continue to strengthen organisational capability and governance arrangements to support potential future participation in Independent Evaluation processes.
- Ongoing review of learner demand, workforce needs, and programme viability will further enhance programme planning, and support sustainable growth of the CCNME programme portfolio.

1.6 Information and Data Management

Description

The CCNME recognises information and data management as a critical enabler of effective governance, quality assurance, learner support and evidence-informed decision-making. The CCNME is committed to the secure collection, management, storage, use and disposal of information in accordance with the General Data Protection Regulation (GDPR), relevant legislation and CCNME policies and procedures. Information and data management is guided by the Policy on Data Protection, Usage and Management, HSE Record Retention Policy and the Procedure on Information and Data Protection, Usage and Management which provides a structure for the management of learner, programme and CCNME information.

Programme and quality assurance documentation is stored within secured repositories centrally with controlled access arrangements to support governance, version control and consistency of programme information. Access to documentation is aligned to governance roles and responsibilities, ensuring that committees, Programme Coordinators, Programme Teams and relevant stakeholders can access current and approved documentation to fulfil their functions.

The CCNME currently uses the Classroom Management System (CMS) to support programme administration and the learner experience. The CMS provides learners with access to programme information, learner programme handbooks, assessment information and supporting documentation during their learning journey. Information relating to learner applications, enrolment, progression, assessment and certification is managed in accordance with approved policies and procedures, with access restricted to authorised personnel.

Data generated through learner evaluations, programme evaluations, external examiners/authenticator reports, programme monitoring and review, and governance processes is collated and reported through established committee structures. Reports developed from these evaluation activities are considered by the governance structures, including the QEC, to support programme development, enhancement, and CCNME planning and decision-making.

Evaluation

The CCNME's information and data management arrangements are effective in supporting governance, quality assurance programme delivery, and learner information. Established policies, procedures and governance arrangements provide a clear framework for the secure management of learner and information, supporting compliance with statutory, regulatory and CCNME requirements. The use of a repository for centralised storage of programme and quality assurance documentation has promoted consistency of information, strengthened version control and support access to current and approved documentation across participating Centres.

A key strength identified is the effective use of information and data to support quality assurance and continuous quality enhancement. Information and data from learner feedback, programme monitoring, external review and governance processes are systematically reviewed to inform decision making and quality enhancement. These information sources have informed revisions to programme development and approval processes, the development of the Blended Learning Strategic Plan, and the revision of the Procedure on Board of Examiners HET and Policy and Procedure on Learner Assessment Recheck, Review and Appeals.

They have also informed the approval of the Procedure on Academic Integrity: Detection and Management of Academic Misconduct (2025) and the Policy on Ethical Use of AI and Gen AI in Teaching Learning and Assessment (2026), in response to developments in the higher education sector, external review findings and emerging considerations relating to assessment and academic integrity. These developments demonstrate how evaluation findings translate into quality enhancement activities.

Current arrangements effectively support the oversight and monitoring of QQI programmes. Information generated through governance, programme evaluation and quality assurance processes contributes to programme validation, policy review and the ongoing monitoring of programme quality and standards. Conditions arising from external review processes are progressed and implemented through the Programme Development Committee. Recommendations are monitored through Programme Board and relevant Programme Committee, informing programme, policy and procedural development. This demonstrates a structured and responsive approach to continuous quality enhancement.

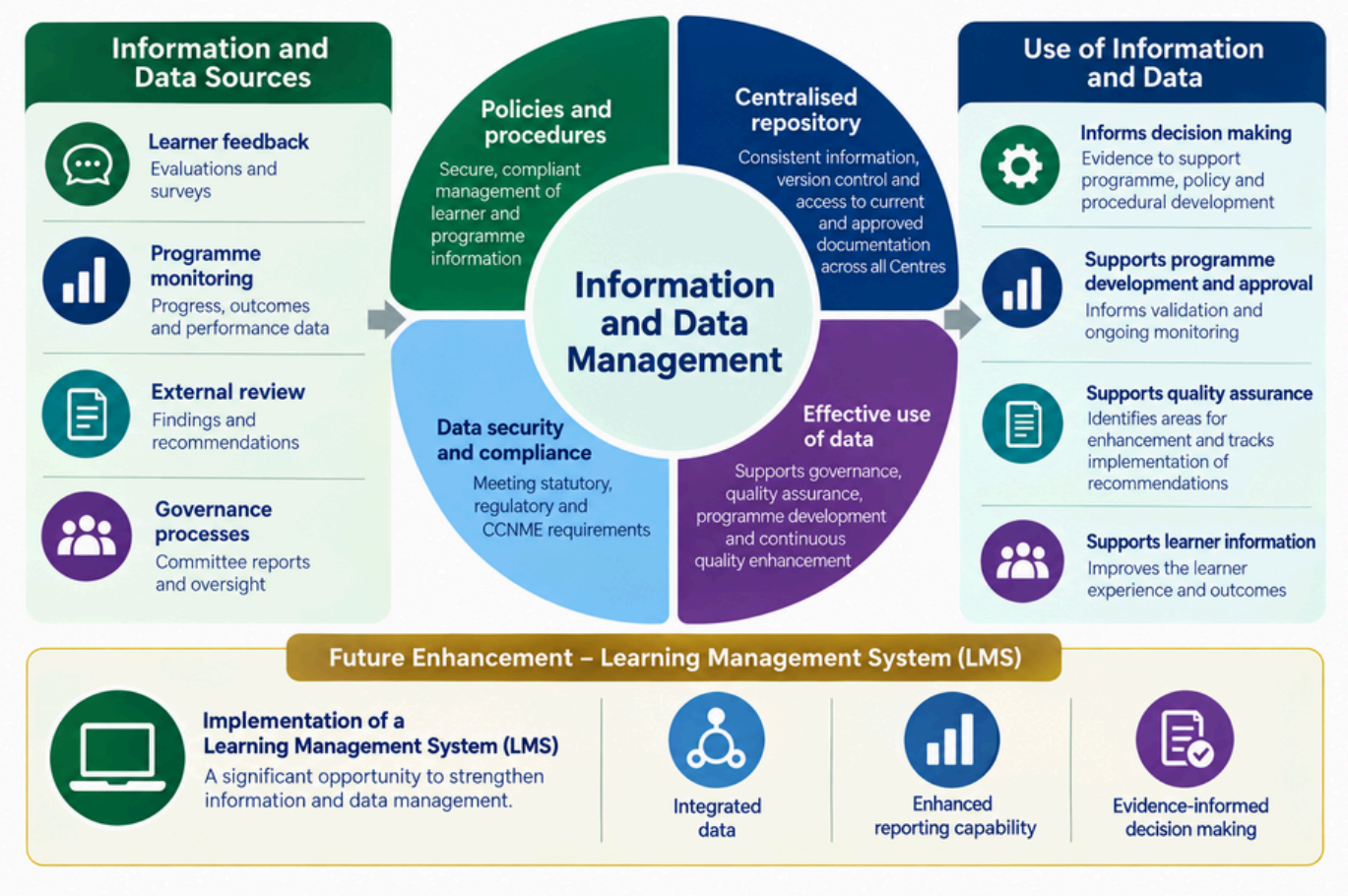


Figure 10: Overview of Information and Data Management

However, while documentation is managed through centralised storage system, learner, programme and performance data are maintained across multiple systems.This creates a reliance on manual reporting processes and limits opportunities for integrated analytics and performance monitoring. As programme provision expands, strengthening data integration, reporting capability and learner analytics will be increasingly important in supporting CCNME oversight and the evaluation of programme effectiveness, education outcomes and CCNME performance.

The planned implementation of the Learning Management System (LMS) represents a significant opportunity to strengthen data integration, reporting capability and evidence-informed decision-making. Future enhancement will focus on strengthening access to learner and programme data and information to support quality assurance, performance monitoring and continuous quality enhancement across the CCNME.

Conclusion

Overall, the CCNME has established effective arrangements for the management of information and data that support governance, programme delivery, learner administration and quality assurance. Established policies, procedures and governance arrangements provide assurance regarding the security, integrity and appropriate management of learner and CCNME information. Evidence from programme monitoring and review, learner feedback, governance and external review processes demonstrates that information is systematically used to support programme enhancement, policy development and continuous quality enhancement across the CCNME.

Areas of Effective Practice Identified

- Established policies, procedures and governance arrangements support the secure management, security and accessibility of learner and CCNME information.
- Centralised storage and document management processes support consistency, version control and effective governance of programme and quality assurance documentation.
- Information derived from learner feedback, programme evaluation, and external review processes is systematically used to support evidence-informed decision-making, programme enhancement and continuous quality enhancement.

Areas for Potential Enhancement Identified

- Strengthen data integration, reporting capability and learner analytics through implementation of the LMS to support oversight and evidence-informed decision-making.
- Further develop data informed approaches to performance monitoring and the evaluation of educational outcomes, quality enhancement activities and CCNME performance.

1.7 Public Information and Communication

Description

The CCNME is committed to ensuring that accurate, transparent and accessible information relating to its educational provision, governance arrangements and quality assurance processes is available to prospective applicants, learners, staff and other stakeholders. Public information and communication activities are guided by the Policy on Public Information and Communication and Procedure on Public Information and Communication.

The ONMSD CCNME website is the primary platform for publication of information relating to QQI validated programmes, governance and quality arrangements, learner support and CCNME documentation. Publicly available information includes programme application information, governance structures, committee Terms of Reference, strategic documents and learner resources. This supports transparency and stakeholder access to information regarding governance, operation and quality assurance of the CCNME.

Governance and quality assurance documentation are subject to established review and approvals processes prior to publication. Academic Council and the Quality Enhancement Committee oversee the review and approval of relevant documentation, supporting accuracy, consistency and currency of publicly available information.

Programme information is disseminated through ONMSD website, participating Centres, and ONMSD communication channels. Social media and established nursing and midwifery networks further support the promotion of educational opportunities and dissemination of key developments across the CCNME.

Evaluation

The CCNME has established effective arrangements for the publication and communication of information that support transparency and stakeholder engagement. Publicly available governance, quality assurance and programme information provides stakeholders with access to information relating to the operation and quality assurance of CCNME provision.

A key strength identified is the governance oversight applied to public information. Academic Council and the Quality Enhancement Committee review and approve governance and quality assurance documentation prior to publication, providing assurance that published information is accurate, current and aligned with approved arrangements. Programme information, policy updates and governance developments are communicated through established channels and professional networks, supporting stakeholder awareness, informed learner decision making and engagement with CCNME programmes.

While information is subject to established review processes, formal mechanisms for measuring stakeholder engagement are currently limited. Consequently, the CCNME currently relies primarily on indirect indicators of effectiveness rather than systematic analysis of user engagement data. This limits the CCNME's ability to evaluate accessibility and effectiveness of communication activities.

The ongoing redevelopment of the ONMSD CCNME website provides an opportunity to strengthen digital communication and stakeholder engagement. Future enhancement will focus on improving accessibility and user experience, while introducing website analytics and stakeholder feedback mechanisms to support the ongoing evaluation and enhancement of public information and communication.

Conclusion

Overall, the CCNME has established effective arrangements for public information and communication that support accessibility, transparency and stakeholder engagement. Governance oversight and review processes provide assurance regarding the accuracy, consistency and quality of publicly available information.

Areas of Effective Practice Identified

- Governance, quality assurance and programme information, including key strategic and governance documentation, are publicly available through established communication channels.
- Academic Council and QEC provide oversight of publicly available information, supporting its accuracy, consistency and currency.

Areas for Potential Enhancement Identified

- Strengthen the evaluation of communication effectiveness through the introduction of website analytics and stakeholder feedback mechanisms.
- Enhance accessibility and user experience through the ongoing redevelopment of the ONMSD CCNME website and the development of data informed approaches to stakeholder engagement and communication.

1.8 Summary of Conclusions

Overall, the evidence provides assurance that the CCNME has established effective and appropriately governed arrangements for the management of quality across its QQI programmes. Governance structures, quality assurance processes, programme development arrangements and public information processes collectively support the quality, integrity and sustainability of educational provision.

The evidence demonstrates that governance and quality assurance arrangements are embedded across the CCNME and operate within a clearly defined framework of accountability, oversight and continuous quality enhancement. The collaborative consortium model supports stakeholder engagement, shared expertise and organisational learning, while programme development and validation processes provide assurance that educational provision remains responsive to workforce, service and professional development needs.

The continued development of governance, quality assurance and programme management arrangements since becoming a QQI provider in 2022 demonstrates the maturity of the CCNME and a sustained commitment to enhancement. The implementation of external review recommendations and validation conditions, the review and enhancement of policies and procedures, and the development of strategic initiatives such as blended learning demonstrate a responsive and evidence-informed approach to CCNME development.

Future enhancement will focus on strengthening the use of performance information and outcome measures to evaluate strategic effectiveness, quality enhancement activities and consortium performance. Continued development of digital infrastructure, information systems and blended learning provision will further support governance, programme delivery and oversight.

Overall, the evidence indicates that governance and management arrangements are effective and provide a strong foundation for the continued development and enhancement of educational provision across the CCNME.

Objective 2: Access, Transfer and Progression (ATP)

2.1 Policy and Procedure Governing Admissions

Description

The CCNME has established a framework of policies and procedures, governing learner access, admission, transfer and progression. These include the Policy for Access, Transfer and Progression; Policy and Procedure on Learner Admission; Policy on Equality; Policy and Procedure on Diversity, Equality and Inclusion of Learners. Additional guidance is available online covering learner supports, reasonable accommodation, attendance and learner wellbeing. These documents provide a clear framework for equality of opportunity, equitable access, transparency and consistency throughout the learner journey.

Admission Procedure

The admission process is based on approved QQI programme validation documentation and the Policy and Procedure on Learner Admission. Programme advertisements and the ONMSD website provide information on eligibility, entry requirements and attendance expectations.

Nurses and midwives working within the HSE or Section 38 services are eligible to access Level 8 programmes provided by the CCNME, while Level 5 programmes are available to Healthcare Assistants employed within the HSE and Section 38 services. Specific entry requirements and target audiences vary according to the programme. CCNME programmes from Level 5 to Level 8 are fully funded, with no tuition fees for participants.

Applications are submitted to the Programme Coordinator in the relevant delivery Centre and are screened against the stated eligibility and entry criteria.

Programme Advertisement

Prior to advertisement, the relevant Programme Committee and Quality Enhancement Committee, review programme information to ensure alignment with approved QQI validation documentation. The Policy and Procedure on Learner Admission states that “programme outlines, application forms and programme schedules are to be advertised at least six to eight weeks before commencement”.

Programme advertisements include:

- Programme title, awarding body, NFQ level and ECTS credits
- Programme aim and learning outcomes
- Programme dates
- Programme structure and assessment outline
- Entry requirements and prerequisites
- Application process
- Programme Coordinator contact details

Programme information, application forms and schedules are made available in advance of commencement, with applications submitted electronically within the specified timeframe. Following review, programmes are advertised through relevant CCNME and ONMSD platforms, established advertising networks and the programme delivery Centre. Advertisements may be amended in response to learner queries or facilitator recommendations.

Applications are screened by the relevant Programme Coordinator, in consultation with the Programme Team, to confirm that applicants meet the required criteria. Where demand exceeds available places, programme-specific selection criteria and a learner selection framework are used. These may consider professional registration, employment setting, clinical role, experience, service need and regional capacity.

The CCNME's Policy on Equality provides that admissions, assessment and administrative processes do not directly or indirectly discriminate against prospective or enrolled learners on the grounds outlined in the Equal Status Acts 2000–2018.

Where places are oversubscribed, selection criteria may also seek representation across nursing specialities, sectors or clinical areas. Where applicants achieve equal scores, additional considerations such as regional or service capacity may be applied.

Successful applicants receive a formal offer outlining key programme information and any prerequisite learning, together with access to the learner handbook. Applicants are required to accept their place and complete online registration within the specified timeframe. Unsuccessful applicants are informed of the outcome and may receive feedback. A standard response template has also been developed by the CCNME HET Programme Committee.

The Learner Programme Handbook contains programme-specific information, including:

- Programme Descriptor
- Programme Assessment Schedule
- Programme Coordinator Contact Details
- Regulations for the Conduct of Written Examinations
- Guidelines for Submission of Written Assessments

Evaluation

The current admissions arrangements provide a structured framework for learner access and selection. Programme information is provided in advance, and applications are assessed against defined eligibility and entry criteria. The use of selection criteria where programmes are oversubscribed provides a mechanism for managing demand and supporting consistency in decision-making.

The 12-week advertising period used for recent programmes has supported learner planning and the selection process. However, the policy wording relating to programme advertising could be strengthened to provide greater clarity regarding minimum advertising requirements and their alignment with the requirements specified in validated Programme Descriptors.

Earlier notification of planned programme offerings could further assist healthcare professionals and services in planning study leave and release from clinical duties. This could be achieved by sending flyers or QR codes containing programme criteria well in advance of the advertising period.

There is scope to strengthen consistency in the application of selection criteria where programmes are oversubscribed. While programme-specific criteria may be appropriate, the criteria currently applied can vary between programmes. Standardisation in the assessment, scoring and allocation of places would support a more consistent and transparent approach across the Consortium. Consideration could also be given to a common selection framework that retains flexibility for programme-specific requirements.

The current CMS supports enrolment but does not provide full functionality for the application and selection stages. Applications therefore require separate processes before successful applicants proceed to enrolment. Further digital integration could streamline administration and provide a more consistent applicant experience.

Geographical distribution remains a consideration where specialist programmes are offered by a limited number of Centres. As the Consortium expands its national provision, opportunities to improve access across geographical areas should be considered.

Finally, there is an opportunity to strengthen evaluation of the admissions experience. Feedback from unsuccessful applicants and those who withdraw before accepting a place could provide additional evidence on the clarity of programme information, application processes, selection criteria and communication of decisions. Monitoring applications, offers and withdrawals could also help identify recurring barriers and inform quality improvement.



Figure 11: Key Principles and Outcomes

Conclusion

Overall, the CCNME has established a structured admissions framework that supports fairness, transparency, equality of opportunity and equitable access. Programme-specific selection processes provide an appropriate approach where demand exceeds available places, while ongoing monitoring of applications, offers and outcomes supports quality enhancement.

Geographical availability and face-to-face delivery may present accessibility challenges for some learners; however, the increasing availability of blended delivery through the LMS and expansion of provision across regions should help address this over time. As the CCNME continues to develop, particularly in relation to Level 8 provision, continued monitoring, learner feedback and evidence-based review will support the ongoing refinement of admissions processes and ensure they remain responsive, equitable and fit for purpose.

Areas of Effective Practice Identified

- Fair, transparent and equitable access through clear entry requirements, admissions procedures and equality policies.
- Consistent approach to selection, including structured criteria and scoring where programmes are oversubscribed.
- Supports informed learner choice through clear programme information, entry requirements, application processes and timely communication.
- Responds to learner and programme needs through review of advertising, application and selection processes.
- Supports accessibility and participation through appropriate delivery models and the continued expansion of programme provision across regions.

Areas for Potential Enhancement Identified

- Standardise the approach to oversubscription, including the selection criteria, scoring, allocation of places and use of waiting lists, while retaining flexibility for programme-specific requirements.
- Review advertising guidance, including the current six-to-eight-week wording, and establish a clear expectation for a minimum 12-week formal advertising period.
- Introduce advance notification of planned programme offerings ahead of the formal advertising period to support learner and service planning, particularly where duty rosters are arranged several weeks in advance.
- Review application processes and digital functionality, including the current separation between application and enrolment, to identify opportunities for greater efficiency and consistency.
- Establish a formal process for monitoring applications, offers, withdrawals and learner feedback to identify barriers to access. Findings should be reported through relevant CCNME governance structures, with significant or recurring issues informing improvement actions and consideration for inclusion on local or CCNME risk registers where appropriate.
- Continue to improve geographical access, including through increased blended delivery and the expansion of programme provision across regions.

2.2 Structured Pathways and Articulation

Description

Learners who achieve a QQI award receive an academic transcript confirming their learning and achievement. This record may support applications where learners progress to further study or recognition of prior learning at another institution. The CCNME supports progression through established QQI access, transfer and progression arrangements, including progression opportunities associated with major and special purpose awards under the Higher Education Links Scheme (HELS), where the relevant award and entry requirements apply.

Progression to another institution is subject to its policies, academic requirements and approval processes. Completion of a CCNME programme leading to a QQI award and ECTS credits does not guarantee admission, advanced entry, exemption or credit transfer and is currently considered on an individual basis by the receiving institution. As only a relatively small number of programmes have been completed through the Consortium to date, progression and articulation arrangements are continuing to develop. This has been demonstrated through HEI recognition of credits achieved through a CCNME standalone programme, with a Postgraduate Diploma applicant granted an exemption from an existing 10-ECTS module where the learning achieved was deemed equivalent.

The CCNME provides for learner transfer where individual circumstances change. Where feasible, learners may transfer to a comparable accredited CCNME programme. Such transfers are considered and agreed through the Programme Committee and CCNME Programme Team. The use of a formal Learner Request to Transfer Form provides a documented process for managing such transfers, supporting continuity of learning while ensuring that the requirements and academic integrity of the receiving programme are maintained.

Evaluation

The arrangements for learner progression, articulation and transfer are appropriate and effective. QQI awards and academic transcripts provide clear evidence of learner achievement and support progression to further study and recognition of prior learning. The CCNME appropriately supports established QQI access, transfer and progression arrangements, including progression opportunities under the Higher Education Links Scheme.

The arrangements for progression to other institutions are appropriately defined, recognising that admission, advanced entry, exemptions and credit transfer are determined by the receiving institution. While these arrangements are still developing, this approach provides an appropriate basis for supporting learner progression. An area for further development is the establishment of more formal articulation and progression arrangements as the number of completed programmes increases.

The arrangements for internal learner transfer are well developed and clearly documented. The involvement of the Programme Committee and Programme Team, together with the formal Learner Request to Transfer Form, provides an effective and transparent process. These arrangements support continuity of learning while ensuring that the academic requirements and integrity of the receiving programme are maintained.

Conclusion

Overall, the CCNME has appropriate and effective arrangements for learner progression, articulation and transfer. Processes for internal transfer are well established and clearly documented, while external progression arrangements provide a sound basis for continued learner development. As the Consortium matures, further development of formal articulation and progression agreements will strengthen opportunities for learners and provide greater clarity around advanced entry and credit transfer.

Areas of Effective Practice Identified

- Clear evidence of achievement: QQI awards and academic transcripts provide formal recognition of learner achievement and support progression to further study and recognition of prior learning.
- Established progression arrangements: Existing QQI access, transfer and progression arrangements, including the Higher Education Links Scheme, provide recognised pathways for eligible learners.
- Structured internal transfer process: The formal Learner Request to Transfer Form and involvement of the Programme Committee and Programme Team provide a clear and transparent process for managing learner transfers.
- Protection of academic integrity: Transfer arrangements consider the requirements of the receiving programme while supporting continuity of learner progression

Areas for Potential Enhancement Identified

- Formal articulation arrangements: Explore opportunities to develop more formal progression and articulation arrangements with HEIs as the number of completed programmes increases.
- Promotion of progression opportunities: Promote existing progression and credit-recognition opportunities more clearly to learners, including examples where CCNME credits have been recognised by HEIs, while clarifying that exemptions and advanced entry remain subject to the receiving institution's requirements.
- Clarity on external progression: Provide clearer information on potential advanced entry, exemptions and credit transfer and the processes involved.
- Monitoring progression: Monitor learner progression, transfer and credit recognition outcomes to identify emerging pathways and inform further development of articulation arrangements.

2.3 Recognition of Prior Learning (RPL)

Description

The CCNME has arrangements in place to recognise prior learning (RPL) and communicates these to prospective applicants through the ONMSD website. RPL considers knowledge, skills and competencies gained through previous education, training and professional experience where relevant to programme entry and learning requirements.

The CCNME learner population includes registered nurses, midwives and healthcare assistants (HCAs), with varying levels of prior education, training and experience. Professional education, registration and experience provide an established basis for meeting entry requirements for nurses and midwives, subject to programme-specific criteria. For HCAs, previous education, training and professional experience may also provide evidence of relevant prior learning.

RPL considers whether formal, non-formal or experiential learning meets the specific requirements and learning outcomes of a programme. The learner selection criteria form supports the assessment of applicant suitability.

The CCNME recognises prior certified learning through the QQI Common Awards System. Relevant Level 5 minor awards completed within the previous five years may be credited towards a related major award, subject to programme requirements. Older awards must be repeated to ensure currency.

For non-QQI programmes, the Classroom Management System (CMS) provides an electronic process for verifying prerequisite learning prior to programme commencement. For QQI programmes, prerequisite learning and RPL are currently verified manually by Programme Coordinators and Programme Teams using learner records and completed QQI components available through QBS, as some prerequisite learning is not recognised within the CMS.

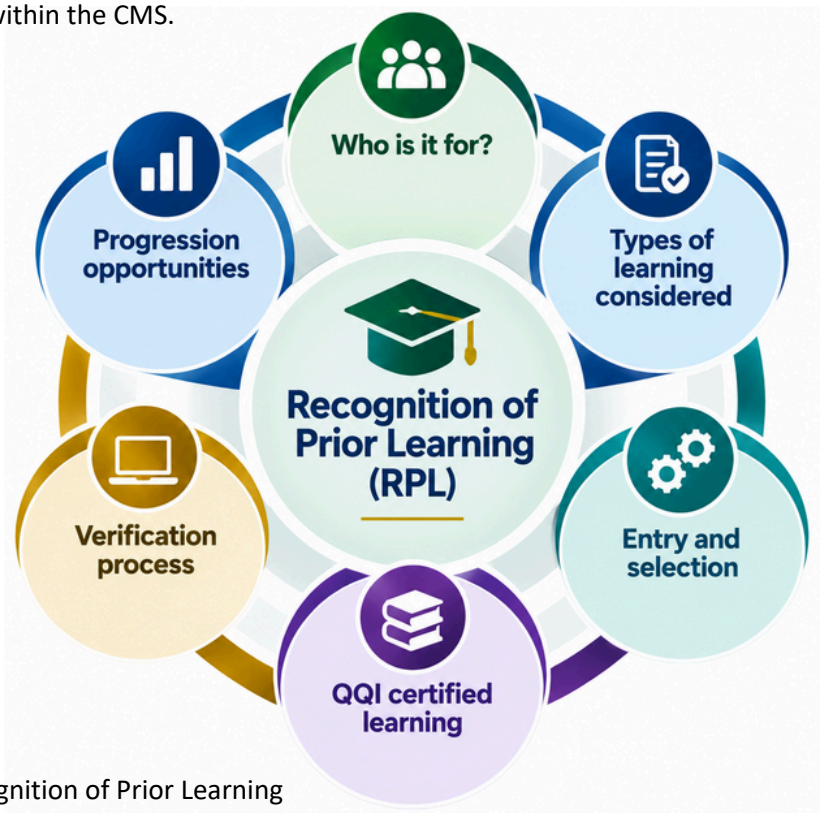


Figure 12: Recognition of Prior Learning

Evaluation

The CCNME's approach to RPL is appropriate to the range of prior education, training and professional experience within its learner population. The recognition of prior certified QQI learning provides a clear progression pathway, while the five-year currency requirement for Level 5 minor awards helps to ensure that recognised learning remains current, relevant and appropriate to contemporary practice.

The use of CMS provides an effective mechanism for electronic verification across non-QQI programmes. For QQI programmes, manual verification provides appropriate academic oversight but requires additional time and resources. As familiarity with QBS develops, there is an opportunity to explore greater use of electronic verification to improve efficiency and consistency.

Conclusion

Overall, the CCNME has appropriate and controlled arrangements for RPL and prerequisite verification. The existing approach supports recognition of relevant prior learning while maintaining currency and alignment with programme requirements. Further development of electronic verification through QBS could streamline processes as QQI provision expands.

Areas of Effective Practice Identified

- Clear arrangements are in place for recognising prior learning and verifying prerequisite requirements.
- RPL considers formal, non-formal and experiential learning relevant to programme requirements.
- Recognition of prior certified QQI learning supports learner progression while maintaining currency of knowledge and skills.
- Manual verification for QQI programmes provides appropriate oversight of prerequisite learning and RPL.

Areas for Potential Enhancement Identified

- Review how QBS can be used more effectively to support the verification of QQI prerequisite learning and RPL, reducing reliance on manual checks by Programme Coordinators.
- Consider whether a consistent approach to recording and documenting RPL decisions across the CNMEs would be beneficial.
- As QQI provision expands, monitor the time and resources involved in manual verification and identify opportunities to streamline the process.

2.4 Learner Information Provision

Description

The CCNME provides information to prospective and enrolled learners at key stages, from initial enquiry and application through to admission, enrolment and programme commencement. A range of policies and procedures support learner wellbeing and access to appropriate assistance, including arrangements relating to learner supports, reasonable accommodation, attendance and mental health and wellbeing.

Participating Centres provide prospectuses that include available QQI-accredited programmes and information to support informed learner choice. Programme advertisements provide more specific information for applicants, including access criteria, prerequisite knowledge, skills and competencies, Minimum Intended Module Learning Outcomes (MIMLOs) and an overview of assessment arrangements. Reasonable accommodation and available learner supports are also signposted.

Following admission, learners receive programme-specific information, including programme dates, schedules, prerequisite requirements and the learner handbook. Information is provided progressively as learners move through application, admission and programme commencement. Learners also receive relevant information through the CMS, Padlet links, assessment guidelines and other programme materials.

The learner handbook template provides a common basis for key programme information while allowing for programme-specific requirements. Programme Coordinators provide practical support with registration, access to online systems, enrolment and programme-related queries.

Evaluation

The current arrangements provide applicants with relevant information to assess programme suitability and understand key requirements before applying. The inclusion of MIMLOs, assessment information, learner supports and reasonable accommodation provides useful information at an early stage of the learner journey.

A strength of the current approach is the combination of formal written information and direct support from Programme Coordinators. This provides learners with both documented programme requirements and a clear point of contact for practical or programme-specific queries.

The learner handbook template supports a consistent approach across CCNME member organisations while retaining flexibility for individual programmes. CCNME members review learner information following programme delivery, with consideration given to areas such as assessment, attendance, learner supports, RPL and progression.

Learner feedback has informed improvements to the information provided. Following a recent programme evaluation, learners requested clearer assessment information in the learner handbook, which was subsequently updated for the next programme. This demonstrates that learner feedback is being used to make practical improvements to programme information.

As QQI provision develops, there is an opportunity to further strengthen consistency in information relating to assessment, attendance, missed sessions and progression. Where progression involves another institution, information should clearly explain that a CCNME progression opportunity does not guarantee admission, transfer or advanced entry, as these decisions remain subject to the requirements of the receiving institution.

Conclusion

Overall, the CCNME has established arrangements for providing learners with guidance throughout the application, admission and programme journey. Programme information, learner handbooks, CMS resources and Programme Coordinator support provide a sound basis for informing learners of programme requirements and available supports.

The existing handbook template and regular review of programme information support consistency while allowing for programme-specific requirements. Learner feedback is also used to make practical improvements, such as the recent enhancement of assessment information.

As QQI provision expands, continued attention should be given to the clarity and consistency of information relating to attendance, missed sessions, learner supports and progression opportunities.

Areas of Effective Practice Identified

- Information is provided progressively from initial enquiry through to programme commencement.
- MIMLOs, assessment information, learner supports and reasonable accommodation are clearly signposted.
- The learner handbook template provides a consistent framework while allowing for programme-specific information.
- Programme Coordinators provide direct practical support throughout the learner journey.
- Learner feedback is used to make practical improvements to programme information.

Areas for Potential Enhancement Identified

- Provide clearer information on attendance, missed sessions and arrangements for learner absences.
- Clarify the distinction between CCNME progression opportunities and guaranteed admission, transfer or advanced entry to another institution.
- Continue to use learner feedback and programme review to identify and address gaps in learner information.

2.5 Learner Mobility and Sector Collaboration

Description

Standardised programme content provides consistency in the academic learning experience and a basis for mobility across the Consortium. However, delivery schedules and locations vary. Where programmes are delivered simultaneously at different locations, this may provide learners with an alternative location where circumstances require.

Potential progression routes include further QQI awards through the Higher Education Links Scheme (HELS), application to undergraduate programmes through the Central Applications Office (CAO), progression to higher-level awards on the National Framework of Qualifications and, where applicable, consideration of Level 8 credits by Higher Education Institutions (HEIs).

Learners may request an academic transcript on successful completion of a programme or component. RPL provides an additional mechanism for recognising relevant prior learning and professional experience. Progression, credit recognition, exemptions and advanced entry beyond the CCNME remain subject to the requirements and decisions of the receiving institution.

Sector collaboration remains an area of development, with further opportunities likely to emerge as the Consortium expands its programme provision and external relationships.

Evaluation

The existing arrangements provide an appropriate framework for learner mobility and progression. Standardised programme content provides a strong academic basis for transfer across the Consortium, while the formal transfer process provides a mechanism for considering and recording individual requests. Established QQI progression routes and RPL further support flexible learner pathways.

To date, there is no record of learners transferring between programmes. While this may reflect the relatively small number of circumstances requiring transfer, it limits the evidence available to evaluate the effectiveness of the process in practice.

The main challenges to mobility appear to be operational rather than academic. Differences in delivery location and scheduling, together with compulsory programme components, may make transfer difficult even where programme content is standardised. Where a learner is unable to attend a scheduled programme component, there may not be an immediate opportunity to complete the missed component through another programme or location. Where the missed component is not available until a subsequent programme delivery, this may delay the learner's progression or programme completion.

Currently, such circumstances may be managed informally between CCNME Directors or Programme Leads, but there is no clearly defined pathway within the existing arrangements. Greater clarity around the management of learner absences and missed compulsory components would support a more consistent approach while allowing individual circumstances to be considered.

RPL is a particular strength, recognising the professional experience and previous qualifications that many learners bring to their programmes. However, the recognition of credits, exemptions and advanced entry beyond the CCNME remains dependent on the policies of the receiving institution. There is therefore scope to improve the visibility and consistency of information on progression routes and the status of CCNME awards.

Academic transcripts are available to learners on request, although there have been relatively few requests across the programmes delivered to date. There is currently no formal standardised document or template supporting the transcript request and issuing process. A consistent approach could be supported through review of the relevant arrangements and development of appropriate templates.

The evidence base for learner mobility and progression remains limited due to the relatively early stage of Consortium development. Continued monitoring of transfer, progression and learner experience will provide further evidence to inform quality enhancement. Sector collaboration is similarly developing, with opportunities to strengthen external engagement and communicate the CCNME's expertise and programme provision more widely.

Conclusion

Largely, the CCNME has appropriate arrangements in place to support learner mobility and progression. A key area for development is the practical implementation of mobility arrangements. Clearer guidance on the management of learner absences would support a consistent approach across the Consortium while allowing appropriate consideration of individual learner circumstances.

Academic transcripts are available on request; however, there have been relatively few requests across programmes delivered to date, and there is currently no formal standardised document or template to support the request and issuing process. Developing a consistent approach would ensure learners can access the documentation required to support future progression or mobility.

The CCNME should continue to improve the visibility and consistency of progression information and strengthen monitoring of learner progression. Sector collaboration also remains an area of development, with further opportunities likely to emerge as the Consortium expands its provision and external relationships. Continued programme delivery and engagement with other sectors will provide opportunities to build the evidence base and further develop articulation and collaboration with Higher Education Institutions.

Areas of Effective Practice Identified

- Standardised programme content provides a strong academic basis for learner mobility across the Consortium.
- A formal transfer process provides a clear mechanism for considering and recording learner transfer requests.
- Established QQI progression routes and RPL support flexible learner pathways.
- RPL recognises relevant professional experience and prior qualifications.
- Existing external relationships provide a foundation for further sector collaboration as the Consortium develops.

Areas for Potential Enhancement Identified

- Develop clearer guidance for managing learner absences and missed compulsory programme components.
- Strengthen the visibility and consistency of information on progression routes, accreditation and the status of CCNME awards.
- Review the arrangements for academic transcripts and develop a standardised request and transcript template.
- Monitor learner mobility, progression and transfer requests through established CCNME governance structures, using findings to inform quality improvement and risk management where appropriate.
- Continue to develop external sector engagement and communicate CCNME expertise and programme provision more widely.

2.6 Summary of Conclusions

Overall, the CCNME has established a strong foundation for supporting learners from admission through to progression and mobility. Appropriate arrangements are in place for admissions, learner support and responding to feedback.

Programme delivery has highlighted practical challenges associated with a developing Consortium, including demand for specialist programmes, learners balancing study with work commitments, mobility across different locations and schedules, and clarity around progression and recognition of awards. Regular Consortium meetings provide opportunities to discuss these issues, share learning and refine processes as experience develops.

Geographical access remains an area for consideration, particularly where specialist programmes are offered in limited locations. As provision expands nationally, consideration should be given to programme availability, capacity and alternative delivery locations to support equitable access.

IT infrastructure and LMS also provide opportunities for further development. The introduction of the LMS should address some current limitations, while further integration of systems could reduce administrative burden, improve consistency and strengthen data for quality enhancement.

Sector collaboration continues to develop, with opportunities to communicate the CCNME's programmes, expertise and impact more widely across the health and education sectors. As programme delivery increases, further evidence will support the evaluation of learner outcomes, identification of recurring barriers and ongoing quality enhancement.

Overall, the evidence to date is positive. Continued programme development, refinement of systems, consideration of geographical access and stronger sector engagement will support the consortium's development and provide a stronger evidence base for future quality enhancement.

Objective 3: Teaching, Learning and Assessment

The CCNME Teaching, Learning and Assessment (TLA) Strategic Plan 2022-2026 provides a framework for programme design, development, assessment, learner supports and staff development. Developed in consultation with key stakeholders, the Strategy promotes learner-centred, evidence-informed and inclusive approaches to teaching, learning and assessment that support the achievement of programme learning outcomes and the development of professional competency. Supported by a comprehensive suite of quality assurance policies, procedures and governance arrangements, the TLA Strategy provides a framework for educational provision across participating Centres and contributes to the enhancement of the learner experience.

The CCNME recognises quality teaching, learning and assessment are central to achieving positive learner outcomes, supporting professional development and ensuring that programmes remain relevant to workforce, service and regulatory requirements. Through programme evaluation, learner and stakeholder feedback, External Examiner and External Authenticator engagement and governance oversight, the CCNME continually reviews and enhances teaching, learning and assessment practices to ensure they remain responsive to developments in healthcare, education and professional practice.

3.1 The Learning Environment

Description

The CCNME is committed to providing learning environments that support learner engagement, professional development, and the achievement of learning outcomes. Learning takes place within face-to-face educational settings and where applicable, clinical practice environments that enables learner to integrate theoretical knowledge with practice. Educational provision is guided by the CCNME TLA Strategy and is designed to promote active learning, reflective practice, critical thinking and the application of learning within healthcare settings.

Oversight of the learning environment is supported through Programme Committee, Programme Coordinators and Programme Teams, who work collaboratively to support programme delivery and the maintenance of academic standards. A range of TLA methodologies are utilised to support learner engagement and achievement of programme learning outcomes. These include facilitated discussion, reflective activities, skills development, simulation-based learning and practice-based learning activities, where appropriate.

For programmes that include a clinical practice component, the practice environment is an integral aspect of the learner experience. Clinical supervisors, assessors and programme staff work collaboratively to support learners in developing and demonstrating professional competence within authentic healthcare environments. Ongoing communication and support from Programme Coordinators and Programme Teams facilitate learner progression throughout the learner journey.

Evaluation

Evidence from learner evaluations, programme reports, facilitator feedback and governance processes indicates that learning environments support learner engagement, achievement and professional development. Learners consistently identified facilitator expertise, programme relevance and support provided by Programme Coordinators and Programme Teams as strengths of their educational experience.

A key strength identified through programme evaluation findings is the contribution of educators, SMEs and clinical facilitators to programme delivery.Their involvement supports the integration of theory and practice and ensures that programme content reflects current evidence, professional standards, and contemporary healthcare practice. Learner feedback also indicates that face-to-face learning opportunities support networking, peer learning and sharing of experiences across healthcare settings.

Evidence from programme evaluations indicates that the accessibility and responsiveness of Programme Coordinators and Programme Teams contribute positively to learner progression and support a learner-centred experience. Ongoing communication and learner support arrangements assist learners in engaging with programme requirements and achieving programme learning outcomes.

The review identified a challenge in balancing programme participation alongside professional and personal commitments. Learner feedback identified that, while face-to-face delivery is valued, greater flexibility in programme delivery would enhance accessibility and participation for some learners.

Findings from learner evaluations, programme review processes, and recommendations arising from external validation activities have informed the application for an extension of scope of provision for blended learning. The approval of the Blended Learning Strategic Plan, together with the implementation of a LMS demonstrates a planned response to findings arising from programme evaluation and review processes to these findings. These developments demonstrate a responsive approach to quality enhancement and use of evidence to inform the future direction of educational provision.

Future enhancement will focus on increasing flexibility in programme delivery, and accessible learning opportunities, while maintaining the collaborative and interactive elements valued by learners and facilitators.



Figure 13: The Learning Environment

Conclusion

Overall, the CCNME provides an effective learning environment that support learner engagement, professional development and achievement of programme learning outcomes. Evidence provided demonstrates that educational provision is learner- centred, relevant and responsive to service needs.

Areas of Effective Practice Identified

- Learner-centred learning environments support learner engagement, achievement and professional development.
- Experienced educators, clinical facilitators and SMEs contribute to quality, practice focused educational provision.
- Strong integration of theory and practice, supported by effective learner support arrangements, enhances the learner experience and application of learning within healthcare settings.

Areas for Potential Enhancement Identified

- Continue to utilise learner feedback, programme evaluation finding and learner performance data to inform the ongoing enhancement of learning environment and outcomes.
- Expand blended and digitally enhanced learning opportunities through implementation of the LMS to improve accessibility, flexibility and learner engagement.

3.2 Assessment of Learners

Description

The assessment of learners within the CCNME is underpinned by robust quality assurance policies and procedures. These policies govern all aspects of assessment, including assessment design, grading and certification, academic integrity, external examination, Boards of Examiners, reasonable accommodations, learner appeals, programme monitoring and review, and the ethical use of artificial intelligence in teaching, learning and assessment. Assessment practices are aligned with the Qualifications and Quality Assurance (Education and Training) Acts 2012–2019, QQI Core Statutory Quality Assurance Guidelines, QQI Assessment and Standards (Revised 2013), QQI Quality Assuring Assessment Guidelines for Providers and the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). Assessment is underpinned by the principles of fairness, validity, reliability, transparency, integrity and consistency to demonstrate the achievement of programme learning outcomes and the knowledge, skills and competencies required for QQI awards.

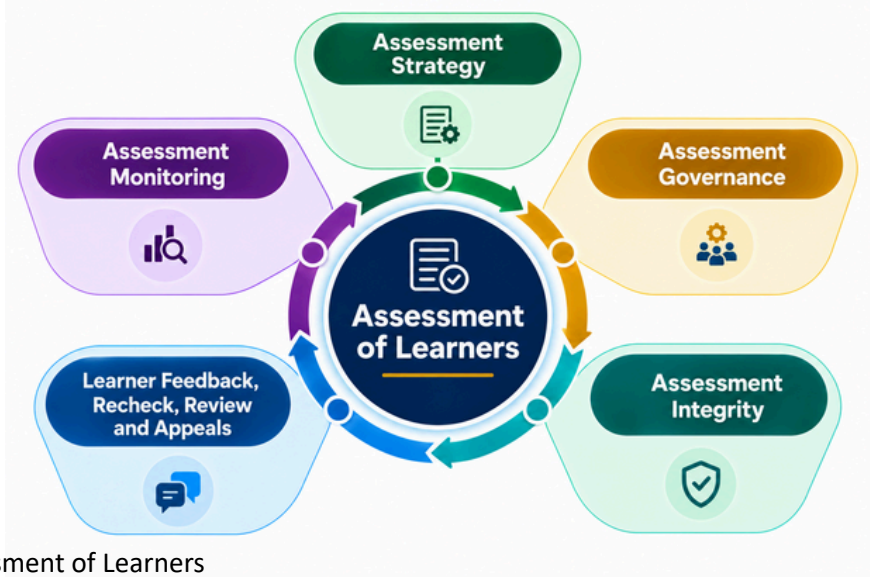


Figure 14: Assessment of Learners

Assessment Strategy

A variety of assessment methods are utilised across programmes to support different learning outcomes, including written assessments, oral presentations, skills-based assessments, reflective assignments, project work and practice-based assessments, as appropriate to the programme of study. Assessment strategies are designed during programme development to ensure that methods are appropriately aligned with the Minimum Intended Module Learning Outcomes (MIMLOs), Minimum Intended Programme Learning Outcomes (MIPLOs) and the relevant QQI award standards. Assessment methodologies are selected to provide learners with multiple opportunities to demonstrate achievement of programme learning outcomes through authentic, meaningful and professionally relevant assessment.

A diverse range of assessment approaches incorporating both formative and summative assessments, accommodates different learning styles while enabling learners to progressively develop and demonstrate the knowledge, skills and competencies required for successful programme completion. Programme assessment strategies incorporate a range of assessment methods, including written assignments, examinations, presentations, Objective Structured Clinical Examination (OSCE), reflective activities and, where appropriate, clinical practice - based assessment, ensuring a comprehensive evaluation of learner achievement.

For programmes that incorporate clinical learning as a validated component, learners consolidate theoretical knowledge through supervised practice experiences where they demonstrate professional competence in authentic healthcare environments. Clinical competency portfolios enable learners to evidence their progressive achievement of programme - specific learning outcomes, clinical skills and professional behaviours while receiving formative and summative feedback from clinical assessors. This integrated approach enhances the learner experience by supporting the progressive development of professional competence, fostering reflective practice and preparing learners to apply their knowledge and skills confidently within complex healthcare environment. Assessment schedules, marking criteria, grading rubrics, clinical assessment documentation, where applicable, and assessment guidelines are developed prior to programme commencement and communicated to learners through programme handbooks and within the CMS.

Assessment Governance

The Assessment of Learners Policy and associated procedures establish clear governance arrangements for assessment across the CCNME. Responsibilities are distributed across Academic Council, Programme Boards, Programme Committees, Programme Coordinators, internal assessors, moderators, Boards of Examiners, External Examiners, External Authenticators and learners. These governance structures provide appropriate oversight of assessment design, implementation, moderation, grading, certification and continuous quality enhancement.

Boards of Examiners provide assurance that progression and award decisions are reached through a rigorous, transparent and evidence-informed process. The consideration of mitigating circumstances, inclusion, reasonable accommodation and External Examiner and External Authenticator observations ensures that individual learner circumstances are appropriately considered while maintaining academic standards and fairness. Secure management of assessment documentation before, during and after Board meetings further supports the integrity of assessment decision-making.

Assessment Integrity

The CCNME operates a structured system of internal verification and moderation designed to assure consistency and comparability of assessment decisions across programmes. Assessment is structured against clearly defined assessment criteria and grading rubrics to promote consistency in marking and equitable assessment decisions across programmes. Comprehensive procedures and supports are established through which learners may request recheck and appeal assessment results.

The CCNME is committed to ensuring that assessment is inclusive and accessible for all learners. Reasonable accommodation arrangements enable eligible learners to demonstrate achievement of learning outcomes on an equitable basis while preserving the integrity of programme learning outcomes and academic standards. Learners receive guidance on acceptable academic practice, referencing conventions and the responsible use of AI technologies. Academic integrity is further supported through structured procedures for the identification, investigation and management of suspected academic misconduct, ensuring procedural fairness and consistency in decision-making.

Learner Feedback, Recheck, Review and Appeals

Timely, constructive feedback is recognised as an essential element of learner development and assessment for learning. Assessment feedback is constructive, criterion referenced and aligned with programme learning outcomes. Following ratification of results, learners are provided with clear information regarding assessment outcomes together with opportunities to seek clarification on assessment performance. Where appropriate, learners may avail of formal recheck, review andappeals processes in accordance with the Policy for Learner Assessment Recheck, Review and Appeals, ensuring transparency, procedural fairness and independent consideration of assessment decisions.

Assessment Monitoring

The effectiveness of assessment arrangements is monitored through annual programme monitoring and review processes. Programme Monitoring Review and Evaluation Reports consider learner performance, assessment outcomes, External Examiner and External Authenticator feedback, learner feedback and recommendations arising from governance committees. Information generated from these reports support continuous quality enhancement by identifying opportunities to improve assessment design, implementation and learner support across programmes.

Evaluation

The review indicates that the CCNME has established a comprehensive framework for the assessment of learners that aligns with QQI statutory quality assurance requirements and supports the achievement of programme learning outcomes. Assessment is governed through an integrated suite of policies, procedures and guidance documents that collectively address all aspects of the assessment process fair, valid, reliable, transparent and consistent assessment decisions across QQI validated programmes.

A key strength identified is the proactive approach taken by the CCNME to maintaining academic integrity within an evolving educational environment. Internal and external moderation processes and formal assessment governance arrangements collectively support the reliability and credibility of assessment decisions. The development and implementation of procedures related to the detection and management of academic misconduct and ethical use of AI demonstrate the CCNME's proactive response to emerging challenges with education practice.

The review demonstrates that assessment arrangements effectively support learner achievement and maintenance of academic standards across CCNME programmes. Evidence from programme monitoring and review activities, learner evaluations, and External Examiner and External Authenticator reports indicates assessment methodologies are aligned to programme learning outcomes and support the development and demonstration of competence. External Examiner and External Authenticator feedback provides independent evidence regarding appropriateness of assessment methods, the consistency of assessment decision and maintenance of academic standards.

The importance of ensuring that assessment approaches continue to evolve in response to developments in higher education, healthcare practice and emerging technologies is acknowledged. The increasing availability of Gen AI presents both opportunities and challenges for assessment design and academic integrity. Ongoing review of the assessment methods will be required to ensure that assessment remains authentic, relevant and capable of demonstrating learner achievement in a changing educational environment.

Comprehensive governance arrangements and policies are well established within the participating Centres. In addition to programme evaluation, the CCNME undertakes follow-up evaluation with learners to assess the influence of programme learning on professional practice. These findings inform programme review, enhancement and ongoing evaluation of programme impact on workforce capability and service improvement.

Conclusion

Overall, the CCNME has established a robust, comprehensive and well-governed framework for the assessment of learners that effectively supports the achievement of programme learning outcomes and the maintenance of QQI award standards. Assessment is underpinned by a coherent suite of quality assurance policies, procedures and governance arrangements that promote fairness, validity, reliability, transparency and consistency throughout the learner assessment lifecycle.

The integration of assessment design, internal moderation, grading and certification, external examination, Board of Examiners processes, academic integrity, learner appeals, reasonable accommodation and programme monitoring demonstrates a mature and systematic approach to quality assurance. The recent enhancement of policies relating to academic integrity and the ethical use of artificial intelligence further reflects the CCNME's commitment to maintaining the integrity of assessment and responding proactively to developments within the higher education environment.

The process identified that the existing assessment framework provides a strong foundation for assuring academic standards and supporting learner achievement. External Examiner and External Authenticator recommendations and programme monitoring and evaluation will further demonstrate the impact of quality assurance processes and inform evidence-based continuous improvement.

Overall, the review indicates that assessment arrangements are effective, aligned with national and international quality assurance expectations, and supports a culture of continuous quality enhancement that maintains public confidence in the standards and integrity of its QQI validated programmes.

Areas of Effective Practice Identified

- Comprehensive assessment governance arrangements support fairness, consistency, academic integrity and the maintenance of academic standards.
- Assessment methodologies are aligned with programme learning outcomes and practice requirements, supporting the demonstration of knowledge, skills and competence.
- External Examiner and External Authenticator engagement and the proactive development of academic integrity and AI policy support the ongoing enhancement of assessment practices.

Areas for Potential Enhancement Identified

- Continue to review and develop assessment methodologies to ensure authenticity, relevance and responsiveness to emerging technologies and development in higher education.
- Strengthen the evaluation of assessment effectiveness and programme impact with learner, programme and outcome data, including consideration of professional practice, workforce capability and service improvement.

3.3 Management of Learner Records

Description

The management of learner records within the CCNME is governed by a range of quality assurance, data protection, information governance and record retention policies and procedures. These arrangements are designed to ensure the accuracy, integrity, security, confidentiality, and accessibility of learner information and to support compliance with QQI requirements. Learner records include information relating to learner identity, enrolment, attendance, assessment, progression, achievement, and certification.

Learner records are maintained through approved electronic systems or secure paper-based record management processes, as appropriate to local operational requirements. Standardised procedures apply across participating Centres to ensure consistency in the creation, maintenance, storage, retention, and disposal of records throughout the learner lifecycle. This encompasses programme enquiry and application, registration, attendance monitoring, assessment, results processing, certification, and the submission of learner achievement data to the QQI Quality and Business Services (QBS) system.

All learner information is managed in accordance with the CCNME Policy on Data Protection, Usage and Management and Procedure on Data Protection, Usage and Management. Together with the associated quality assurance policies and procedures, these arrangements provide a comprehensive framework for the secure management, protection, and governance of learner information across the Consortium. Access to learner records is restricted to authorised personnel with designated responsibilities for programme delivery, administration, and quality assurance. Electronic records are protected through controlled system access, while physical records are maintained in secure storage. Learner records are retained and disposed of in accordance with the HSE Record Retention Policy. As such, learner information is managed as confidential and sensitive personal data throughout its lifecycle.

Evaluation

The review demonstrates that the CCNME has established a comprehensive framework for learner record management through its quality assurance, data protection, information governance, and record retention arrangements. Standardised documentation, including module descriptors, learner handbooks, assessment materials, and programme records, supports the consistent management of learner information across participating Centres.

Evidence indicates that responsibility for learner records is clearly defined and implemented in practice. Programme Coordinators oversee learner records throughout the learner lifecycle, including registration, attendance, assessment, results processing, certification, and QQI data submissions. This provides clear accountability and supports the accuracy, security, and auditability of learner records.

The review confirms that consistency in learner record management is strengthened through shared policies, procedures, and standardised record-management practices across the Consortium. Learner records are retained in accordance with the HSE Record Retention Policy, ensuring records remain secure, accessible, legible, and auditable throughout the required retention period. This is evidenced by the application of common record-management procedures across participating Centres.

Analysis of the evidence demonstrates that appropriate safeguards are in place to protect learner information. Access to learner records is restricted to authorised personnel through role-based permissions, controlled system access, secure storage arrangements, and clearly defined staff responsibilities. The Learner Handbook informs learners of how their personal information is collected, used, stored, and protected, supporting transparency and awareness of data protection requirements. The Policy on Data Protection, Usage and Management and associated procedures provide a clear framework for the secure handling of learner information, while the HSE Incident Management Framework supports the reporting, management, investigation, and oversight of information-related incidents. The review found that no data breaches relating to learner records were reported during the review period. This outcome, together with established access controls, information governance arrangements, and incident management procedures, provides evidence of the effectiveness of the consortium's approach to safeguarding learner information.

Overall, the review demonstrates that the CCNME has implemented a consistent and effective approach to learner record management across participating Centres. The arrangements support compliance with QQI, data protection, and information governance requirements and contribute to the integrity, confidentiality, reliability, and auditability of learner records throughout the learner lifecycle.

Conclusion

The CCNME has established effective learner record management arrangements that support the integrity, security and reliability of learner information throughout the learner lifecycle. Evidence from governance, programme administration and quality assurance indicates that learner records are managed in a consistent and secure manner and support programme delivery, assessment and certification requirements.

Areas of Effective Practice Identified

- Established policies, procedures and governance arrangements support the secure management and protection of learner information.
- Standardised programme and assessment documentation support the consistency and integrity of learner records across participating Centres.
- Learner record management process supports accurate reporting, certification and quality assurance activities.

Areas for Potential Enhancement Identified

- Strengthen digital integration of learner record management systems to improve reporting capability and oversight.
- Enhance the availability and use of learner and programme data to support performance monitoring, evaluation and evidence-informed decision making.

3.4 Learner Supports and Services

Description

The CCNME is committed to providing a learner-centred and inclusive learning environment that promotes learner wellbeing, engagement, success and equitable participation. Learner supports are guided by the Policy on Learner Supports, Procedure on Learner Supports, Policy on Learner Mental Health and Wellbeing, Procedure on Learner Mental Health and Wellbeing, and the Policy and Procedure on Diversity, Equality and Inclusion of Learners.

Support is provided throughout the learner journey, from initial enquiry to programme completion. Programme Coordinators engage with prospective learners during the application process, providing information, guidance and clarification on programme requirements. This early engagement supports informed decision-making and facilitates the timely identification of support needs and reasonable accommodations, where required.

Programme Coordinators act as a key point of contact for learners and provide guidance relating to programme participation, reasonable accommodations and referral to appropriate support services. Learners also have access to educational resources, library services, academic guidance and organisational support services available within participating Centres. Learner feedback is obtained through programme evaluation processes and learner representation arrangements. At programme commencement, learners are invited to act as learner representatives and provide feedback on the learner experience throughout programme delivery. Feedback is communicated to Programme Coordinators and considered through Programme Committee meetings, providing a formal mechanism for learner engagement and contribution to programme enhancement. The planned implementation of a Learning Management System (LMS) will further enhance access to learning resources, communication and learner supports.

Evaluation

The review demonstrates that the CCNME has established effective arrangements to support learner wellbeing, inclusion, engagement and success. Evidence indicates that learner support is embedded throughout the learner journey and is supported by a framework of policies, procedures and learner support pathways. Early engagement with prospective learners facilitates informed decision-making and enables support needs and reasonable accommodations to be identified and addressed in a timely manner. Evidence further indicates that Programme Coordinators provide accessible and responsive support throughout programme delivery, contributing positively to learner engagement, progression and achievement.

A sustained commitment to learner wellbeing and inclusive practice is demonstrated through implementation of Learner in Distress training across the Consortium, with the majority of personnel having completed the programme. The review identified the importance of extending this training to newly appointed staff to ensure continued capacity to recognise, respond to and appropriately support learners experiencing difficulties. Access to Universal Design for Learning (UDL) resources further supports inclusive educational practice and responsiveness to diverse learner needs.

Evidence indicates that learners are provided with opportunities to contribute to programme evaluation and quality enhancement activities through programme feedback processes and learner representative arrangements. Learner feedback is considered by Programme Coordinators and Programme Committees and informs ongoing programme review and enhancement. While these arrangements support learner engagement in quality assurance processes, the review identified opportunities to further strengthen learner representation within governance structures across the Consortium.

As programme provision continues to expand, opportunities exist to strengthen learner representation within governance structures, further develop supports for learners with specific learning disabilities and neurodivergent learners, and promote greater consistency in access to learner support services and resources across the Consortium. The implementation of the LMS presents a further opportunity to enhance learner engagement, communication and access to supports.

Conclusion

Overall, the review demonstrates that learner support arrangements are embedded across the learner journey and support learner engagement, participation and progression. Evidence indicates that learner supports are informed by established policies, procedures and learner support processes, while learner feedback contributes to ongoing programme review and quality enhancement activities. The review further demonstrates a commitment to supporting an inclusive and responsive learning environment that is aligned with the needs of the learner population.

Areas of Effective Practice Identified

- Learner support is embedded throughout the learner journey through established policies, procedures and support pathways.
- Early engagement with prospective learners supports informed decision-making and timely identification of support needs.
- Programme Coordinators provide accessible and responsive support that contributes positively to learner engagement, progression and achievement.
- Learner well-being and inclusive practice are supported through Learner in Distress training, UDL resources and reasonable accommodation arrangements.

Areas for Potential Enhancement Identified

- Strengthen learner representation and participation within governance and quality assurance structures.
- Further develop supports for learners with specific learning disabilities and neurodivergent learners.
- Utilise the LMS to further enhance learner engagement, communication and access to supports and resources.

3.5 Summary of Conclusions

Overall, the review demonstrates that the CCNME has established teaching, learning and assessment arrangements that support learner engagement, achievement of programme learning outcomes and professional development. Evidence indicates that these arrangements are supported by governance structures, quality assurance processes and stakeholder engagement.

The review suggests that learners benefit from supportive learning environments, educator expertise and established learner support arrangements. Evidence from programme evaluation and learner feedback indicates that these contribute positively to learner engagement, progression and the application of learning to practice.

The review further demonstrates that assessment arrangements are supported by established policies, procedures and governance processes that promote fairness, consistency and academic integrity. Evidence provides assurance that learner records are managed securely and that learner support arrangements contribute to an inclusive and learner-centred educational experience.

The self-evaluation process identified opportunities to further enhance blended and digitally enabled learning, strengthen learner representation within governance structures, and continue the development of approaches to evaluating educational outcomes and impact.

Overall, the evidence provides assurance that teaching, learning and assessment arrangements are effective and support the delivery of quality-assured educational provision, while highlighting opportunities for ongoing enhancement across the Consortium

Objective 4: Self Evaluation, Monitoring and Review

4.1 Arrangements for Self-Evaluation, Monitoring and Review

Description

The CCNME has established a structured process for self-evaluation, monitoring and review that is applied across its QQI programmes. The purpose of this process is to gather evidence on programme quality, learner experience and programme outcomes, identify areas for improvement and implement actions to enhance programme delivery and learner outcomes.

Self-evaluation begins during programme delivery and continues following programme completion. Information is collected from a range of sources, including learner evaluations, facilitator evaluations, clinical supervisor evaluations (where applicable), programme coordinator reviews, External Examiner and External Authenticator reports, programme performance data, including attendance, completion and progression rates, stakeholder feedback and annual programme reports.

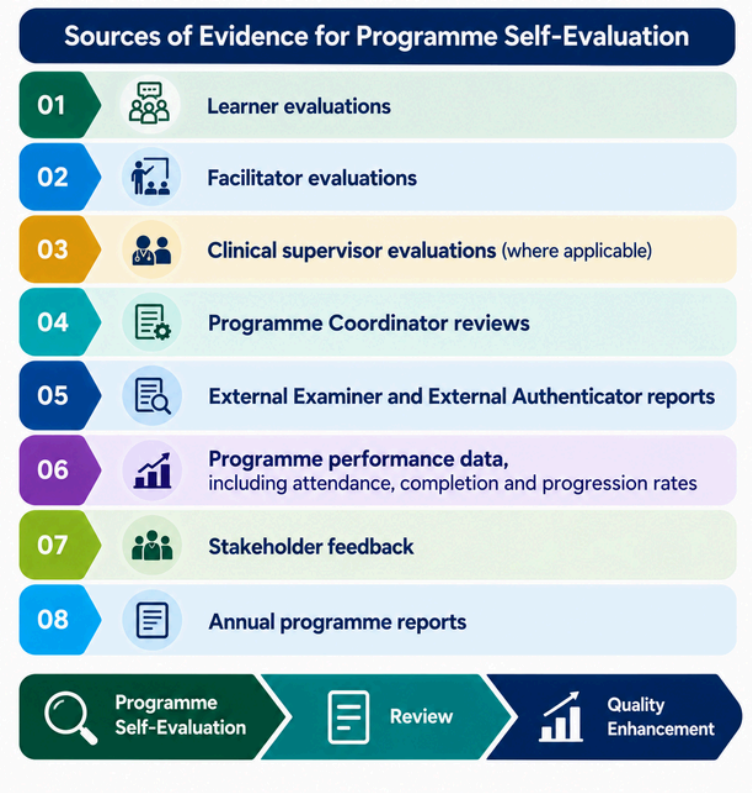


Figure 15: Sources of Evidence for Programme Self Evaluation

This information is reviewed by Programme Coordinators and HET and FET Programme Committees and is incorporated into Programme Review Reports. Key findings, recommendations and identified actions are then considered through the established programme monitoring and governance processes. Where improvements are required, these are incorporated into Programme Improvement Plans, which are monitored and reviewed as part of ongoing quality assurance activities.

Evaluation

Evidence reviewed demonstrates that the Consortium has effective arrangements in place for self-evaluation, review and monitoring. Programme review findings are considered through established governance arrangements and used to inform programme enhancement. Examples include revisions to programme documentation, learner resources and assessment guidance arising from programme monitoring and review activities. As the programme portfolio continues to expand, the review identified the importance of ensuring that improvements arising from programme review, evaluation and quality assurance activities are consistently shared and implemented across the Consortium, where relevant.

A particular strength is that evaluation extends beyond learner satisfaction and examines the impact of learning on professional practice. An independent review was carried out, and it explored the impact of QQI programme delivery on learners practice in the clinical area. This was conducted through quantitative and qualitative data collection. The impact evaluation demonstrates that the Consortium evaluates not only learner satisfaction but also the influence of learning on clinical practice, patient care and professional development. This provides strong evidence that self-evaluation processes are focused on outcomes and impact rather than solely on programme delivery.

Conclusion

Overall, the CCNME has appropriate and effective arrangements for self-evaluation, monitoring and review. Information is routinely gathered from learners, facilitators, Programme Teams and other stakeholders and is used to programme enhancement and quality assurance activities. The arrangements support evidence-based decision-making and contribute to a culture of continuous improvement across the Consortium. Evidence demonstrates that self-evaluation is used as an active tool for quality enhancement and continuous improvement across the Consortium.

Areas of Effective Practice Identified

- Self-evaluation considers the impact of learning on professional practice, patient care, service delivery, in addition to programme satisfaction measures.
- Multiple sources of evidence inform programme review, including detailed learner feedback, facilitator evaluations, programme performance data, External Examiner and External Authenticator findings and stakeholder feedback.
- Evaluation findings are incorporated into Programme Review Reports and Programme Improvement Plans, supporting a structured approach to quality enhancement.
- Learners, facilitators, Programme Coordinators, clinical supervisors and external reviewers contribute to the self-evaluation process, providing multiple perspectives that inform programme enhancement and future planning.

Areas for Potential Enhancement Identified

- Enhance the sharing of evaluation findings, improvement initiatives and examples of effective practice across the CCNME
- Further develop approaches to measuring impact of enhancement activities, learner outcomes, professional practice and programme quality.

4.2 Programme Monitoring and Review

Description

The CCNME Procedure on Programme Monitoring and Review provides a structured framework for the annual monitoring and self-evaluation of QQI-validated programmes. The process is designed to establish that programmes remain appropriate and responsive to learner and service needs, while considering learner progression and completion, assessment processes, programme content, delivery methods, learning supports and quality assurance arrangements.

Self-evaluation is undertaken at Programme Team level and is informed by a range of quantitative and qualitative evidence, including learner, facilitator and subject matter expert feedback, external examiner/authenticator reports, examination and assessment information, complaints and appeals, programme monitoring reports and amendments made since programme validation. Team meetings during programme delivery, provide opportunities for ongoing monitoring and engagement with learners and relevant stakeholders.

The Programme Coordinator consolidates this evidence within the CCNME Programme Monitoring, Review and Evaluation Report. Findings are considered against relevant QA standards, programme validation requirements and previous recommendations and action plans. Where improvements are identified, a programme improvement plan is developed, specifying the action required, responsible person, timeframe and review date. Findings subsequently progress through the relevant Programme Committee, Programme Board, Quality Enhancement Committee and Academic Council.

The self-evaluation process operates within a broader quality framework comprising QQI academic quality assurance requirements, NMBI professional and regulatory education standards, and the HSE's quality improvement framework. NMBI's Post-Registration Nursing and Midwifery Standards and Requirements provide the professional framework for post-registration nursing and midwifery education, including requirements relating to programme development, delivery and monitoring. The HSE Framework for Improving Quality (2016) provides the strategic quality context, while the HSE Quality Improvement Guide and Toolkit (2024) provides a practical approach to identifying quality issues, understanding problems, developing change strategies, measuring improvement, testing change and sustaining and spreading improvements.

Evaluation

The CCNME self-evaluation process demonstrates a systematic and evidence-informed approach to programme monitoring and quality enhancement. The use of multiple sources of evidence, including learner and staff feedback, clinical assessor input, external examiner/authenticator reports and programme performance information, provides a broad evidence base for identifying strengths and opportunities for improvement. The defined governance pathway provides assurance that programme-level findings are considered through the established academic governance structures.

The process also demonstrates alignment across the academic, professional and organisational dimensions of quality. QQI provides the academic quality assurance context; NMBI provides the professional and regulatory standards applicable to post-registration nursing and midwifery education; and the HSE quality improvement frameworks provide a broader organisational approach to quality, measurement and continuous improvement.

The requirement to develop improvement plans identifying actions, responsibilities, timescales and review dates provides a clear mechanism for translating self-evaluation findings into improvement activity. This is consistent with the HSE Framework for Improving Quality's emphasis on measurement, governance, stakeholder engagement and the use of improvement methods, while the 2024 Quality Improvement Guide and Toolkit provides a further opportunity to strengthen the measurement and demonstration of improvement.

A potential enhancement is to further develop the measurement of the effectiveness and impact of improvement actions. While the current procedure identifies actions, responsibilities, timeframes and review dates, greater use of defined outcome measures could demonstrate whether actions have achieved their intended outcomes. Further strengthening the triangulation of findings against QQI requirements, NMBI professional standards and HSE quality improvement principles would also provide a more comprehensive demonstration of programme quality and continuous improvement.

Conclusion

Overall, the CCNME Programme Monitoring and Review Procedure provides a structured and systematic approach to programme self-evaluation, supported by stakeholder engagement, multiple sources of evidence and established academic governance arrangements. The process demonstrates a strong foundation for continuous quality improvement and is situated within QQI, NMBI and HSE quality frameworks.

Areas of Effective Practice Identified

- Systematic and evidence-informed self-evaluation, incorporating learner, facilitator, clinical assessor and external examiner/authenticator feedback.
- Integration of academic, professional and organisational quality requirements, linking QQI quality assurance with NMBI post-registration education standards and the HSE quality improvement approach.
- Clear governance and structured improvement planning, with findings progressing through the academic governance structure and actions assigned with responsibilities, timescales and review dates.

Areas for Potential Enhancement Identified

- Further strengthen the measurement of improvement and impact, in line with the HSE Quality Improvement Guide and Toolkit (2024), by identifying measurable outcomes for improvement actions and demonstrating their effectiveness at subsequent programme reviews. This would strengthen the continuous improvement cycle from self-evaluation to sustained improvement.

4.3 Oversight of External and Collaborative Partnerships

Description

The CCNME engages with a range of internal and external stakeholders, including HSE services, SMEs, external examiners, external authenticators, assessors, clinical partners, statutory, professional and regulatory bodies and professional stakeholders. These stakeholders contribute to programme initiation, design, development, delivery, assessment, monitoring and review. Accountability for academic standards, programme quality, learner protection and award-related decisions remains within CCNME governance structures.

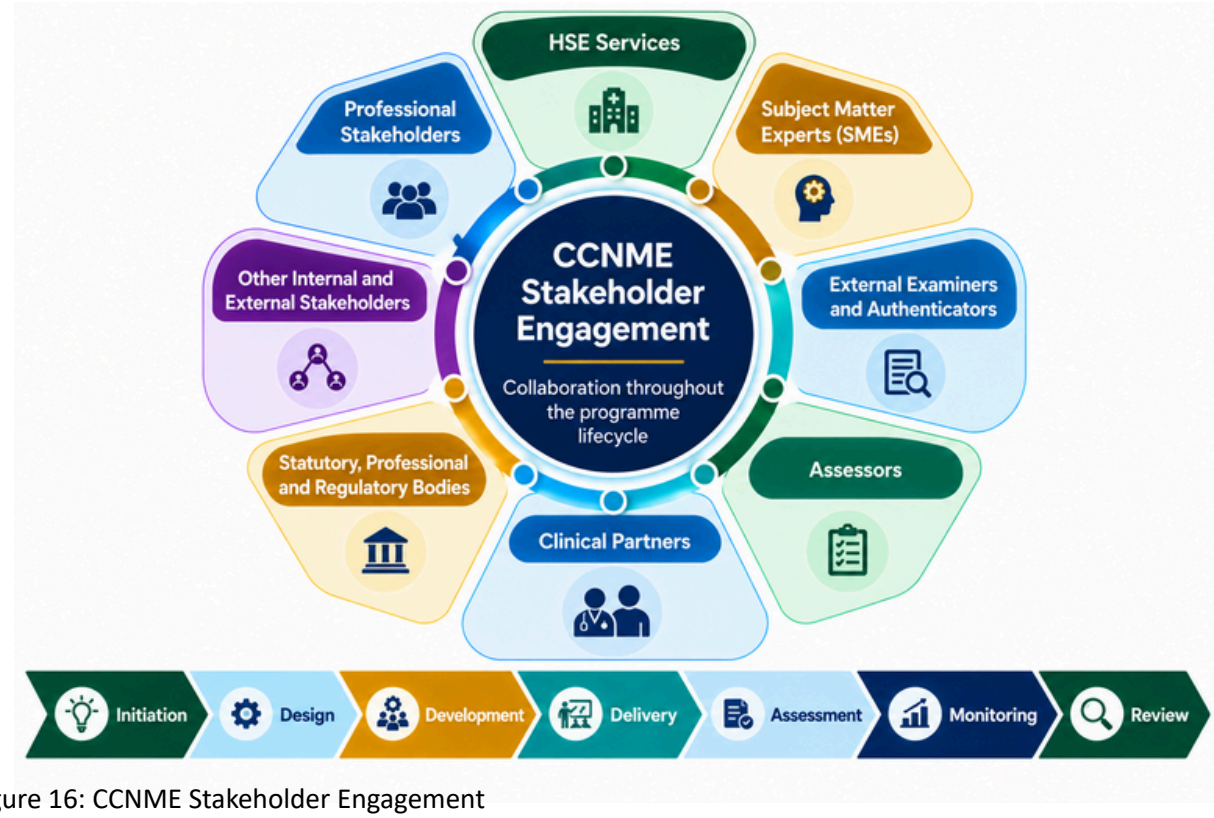


Figure 16: CCNME Stakeholder Engagement

While CCNME does not currently operate linked-provider arrangements under its QQI agreement, it maintains established relationships with both QQI and NMBI. QQI provide external quality assurance oversight through programme validation and institutional review processes, while NMBI provide professional and regulatory oversight through programme approval and reapproval activities. Together, these arrangements contribute to the quality, integrity and professional relevance of CCNME programmes.

Evaluation

The review demonstrates that external and collaborative partnerships make a significant contribution to the quality, relevance and ongoing development of CCNME programmes. Evidence indicates that the involvement of SMEs, External Examiners, External Authenticators and healthcare stakeholders supports programme development that is informed by contemporary clinical practice, professional standards and identified healthcare service needs. Their contribution strengthens the relevance and responsiveness of programme provision and provides an important external perspective throughout the programme lifecycle.

Evidence further demonstrates that engagement with QQI and NMBI provides robust external oversight of programme quality and academic standards through validation, approval and quality assurance processes. Successful validation of Level 5 and Level 8 programmes, together with NMBI approval of post-registration nursing and midwifery programmes, provides external assurance that programmes meet both academic and professional requirements and are aligned with national workforce and healthcare priorities.

The review indicates that feedback and recommendations arising from validation, approval and external review activities have informed programme and quality assurance developments across the Consortium. Evidence of this is reflected in the review and enhancement of programme development and validation processes in 2026, the development of the Policy on Ethical Use of Artificial Intelligence (AI) and Generative AI in Teaching, Learning and Assessment, revisions to assessment-related policies and procedures, and the introduction of the Blended Learning Strategic Plan in response to emerging sector developments and external quality assurance expectations.

The review further demonstrates that external engagement contributes to continuous quality enhancement rather than solely providing external assurance. Participation in the QQI Healthcare Advisory Group, engagement with national professional stakeholders and contributions from clinical experts have supported the development of programmes that respond to evolving healthcare practice, service priorities and workforce need.

While the evidence demonstrates the value of these partnerships in supporting programme quality and development, there is an opportunity to further evaluate and evidence their impact on programme enhancement, learner outcomes and organisational learning as educational provision continues to expand.

Conclusion

The review demonstrates that external and collaborative partnerships contribute to programme quality, professional relevance and continuous enhancement within the CCNME. Evidence indicates that engagement with external stakeholders, together with oversight through QQI and NMBI processes, informs programme development and enhancement and supports responsiveness to professional, workforce and healthcare service needs.

Areas of Effective Practice Identified

- External stakeholders contribute to programme development, delivery, monitoring and review, supporting programme relevance and responsiveness to professional and healthcare service needs.
- Established engagement with QQI and NMBI provides external oversight and assurance regarding programme quality, academic standards and professional relevance.
- Feedback from validation, approval and external review processes informs programme development and quality enhancement activities through established governance structures.

Areas for Potential Enhancement Identified

- Further develop approaches to evaluating and evidencing the impact of external and collaborative partnerships on programme enhancement, learner outcomes and organisational learning.

4.4 Summary of Conclusions

The review found that the CCNME has established effective arrangements for self-evaluation, monitoring and review across its QQI programmes. These arrangements provide a structured approach to gathering and analysing evidence from learners, facilitators, Programme Coordinators, clinical supervisors, external reviewers and other stakeholders to support informed decision-making and continuous improvement.

Evidence from programme evaluation demonstrates that self-evaluation extends beyond measuring learner satisfaction and considers the impact of learning on professional practice, learner development and programme quality. Programme monitoring and review processes are supported through the systematic collection of feedback and programme performance data, with findings informing programme enhancement and quality improvement activities through established governance structures.

The review also demonstrates the value of stakeholder engagement in supporting programme review and enhancement. Learners, facilitators, Programme Coordinators, clinical supervisors, External Examiners, External Authenticators and SMEs contribute perspectives that inform quality enhancement and organisational learning. Engagement with QQI and NMBI provides external oversight and assurance regarding programme quality, academic standards and professional relevance, while feedback arising from external review processes informs programme development and enhancement activities.

Overall, the evidence indicates that self-evaluation, monitoring and review processes are embedded across the Consortium and support a culture of reflection, quality enhancement and continuous improvement. Future development will focus on strengthening the evaluation of enhancement activities and demonstrating their impact on programme quality and educational provision.

Overall Conclusions

Main Findings

The self-evaluation provides evidence that the CCNME has established effective and appropriately governed arrangements for the management of quality and delivery of QQI validated programmes since becoming a QQI provider in 2022. Governance, quality assurance, programme development, teaching, learning and assessment arrangements are embedded across the Consortium and are contributing to the provision of educational programmes that are responsive to learner, workforce and healthcare service needs.

Areas of Strong Practice

- Strong engagement with the Office of Chief Nursing Officer (DoH), ONMSD, NMBI, QQI, clinical SMEs and external stakeholders in supporting educational quality, professional relevance and ongoing enhancement.
- Clearly defined governance and quality assurance arrangements that support accountability, oversight and continuous quality enhancement.
- A collaborative consortium model that promotes stakeholder engagement, shared expertise and quality enhancement across participating Centres.
- Structured and collaborative programme development processes that ensure educational provision remains relevant to workforce, service and professional development priorities.
- Learner-centred teaching, learning and assessment arrangements supported by effective learner support and quality assurance processes.
- Systematic use of learner feedback, programme review findings and external review recommendations to inform enhancement and continuous quality enhancement.

Organisational Challenges

- As a relatively new QQI provider the evidence base relating to programme revalidation, longer term learner outcomes and educational impact continues to develop.
- The increasing scale and complexity of educational provision places greater demands on infrastructure, staff capacity and capability, governance, quality assurance and programme management arrangements.
- Current information and reporting arrangements involve reliance on multiple systems and some manual processes, limiting opportunities for integrated analytics, performance monitoring and consortium oversight.
- Learners continue to balance programme participation alongside professional and personal commitments, highlighting the importance of flexible and accessible educational provision.
- Learner participation within governance and quality assurance structures remains limited and presents an opportunity to further strengthen the learner voice.
- The increasing use of artificial intelligence technologies within education presents new challenges relating to learner guidance, academic integrity and assessment practice.

- Opportunities exist to further expand learner support arrangements across the Consortium, particularly in relation to academic supports, digital resources, and learner guidance on academic integrity and artificial intelligence.

Key Areas Targeted for Enhancement

- Strengthen the use of performance information, learner data and outcome measures to support evidence-informed decision-making and evaluation of consortium effectiveness.
- Develop a more systematic approach to measuring programme outcomes, enhancement activities and organisational impact, including the use of performance indicators and outcome measures.
- Strengthen data integration, reporting capability and learner analytics to support quality assurance, performance monitoring and governance oversight.
- Implement the Learning Management System and continue the development of blended and digitally enhanced learning provision to improve accessibility, flexibility and learner engagement.
- Strengthen learner representation and participation within governance and quality assurance structures.
- Expand learner supports across the Consortium, including academic supports, academic integrity and artificial intelligence guidance and digital learning resources.
- Continue to utilise learner feedback, programme review findings, External Examiner and External Authenticators reports and validation recommendations to inform continuous quality enhancement across all aspects of educational provision.

Overall, the evidence provides assurance that the CCNME has established effective governance, quality assurance and academic arrangements that support the delivery of quality assured educational provision. The collaborative consortium model, together with embedded quality assurance processes and stakeholder engagement arrangements, provides a strong foundation for the continued enhancement of educational provision across the CCNME. The identified enhancement priorities will support the ongoing enhancement of educational provision and ensure continued responsiveness to learner, workforce and service needs.

Appendices

Appendix 1: Current List of CCNME Programmes leading to QQI Awards

Programme	Award	NFQ Level	ECTS Credit
Health Service Skills	Major	5	120
Care Support	Minor	5	15
Communications	Minor	5	15
Infection Prevention and Control	Minor	5	15
Work Experience	Minor	5	15
Care Skills	Minor	5	15
Safety and Health at work	Minor	5	15
Activities of Living Patient Care	Minor	5	15
Care of the Older Person	Minor	5	15
Rehabilitation Support	Minor	5	15
Intellectual Disability Studies	Minor	5	15
Person Centred Focus to Disability	Minor	5	15
Maternity Care Support	Minor	5	15
Caring for Children in Hospital	Minor	5	15
Child Development	Minor	5	15
Emergency Department Care Skills	Minor	5	15
Palliative Care Support	Minor	5	15
Recovery in Mental Health	Minor	5	15
Understanding Mental Health	Minor	5	15
Operating Department Care Skills	Minor	5	15
Certificate in Medicines Management in Disability Services	SPA	5	15
Certificate in Diabetes Self-management (Adults)	SPA	8	10
Certificate in Neonatal High Dependency Special Care	SPA	8	10
Certificate in Nurse Authority to Refer Adults for Radiological Procedures	SPA	8	10
Certificate in Nurse Authority to Refer Adults and Children for Radiological Procedures	SPA	8	10
Certificate in Nurse Authority to Refer Children for Radiological Procedures	SPA	8	10
Certificate in Comprehensive Health Assessment (Adult)	SPA	8	10
Certificate in Acute Stroke Nursing [Adult]	SPA	8	10
Certificate in Caring for a Child with Complex Needs in the Community	SPA	8	10
Certificate in Care of Deteriorating, Ill or Injured Child & Young Person	SPA	8	10

Appendix 2: CCNME Corporate Governance

Appendix 3: CCNME Academic Governance Structure

