New Education QA Framework – approach to monitoring

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Introduction to the webinar
Agenda

1. Principles of the new QA Framework
2. Data driven monitoring
3. Annual self reporting
4. Managing Concerns
5. New Programme Monitoring/Enhanced Scrutiny
6. Next steps
Principles of the new QA Framework

- Data driven
- Collaborative
- Risk based
- Targeted
- Proportionate
- Transparent
How do we ensure that programmes are delivered in accordance with our standards?

1. Approvals: the new Gateway process
2. Data driven monitoring
3. Annual self reporting (including thematic reporting)
4. Managing Concerns and intervening as required
5. New Programme Monitoring (programmes approved for the first time)
Expected benefits of the new approach to monitoring

- Have a clearer and richer view of key data and intelligence regarding AEIs, programmes and practice learning partners
- Be less burdensome to AEIs by obtaining data and intelligence from external sources where possible
- Proactively identify risks through the analysis of data and intelligence
- Be able to respond more quickly and intelligently when concerns arise
- Develop and maintain a greater understanding of the overall population of AEIs, programmes and placements, and to see trends in the data
- Make better use of information and data that is already available
1. Approvals: the new Gateway process

- Gateway 1: Part One - Mapping against standards framework for nursing and midwifery education
- Gateway 2: Part Two - Standards for student supervision and assessment
- Gateway 3: Part Three - Programme standards
- Gateway 4: Visits - Visitor report → Formal NMC approval
2. Data driven monitoring

Data driven monitoring will allow the NMC to identify potential areas of concern regarding individual AEIs, education programmes and practice learning partners, and to understand overall trends in the sector.

- We have reviewed internal and external data sources and considered the value that each data set brings regarding compliance with our standards.

- A combination of data sources will be included in an automated monitoring dashboard which will be regularly reviewed by our QA Team to identify potential concerns.

- We are working collaboratively with other health and education regulators to share data and intelligence.
Data source assessment: where we started

QA BAU processes
- Approvals process
- Enhanced scrutiny
- Annual self-reporting
- Exceptional reporting
- Extraordinary reviews
- Past data from Mott
- Programme modifications

Additional NMC-led data gathering
- Employer Link Service
- Placement feedback
- Regulatory Intelligence Unit

External sources
- MoUs with partners (e.g. GMC, CQC, OfS, Ofsted)
- HESA data
- QAA reports
- Student surveys
- External sources
- HESA data
- QAA reports
- Student surveys
- External sources
- HESA data
- QAA reports
- Student surveys
- External sources
- HESA data
- QAA reports
- Student surveys
Linking data sources to the standards

To support the assessment of data sources we grouped the standards into five key themes and reviewed how each could be monitored.

Part 1: Standards framework for nursing and midwifery education

Part 2: Standards for student supervision and assessment

Part 3: Programme standards

1. Governance and quality
2. Learning culture, student empowerment and support
3. Placements, practice learning and supervision
4. Curricula and assessment
5. Selection, admission and progression
Example content for monitoring dashboard

We are in the process of identifying and evaluating data to be presented in a dashboard format. Potential dashboard content is shown below:

<table>
<thead>
<tr>
<th>Level</th>
<th>Field</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>AEI</td>
<td>AEI</td>
<td>NMC data</td>
</tr>
<tr>
<td></td>
<td>Period as an AEI</td>
<td>NMC data</td>
</tr>
<tr>
<td></td>
<td>Conditions on registration</td>
<td>External (Office for Students)</td>
</tr>
<tr>
<td></td>
<td>AEI quality score</td>
<td>External (QAA, Ofsted)</td>
</tr>
<tr>
<td></td>
<td>Concerns</td>
<td>NMC data</td>
</tr>
<tr>
<td>Programme</td>
<td>Programme title</td>
<td>NMC data</td>
</tr>
<tr>
<td></td>
<td>Period since programme approval</td>
<td>NMC data</td>
</tr>
<tr>
<td></td>
<td>Enhanced Scrutiny?</td>
<td>NMC data</td>
</tr>
<tr>
<td></td>
<td>Student numbers</td>
<td>External (HESA)</td>
</tr>
<tr>
<td></td>
<td>NSS - Overall satisfaction</td>
<td>External (Office for Students)</td>
</tr>
<tr>
<td></td>
<td>NSS – NHS question average</td>
<td>External (Office for Students)</td>
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<tr>
<td></td>
<td>Continuation</td>
<td>External (HESA)</td>
</tr>
<tr>
<td></td>
<td>Percentage of students in related employment</td>
<td>External (HESA – Graduate Outcomes)</td>
</tr>
<tr>
<td></td>
<td>Concerns</td>
<td>NMC data</td>
</tr>
<tr>
<td>Placement</td>
<td>Number of Practice Learning Partners (PLPs)</td>
<td>NMC data</td>
</tr>
<tr>
<td></td>
<td>PLP quality scores and other data</td>
<td>External (CQC and national equivalents)</td>
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<tr>
<td></td>
<td>Regulatory advisor dashboard</td>
<td>NMC data</td>
</tr>
<tr>
<td></td>
<td>Concerns</td>
<td>NMC data</td>
</tr>
</tbody>
</table>
Questions so far?
3. Annual self reporting (including thematic reporting)

Annual self reporting requires AEIs to make a declaration that they are meeting the standards, and to reflect on whether there are any risks and issues. The declaration will be accompanied by a number of thematic questions to allow the NMC to better understand general areas of concern and to share good practice across the sector.

- We will continue to require annual self reporting from AEIs in December / January.
- However, from December 2019 onwards the data collection element of self reporting will be less burdensome, as we will gather data from external sources and regulatory partners wherever possible.
## Annual self reporting requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Description</th>
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</table>
| **Part 1: Declaration**  
*All programmes* | Confirmation that a programme continues to be in compliance with all NMC standards and requirements, and that key information is up to date in NMC systems.  
*This declaration will lead to action by the NMC only by exception.* |
| **Part 2: Thematic questions**  
*All programmes* | Specific questions relating to key themes identified by the NMC.  
*Analysis of the answers will be reported back to AEIs through webinars, including sharing of good practice.* |
| **Part 3: New programme monitoring or Enhanced Scrutiny**  
*Only programmes on these processes* | Additional questions specially for programmes under Enhanced Scrutiny, giving the NMC additional assurance, particularly for new programmes where data is not yet available.  
*Answers to these questions will be analysed in advance of enhanced scrutiny monitoring calls.* |
4. Managing concerns and intervening where required

The Concerns process allows the NMC to categorise and track risks as they emerge, and to respond proportionately.

- AEIs are required to report any risks that may affect their compliance with our standards. We may also identify concerns through data driven monitoring and intelligence we receive.

- On receipt of a concern or exceptional report, the QA Team review and determine the level of concern (minor, moderate, major, critical) and therefore the most appropriate regulatory intervention, if any.

- Regulatory interventions available range from an email request for clarification through to extraordinary review and withdrawal of approval.
Regulatory interventions available to the NMC

<table>
<thead>
<tr>
<th>Intervention</th>
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<tbody>
<tr>
<td>Email request for clarification/assurance</td>
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<tr>
<td>Call from QA Officer</td>
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<tr>
<td>Call from Senior QA Officer</td>
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<tr>
<td>Call from Education QA Manager</td>
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<tr>
<td>Call from Head of Education and QA</td>
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<td>Action plans developed and monitored</td>
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<td>Face to face meeting with Head of Education and QA</td>
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<tr>
<td>Enhanced Scrutiny</td>
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<tr>
<td>Monitoring visit</td>
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<tr>
<td>Extraordinary review</td>
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<tr>
<td>Withdrawal of approval</td>
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</table>
Questions so far?
5. New programme monitoring/Enhanced Scrutiny

New programme monitoring/Enhanced Scrutiny allows the NMC to monitor more closely when AEIs and/or programmes are new or where there is perceived to be a greater level of risk.

- New programme monitoring is a period of additional monitoring for any new AEI, or AEI running a pre-registration programme for the first time.
  - This does not include the addition of a new field/route to an existing programme
- The standard period is from the point of approval to the point that the first student from the programme joins the NMC’s register.
- In response to concerns, the NMC may also place existing programmes under Enhanced Scrutiny to provide increased monitoring and support.
New programme monitoring/Enhanced Scrutiny

• Programmes under these processes are required to submit self-reporting returns twice a year. One of these is submitted alongside the standard annual self-reporting in December / January, and an additional report takes place in June / July.

• After each reporting there will be a monitoring call with an assigned contact within the NMC’s QA Team.

• Programmes will exit Enhanced Scrutiny when concerns are considered to have been addressed (or, for new programmes, when the first student joins the register and there are no ongoing concerns).

• Enhanced Scrutiny can be extended in situations where there are ongoing concerns.
Wider engagement supporting implementation of the QA Approach

- Implementation events
- Collaborating with Council of Deans of Health
- Assessing feedback on approvals
- Discussions with partners on data
- Testing proposals around monitoring with AEIs
Questions?
Next steps

- Ongoing approval of programmes
- Ongoing discussions with partners on data
- Refinement of approach to monitoring through testing with AEIs
Thank you

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