Quality assurance framework:
Summary overview

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This presentation will cover

- Brief QA overview
- Approval highlights
- Monitoring highlights
- Earned autonomy
- Review plan 2010-2011
- Challenges going forward
- External review
QA overview

• Framework’s annual results reflects the pace of change within healthcare education
• Growing body of institutional QA knowledge and experience across UK for nursing and midwifery
• Reviewer activity
• Context of QA within a regulatory framework
• Fitness and accountability of QA framework

Quality assurance perspectives

Approvals
• Responsiveness of Mott MacDonald to demands of the sector
• Conditions and recommendations

Monitoring
• Earned autonomy cost-benefit analysis needed
• Reliability and validity of the judgments within the wider contexts
Raising and escalating concerns
Guidance for nurses and midwives

Grades by theme

<table>
<thead>
<tr>
<th>Theme</th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>Total</th>
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<tr>
<td>Admissions and progression</td>
<td>104</td>
<td>103</td>
<td>207</td>
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<tr>
<td>Practical learning*</td>
<td>100</td>
<td>100</td>
<td>200</td>
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<td>Resources</td>
<td>100</td>
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* Grades for these themes exclude single-issuer non-staffing.
Grading summaries

Earned autonomy: England

- Bournemouth
- Bradford
- Brighton
- Bucks New
- Chester
- Coventry
- Derby
- East Anglia
- Gloucester
- Hertfordshire
- Keele
- King’s
- LJMU
- Manchester
- Manchester Met
- Northumbria
- Nottingham
- Plymouth
- Reading
- Salford
- Southampton
- Suffolk
- Surrey
- UWE
- York
Earned autonomy: Northern Ireland

- Queen’s Belfast
- Ulster
- Beeches*

Earned autonomy: Scotland

- Abertay
- Dundee
- Glasgow Caledonian
- Glasgow
- Robert Gordon
Earned autonomy: Wales

- Swansea

Monitoring review plan 2010-2011 exemplars

Resources

- Teacher recordable qualifications
- Review teacher team workloads
- Mentor evidence gathering
- Student journey experiences
Monitoring review plan 2010-2011 exemplars

Admission and progression

- Check interviewers undergoing equality and diversity training
- Review involvement of practitioners and users
- Determine rigour of APL processes
- Procedures for dealing with poor performance

Monitoring review plan 2010-2011 exemplars

Practice learning

- Identify how providers elicit the views of service users and patients about the care provided by students, their level of awareness of the role of students and their education
- Review policies for lecturer practice teaching activity
- Shared learning audit processes
**Monitoring review plan 2010-2011 exemplars**

**Fitness for practice**
- Explore coverage of content in the European directive (ECD)
- Explore service providers' confidence that poor performance is identified and addressed
- Determine employers' and potential employers' satisfaction with students exiting from programme

**Quality assurance**
- Review evidence of action on programme evaluation - student committee and feedback, external examiner reports, programme management committee, exam boards
- Review number and nature of conditions set at approvals and the action taken to prevent repetition at subsequent events
- Review actions taken following internal QA functions
Challenges going forward

- International contexts
- Triangulation of standards of care and standards for education
- New pre-registration nursing standards approval schedule
- Avoidance of complacency
- The future of the QA framework
- Hearing the voices of users

Summary

Our key message remains

- The QA framework will deliver a consistent risk based approach to approval and monitoring through partnership working with the AEIs and their partner stakeholders
Thank you for all your hard work.

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