Monitoring review plan 2011-2012 for all NMC approved programmes

Key risks	ID	Indication that risk is controlled	NMC standard	Risk controls	Review plan
Programme providers have inadequate resources to deliver approved programmes to the standards required by the NMC	1.1.1	Registrant teachers hold NMC recordable teaching qualifications and have experience or qualifications commensurate with role	SLAiP 3.4	Effective policy for lecturers to achieve recordable teaching status with NMC and to record their qualification	Sample check registrant teachers' registration and record of qualifications on NMC website Check all programme leaders hold recordable teacher status on NMC website
					Determine staff adherence to provider policy on appropriate qualifications
				Role descriptors are consistent with responsibilities of teachers	Examine teaching team profile and responsibilities andreview roles of staff
	1.1.2	Sufficient staff dedicated to programme delivery	SLAiP 3.1, 3.2.4, 3.2.6	Effective workforce strategy	Examine workloads amongst staff teams, students experience of learning and support, feedback on assignments including timeliness and benefit to students, frequency and overall number of cancelled lectures due to unavailability of lecturers
				Clear measures to monitor strategy's implementation	

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Inadequate resources available in practice settings to enable students to achieve learning outcomes	1.2.1	Sufficient appropriately qualified mentors or practice teachers available to support numbers of students	NMC circular 3/2011 Resources to meet programme intentions, FC/2004UK, principle 2- managing practice-focused learning NMC circulars 26/2007 28/2007	Clear accountability for allocation of students to practice settings with sufficient suitable mentors or practice teachers available	Review data base entries for accurate and regular records. Cross reference programme and service provider information on numbers and availability of mentors. Meet with mentors, students and service representatives for evidence of numbers of students per mentor. Check that where required, mentors act with due regard
			SLAiP 3.2.4, and page 12 second bullet		Gather evidence on the number of hours and shifts mentors work with students – determine if others deputise in their absence
					Gather evidence on how clinical governance issues are communicated with AEIs and joint actions that arise from this Check for additional or other learner support demands made of clinical areas visited

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Inadequate resources available in practice settings to enable students to achieve learning outcomes	1.2.2	Student mentors, student practice teachers and student teachers are supported by people who are appropriately qualified	SLAiP 3.4.4 final sentence	Appropriate mentorship arrangements for nurses and midwives on teacher programmes	Check that student teachers have qualified teachers supporting and assessing their teaching practice in both academic and practice settings
	1.2.3	Mentors and practice teachers are able to attend training and annual updates sufficient to meet requirements for triennial review	NMC QA factsheet C/2004: principle 3 SLAiP page 12 second bullet NMC additional info to support implementation of SLAiP	Flexible modes of delivery of mentor training and updates	Meet with mentors and training or update organisers to check frequency of mentor updates offered; evaluation and levels of attendance

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Inadequate safeguards are in place to prevent unsuitable students from progressing to qualification	2.1.1	Admission processes follow NMC requirements	Standard 2 or 5 – general entry requirements – good health and good character NMC circular 13/2008 Standard 4.3 – Standards for pre-registration midwifery education NMC circular 06/2011 Entry to SCPHN programmes where registration as a nurse or midwife is pending	Selection and admission processes include practitioners and users. Panel members are given equality and diversity training. Admission processes include checks of health and conduct	Check that interview panel members undergo equality and diversity training Review selection procedures. Identify involvement by practitioners and service users and carers Identify institutions that are recruiting applicants whose registration as nurses or midwives are pending to SCPHN programmes

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Key risks	ID	Indication that risk is controlled	NMC standard	Risk controls	Review plan
Inadequate safeguards are in place to prevent unsuitable students from progressing to qualification	2.1.2	Programme providers procedures address issues of poor performance in both theory and practice	Circular 03/2009 (Midwifery), Good health and good character guidance 08/2008 Standard 4.4 – Standards for pre-registration midwifery education	Teachers, practice teachers and mentors follow procedures to address issues of poor performance	Explore experience of implementing procedures to address poor performance Gather evidence of frequency of activated fitness to practise processes
	2.1.3	Systems for the accreditation of prior learning and achievement are robust and supported by verifiable evidence, mapped against NMC outcomes and standards of proficiency	Standards of proficiency for nursing education (2004). NMC circular 01/2011 Using accreditation of prior learning (APL) in existing pre-registration nursing, specialist community public health nursing programmes, and in other programmes where APL is permitted Standards for pre registration nursing education (2010) NMC QA factsheet I/2004UK: AP(E)L. NMC SCPHN circular 23/2006	Effective management of APL applications, verification of credit claims and QA of APL system to ensure APL limits are not exceeded	Identify APL systems and sample applications for appropriate mapping against NMC requirements, particularly for pre-registration nursing programmes where APL forms a major component Gather evidence of adaptation applications: number, frequency and programme routes utilised to accommodate adaptation requirements

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Inadequate governance of practice learning	3.1.1	Evidence of effective partnerships between education and service providers, including other education institutions	SLAiP NMC QA factsheet C/2004UK: principle 1 – ensuring partnerships for learning NMC circular 02/2011 Requirements, guidance and advice for learning outside the UK for pre-registration nursing and midwifery students	Effective local partnership arrangements at strategic and operational levels including independent sector and foundation trusts Auditing strategy conforms to NMC standards Effective sharing of audit information if placements are used by other providers	Determine level and nature of interaction between partners. Identify support for education and training at all levels from mentors to board level Check frequency and validity of audit processes over a sample of placement areas. Identify the elements of the audit tool used and its effectiveness in identifying suitable practice learning opportunities to enable the achievement of outcomes and proficiencies Determine that where shared arrangements for audits of practice learning exist, information on the quality of provision is available to all parties Determine how actions arising from educational audits are reported and completed. This should include an understanding of how practice placements are withdrawn and subsequently reintroduced Record process for withdrawal of placements due to conflicting or other pressures Determine processes for managing overseas placements and their compliance with SLAiP requirements

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Programme providers fail to provide learning opportuni-ties of suitable quality for students	3.2.1	Evidence that mentors and practice teachers are properly prepared for their role in assessing practice	NMC circular 27/2007 – sign-off status of practice teacher students 05/2010 Sign-off mentor criteria	Mentor and practice teacher preparation is approved by NMC and prepares participants, especially those in sign-off role, to meet requirements of SLAiP Mentor and practice teacher updates allow individuals to maintain competence in assessing student performance	Examine curriculum. Ask mentors or practice teachers their understanding of the assessment process, including the sign-off element Check understanding of how to manage poor performance and identify examples of mentors being supported when failing students in practice Check that updates include opportunities for discussion with other mentors or practice teachers Check that triennial reviews are taking place and how these are recorded in the live mentor register
	3.2.2	Records of mentors and practice teachers are accurate and up to date	SLAiP NMC additional info to support implementation of SLAiP p11	Placement providers update mentor or practice teacher register or database appropriately Audit systems accurately report numbers of mentors.	Check frequency of updates to register, make checks on accuracy during visits to practice settings Cross reference audits with placement sample, and register of mentors held by service providers

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Programme providers fail to provide learning opportunities of suitable quality for students	3.2.3	Practitioners and service users and carers are involved in programme development delivery.	NMC QA factsheet C/2004UK: principle 1 – ensuring partnerships for learning	Programme management team includes service users and carers and practitioners, resources are available to support involvement of service users and carers.	Identify how providers elicit the views of service users and carers about the care provided by students, their level of awareness of the role of students and their education. Determine the contribution of practitioners and service users to programme development, delivery, assessment and evaluation.
	3.2.4	Education staff support students in practice	SLAiP 3.4.4 midwifery standard 11	Time dedicated for education staff to engage with practice and the application of theory to practice	Review policies for lecturer practice teaching activity. Gather evidence of time, frequency and types of activities that lecturers spend in practice and how these contribute to programme delivery Identify the contribution of practising midwives to the application of theory to practice
Confirmation of achievement unreliable or invalid	3.3.1	Mentor or practice teachers' assessment of competence consistent and substantiated by students' performance	SLAiP 2.1.2, 2.1.3, NMC circular 33/2007 factsheet C/2004UK: principle 5 – enhancing quality	QA of assessment of competence	Check measures to monitor and evaluate intra- and inter-rater reliability and validity of practice assessments Check procedures governing students' ongoing achievement records

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Key risks	ID	Indication that risk is controlled	NMC standard	Risk controls	Review plan
Approved programmes fail to address all required learning outcomes	4.1.1	Students achieve NMC learning outcomes and competencies at progression points and for entry to the nursing part of register	NMC circular 03/2009 Essential skills clusters NMC circular 36/2007- simulated practice European Directive 2005/36/EC Standards of proficiency for nursing education (2004), Standards for pre-registration nursing education (2010)	Effective teaching and learning strategies to meet NMC outcomes and proficiencies Opportunities to rehearse and develop skills. Appropriate formative and summative assessment or confirmation of achievement of all requirements of EC directive included in timetable	Determine effectiveness of formative and summative assessment or confirmation of achievement. Determine how students benefit from teaching and learning strategies including simulated learning. Examine links between theory and practice components. Identify if essential skills fully in place Explore coverage of content in European Directive (ECD) and identify how requirement for other practice experiences for adult nurses is being met. Check that individual hours of theory and practice comply with ECD Explore service providers' confidence that poor performance is identified and addressed Determine employers' and potential employers' satisfaction with students exiting from programme

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Key risks	ID	Indication that risk is controlled	NMC standard	Risk controls	Review plan
Approved programmes fail to address all required learning outcomes	4.1.2	Students achieve NMC learning outcomes and competencies at progression points and for entry to the midwifery part of register	Standards for pre-registration midwifery education Essential skills clusters for midwifery	Effective teaching and learning strategies to meet NMC outcomes and proficiencies Opportunities to rehearse and develop skills Appropriate formative and summative assessment or confirmation of achievement	Determine effectiveness of formative and summative assessment or confirmation of achievement. Determine how students benefit from teaching and learning strategies including simulated learning. Examine links between theory and practice components – find out how practising midwife teachers support this application. Determine how grading of practice is being implemented Explore service providers' confidence that poor performance is identified and addressed Determine employers' and potential employers' satisfaction with students exiting from programme

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Key risks	ID	Indication that risk is controlled	NMC standard	Risk controls	Review plan
Approved programmes fail to address all required learning outcomes	4.1.3	Students achieve required proficiencies for entry to SCPHN part of the NMC register	Standards of proficiency for specialist community public health nursing. Relevant NMC standards including Prep, nurse prescribing, SLAiP	Effective teaching and learning strategies to meet NMC outcomes and proficiencies. Opportunities to rehearse and develop skills. Appropriate formative and summative assessment and confirmation of achievement	Determine effectiveness of formative and summative assessment or confirmation of achievement. Determine how students benefit from teaching and learning strategies including supernumerary practice, simulated learning; examine links between theory and practice components Explore service providers' confidence that poor performance is identified and addressed Determine employers' and potential employers' satisfaction with students exiting from programme
	4.1.4	Students achieve the outcomes identified for NMC approved programmes leading to either recordable or non-recordable qualifications	Relevant NMC standards including Prep, nurse prescribing, SLAiP, specialist practitioner programmes	Effective teaching and learning strategies to meet NMC outcomes and proficiencies. Opportunities to rehearse and develop skills. Appropriate formative and summative assessment or confirmation of achievement	Determine effectiveness of formative and summative assessment or confirmation of achievement. Determine how students benefit from teaching and learning strategies including simulated learning; examine links between theory and practice components. Explore service providers' confidence that poor performance is identified and addressed. Determine employers' and potential employers' satisfaction with students exiting from programme

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Key risks	ID	Indication that risk is controlled	NMC standard	Risk controls	Review plan
Approved programmes fail to address all required learning outcomes	4.1.5	EU and overseas applicants to the register meet the requirements of NMC decision letters through adaptation or other requirement	Individual decision letter NMC circular 06/2011 Addressing learning shortfalls under treaty rights	Effective teaching and learning strategies to meet NMC outcomes and proficiencies Opportunities to rehearse and develop skills. Appropriate formative and summative assessment or confirmation of achievement	Determine effectiveness of formative and summative assessment or confirmation of achievement. Determine how students benefit from teaching and learning strategies including simulated learning; examine links between theory and practice components Explore service providers' confidence that poor performance is identified and addressed Determine employers' and potential employers' satisfaction on completion.

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Key risks	ID	Indication that risk is controlled	NMC standard	Risk controls	Review plan
Programme providers' internal QA systems fail to provide assurance against NMC standards	5.1.1	Programme evaluation and improvement systems address weakness and enhance delivery	NMC QA factsheet C/2004UK: principle 5 – enhancing quality	Evaluation systems provide appropriate feedback to enhance programme delivery. The Institution has a comprehensive range of internal QA systems which incorporate achievement of both academic and practice outcomes.	Review evidence of action on programme evaluation – student committee and feedback, external examiner reports, programme management committee, exam boards. Check evidence of auditing internal QA systems. Check evidence of follow up on issues from previous year's monitoring.
	5.1.2	External examiners engage with both theory and practice elements of approved programmes	NMC QA factsheet C/2004UK: principle 5 – enhancing quality SLAiP 2.1.2, principle 5 – enhancing quality NMC circular 33/2007	External examiners' contracts are commensurate with role External examiners engage with all aspects of programme to assess validity and reliability of judgments	Check evidence of moderation of practice elements, for example perusal of practice portfolios, observation of OSCEs, externals contact with mentors. Identify external examiners' engagement with assessment of practice. Gather evidence of frequency of external examiner visits to practice placement settings.

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Key risks	ID	Indication that risk is controlled	NMC standard	Risk controls	Review plan
Programmeproviders' internal QA systems fail to provide assurance against NMC standards	5.1.3	Programme approvals are conducted well and ensure that NMC standards are covered	QA handbook, section 1, programme approval and re-approval	Comprehensive and consistent programme approval processes	Check that approval events are conducted conjointly and involve programme commissioners. Explore extent of internal and professional scrutiny of documentation prior to presentation for approval. Review number and nature of conditions set at approvals and the action taken to prevent repetition at subsequent events across all NMC programmes. Monitor process for consideration of recommendations from approval events. Check that all programmes offered have current approval status.
	5.1.4	Internal QA processes facilitate appropriate updating of programmes in the light of changes or additions made to NMC standards	QA handbook, section 3, programme modification	Additions or amendments to approved curricula and changes required by NMC are incorporated into existing programmes in the appropriate manner	Review adherence to procedures for minor or major modifications Identify process of dissemination of correspondence from NMC official correspondent. Identify if official correspondent is a registrant.