November 2021

QA webinar: Annual self-assessment report 2019-2020

Agenda

1. Welcome, introductions and housekeeping

2. 2019/20 reports

3. AEI responses & purpose of ASR

4. What we found

5. What we're doing

6. Exceptional reporting – examples of good practice

7. The ASR 2020/21

8. Preparation for completion

9. Questions

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Housekeeping

- We're recording the session. The link will be sent to everyone after the webinar so you can review content and share with colleagues unable to attend
- Everyone, except the presenters, are automatically muted
- The "raise your hand" feature will not be used today
- Use the "?" feature or speech bubble to submit any questions or comments at any time, including any technical issues you may have
- We've added live-captioning to make our events more accessible
- Audio-only participants can email questions and comments to QATeam@nmc-uk.org
- We can't address individual points but everything is being captured and noted for consideration.

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ASR Timelines

- **ASR**
  - Annual report delayed from November 2020
    - Cultural diversity learning
    - PLT
  - Emergency Standards (published March 2020 – 30 September 2020)
  - Covid-19 Recovery Standards (published 1 October 2020)
  - Revised E+R standards (published February 2021)
  - Reporting period
    - 1 January 2021 – 31 March 2021

- **Exceptional Reporting**
  - Covid-19 Emergency & Recovery Standards (published February 2021)
  - Use of simulation
  - Reporting period
    - 18 February 2021 – 26 May 2021

- **2020/2021 ASR**
  - Reporting period
    - **15 November 24 January 2022**

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Purpose of the Annual Self-assessment Report (ASR)

- Key mechanism for quality assurance monitoring
- Provide an **overview** of **compliance** through self-declaration
- Identify any **discrepancies** between the self declaration and the report data
- Identify any **risks** and undertake a **trend** analysis
- Ensure that minor modifications are **appropriate** and given institutional approval
- Identify any risks and whether the **control/mitigations** are appropriate

- New Programme Monitoring update – any **changes to programmes** and ensure these continue to meet NMC standards
- Opportunity to explore **specific themes**
  - Enabling opportunity to engage in and understand **cultural diversity** through programme curriculum
  - How **protected learning time** being implemented
- Identify areas for **future monitoring**
- Identify **good practice** and **innovation**

What we found: completing the ASR template

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- 88 AEIs
- 23 did **NOT** provide assurance on first submission (22 England, 1 Scotland) that risk controlled/mitigated
- ALL successfully resubmitted
- 1 AEI has consistently not provided assurance on first submission

Year	Number of AEIs	%
20/21	65/88	74%
19/20	66/87	76%
18/19	61/82	74%
17/18	67/80	84%
Av of 4 yrs		77%

What we found: themes from all reports

- Atypical year due to ongoing Covid-19 pandemic
- Reduced _placement capacity_
- Concerns re student _progression_ and impact on later years of programme
- Equivalence of simulated and virtual learning and placements
- _SSSA_ requirements **not always** met through practice placements or simulated and virtual learning
- Appropriate mitigations where risks

- _Rapid development_ of _technology and simulation-based_ learning and practice
- _Improved Partnership working and collaboration_ across AEIs/trusts and other stakeholders
- Focus on student support, _health and wellbeing_ of students
- Lack of reference to and therefore assurance regarding equality, diversity and inclusion
- _Innovation_ in response to the pandemic and ensuring _learning_ for future

What we found: risks and concerns

- Reduction in placement capacity
- Increased student numbers
- Students who had vulnerabilities and needed to shield
- Student progression
- Retrieving lost practice hours and impact
- Equivalence of simulated practice learning (Nursing)
- Student health and wellbeing
- Impact on equality, diversity and inclusion

What we found: AEI response to emergency & recovery standards

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- Practice learning environments did take account of Public Health guidance and student health and wellbeing
- *Flexible* approaches to management of student progression
- Risk on progression greatest on students shielding, shortage of low risk placement areas
- Individual plans where extension to programmes required – requires ongoing close monitoring
- Reduction in placement capacity – due to service reconfiguration, community placements challenging
- Increased use of simulated learning – AEIs considering changes to future programmes
- Modification requests predominantly to support student progression

What we found: Innovation & good practice

- Greater collaboration with stakeholders
- Improved partnership working with PLP/EPs
- Rapid development of technology-based learning and simulation-based learning:
  - Virtual practice learning experiences
  - Live streaming of face to face simulation
  - A variety of simulated practice learning experiences
  - Student feedback positive

What we're doing

- ASR – more **_support_** needed by AEIs of its requirements
  - Included in webinars
- Streamline questions to improve reliability – testing with AEIs
- Ensure *'You said – we did'* opportunities remain a priority.

What we're doing: Themes 2020/21

- Concerns in PLPs/EPs – thresholds and actions, case study
- Simulated and technology enhanced learning where used to improve practice learning experiences and assessment and how SSSA requirements met (Nursing)
- Differential attainment – how monitored and changes implemented, case study
- Service user and carer engagement –recruitment, development, delivery, and evaluation of the curriculum, how feedback incorporated

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What we are doing: other work

- Further focus on key areas
    - Simulation/virtual learning definitions and hours (Nursing)
    - Protected learning time (Nursing Associates)
    - Preparing for the future learning environment – theory and practice, impact of EU directive programme standards review
    - Implementation of SSSA in simulation and remote/virtual future

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Key points for completing ASR 2020/21

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- Self- declaration – yes/no, additional information for 'no'
- Differentiate modifications as a result of pandemic or substantive
- More focussed and specific questions
- For thematic questions, provide as much detail as possible to answer questions asked
- ASR **_not_** for exceptional reporting
- External QA question must be completed for all programmes
- Gateway 1 opening

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Questions

- Is there anything more *we* should be doing in relation to ASR?

- Is there anything more *you* should be doing in relation to ASR?

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Thank you all for your support and development of nursing and midwifery students, particularly during the pandemic.

Students have played a pivotal role during the pandemic and have learnt much that they will take with them throughout their careers.

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Thank you

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