RCN and RCNi Education, Learning and Development Strategy 2021-2024

Underpinning evidence in the development and enhancement of RCN Quality Assurance Framework

Developing a Programme Framework
Acknowledgements

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This document has been designed in collaboration with our members to ensure it meets most accessibility standards. However, if this does not fit your requirements, please contact corporate.communications@rcn.org.uk

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Background

The RCN and RCNi is committed to providing an inclusive, supportive and inspirational learning environment, where the entire health and social care workforce feel encouraged to share their knowledge, skills and experience. All education, learning and development are included in the RCN and RCNi Education, Learning and Development Strategy (ELD). This includes informal, formal/accredited programmes, practical/skills-based, Continuing Professional Development (CPD) (including for revalidation) and Lifelong Learning (LLL) which contributes to career development and progression.

At the commencement of the RCN and RCNi ELD Strategy project it was identified that a review of the quality assurance models underpinning the delivery of education and learning required a formal evidence review. Four workstream pillars undertook an evidence review of the following aspects of education, learning and development:

- Pillar 1 Identifying a programme framework – a needs assessment for ELD activity
- Pillar 2 Identifying the policies required to underpin the learner journey
- Pillar 3 Assessment of learning activity
- Pillar 4 Evaluation of learning activity

Each of these workstream pillars had a range of stakeholders involved in task and finish groups. Staff stakeholders were engaged from across the RCN and RCNi and across the UK. The outputs from these workstreams were scrutinised by the RCN Professional Nursing Committee Task and Finish group for the development of the ELD Strategy.

The Royal College of Nursing offers both trade union and professional learning, education, advice and support for our members and RCNi, our group publishing house which offers learning through RCNi learning. This strategy is the first ever opportunity to address education learning and development as a joint offer for the UK.

The RCN and RCNi ELD Strategy vision is:

‘To provide RCN leadership and influence across the entire UK health and social care workforce through the provision of quality education, learning and development.’

The ELD offer will enable the development of a competent and capable workforce, influencing, leading and delivering person centred safe and effective health and social care. The ELD Strategy supports the growth, recruitment and retention of the entire workforce.

The figure below outlines the quality assurance processes required for the development of all education and learning resources.
Fig. 1: Four pillars for developing education, learning and development
1.0 Introduction

This workstream pillar sought to critically appraise the evidence, in search of what needs to be in place to underpin a robust programme framework for all education, learning and development (ELD) offered by the RCN and RCNi. As part of this work the exploration of the current assessment of learning need is assessed across the four countries, and the existing frameworks within the RCN and RCNi identified. An appraisal of whether this could be adapted was undertaken.

1.1 The aim

To design and develop a programme framework for the new ELD provision to ensure that RCN and RCNi is using its resources wisely for the maximum benefit of its members.

1.2 The project objectives

<table>
<thead>
<tr>
<th>Original project objective</th>
<th>Outcome measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 To identify and develop a proposed programme framework that will inform a programme board</td>
<td>... a programme board will ensure effective and efficient working practices by RCN and RCNi staff.</td>
</tr>
<tr>
<td>2 to embed a ‘needs assessment’ strategy to ensure that the RCN and RCNi is using its resources wisely for the maximum benefit of its members</td>
<td>.... a programme board will formally assess the need for all ELD development and address ad hoc and multiple ELD development</td>
</tr>
<tr>
<td>3 to develop a resource that enables the RCN and RCNi staff to identify and access existing education learning and development resources, such as a repository</td>
<td>... a resource will allow quality assured learning resources and good practice and expert knowledge to be shared among staff and with the wider RCN membership.</td>
</tr>
<tr>
<td>4 to align with the system of quality assurance that the RCN and RCNi agree in the ELD Strategy</td>
<td>... provision of standards and guidelines which reflect the RCN governance requirements</td>
</tr>
</tbody>
</table>
1.3 Background

Across the RCN and RCNi there are a wide range of education, learning and development resources including programmes of study. This was identified during an audit of ELD activity across the RCN and RCNi. Many regions are working in isolation developing good quality education, learning and development resources that are replicated across the RCN and RCNi. Much of this work is not captured and leads to duplication of development and variations in quality.

To capture and quality assure existing and new resources centrally it was necessary to undertake an evidence review and critical appraisal of the development of a programme framework to assess the direction of ELD support in the future.

1.4 Critical evidence review

A focused review of the published evidence was undertaken using a structured, systematic approach to identify a range of literature underpinning the development of a programme framework and support structures for ensuring a more efficient and effective assessment of learning need and subsequent agreed design and delivery of ELD across the RCN and RCNi.

A literature search was undertaken by the RCN Library and Archive service at the start of the workstream focusing on:

- a review of current models of assessment that explore the learner need and the commercial viability of new ELD provision
- tools to measure if and when an education, learning and development resource or programme is needed (is there a demand)
- student demand/interest and external context/policy or practice drivers (linked to commercial viability).

An overview/scoping style search was undertaken due to the multi-disciplinary nature of education. Database searches were carried out on CINAHL, British Nursing Index (BNI), ERIC and RCN Library search, limited to a date range of 2010 to 2020. A grey literature search was also carried out using Google.
1.4.1. Programme frameworks

There are several approaches to developing a programme framework within the literature, the most common has a two-step process. The first step is the assessment of need which includes educational need and cost; this step requires stakeholder involvement. The second step is the quality assurance of the programme or resource to ensure its educational quality and that it does not duplicate the existing learning and development within the RCN and RCNi.

The search identified course approval processes used by a range of universities for the purpose of agreeing educational programmes.

City University use a two-stage programme approval process. Stage 1 assesses the market, viability, and educational purpose of the proposal. Student involvement in programme approval is encouraged. Stage 2 provides a rigorous overview of the academic detail of the programme. An external advisor provides a written report to support the assurance quality of the proposed programme and its relevance and comparability with similar programmes.

The University of Stirling pre-development stage for new programmes supports the development of ideas based upon research outputs, student/market demand, employer insights. Informal critique from colleagues is encouraged and students are engaged at this stage.

The University of Central Lancashire course development process includes a resource audit to ensure that staffing and the resource base is adequate. This includes consultation with library services. Gathering of market intelligence and consultation with students is also undertaken. Views of employers, external stakeholders and professional organisations are actively sought.

The University of Edinburgh requires a business case for new programmes including forecasting student numbers, costs, income for the first year of the programme and subsequent years. The business case includes a marketing strategy considering global markets, fees, career destinations of graduates.

Queen’s University Belfast has a four-stage approval process for developing a new programme. The initial stage includes consideration of how the programme would fit within the university education strategy, alignment with the Framework for Higher Education, relationship to other programmes and modules, resources required including staff time, projected student demand, and if it responds to the needs of society as set out in the university vision.

The findings from the literature review looked at programme frameworks and showed that there is a need for the assessment of the market, involvement of the learner, research, and consideration of assessment of resource.
1.4.2 Repositories

A range of keywords were used for the search about repositories: learning, education, repositories. The search revealed a range of examples of a repository which are summarised below.

Knapp et al (2019) is a review of the implementation of Learning Object Repository (LOR) at a large national organisation. It describes technical considerations, including the various document management systems (DMS) available, and why an open source DMS was selected to use as an internal LOR. The article weighs the benefits and challenges of implementing a LOR across a distributed working environment and reflects on challenges associated with implementation.

Millan-Ferro et al (2020) demonstrates a process for developing an education materials repository for people with diabetes as a quality improvement (QI) initiative. The idea was to ensure that people with diabetes had up to date educational materials because prior to the QI initiative there were 351 web-based materials that could not be quality assured or guaranteed to be current. The QI initiative developed a standardised approach for health care professionals when developing and maintaining patient educational material. A programme of reviewing and updating the materials every two to three years (or sooner reflecting the most current practice) was introduced that included ensuring the format was conducive to learning, and that the templates were consistent. The results showed increased conformity of the resources with the standards and reduced workload in maintaining the educational material in the repository.

Sharing teaching and learning resources (Malone et al, 2013) discovered that university faculty members in Australia rarely used the multiple educational resource repositories worldwide. The aim of the research was to identify staff perceptions about inter-departmental sharing of teaching and learning resources within a university faculty. The research confirmed that educators believed the shared resources to be useful and appropriate but there were concerns about the quality of the resources. It was also unclear if there would be barriers to sharing. It was felt by the group that providing avenues for sharing and ensuring increased accountability and restriction may prove beneficial in encourage use and sharing of the resources in the repository.

Kennedy-Malone et al, (2019) looked at the need for a peer-reviewed, curated repository of gerontological learning materials because they have a variety of faculty members teaching on one course. A format was agreed for the content of the repository and content was placed in the learning management system. The conclusion of the project was that the model used could serve as a model for other faculty courses in other areas as it would enhance the curriculum being provided.

The example repositories revealed that there are technical considerations when maintaining a repository including access to the resources, validity, and currency of the content and whether sharing of the information with students and colleagues was allowed.

The example repositories revealed several technical considerations to be required when maintaining a repository. These include how access to the resources held within the repository is granted. The validity and currency of the content, and issues around whether
sharing of the information with students and colleagues was allowed. Intellectual property rights are also an important consideration.

Please see Appendix 1 for a case study on a repository.

1.4.3 Training needs analysis

The purpose of the literature search regarding training needs analysis was to answer the question “How is the need for learning identified?”. The search terms included: training needs analysis, training needs assessment, learning needs analysis. Appropriate truncation was applied to search terms. The search identified journal articles with relevance to nursing and health settings.

Gould (2004) provides an overview of conducting a training needs analysis and describes it as ‘the opening step of a cyclical process contributing to the training and educational strategy of an organisation’ (p.33).

The Hicks-Hennessy training needs analysis questionnaire and manual (2011) is used in several studies. This instrument belongs to the University of Birmingham and has been licensed to the World Health Organization (WHO) for on-line use. It was designed to evaluate health care professionals training requirements and using these results to prioritise education and development in a way that meets local needs. It measures clinical, managerial, interpersonal, administrative and research/audit activities and can be used with individuals, teams, or organisations.

Holloway (2018) carried out a training needs analysis using the Hicks-Hennessy tool to inform regional educational commissioning to meet the aims of a community social sector trial (SST) project in New Zealand. Burke (2020) used it to identify the training needs of Irish forensic nurses working with people with an intellectual disability or autism spectrum disorder.

Maher (2017) describes a cross sectional study of doctors in Irish Hospitals focusing on the areas of training needs analysis, CPD course content and preferred course format. The study was based on a random sample of one thousand doctors. A modified version of the Hicks-Hennessy tool was used, in line with the administrative guidelines for the tool seven of the existing thirty items were replaced which did not compromise validity and reliability.

It should be noted that the search process for both initial and follow up searches was limited by access to specialist education databases and journals and therefore cannot be considered exhaustive.

The literature only provided models where the learning needs starts with the use of a questionnaire. This would not be appropriate as the RCN is a complex organisation providing learning for staff internally and members externally. It was the agreed that through our workstream and wider consultation within the RCN and RCNi including through the forums we would review internal processes within the RCN and RCNi to see if one could be used or adapted to support the development of a repository.
1.4.4 Internal process review

Two RCN internal processes were considered as potentially useful: The RCN Endorsement process and the RCN Quality assurance framework for programme development and delivery. The second internal process reviewed was the RCN Northern Ireland (NI) Quality Assurance Framework for Programme Development and Delivery (Appendix 2). It is a framework used by RCN NI to ensure a co-ordinated and well governed approach to quality assurance of all programmes developed and delivered by the RCN NI Professional Development department.

The ‘RCN Endorsement process’ (Appendix 3) is an established RCN process for quality assuring resources developed by an external agency. It was felt that the endorsement process could be adapted and developed as part of the proposed programme framework for assessment of the need for new ELD programmes. It was also felt that parts of the application could be adapted to develop a repository form that can be used to briefly explain the piece of work that is being shared in the repository.

The main part of the endorsement process application has some questions that were considered essential when assessing the need for a piece of work, such as: of direct relevance to nursing, has national/UK applicability and has a non-commercial basis. The endorsement process is a single process that is split into three sections, the third section requested some specific information that on review by the group was felt important to any assessment of need for a piece of work.

The RCN Northern Ireland (NI) Quality Assurance Framework for Programme Development and Delivery, although focusing on quality, looked at whether the proposed programme met RCN policy and strategy objectives, thereby demonstrating the worthiness of the tool in the support of a programme framework. There are two requisites of the framework; the first advocates that internal and external stakeholders are involved in the development and secondly that all products are reviewed in relation to their lifecycle. The lifecycle includes the following integrated stages:

- Identify need
- Cost out programme
- Formal approval from Head of PD
- Deliver programme
- Evaluate programmes from delivery
- Review and adapt as required following feedback.

The ‘Integration with the RCN Quality Assurance Framework’ (QF) (RCN, 2019) was also reviewed. The RCN QF outlines a lifecycle approach to quality assessment where an assessment of need is identified at the start of any development of a learning resource, alongside several the process steps.
As part of the evidence gathering Wales shared an example of how a repository resource which is being used effectively in Health Education and Improvement Wales (HEIW). This e-learning repository is situated within the workforce, education and development services, the documents are co-produced by a range of stakeholders and is controlled by key HEIW staff only. This repository has open access including to the general public: not all repositories have this. To note from this process, there is a need for administrative support to ensure that the resources are edited appropriately and for version control. See case study (Appendix 1)

The requirement for a programme framework which incorporates a process to establish staff or member need was considered. The RCN and RCNi currently has no formal internal process for assessing commercial viability.
1.5 Summary of evidence review

A literature search was undertaken by the RCN Library and Archive service at the start of the workstream and a further review looked at how training needs were identified. A review of internal processes already in existence were appraised to see if a process that already existed could be adapted to meet the needs of the workstream objectives of the RCN. As part of the evidence gathering Wales shared an example of how a repository resource which is being used effectively in HEIW. The literature review was key in initiating and developing the discussions of the workstream and has supported the overall recommendations.

1.6 RCN stakeholder group

The representatives of the group covered the four countries, a variety of roles within the RCN and RCNi and an RCN external member. This broad experience enabled the group to consider and share ideas, which informed, shaped, and strengthened the recommendations from the working group. Members shared valuable information on how ELD is currently commissioned in each of the four countries, which became apparent, is organised differently for each of the countries.

Following a review of the literature and available resources, the group discussed the RCN quality assurance framework which the members believed would be of benefit in capturing ELD offered to members via branches, board, and the representative development programme. Templates to support the programme approval board were shared for comment with group who agreed that the tool needed to be simple, enabling those working in the region, countries and ERD to be responsive to the needs of members through having a single simple process. There was consensus about the need to have a process that captures all ELD activity across the four countries, enabling others to use these quality assured resources, whilst also having the ability to request the development of resources where none exist.
1.7 Conclusions

The workstream pillar undertook a critical review of the evidence and appraised the options available to the RCN and RCNi in establishing a programme framework for all ELD activity.

Identifying how learning is commissioned within the RCN and RCNi and from external sources (across branches, forums etc) is key to developing a programme framework. There are different processes and ways this is done across the UK, both formally and informally that will need to be brought together in a consistent process with a degree of flexibility to meet the needs of the RCN and RCNi, whilst also being responsive to staff and member need. The group identified the following options:

- A repository adapted from the model used within Health Education Improvement Wales.
- An application process to explore the development of new programmes underpinned by a programme approval board.
- The adoption of the RCN NI Quality Assurance Framework currently used by Northern Ireland, for the nine regional England teams and the countries to capture local learning.

1.7.1 The development of an RCN and RCNi repository

This would enable the group to capture all ELD activity that occurs across the four countries. Integral to this is the need to explore access and whether the repository of course material will be open access. The quality of the resources within the repository need to be quality assured and meet the stated quality standards. The members suggested that during the start-up phrase the repository would be open access to the RCN and RCNi, with consideration given to patients or public access once the repository was set up and functional.

1.7.2 The development of new ELD resources – programme approval board

The group were unanimous that a model which captured the start of the process of the start of the initial commissioning conversation or written communication right through to the development of a new resource would be valuable. A programme approval board would provide the governance structure required for the approval of new ELD resources specifically learning outcomes and ensuring that an assessment criterion was built into any new resources that were developed.

Consideration was given to stakeholders who would form part of a programme approval board, the business unit was felt to be a key stakeholder. Alongside educationalist, clinicians, an RCN member, expert patients and employment relations, these would form the key members of the programme approval board. Additional expertise or specialist knowledge would be co-opted as and when required.

1.7.3 Integration with the RCN NI Quality Framework

The group felt that the RCN NI QA framework has a similar feel to the RCN QA framework and they suggested a strong case to review both quality frameworks and adapting to
make a viable quality assurance framework to be used as part of the ELD strategy. The workstream agreed that this would be of benefit in capturing ELD offered to members and would be a timely completion at source across the four countries enabling reporting of activity using a consistent model. The QA framework is due to be revised in 2020 which presents a good opportunity to develop a proforma that relates to the ELD offered for use within the regions, countries and those providing ELD for RCN representatives and members.

The diverse ways in which ELD is commissioned, designed, and delivered have been considered through the experience of the group. This enabled multiple perspectives, when testing how and what needed to be thought through to ensure the programme framework would be user friendly, cost effective, fit for purpose and sustainable.

In conclusion, the recommendations offered by the group were informed by the literature reviews and the data offered by the group from their experience and is felt to be the most appropriate to meet the needs of the RCN and RCNi whilst ensuring that the regions and countries retain some flexibility and responsiveness to members.

### 1.8 Recommendations

The recommendations from the group members is the establishment of a UK programme approval board and a repository for use across the RCN and RCNi. This will provide the infrastructure and governance required to ensure that the development of contemporary ELD, that meets member’s needs, is evidenced based, cost effective and sustainable. The following is a recommended proposed model.

#### 1.8.1 Proposed model – see appendix 4

There are several stages to the repository development, which are outlined below:

**Stage 1** The commissioning process. Information would be held in the repository related to the types of ELD activity that are being commissioned, designed, and delivered across the four countries. Capturing this information is vital as it will enable the group to understand the range of activities that have the potential to be undertaken in respect of education and learning across the four countries as well as the origins of the commissioners.

**Stage 2** A dynamic process which allows all resources within the repository to be shared across the RCN and RCNi thus enabling the sharing of evidence-based resources which have been evaluated as working and effective.

**Stage 3** The formation of a programme approval board l whose role would be to facilitate the approval of any new ELD resource. The panel would also provide the governance around the learning elements and ensuring that the appropriate assessment criteria is built in from the onset.
The panel would be formed of key stakeholders one of which would be the Business Unit in order to assess financial viability and large-scale impact. In line with the literature around programme approval boards the panel members would comprise of:

- Educationalist
- Clinicians
- Employment relations
- Member representation
- Expert Patient.

Diagram 2: An outline of the process
1.9 References


City University (2019) University Programme Approval Committee stage 1 form 2019/20.


HSC (Northern Ireland) (no date) *HSC Learning Centre*. Available at: www.hsclearning.com (accessed 2 September 2020).


NHS Wales (no date) Learning@Wales. Available at: [https://learning.wales.nhs.uk](https://learning.wales.nhs.uk) (accessed 2 September 2020).


Queen’s University Belfast (no date) New programme development: developing a new programme. Available at: [www.qub.ac.uk/directorates/AcademicStudentAffairs/AcademicAffairs/ProgrammeApprovalandReview/ProgrammeManagement/NewProgrammeDevelopment/](http://www.qub.ac.uk/directorates/AcademicStudentAffairs/AcademicAffairs/ProgrammeApprovalandReview/ProgrammeManagement/NewProgrammeDevelopment/) (accessed 20 August 2020).


UCLAN (University of Central Lancashire) (2019) Course developers guide: effective from June 2019 to present. Available at: [www5.uclan.ac.uk/ou/sass/AQC%20Documentation/aqa%20app02.docx](http://www5.uclan.ac.uk/ou/sass/AQC%20Documentation/aqa%20app02.docx) (accessed 20 August 2020).

1.10 Appendices

Appendix 1: Case study of a repository

As part of the evidence gathering, an example of how a repository resource is being used effectively in Health Education and Improvement Wales (HEIW) was shared. ‘The eLearning Repository is an extensive ‘search and discover platform to support the discovery and sharing of eLearning objects and learning resources held both within the Repository and at external locations’ (NHS eLearning Repository, 2020).

Uploading and version control

The HEIW repository is situated within the workforce, education, and development services. Documents held within the HEIW repository have been co-produced by a range of key stakeholders. In order to ensure version control of documents only key HEIW staffs are given administrative rights that enable them, in conjunction with the HIEW digital team, to manage documents; for example, uploading new documents, amending existing documents and adding links to external documents or websites. This process ensures that the repository version of a document is the HEIW approved current version.

Access

The HEIW repository has no assigned password system to enable access, it is available to the general public; not all repositories have this open access, some require membership to access.

Document searches

Searching for documents or information can be aided by an organised system of storage and labelling. A user-friendly display and access system using theme buttons and playlists rather than having just a ‘list’ of materials is preferable. HEIW organise their repository into storage areas. The following example correlates to programmes and contains information relating to the NMC Future Nurse: Standards of proficiency for registered nurses (2018) available at: https://heiw.nhs.wales/programmes/once-for-wales-2020/
The HEIW repository has three open access distance learning units providing an on-line offer for practice supervisor/assessor preparation; session plans and slide decks for facilitator delivery of face to face supervisor and assessor preparation; a range of model exemplars providing the blueprint for innovative placement opportunities; a podcast film presentation of the Once for Wales 2020 approach; FAQs on all aspects of student supervision and assessment arrangements and master copies of the All Wales common element documents.

See below examples of the content of the HEIW Repository.

**Diagram 1: The HEIW repository**

**Diagram 2: Practice supervisor/practice assessor handbook**
Diagram 3: Covid-19 frequently asked questions concerning nursing and midwifery students – a guide for practice supervisors and assessors

Diagram 4: Link from the HEIW repository to the RCN website

Documents in the repository can be selected, opened and viewed as well as enabling downloading of the documents by individuals or organisations. Once downloaded the document can be amended to meet the specific needs at a local level; the integrity of the HEIW repository original document is maintained, providing quality assurance in relation to version control, as previously mentioned.
Appendix 2: RCN NI quality assurance framework for programme development and delivery

This framework is used by RCN NI to ensure a co-ordinated and well governed approach to quality assurance of all programmes developed and delivered by the RCN Professional Development department.

All outputs from the RCN, and those produced by other organisations that are endorsed or accredited by the RCN, must meet RCN quality assurance standards.

**Quality assurance framework**

*The framework integrates quality and risk management throughout.*

Each programme must meet the standards identified in appendix one against which quality of outputs and their life cycle management can be assured.

Each facilitator takes responsibility for internally quality assuring their programmes and for identifying and managing risks within the programmes.

Quality monitoring and reporting remains under the overall governance of the Senior Management Team.

All RCN employed internal facilitators must have the knowledge, experience and qualifications to deliver the programme.

All external facilitators and consultants must complete a consultant contract and are required to produce their CV which demonstrates they have the knowledge, experience and qualifications to deliver the programme.

All external facilitators and consultants must produce their professional PIN number prior to delivering a programme/educational session on behalf of the RCN.

**External education providers**

- The RCN is an accredited centre for Open College Network (OCN) and complies with all OCN quality assurance requirements and standards.
- The RCN has a partnership agreement with the Open University (OU) and complies with all OU quality assurance requirements and standards.
Appendix 3: Application for endorsement of professional standard/resource

Please complete the contact information below and the attached template to show the standard/resource meets RCN standards for endorsement.

Note: RCN endorsement can take up to eight weeks to complete.

While endorsement is being progressed, we request that all communication regarding the process and any feedback and queries relating to the application should be conducted between the applicant and the RCN only.

<table>
<thead>
<tr>
<th>Name of organisation</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td></td>
</tr>
<tr>
<td>Name of liaison person</td>
<td></td>
</tr>
<tr>
<td>Telephone contact number</td>
<td></td>
</tr>
<tr>
<td>Email address</td>
<td></td>
</tr>
<tr>
<td>Title of standard/resource</td>
<td></td>
</tr>
<tr>
<td>Practice/clinical specialism</td>
<td></td>
</tr>
<tr>
<td>50 words summary of content</td>
<td></td>
</tr>
<tr>
<td>Application date</td>
<td></td>
</tr>
<tr>
<td>Planned publication date</td>
<td></td>
</tr>
<tr>
<td>Other organisations that have been approached for endorsement</td>
<td></td>
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</tbody>
</table>
Appendix 4: Proposed templates of a request for ELD product and repository

Commissioning learning from the RCN

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who is the audience?</td>
<td></td>
</tr>
<tr>
<td>Is the learning taking place as part of a larger event? If so, give details</td>
<td></td>
</tr>
<tr>
<td>When is the learning planned for?</td>
<td></td>
</tr>
<tr>
<td>How will the learning take place? (face to face, on-line etc)?</td>
<td></td>
</tr>
<tr>
<td>Contact details of organiser</td>
<td></td>
</tr>
<tr>
<td>Title of learning (and any intended outcomes)</td>
<td></td>
</tr>
<tr>
<td>Cost to participants</td>
<td></td>
</tr>
<tr>
<td>RCN Learning and Development contact</td>
<td></td>
</tr>
</tbody>
</table>

To be completed by the RCN Learning and Development contact

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you want to access learning from the repository (if so give details)</td>
<td></td>
</tr>
</tbody>
</table>
### Part 2a – Repository

The purpose of this form is to capture the education, learning and development activity across the four Celtic countries.

<table>
<thead>
<tr>
<th>Date of entry</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title of resource</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Address</strong></td>
<td></td>
</tr>
<tr>
<td>Name of resource owner</td>
<td></td>
</tr>
<tr>
<td>Name of team/regional office</td>
<td></td>
</tr>
<tr>
<td>Telephone contact number</td>
<td></td>
</tr>
<tr>
<td>Email address</td>
<td></td>
</tr>
<tr>
<td>200 words summary of content (including aims and anticipated learning outcomes)</td>
<td></td>
</tr>
</tbody>
</table>

#### Mode of delivery

<table>
<thead>
<tr>
<th>Learning style proposed (include all applicable with a brief description of how)</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Face to face</td>
<td></td>
</tr>
<tr>
<td>Blended</td>
<td></td>
</tr>
<tr>
<td>Virtual</td>
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<tr>
<td>Please provide detail on duration of the programme (for example, 3 hr session, 1 day short course, 200 hour module)</td>
<td></td>
</tr>
</tbody>
</table>

#### How is the learning assessed? (What is the assessment criteria)

| No assessment |  |
| Competency framework |  |
| Revalidation hours |  |
| Project submission |  |
| Assignment |  |
| Examination |  |

### How is the programme evaluated?
## Part 2b – Request to access a resource from the Repository

To be completed if you would like to use a resource from the Repository.

<table>
<thead>
<tr>
<th>Details</th>
<th>Please complete this column providing as much information as possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name and Contact Details</td>
<td></td>
</tr>
<tr>
<td>Name of resource(s) that you would like access to</td>
<td></td>
</tr>
<tr>
<td>How do you plan to use the resource</td>
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</tbody>
</table>

Please note – if you want to amend the resource, for example, to meet local need, you will need to complete Part 3.
Part 3 – Request to develop a resource OR amend an existing resource

Note – please provide as much detail as possible to demonstrate to the Education Strategy Board – the quality, evidence base and need for this ELD resource.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>Please complete this column providing clear guidance on how the content of the resource applies to the criteria</th>
<th>RCN reviewer comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Have you reviewed the resources available within the RCN ELD Repository?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If No – please visit the Repository BEFORE continuing with this application</td>
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<tr>
<td>2. <strong>Scope and purpose</strong></td>
<td></td>
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<tr>
<td>– clearly describe the overall aim and objectives, target audience ie. RCN member/ non-member, and context of use for this new resource.</td>
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<tr>
<td>3. <strong>Rigour</strong> – please briefly describe:</td>
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<tr>
<td>- What makes this work important now?</td>
<td></td>
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<tr>
<td>- What evidence/policy underpins this</td>
<td></td>
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<tr>
<td>- How does this impact on patient outcomes?</td>
<td></td>
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<tr>
<td>- Is the proposed programme linked to an RCN campaign/national programme?</td>
<td></td>
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<tr>
<td>- How does this work impact on the future nurse workforce?</td>
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<tr>
<td>4. Does the resource build on existing work or has a new ELD need been highlighted?</td>
<td></td>
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<tr>
<td>5. How have nurses have been involved in its development (preferably formal RCN representation from an RCN professional lead, RCN forum or other RCN collaborator)?</td>
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<tr>
<td>Question</td>
<td>Answer</td>
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<tr>
<td>------------------------------------------------------------------------</td>
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<tr>
<td>6. What is the contribution/impact to nursing?</td>
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<tr>
<td>7. There is no conflict with legislation and regulatory guidance,</td>
<td></td>
<td></td>
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<tr>
<td>specifically the NMC code of conduct</td>
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<td></td>
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<tr>
<td>8. How will service user experiences and perspectives be included,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>if appropriate?</td>
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<td></td>
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<tr>
<td>9. How will other key stakeholder views and expertise be included?</td>
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<tr>
<td>10. Relevance to how will you demonstrate the relevance of the resource</td>
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<tr>
<td>to each UK country and specific inclusions/exclusions have been</td>
<td></td>
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<tr>
<td>considered and made clear?</td>
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<tr>
<td>11. How will you demonstrate that equality issues have been</td>
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<tr>
<td>considered and that no one will be directly or indirectly</td>
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<tr>
<td>discriminated against on grounds of age, faith, race, gender,</td>
<td></td>
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<tr>
<td>disability, cultural and sexuality where appropriate?</td>
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<tr>
<td>12. How will the resource be maintained and updated?</td>
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<tr>
<td>13. How will feedback on the resource be provided by the users both</td>
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<tr>
<td>during and on completion of the course?</td>
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</table>
RCN quality assurance

Publication
This publication is part of the RCN and RCNi Education, Learning and Development Strategy 2021-2024, and includes underpinning evidence in the development and enhancement of the RCN Quality Assurance Framework.

Description
One of four publications of the RCN and RCNi Education, Learning and Development Strategy 2021-2024, exploring the participant journey policies.

Publication date: May 2021  Review date: May 2023

The Nine Quality Standards
This publication has met the nine quality standards of the quality framework for RCN professional publications. For more information, or to request further details on how the nine quality standards have been met in relation to this particular professional publication, please contact publicationsfeedback@rcn.org.uk

Evaluation
The authors would value any feedback you have about this publication. Please contact publicationsfeedback@rcn.org.uk clearly stating which publication you are commenting on.