

# Influencing Access to Learning through Performance Management of Pre-registration Nursing



## Case Study Two: **Influencing Access to Learning through Performance Management of Pre-registration Nursing**

**NES is commissioned by Scottish Government to carry out performance management of the pre-registration nursing education delivered by Scottish Universities. As part of this process, we perform the Student Indexing function for nursing and midwifery students in Scotland on behalf of Scottish Universities and the Nursing and Midwifery Council (NMC).**

This involves gathering data on students and their education pathways from the point of course commencement until completion. The data gathered in support of this function contains several equality variables, and the data held by NES can also be linked with data held by other agencies to provide a wider analysis of student demographics for Higher Education and Government stakeholders.

Specific examples of analyses using the data include:

### *Student age distributions*

NES routinely provides analyses of student age distributions to Universities as part of the annual pre-registration performance management process. There is some evidence to suggest that there are age related differences in likelihood of completing a degree course, and our analyses allow Universities to examine age distributions within their cohorts, courses, and relative to the national distribution.

### *Location on entry to education*

For the 2012 performance management reports, the NMAHP data was matched to data held by the Higher Education Statistical Authority (HESA), which included each student's postcode on entry. NMAHP was able to present the geographical distribution of students, nationally and for each University, in terms of the Scottish Index of Multiple Deprivation (SIMD) and the Scottish Government's six-fold urban rural classification (SGUR).

### *Access to Learning Disabilities Nursing programmes*

In 2015, NMAHP undertook a review of recruitment to the new National Learning Disabilities Nursing programme. The programme was being delivered by two Universities located in the central belt but was required to recruit from all parts of the country to promote an evenly distributed workforce. We used data from the Higher Education Statistics Agency to analyse student location on entry in terms of deprivation and urban/rural classification for student intakes from 2008 to 2013. Student gender and age on entry were also included in the review.

### *Scottish Government One Year Job Guarantee Scheme*

The same variables (gender, age on entry, location on entry) were also presented to Scottish Government as part of a 2015 review of uptake of the One Year Job Guarantee scheme. This scheme guarantees newly-qualified nurses and midwives employment for one year and the review looked at the characteristics of applicants.

### *Gender imbalance in Nursing and Midwifery Education*

There is currently work underway, led by Scottish Universities but involving Scottish Government and NES, to examine the gender imbalance within Nursing and Midwifery education. NMAHP expects the indexing data to be useful in revealing any trends or shifts in the gender split in recent years and will support partners in their delivery their commitments under the Scottish Funding Council's Gender Action Plan.

The continuously developing data analysis and use of the data in performance management has had the impact of:

- increasing visibility and understanding of student age, gender and socio-economic background factors in nursing education;
- supporting University partners in assessing performance against their own equality requirements.

You can read more about our work on equality on our website at:  
**[www.nes.scot.nhs.uk/about-us/equality-and-diversity](http://www.nes.scot.nhs.uk/about-us/equality-and-diversity)**



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