

## Education QA Monitoring Visit Report Summary

<b>Approved Education Institution</b>	Bournemouth University
<b>Programme(s) monitored</b>	BSc (Hons) Adult Nursing BSc (Hons) Adult Nursing (apprenticeship) MSc Adult Nursing BSc (Hons) Mental Health Nursing BSc (Hons) Mental Health Nursing (apprenticeship) MSc Mental Health Nursing BSc (Hons) Children and Young People's Nursing FdSc Nursing Associate (apprenticeship) BSc (Hons) Midwifery (registered midwife – 36 months)
<b>Practice learning partner (PLP)/ employer partner (EP) organisation visits undertaken during the review</b>	University Hospitals Dorset NHS Foundation Trust (UHDFT) Dorset Healthcare University NHS Foundation Trust (DHUFT) Dorset County Hospital NHS Foundation Trust (DCHFT)
<b>Date of monitoring visit</b>	21–24 May 2024
<b>Date of report publication</b>	08 December 2025

## Introduction

This document is a summary explaining our Quality Assurance (QA) process for monitoring education institutions and their practice learning partners. We also explain why we commissioned a monitoring visit. The independent visitors, its findings, and the action plan we have since put in place. For the full independent report please [click here](#). Throughout this period, we have welcomed the cooperation of Bournemouth University (BU) and practice partners from University Hospitals Dorset NHS Foundation Trust (UHDFT), Dorset Healthcare University NHS Foundation Trust (DHUFT) and Dorset County Hospital NHS Foundation Trust (DCHFT).

BU are an approved education institution (AEI) in the Southwest region, approved to deliver pre-registration nursing, nursing associate and pre-registration midwifery programmes.

## Background

On the completion of a period of new programme monitoring for nursing and nursing associate programmes, the NMC education quality assurance team were unable to gain assurance that the programmes were complying with all the NMC Standards for Education and Training. A full review of their programme approval and modification documentation, new programme monitoring (NPM) meeting records and subsequent action plans was undertaken. Conditions at approval for the nursing associate programme included:

- Condition one: Clarify the nature of NA students' protected learning time in all programme student and practice-facing documentation. Ensure there is clarity as to whether NA students are subject to option A (supernumerary) or option B. (SPNA R3.5)
- Condition four: Provide an implementation plan of the co-production of NA curricula, including the programme design, development, delivery, and evaluation with students and SUCs. (SFNME R1.12, R5.5; SPNA R2.1)

These themes also emerged through NPM of the nursing associate programme, with further assurance required regarding students' supernumerary status and protected learning time, and the involvement of service users and their carers throughout the delivery of the programme.

Similar themes regarding supernumerary status and role identification for apprentices were also noted through NPM of the nursing programme, along with further assurance being required regarding the need to address underrepresentation in recruitments and selection of students on the nursing programme.

Following this review the NMC's Quality Assurance (QA) board agreed that a full monitoring visit across nursing, nursing associate and midwifery provision should be undertaken to gain assurance that the standards for education and training were being met.

## **The NMC**

As the professional regulator of nurses and midwives in the UK, and nursing associates in England, we work to ensure these professionals have the knowledge and skills to deliver consistent, quality care that keeps people safe.

We set the education standards that must be achieved to practise in the United Kingdom. When they have shown both clinical excellence and a commitment to kindness, compassion and respect, we welcome them onto our register of more than 853,000 professionals.

Once registered, nurses, midwives and nursing associates must uphold the standards and behaviours set out in our Code so that people can have confidence that they will consistently receive quality, safe care wherever they are treated. We promote lifelong learning through revalidation, encouraging professionals to reflect on their practice and how The Code applies in their day-to-day work.

## **Our role in the quality assurance of education**

We set the standards of education and training that enable students to achieve our standards of proficiency before joining the register. We approve education institutions to deliver nursing, nursing associate, or midwifery programmes. As part of our ongoing educational quality assurance (EdQA), we monitor all our approved education institutions (AEIs) and their practice learning partners (PLPs) to ensure they continue to meet our standards.

Our QA framework provides detail on the QA process and the evidence education institutions need to demonstrate to satisfy us that they meet our standards for education and training.

Where we have concerns that an approved education institution may not be meeting our standards, we may carry out a monitoring visit or an extraordinary review. These are undertaken by independent QA visitors who report their findings to the NMC. Where we have serious concerns that our standards are not being, or will not be met, we can also withdraw approval of the programme and/or an institution. Internally we have a QA Board which provides oversight of our ongoing education QA activity, and our Professional Practice directorate provides regular updates to our Council in relation to our QA activities

## **The monitoring review process**

The NMC provided the independent QA visit team with a monitoring review plan, which identified the NMC requirements for monitoring, under the five themes of the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018 updated 2023):

1. Learning culture
2. Educational governance and quality
3. Student empowerment
4. Educators and assessors
5. Curricula and assessment

The review plan indicated specific requirements within the Standards framework for the QA visitors to scrutinise and triangulate evidence from findings during the visit.

The QA monitoring visit team included a lead QA visitor; three lay visitors and three registrant visitors selected with due regard for the programmes under review. The QA visit team used the review plan to direct their focus for triangulating the evidence in academic and practice learning settings.

The QA visit team concluded their findings verbally to Bournemouth University on the final day of the visit 24<sup>th</sup> May 2024, and then provided a full report, mapped against the NMC standards and requirements.

## Findings

Standards framework for nursing and midwifery education (SFNME) (NMC, 2018)		
Theme	Risk Indicator	Outcome
1. Learning culture	1.1 The AEI, together with their practice learning partners are unable to evidence that the learning culture prioritises the safety of people, including carers, students, and educators, and enables the values of The Code (NMC, 2018) to be upheld.	Standard 1.1 is met
	1.2 The AEI, together with their practice learning partners are unable to evidence that education and training is valued in all learning environments.	Standard 1.2 is not met
2. Educational governance and quality	2.1 The AEI, together with their practice learning partners are unable to evidence there are effective governance systems that ensure compliance with all legal, regulatory, professional and educational requirements, differentiating where appropriate between the devolved legislatures of the United Kingdom (UK) with clear lines of accountability for meeting those requirements and responding when standards are not met, in all learning environments.	Standard 2.1 is not met
	2.2 The AEI, together with their practice learning partners is unable to	Standard 2.2 is met

	<p>ensure all learning environments optimise safety and quality, taking account of the diverse needs of, and working in partnership with, service users, students, and all other stakeholders.</p>	
<p>3. Student empowerment</p>	<p>3.1 The AEI, together with their practice learning partners is unable to ensure all students are provided with a variety of learning opportunities and appropriate resources which enable them to achieve proficiencies and programme outcomes and be capable of demonstrating the professional behaviours in The Code (NMC, 2018).</p>	<p>Standard 3.1 is met</p>
	<p>3.2 The AEI, together with their practice learning partners is unable to ensure all students are empowered and supported to become resilient, caring, reflective and lifelong learners who are capable of working in inter-professional and inter-agency teams.</p>	<p>Standard 3.2 is met</p>
<p>4. Educators and assessors</p>	<p>4.1 The AEI, together with their practice learning partners is unable to ensure theory and practice learning and assessment are facilitated effectively and objectively by appropriately qualified and experienced professionals with necessary expertise for their educational and assessor roles.</p>	<p>Standard 4.1 is not met</p>

<p>5. Curricula and assessment</p>	<p>5.1 The AEI, together with their practice learning partners is unable to ensure that curricula and assessments are designed, developed, delivered, and evaluated to ensure that students achieve the proficiencies and outcomes for their approved programme.</p>	<p>Standard 5.1 is met</p>
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<p><b>Standard is met</b></p>	<p><b>Standard is not met</b></p>
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## Next steps and action planning

In July 2024, the monitoring visit report was shared with BU for factual accuracy checking. Following this period factual accuracy amendments were made to the report, and in July 2024 the final report was submitted to the NMC. BU were then offered one calendar month to make any observations on the report before recommendations were reviewed at our QA board.

As a response to the identified risks, BU were required to develop and implement an action plan to address the key risks identified to ensure that their pre-registration nursing, nursing associate, and midwifery programmes meet all NMC standards and requirements. An action plan was developed and refined by BU, supported by the lead QA visitor. The agreed action plan was submitted to the NMC

As agreed by the QA board, BU would be supported as part of routine concerns monitoring process. The NMC QA Team met with BU to agree a schedule of meetings to discuss the action plan and seek evidence of their progress against each of the NMC Standards. Progress was overseen by the EdQA officer and EdQA manager to ensure appropriate, robust, and timely action is being taken to address the concerns

## Update on progress - August 2025

Bournemouth University worked in collaboration with the NMC to evidence that the actions set out in the monitoring visit action plan had been met. Supporting documentation was submitted in December 2024 to demonstrate how the action plan requirements and the NMC education standards had been addressed. This was reviewed by the NMC in February 2025, when further assurance was requested in relation to co-production with

service users and carers, and clarification regarding equality, diversity, and inclusion (EDI) training for service users and carers.

Additional evidence was submitted by BU on 31 March 2025 and subsequently reviewed by the NMC in May 2025. Following this review, it was confirmed that BU's pre-registration nursing, nursing associate, and midwifery programmes meet all the required NMC standards, and the university was formally informed of this outcome.