

Education Quality Assurance Monitoring Visit Report Summary

Approved Education Institution	Canterbury Christ Church University
Programme(s) monitored	BSc (Hons) Nursing (Adult) BSc (Hons) Nursing (Child) BSc (Hons) Nursing (Mental Health) BSc (Hons) Nursing (Adult) (NDA) BSc (Hons) Nursing (Mental Health) (NDA) MSc Nursing (Adult) MSc Nursing (Mental Health) Fd Nursing Associate Fd Nursing Associate (Higher Apprenticeship)
Practice learning partner (PLP)/ employer partner (EP) organisation visits undertaken during the review	Maidstone and Tunbridge Wells NHS Trust (MTW), Maidstone Hospital <ul style="list-style-type: none"> • Acute assessment unit • Culpepper general medical ward • Riverbank children's unit Kent and Medway NHS and Social Care Partnership Trust (KMPT), Littlebrook Hospital (Dartford) Older adults community services team <ul style="list-style-type: none"> • Amberwood ward • Cherrywood ward • Tarentford centre • Community service • Crisis teams St Martin's Hospital (Canterbury) Community service <ul style="list-style-type: none"> • Bluebell ward • Heather ward East Kent Hospitals University NHS Foundation Trust (EKHUFT), Queen Elizabeth, the Queen Mother Hospital (QEQM) <ul style="list-style-type: none"> • Rainbow ward • Birchington ward
Date of monitoring visit	2-5 July 2024
Date of report publication	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 of Canterbury Christ Church University (CCCU) by independent visitors, its findings and the action plan we've since put in place. For the full independent report please [click here](#). Throughout this period of working closely with CCCU, we've welcomed the cooperation of the Maidstone and Tunbridge Wells NHS Trust (MTW) and Medway NHS and Social Care Partnership Trust (KMPT).

CCCU are an approved education institution (AEI) in the South-East Region, approved to deliver preregistration nursing, nursing associate, and post-registration programme provision.

Background

In May 2023, due to serious concerns, the NMC formally withdrew approval for the Midwifery programme at CCCU. During this withdrawal process, the NMC were made aware of a high number of practice learning hours on the nursing programme, being undertaken through reflective practice without the SSSA being applied. This was caused by a misinterpretation of the NMC emergency and recovery standards during the covid-19 pandemic. The AEI continued with the reflective practice hours after the emergency and recovery standards were withdrawn by the NMC. A full review has been undertaken, in collaboration with CCCU, of the practice learning journey of previous students, to ensure there are no risks to public safety.

CCCU independently commissioned two reviews of their nursing programmes and put in place a comprehensive, restorative action plan. On this basis, the NMC's QA Board deferred the decision to monitor CCCU in late 2023, and requested a team of independent QA Visitors undertook a documentary review process, as an informative and supportive measure. The QA Visitors identified nine key lines of enquiry through the documentary review, which were shared transparently with CCCU to support their improvement journey.

The NMC Quality Assurance (QA) board commissioned a monitoring visit of CCCU by independent visitors to take place in July 2024. The monitoring visit sought assurance by enabling QA Visitors to view and triangulate evidence regarding the partnerships, delivery and governance of both the nursing and nursing associate programmes (direct-entry and apprenticeship pathways).

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 professionals must achieve 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're 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, we monitor all of 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, two lay visitors and two 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 CCCU on the final day of the visit 05 July 2024, and then provided a full a report, mapped against the NMC standards and requirements.

Findings

Standards framework for nursing and midwifery education (SFNME) (NMC 2018, updated 2023)		
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, because the nine requirements are 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 met, because the five requirements are 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, because two of the 15 requirements are not met
	2.2 The AEI, together with their practice learning partners is unable to ensure all learning environments optimise safety and quality, taking account of the diverse needs of, and working in partnership with, people who use services and carers, students and all other stakeholders.	Standard 2.2 is not met, because one of the six requirements are not met
3. Student empowerment	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	Standard 3.1 is not met, because four of the eight requirements are not met

	<p>professional behaviours in The Code (NMC, 2018).</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 not met, because one of the ten requirements are not 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, because two of the 11 requirements are 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, because the 16 requirements are met</p>

Next steps and action planning

In July 2024, the monitoring visit report was shared with CCCU for factual accuracy checking. Following this period factual accuracy amendments were made to the report, and the final report was submitted to the NMC. CCCU were then given a statutory period of one calendar month to make any observations on the report before the outcome and visitor recommendations for action were reviewed at our QA board.

As a response to the identified known concerns CCCU were required to develop and implement an action plan to address the issues identified to ensure that their pre-registration nursing and nursing associate programmes meet all NMC standards and requirements. An action plan was developed and refined by CCCU, supported by the lead QA visitor. When the lead QV visitor was satisfied that the agreed action plan would address the concerns, it was submitted to the NMC.

The QA Board met in August 2024, to consider the concerns identified and actions planned in response. On the strength of this, the QA Board decided that CCCU would be supported to make the required improvements to the nursing and nursing associate programmes through the enhanced scrutiny process. The NMC's QA Team met with CCCU to agree a schedule of meetings; to discuss the action plan and seek evidence of their progress against each of the required NMC Standards. Progress was overseen by the regional education QA officer and QA manager to ensure appropriate, robust, and timely action is being taken to address the concerns.

Progress Update – June 2025

CCCU has collaborated fully with the NMC to evidence that the actions set out in the nursing and nursing associate enhanced scrutiny action plan have been met.

Verbal evidence and supporting documentation was submitted to demonstrate how the action plan requirements and the NMC education standards had been restored. This was reviewed in detail by the NMC in June 2025, and the QA Board concluded that assurance has now been provided. On this basis, the QA Board made the decision to remove the nursing and nursing associate programmes from the enhanced scrutiny process.

The QA Board recognise and acknowledge the work undertaken by CCCU during the enhanced scrutiny process, and value the collaboration with all stakeholders who've contributed to the achievement of this positive outcome.