

Education QA Extraordinary Review Assessment Report Summary

Approved Education Institution	Edgehill University
Programme(s) monitored	MSci (Hons) Nurse Paramedic
Date of monitoring visit	28 April -1 May 2025
Date of report publication	21 October 2026

Introduction

This document is a summary explaining our Quality Assurance (QA) process for monitoring education institutions in partnership with their practice learning partners. We also explain why we commissioned an extraordinary review assessment; the independent QA visitors, its findings and the action plan we have since put in place. For the full independent report please [click here](#).

Background

EHU are an approved education institution (AEI) in the North West region, approved to deliver pre-registration nursing (adult, mental health, child and learning disabilities), nursing associate, and post-reg provision.

Edge Hill University (EHU) deliver a four-year MSci (Hons) Nurse Paramedic (Adult) programme, approved in May 2020 as a major modification to its adult nursing degree, and intended to confer dual registration with the NMC and the Health and Care Professions Council (HCPC). In February 2024, EHU exceptionally reported concerns about reduced ambulance placement capacity and the consequent risk to students' paramedic proficiencies. Subsequent discussions between HCPC, NMC, AEI and other key stakeholders identified further potential concerns regarding the application of the Standards for Student Supervision and Assessment (SSSA), the interpretation of the role of practice assessor and academic assessor and meeting the 2300 practice hours. Potential concerns also included changes to the programme structures and modifications that were made to the practice assessment documentation (PAD).

These concerns were escalated and discussed by the NMC QA board, who commissioned an Extraordinary Review Assessment (ERA) of the MSci (Hons) Nurse Paramedic programme. The NMC's lines of enquiry for the ERA related to identified concerns regarding both practice learning hours and the application of the SSSA and sought assurance of whether the MSci programme was being delivered in accordance with the Standards framework for nursing and midwifery education. The visitor team identified additional lines of enquiry following the initial submission of evidence which included whether students had achieved, and future cohorts could continue to achieve, the minimum 2,300 practice learning hours. The visitor team considered supervision and assessment arrangements and the compliance with the SSSA, and whether the amended placement allocation and documentation enabled students to meet all NMC standards of proficiency. A particular focus was placed on the robustness of governance and communication with North West Ambulance Service (NWAS) and other practice partners to ensure that safe, high quality learning could be sustained.

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 867,000 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 (QA), 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 an extraordinary review assessment. 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 Extraordinary Review Assessment (ERA) process

The NMC provided the independent QA visit team with an ERA 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 visit team included two registrant visitors and a lay visitor 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 EHU on the final day of the visit (01 May 2025) and then provided a full a report, mapped against the NMC standards and requirements.

Findings

Part 1: Standards framework for nursing and midwifery education	Met/Not Met
1.1 The learning culture prioritises the safety of people, including carers, students and educators, and enables the values of the Code to be upheld.	Not Met
1.2 Education and training is valued in all learning environments.	Met
2.1 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, with clear lines of responsibility and accountability for meeting those requirements and responding when standards are not met, in all learning environments.	Not met
2.2 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 (PSCs), students and all other stakeholders.	Not met
3.1 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.	Not met
3.2 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.	Not met
4.1 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.	Not met
5.1 Curricula and assessments are designed, developed, delivered and evaluated to ensure that students achieve the proficiencies and outcomes for their approved programme.	Not met

Next steps and action planning

In June 2025, the ERA visit report was shared with EHU for factual accuracy checking. Following this period factual accuracy amendments were made to the report, and on 09 June 2025 the final report was submitted to the AEI and the NMC. EHU 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, EHU were required to develop and implement an action plan to address the key risks identified to ensure that their pre-registration nursing programmes meet all NMC standards and requirements. An action plan was developed and refined by EHU supported by the lead QA visitor. The agreed action plan was submitted to the NMC.

As agreed by the QA board, EHU were supported through an enhanced scrutiny process. The NMC EdQA Team met with EHU 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 team to ensure appropriate, robust, and timely action is being taken to address the concerns.

EHU worked in collaboration with the NMC to evidence that the actions set out in the extraordinary review visit action plan had been met. Additional evidence was submitted to demonstrate this and was subsequently reviewed by the NMC throughout 2025/2026. Following the review of evidence and actions taken, it was confirmed that EHU's pre-registration nursing programme meet all the required NMC standards that were unmet at the time of the ERA, and the university was formally informed of this outcome. The QA Board made the decision to de-escalate the programme from enhanced scrutiny.

The QA board recognised and acknowledged the work undertaken during this process by EHU, and the collaboration with stakeholders that has contributed to the achievement of this positive outcome.