



## Mapping of the ESG Standards Part 1

The NMC Quality Assurance Reviews process addresses the requirements of ESG Part 1 on either a programme or institutional level depending on the [NMC Standards for education and training](#) (the NMC standards) considered by the visitor team. The mapping is provided for reference to demonstrate how the review method meets ESG Standards and institutions will only be required to self-evaluate on the requirements of the NMC standards.

The NMC Standards Part 1 - Standard 2.1 requires institutions to have:

*'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'.*

In practice, this means that institutions are required to undertake external cyclical review in line with regulatory requirements (Tertiary Quality Enhancement Review in Scotland, Quality Enhancement Review in Wales, and the developing review method in Northern Ireland). This means that institutional alignment with the ESG is reviewed on a cyclical basis in Scotland, Wales and Northern Ireland. This is referred to in the table below as the 'substantive cyclical review method'.

In England, the quality and standards of registered higher education institutions is regulated by the Office for Students (OfS) in accordance with its regulatory framework. Specifically, institutions are required to comply with the ongoing conditions of registration B1-B5 (the 'B conditions') which cover some, but not all, of the standards for internal quality assurance outlined in the ESG Part 1. To avoid duplication and the creation of unnecessary burden for institutions, NMC Quality Assurance Reviews focus on evidence which demonstrates programme-level alignment of the ESG through the NMC Standards Part 2 (where institutions are seeking institutional approval or institutions with Approved Education Institution status who have opted for a programme-level approach to alignment) and the relevant Part 3 programme standards; but where applied on an institutional basis, it utilises both the NMC Standards Part 1 and the regulatory requirements for the institution as evidence and places reliance on an institution's ongoing compliance with regulatory requirements to demonstrate that certain specified ESG Standards are met.

## 1.1 Policy for quality assurance

Institutions should have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders.

Outcomes under the ESG Standard and Guidelines	Commentary including cross references to NMC standards and regulatory reference points
<p>Institutions have a quality assurance policy that:</p> <ul style="list-style-type: none"> <li>A is public</li> <li>B is part of strategic management, so:               <ul style="list-style-type: none"> <li>i is formal</li> <li>ii underpins the institutional quality assurance system</li> <li>iii supports an institutional culture in which all internal stakeholders are responsible for quality assurance</li> <li>iv supports academic integrity and freedom</li> <li>v guards against intolerance or discrimination</li> </ul> </li> <li>C is implemented through appropriate structures and processes</li> <li>D involves external stakeholders.</li> </ul>	<p>ESG 1.1 is addressed on an <b>institutional basis</b> as part of NMC Part 1 - Standard 2.1 and Requirement 2.5 on educational governance and quality. These standards require systems that ensure compliance with legal, regulatory, professional and education requirements with clear lines of responsibility for meeting those requirements and taking appropriate action which outlines the strategic approach.</p> <p>Requirement 2.5 (NMC Part 1 - Standard 2.1) has a particular focus on the development, delivery, quality assurance and evaluation of programmes and therefore focuses on the structures and processes.</p> <p>The overarching requirements are further supported by a clearly articulated partnership approach with stakeholders, including student empowerment as stakeholders (NMC Part 1 - Standard 3, Requirement 3.18) and require engagement from people who use services to inform programme design and delivery (NMC Part 1 - Standard 1, Requirement 1.12).</p>

## 1.2 Design and approval of programmes

Institutions should have processes for the design and approval of their programmes. The programmes should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme should be clearly specified and communicated, and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.

Outcomes under the ESG Standard and Guidelines	Commentary including cross references to NMC standards and regulatory reference points
<p>Institutions have:</p> <ul style="list-style-type: none"> <li>A processes for the design and approval of programmes</li> <li>B programmes that meet the objectives set for them</li> <li>C qualifications that are clearly specified and communicated</li> <li>D qualifications that refer to the correct academic level.</li> </ul> <p>Their programmes:</p> <ul style="list-style-type: none"> <li>i are designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes</li> <li>ii are designed by involving students and other stakeholders in the work</li> <li>iii benefit from external expertise and reference points</li> <li>iv reflect the four purposes of higher education of the Council of Europe (cf. Scope and Concepts)<sup>1</sup></li> <li>v are designed so that they enable smooth student progression</li> <li>vi define the expected student workload, eg in ECTS</li> <li>vii include well-structured placement opportunities where appropriate</li> <li>viii are subject to a formal institutional approval process.</li> </ul>	<p>ESG 1.2 is addressed on an <b>institutional basis</b> through UK institutions' substantive cyclical review method or as demonstrated through compliance with the OfS B Conditions (see mapping in Annex 2 of <a href="#">Elective Quality Review</a>)</p> <p>On a programme level, NMC programmes are structured to comply with the NMC Part 3 programme standards and standards of proficiency (NMC Part 3 sections on Curriculum and standards relating to programme design and delivery). The programme approval approach outlined in this Guidance additionally uses a conjoint approval process using the institution's process to academically approve a programme in line with requirements in <i>The Framework for Higher Education Qualifications</i> (FHEQ), simultaneously with meeting professional requirements.</p> <p>ESG 1.2 is further addressed on a programme level through NMC requirements for assessment, award, placements and progression (NMC Part 1 - Requirements 3.2, 4.11, 5.6 and 5.7); outcomes (NMC Part 1 - Requirement 2.2, Standard 5.1 and Requirement 5.4; and NMC Part 2 - Standard 1.10); stakeholders and externality (NMC Part 1 - Requirement 1.12 and NMC Part 1 - Standard 5, Requirements 5.4 and 5.5) and placements and practice learning (NMC Part 2 - Standards 1.2 and 1.3).</p>

<sup>1</sup>The Council of Europe has defined four equally important and compatible purposes for education: preparation for employment; preparation for life as active citizens in democratic societies; personal development and development of a broad and advanced knowledge base. (Recommendation Rec (2007)6 of the Committee of Ministers to member states on the public responsibility for higher education and research, 2007)

## 1.3 Student-centred learning, teaching and assessment

Institutions should ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.

Outcomes under the ESG Standard and Guidelines	Commentary including cross references to NMC standards and regulatory reference points
<p>A Institutions implement modes of delivery that encourage students to take an active role in creating learning processes.</p> <p>B Their processes for the assessment of students reflect the institution's student-centred approach to learning and teaching.</p> <p><b>Student-centred learning and teaching:</b></p> <ul style="list-style-type: none"> <li>i respects and attends to the diversity of students and their needs, enabling flexible learning paths</li> <li>ii considers and uses different modes of delivery, where appropriate</li> <li>iii flexibly uses a variety of pedagogical methods</li> <li>iv regularly evaluates and adjusts the modes of delivery and pedagogical methods</li> <li>v encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher</li> <li>vi promotes mutual respect within the learner-teacher relationship</li> <li>vii has appropriate procedures for dealing with student complaints.</li> </ul>	<p>ESG 1.3 A and B are addressed on an <b>institutional basis</b> through UK institutions' substantive cyclical review method or as demonstrated through compliance with the OfS B Conditions (see mapping in Annex 2 of <a href="#">Elective Quality Review</a>).</p> <p>On a programme level, this is further supported and evidenced by NMC Part 1 which aims to provide institutions with the flexibility to develop innovative approaches and outlines requirements for diversity of student needs (NMC Part 1 - Standard 2.2 and NMC Part 2 - Standard 1, Requirement 1.9 and 1.10); modes of delivery including practice learning (NMC Part 2 - Standards 1.4 and 1.8; NMC Part 3 - Curriculum, Practice Learning and Supervision and Assessment sections and associated standards); learning and assessment methods (NMC Part 1 - Standard 3, Requirement 3.2); partnership approach and student empowerment (NMC Part 1 - Standard 2, Requirement 2.5; Standard 3.2 and Requirement 3.17; and NMC Part 2 - Standard 1.7); learning culture and complaints (NMC Part 1 - Standard 1, Requirements 1.5, 1.6 and 1.7); supervision and assessment (NMC Part 1 - Standard 5, Requirement 5.1, 5.8, 5.11, 4.14 and NMC Part 2 - Standard 11.5 and 6.1) and resources and support (NMC Part 2 - Standards 1.4, 1.5 and 1.8).</p>

**Assessment processes allow for the following:**

- i Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field.
- ii The criteria for and method of assessment, as well as criteria for marking, are published in advance.
- iii The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback which, if necessary, is linked to advice on the learning process.
- iv Where possible, assessment is carried out by more than one examiner.
- v The regulations for assessment take into account mitigating circumstances.
- vi Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures.
- vii A formal procedure for student appeals is in place.

## 1.4 Student admission, progression, recognition and certification

Institutions should consistently apply pre-defined and published regulations covering all phases of the student 'life cycle' - for example, student admission, progression, recognition and certification.

Outcomes under the ESG Standard and Guidelines	Commentary including cross references to NMC standards and regulatory reference points
<p>A Institutions publish regulations covering all phases of the student 'life cycle' and</p> <p>B consistently apply those pre-defined and published regulations.</p> <p>i Admission, recognition and completion policies, procedures and criteria are appropriate, consistent and transparent.</p> <p>ii Induction to the institution and the programme is provided.</p> <p>iii Recognition procedures are fair and appropriate and in line with the Lisbon Convention.<sup>1</sup></p> <p>iv There are tools and processes to collect, monitor and act on information on progression.</p> <p>v Graduating students receive documentation explaining the qualification gained.</p>	<p>ESG 1.4 is addressed on a programme level through the NMC standards and further supported on an institutional level by the substantive cyclical review method or as demonstrated through compliance with the OfS B Conditions (see mapping in Annex 2 of <a href="#">Elective Quality Review</a>).</p> <p>NMC standards outline requirements for admission, recognition and completion (NMC Part 1 - Standard 2, Requirement 2.6 and Part 3 section relating to selection, admission and progression, and associated standards); induction (NMC Part 1 - Standard 3, Requirement 3.2 and 3.15); recognition (NMC Part 1 - Standard 2, Requirement 2.9 and Part 3 recognition of prior learning limits, appointment of named staff); progression (NMC Part 1 - Standard 4, Requirement 4.11; NMC Part 2 - Standards 3.3, 4.2, 7.5, 7.6, 7.7, 7.9, 9.2, 9.4) and graduation documentation (Part 3 sections on selection, admission and progression; supervision and assessment, and qualification to be awarded and associated standards).</p>

<sup>1</sup> [Convention on the Recognition of Qualifications concerning Higher Education in the European Region \(ETS No. 165\)](#)

## 1.5 Teaching staff

Institutions should assure themselves of the competence of their teachers. They should apply fair and transparent processes for the recruitment and development of the staff.

Outcomes under the ESG Standard and Guidelines	Commentary including cross references to NMC standards and regulatory reference points
<p>A Institutions assure themselves of the competence of their teachers.</p> <p>B Institutions apply fair and transparent staff recruitment and development processes.</p> <p>i There are opportunities for professional development of teaching staff.</p> <p>ii Scholarly activity is encouraged.</p> <p>iii The use of new technologies is encouraged.</p>	<p>ESG 1.5 is addressed on a <b>programme level</b> through the NMC standards.</p> <p>NMC standards outline requirements for competence of teachers and recruitment (NMC Part 1 - Standard 2, Requirement 2.19; Standard 4, Requirements 4.1 and 4.3); professional development, scholarly activity and technologies (NMC Part 1 - Standard 1, Requirement 1.14 on learning culture and NMC Part 2 - Standards 5.1, 6.8, 8.2, 8.3, 9.3, 10.1, 10.3 and 10.4 - which have a particular emphasis on support, professional practice and the skills and currency required for the role).</p>

## 1.6 Learning resources and student support

Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.

Outcomes under the ESG Standard and Guidelines	Commentary including cross references to NMC standards and regulatory reference points
<p>A Institutions have appropriate funding for learning and teaching activities.</p> <p>B Institutions provide adequate and readily accessible learning resources.</p> <p>C Institutions provide adequate and readily accessible student support.</p> <p>i Resources include physical resources such as libraries, study facilities and IT infrastructure and human support.</p> <p>ii The needs of a diverse student population are taken into account.</p>	<p>ESG 1.6 is addressed on an institutional basis by the substantive cyclical review method or as demonstrated through compliance with the OfS B Conditions (see mapping in Annex 2 of <a href="#">Elective Quality Review</a>) and further supported on a programme level by NMC standards on learning culture and resources (NMC Part 1 - Standard 1, Requirement 1.10; Standard 2, Requirement 2.15; NMC Part 2 - Standard 1.4); learning environments (NMC Part 1 - Standard 2.2, Requirement 2.10, 2.15) and student support taking into account diverse student population (NMC Part 2 - Standards 1.5, 1.9; Standard 2.5; and NMC Part 3 sections relating to selection, admission and progression, practice learning, and supervision and assessment; and standards relating to student empowerment including a variety of learning opportunities with the resources required to achieve proficiencies, practice learning requirements and appropriate pastoral support).</p>



## 1.7 Information management

Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities.

Outcomes under the ESG Standard and Guidelines	Commentary including cross references to NMC standards and regulatory reference points
<p>A Institutions collect and analyse information.</p> <p>B Institutions use relevant information to manage programmes and other activities.</p> <p>C The information gathered may include:</p> <ul style="list-style-type: none"> <li>i key performance indicators</li> <li>ii profile of the student population</li> <li>iii student progression, success and drop-out rates</li> <li>iv student satisfaction with their programmes</li> <li>v learning resources and student support available</li> <li>vi career paths of graduates.</li> </ul>	<p>ESG 1.7 is addressed on a <b>programme level</b> through the NMC standards. The overarching requirement in NMC Part 1 - Standard 1, Requirement 1.11 to promote programme improvement and advance quality of opportunity through effective use of information and data and Requirement 2.17 to improve quality, mitigate risk and disseminate effective practice through a data-informed approach is further supported by requirements to provide information and evidence required by regulators (NMC Part 1 - Standard 2, Requirement 2.13) and student empowerment data requirements related to progression (NMC Part 1 - Standard 3, Requirements 3.9, 3.10 and 3.18).</p>

## 1.8 Public information

Institutions should publish information about their activities, including programmes, which is clear, accurate, objective, up-to date and readily accessible.

Outcomes under the ESG Standard and Guidelines	Commentary including cross references to NMC standards and regulatory reference points
<p>A Institutions publish information about their activities that is</p> <ul style="list-style-type: none"> <li>• clear</li> <li>• accurate</li> <li>• objective</li> <li>• up-to-date</li> <li>• readily accessible</li> </ul> <p>i for prospective and current students, graduates, other stakeholders and the public</p> <p>ii including information about their programmes, qualifications, teaching, learning and assessment procedures, pass rates, available learning opportunities and graduate employment information.</p>	<p>ESG 1.8 is addressed on a <b>programme level</b> through the NMC standards. The overarching requirement in NMC Part 1 - Standard 1, Requirements 2.10 and Standard 3, Requirement 3.2 that students should be provided with the information and support they require including about curriculum, teaching, supervision, assessment, practice placement and programme information and Standard 2, Requirement 2.13 to provide all information and evidence required by regulators is further supported by specific examples of information to be provided in respect of progression (NMC Part 1 - Standard 3, Requirement 3.9), award (NMC Part 1 - Standard 3, Requirement 3.10), support (NMC Part 2 - Standard 1.6).</p>

## 1.9 Ongoing monitoring and periodic review of programmes

Institutions should monitor and periodically review their programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to continuous improvement of the programme. Any action planned or taken as a result should be communicated to all those concerned.

Outcomes under the ESG Standard and Guidelines	Commentary including cross references to NMC standards and regulatory reference points
<p>A Institutions monitor and periodically review their programmes.</p> <p>B The reviews operate to ensure that programmes achieve the objectives set for them and respond to the needs of students and society.</p> <p>C The reviews lead to continuous improvement of the programmes.</p> <p>D Any action planned or taken as a result is communicated to all those concerned.</p> <p>i Reviews include:</p> <ul style="list-style-type: none"> <li>- the content of the programme to ensure it is up-to-date</li> <li>- the changing needs of society</li> <li>- the students' workload, progression and completion</li> <li>- the effectiveness of procedures for assessment of students</li> <li>- the student expectations, needs and satisfaction in relation to the programme</li> <li>- the learning environment and support services and their fitness for purpose for the programme.</li> </ul> <p>ii Reviews involve students and other stakeholders.</p> <p>iii As a result of the information gathered, the programme adapted and revised programme specifications published.</p>	<p>ESG 1.9 is addressed on a <b>programme level</b> through the NMC standards. The overarching requirement in NMC Part 1 - Standard 1, Requirement 1.12 - that programmes should be designed, developed, evaluated and co-produced with stakeholders; and Standard 2, Requirement 2.18 - that institutions should proactively identify and act on areas for improvement, regularly considering performance against the NMC standards and requirements and external quality frameworks - is further supported by requirements relating to the use of information and data (NMC Part 1 - Standard 1, Requirement 1.11); evidence based improvement (NMC Part 1 - Standard 1, Requirement 1.14; review of learning environments (NMC Part 1 - Standard 2, Requirement 2.14); use of student feedback (NMC Part 1 - Standard 3, Requirement 3.17). References throughout the requirements to programme improvement demonstrates a continuous approach and the stakeholder references demonstrate the changing needs of society.</p> <p>In addition to the NMC standards, the overarching approach is supported by the annual self-reporting that acts as follow up to the method. On an institutional level, the approach will follow that documented in ESG 1.1.</p>

## 1.10 Cyclical external quality assurance

Institutions should undergo external quality assurance in line with the ESG on a cyclical basis.

<b>Outcomes under the ESG Standard and Guidelines</b>	<b>Commentary including cross references to NMC standards and regulatory reference points</b>
A Institutions participate in cyclical external quality assurance which takes account of the requirements of the legislative framework. B Institutions ensure that progress made since the last external quality assurance is taken into account in preparation for the next.	ESG 1.10 is addressed through the targeted cyclical review approach focused on programmes outlined in the NMC Quality Assurance Reviews process. It is also supported on an institutional level in Scotland, Wales and Northern Ireland through the substantive institutional cyclical review method.