

Programme approval visit report

Section one

Programme provider name:	Leeds Beckett University
In partnership with: <i>(Associated practice learning partners involved in the delivery of the programme)</i>	Leeds and York Partnership NHS Foundation Trust Leeds Teaching Hospitals NHS Trust
Programme(s) reviewed:	
<p>Programme: Nursing Associate Apprenticeship route Title of programme: FdSc Nursing Associate Programme start date: 1 September 2020</p> <p>Academic level(s): England, Wales, Northern Ireland: Level 5</p>	
Date of approval	21 April 2020
QA visitor(s):	Registrant Visitor: David Mudd Lay Visitor: Hilary Jones

Section two

Summary of review and findings

Leeds Beckett University (LBU) is an established approved education institution (AEI). The school of health and community studies (the school) is seeking approval of a full-time pre-registration nursing associate (NA) programme. The proposed award title is a foundation degree science (FdSc) NA, consisting of a single higher apprenticeship route.

The approval visit was undertaken at a distance.

The programme is proposed to start in September 2020.

LBU works collaboratively with other AEIs to form the Midlands, Yorkshire and east of England practice learning group (MYEPLG) who coordinate regional implementation of the Standards for student supervision and assessment (SSSA) (Nursing and Midwifery Council (NMC), 2018). MYEPLG oversee the preparation of practice assessors and practice supervisors for their roles in supporting student practice learning experiences. MYELPG has developed the regional educational audit tool (REAT), a robust educational audit system to assess, monitor and evaluate the suitability and quality of practice learning environments and student experiences.

There's an effective working relationship between the school and their practice learning partners (PLPs) and employer partners. A partnership approach to the development of the programme is evident. Formal partnership agreements are in place for the NA apprenticeship programme with Leeds Teaching Hospitals NHS Trust and Leeds and York Partnership NHS Foundation Trust.

The programme team and employers tell us the proposed NA programme will address a skills gap and provide additional resources for the local workforce to meet the health and social care needs of the local population.

Both employers confirm compliance with the NMC standards, specifically, the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018), the SSSA and the Standards for pre-registration NA programmes (SPNAP).

LBU use the England NA practice assessment document (NAPAD) and ongoing achievement record (OAR). The NAPAD has been mapped to the proficiencies for the proposed NA programme.

There's documentary evidence of partnership working between LBU and stakeholders including service users, students, PLPs and employers. There's documentary evidence that stakeholders have contributed to the design and development of the proposed programme.

LBU, in partnership with PLPs and employers, confirm that any issues which arise from Care Quality Commission (CQC) quality and inspection reviews which impact on practice learning environments are managed through a systematic partnership process. Evidence from educational audits are used to determine suitability of practice learning environments. Any risks to students' practice learning are robustly managed and monitored. Assurance is provided that the risks associated with this are being effectively managed to ensure student protection in practice learning environments and public protection.

The SFNME is not met at programme level as a condition applies.

Arrangements at programme level meet the SSSA.

The programme is recommended to the NMC for approval subject to one condition. Visitors made one recommendation.

Updated 20 May 2020:

Evidence is provided of the changes required to meet the NMC condition. The condition is now met. The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended for approval subject to specific conditions being met
<p>Conditions:</p> <p><i>Please identify the standard and requirement the condition relates to under the relevant key risk theme.</i></p> <p><i>Please state if the condition is AEI/education institution in nature or specific to NMC standards.</i></p>	<p>Effective partnership working: collaboration, culture, communication and resources:</p> <p>None identified</p> <p>Selection, admission and progression:</p> <p>None identified</p> <p>Practice learning:</p> <p>None identified</p> <p>Assessment, fitness for practice and award:</p> <p>None identified</p> <p>Education governance: management and quality assurance:</p>

	Condition one: Produce a full two-year NA programme plan/tracker document with explicit details of the distribution of hours allocated to academic and practice learning and include this plan/tracker in the student facing documentation. (SPNAP R2.1, R2.7; SFNME R5.3)
Date condition(s) to be met:	20 May 2020
Recommendations to enhance the programme delivery:	Recommendation one: The programme team are advised to consider identifying one LBU academic staff member who has overall responsibility for tracking the student's progress through the NA programme. (SPNAP R2.6)
Focused areas for future monitoring:	The tracking of the student journey through the NA programme in academic and practice learning environments.

Programme is recommended for approval subject to specific conditions being met	
<p>Commentary post review of evidence against conditions:</p> <p>A revised programme specification and additional evidence of a programme plan/tracker document has been submitted. This includes explicit detail of the distribution of hours allocated to academic and practice learning and is also included in the student facing documentation. This evidence provides assurance that changes required to meet the condition are made. The programme is recommended to the NMC for approval.</p>	
AEI Observations	<p>Observations have been made by the education institution</p> <p>Yes</p>
Summary of observations made, if applicable	R3.4 - Change of pronoun to 'their' in the final sentence.
Final recommendation made to NMC:	Programme is recommended to the NMC for approval
Date condition(s) met:	20 May 2020

Section three

NMC Programme standards
<p>Please refer to NMC standards reference points</p> <p><u><i>Standards for pre-registration nursing associate programmes (NMC, 2018)</i></u></p> <p><u><i>Standards of proficiency for nursing associates (NMC, 2018)</i></u></p> <p><u><i>Standards framework for nursing and midwifery education (NMC, 2018)</i></u></p> <p><u><i>Standards for student supervision and assessment (NMC, 2018)</i></u></p> <p><u><i>The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates</i></u></p> <p><u>QA framework for nursing, midwifery and nursing associate education (NMC, 2018)</u></p>

Partnerships

The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders

Please refer to the following NMC standards reference points for this section:

Standards framework for nursing and midwifery education (NMC, 2018)

Standard 1: The learning culture:

R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders

R1.13 work with service providers to demonstrate and promote inter-professional learning and working

Standard 2: Educational governance and quality:

R2.2 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

R2.4 comply with NMC Standards for student supervision and assessment

R2.5 adopt a partnership approach with shared responsibility for theory and practice supervision, learning and assessment, including clear lines of communication and accountability for the development, delivery, quality assurance and evaluation of their programmes

R2.7 ensure that service users and representatives from relevant stakeholder groups are engaged in partnership in student recruitment and selection

Standard 3: Student empowerment:

R3.3 have opportunities throughout their programme to work with and learn from a range of people in a variety of practice placements, preparing them to provide care to people with diverse needs

R3.16 have opportunities throughout their programme to collaborate and learn with and from other professionals, to learn with and from peers, and to develop supervision and leadership skills

R3.17 receive constructive feedback throughout the programme from stakeholders with experience of the programme to promote and encourage reflective learning

R3.18 have opportunities throughout their programme to give feedback on the quality of all aspects of their support and supervision in both theory and practice.

Standard 4: Educators and assessors:

R4.7 liaise and collaborate with colleagues and partner organisations in their approach to supervision and assessment

R4.9 receive and act upon constructive feedback from students and the people they engage with to enhance the effectiveness of their teaching, supervision and assessment

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

R5.4 curricula are developed and evaluated by suitably experienced and qualified educators and practitioners who are accountable for ensuring that the curriculum incorporates relevant programme outcomes

R5.5 curricula are co-produced with stakeholders who have experience relevant to the programme

R5.14 a range of people including service users contribute to student assessment

Standards for student supervision and assessment (NMC, 2018)

Standard 1: Organisation of practice learning:

R1.7 students are empowered to be proactive and to take responsibility for their learning

R1.8 students have opportunities to learn from a range of relevant people in practice learning environments, including service users, registered and non-registered individuals, and other students as appropriate

Standard 2: Expectations of practice supervisors:

R2.2 there is support and oversight of practice supervision to ensure safe and effective learning

Standard 3: Practice supervisors: role and responsibilities:

R3.3 support and supervise students, providing feedback on their progress towards, and achievement of, proficiencies and skills

Standard 4: Practice supervisors: contribution to assessment and progression:

R4.3 have sufficient opportunities to engage with practice assessors and academic assessors to share relevant observations on the conduct, proficiency and achievement of the students they are supervising

Standard 7: Practice assessors: responsibilities:

R7.9 communication and collaboration between practice and academic assessors is scheduled for relevant points in programme structure and student progression

Standard 9: Academic assessors: responsibilities:

R9.6 communication and collaboration between academic and practice assessors is scheduled for relevant points in programme structure and student progression

Findings against the standard and requirements

Provide an evaluative summary about the effectiveness of the partnerships between the AEI and their practice learning partners, service users, students and any other stakeholders

We found effective working relationships between LBU, employers and service users and carers (SUCs), with evidence of collaborative programme development and delivery.

LBU have formal agreements and memorandums of understanding (MoU) with Leeds Teaching Hospitals NHS Trust and Leeds and York Partnership NHS Foundation Trust for the delivery of the LBU NA apprenticeship programme.

There's a joint approach to recruiting to the programme and management of its delivery involving all stakeholders. All stakeholders tell us they're prepared for recruitment and selection processes. All members of recruitment and selection panels receive equality and diversity and unconscious bias training.

There's documentary evidence that service users have been involved in the design and co-production of the proposed programme. There's a SUC engagement strategy with an identified SUC coordinator at LBU. There's a SUC training programme and a record of service user participation in programme delivery is kept by the SUC coordinator.

Service user representatives tell us they're aware of the SUC engagement strategy and service user group developed by the school. The school's SUC coordinator has developed an action plan to further increase SUC involvement in the programme. Service users tell us they're prepared for their role in contributing to the programme by a LBU based induction and training programme. Service users tell us and give examples of ways they're involved in the recruitment and selection process, design, development, delivery, evaluation and co-production of the NA programme.

The NAPAD facilitates the involvement of SUC in providing feedback for students. SUCs tell us they feel listened to and treated as equal partners, demonstrated by their title of LBU associate staff member.

There are enough appropriately qualified practice assessors, practice supervisors and academic assessors to provide support for assessment of skills and proficiencies for NA students specified in the Standards of proficiency for NAs.

Fitness to practise concerns about a student are managed in partnership between LBU and employers.

There's documentation that details the roles and responsibilities of those who support the student practice learning experience and the ways they work in partnership.

LBU and another local AEI work in partnership to develop the students and placements administrative records classification system (SPARC). SPARC is an electronic system to identify and monitor suitable practice placements and capacity for students from both AEIs.

The programme team, PLPs and employers tell us of robust communication with other AEIs in the region to share information on CQC reporting and audit outcomes.

There are practice education facilitators (PEFs) employed by PLPs/employers. The PEF role involves working collaboratively with students and practice-based staff to identify appropriate practice learning opportunities. There are LBU practice support tutors, who engage with PEFs, practice assessors, practice supervisors and students in practice learning environments to discuss learning opportunities and progress in meeting the Standards of proficiency for NAs (NMC, 2018).

The approval panel met with students from the Health Education England (HEE) NA apprenticeship programme. They tell us they had a robust values-based recruitment and selection process. They report feeling well supported academically and in their practice learning. Students tell us their assessments clearly link to practice and they're confident in the support systems available to them in both university and practice learning environments which are easily accessible. The LBU student advice hub provides support from entry to the programme until its completion. They also refer students to other specialist services.

Students tell us they've been involved in stakeholder meetings and have been consulted on changes to the programme.

There's student representation at the school academic committee which has responsibility for overseeing the quality and standards of the schools teaching and research.

Students are aware of the LBU and employer's processes for reporting and escalating concerns and the actions taken. They tell us their feedback provided during evaluation of practice experience meetings has been listened to and has informed the proposed programme.

Assurance is provided that the AEI works in partnership with their practice learning partners, service users, students and all other stakeholders as identified in Gateway 1: Standards framework for nursing and midwifery education

Met

Assurance is provided that the AEI works in partnership with their practice learning partners, service users, students and all other stakeholders as identified in Gateway 2: Standards for student supervision and assessment

Met

If not met, state reason

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

Student journey through the programme

Standard 1 Selection, admission and progression

Approved education institutions, together with practice learning partners, must:

R1.1 Confirm on entry to the programme that students:

R1.1.1 demonstrate values in accordance with the Code

R1.1.2 have capability to learn behaviours in accordance with the Code

R1.1.3 have capability to develop numeracy skills required to meet programme

outcomes

R1.1.4 can demonstrate proficiency in English language

R1.1.5 have capability in literacy to meet programme outcomes

R1.1.6 have capability for digital and technological literacy to meet programme outcomes

R1.2 ensure students' health and character allows for safe and effective practice on entering the programme, throughout the programme and when submitting the supporting declaration of health and good character in line with the NMC's health and character decision-making guidance. This includes satisfactory occupational health assessment and criminal record checks.

R1.3 ensure students are fully informed of the requirement to declare immediately any cautions or convictions, pending charges or adverse determinations made by other regulators, professional bodies and educational establishments and that any declarations are dealt with promptly, fairly and lawfully.

R1.4 ensure that the registered nurse or registered nursing associate responsible for directing the educational programme or their designated registered nurse substitute or designated registered nursing associate substitute, are able to provide supporting declarations of health and character for students who have completed a pre-registration nursing associate programme.

R1.5 permit recognition of prior learning that is capable of being mapped to the Standards of proficiency for nursing associates and programme outcomes, up to a maximum of 50 percent of the programme. This maximum limit of 50 percent does not apply to applicants to pre-registration nursing associate programmes who are currently a NMC registered nurse without restrictions on their practice, and

R1.6 provide support where required to students throughout the programme in continuously developing their abilities in numeracy, literacy, digital and literacy to meet programme outcomes

Standards framework for nursing and midwifery education specifically:

R2.6, R2.7, R2.8, R2.10

Proposed transfer of current students to the programme under review

Demonstrate a robust process to transfer students studying Health Education England curriculum onto the proposed programme to ensure programme learning outcomes and proficiencies meet the Standards for pre-registration nursing associate programmes (NMC, 2018).

Evidence provides assurance that the following QA approval criteria are met

There is evidence of selection processes, including statements on digital literacy, literacy, numeracy, values-based selection criteria and capability to learn behaviour according to the Code, educational entry standard required, and progression and assessment strategy, English language proficiency criteria is specified in recruitment processes. Service users and practitioners are involved in selection processes. (R1.1.1 – R1.1.6)

Yes

There is evidence of occupational health entry criteria, inoculation and immunisation plans, fitness for nursing assessments, Criminal record checks and fitness for practice processes are detailed. (R1.2)

Yes

Health and character processes are evidenced including information given to applicants and students including details of periodic health and character review timescales. Fitness for practice processes are evidenced and information given to applicants and students are detailed. (R1.3)

Yes

Processes are in place for providing supporting declarations by a registered nurse or registered nursing associate responsible for directing the educational programme (R1.4)

Yes

Provide an evaluative summary from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the QA approval criteria below is met or not met

There is evidence of recognition of prior learning processes that are capable of being mapped to the Standards of proficiency for nursing associates and programme outcomes, up to a maximum of 50 percent of the programme. This maximum limit of 50 percent does not apply to applicants to pre-registration nursing associate programmes who are currently a NMC registered nurse without restrictions on their practice. (R1.5)

Met

R1.5 is met. LBU has an established recognition of prior learning (RPL) policy. Documentary evidence and discussion at the approval visit, confirms that RPL is used for up to 50 percent of the programme. NMC registered nurses without

restrictions on their practice can be accredited up to 66 percent of the proposed programme to meet NMC requirements. Applicants are supported through the RPL process by the admissions tutor. Mapping documentation confirms that RPL is capable of being mapped to the SPNAP and NA programme outcomes. There's an RPL process in place that details the roles and responsibilities of those involved in making decisions about RPL applications. The suitability of the applicant for the NA apprenticeship programme is assessed through application screening. Applicants to the programme have an individual pre-existing knowledge and skills assessment verified by the employer to ascertain any prior learning that could be used to RPL.

Information on RPL is available for prospective students. RPL claims are scrutinised by a relevant external examiner and are considered at an assessment board before applicants start the programme. Numeracy, literacy, digital and technological literacy are mapped against proficiency standards and programme outcomes.

Numeracy, literacy, digital and technological literacy are mapped against proficiency standards and programme outcomes. Provide evidence that the programme meets NMC requirements, mapping how the indicative content meets the proficiencies and programme outcomes. Ongoing achievement record (OAR)/practice assessment document (PAD) linked to competence outcomes in literacy, digital and technological literacy to meet programme outcomes. (R1.6)

Met

R1.6 is met. Applicants to the programme are required to successfully demonstrate literacy and numeracy skills to be able to meet programme outcomes. The capability to develop numeracy and literacy skills to meet programme outcomes is assessed during the selection process and level two functional skills, or equivalent, is a requirement for entry to the programme. Applicants who are unable to demonstrate level two functional skills in maths and English, or equivalent, are required to undertake a maths and literacy test as part of the admissions process.

LBU use quickscan (a computerised screening programme) at the start of the programme to identify the student's level of digital literacy. During programme induction, students are set a computer-based formative assessment to enable the academic assessor to identify digital literacy strengths and areas for development. This then enables the student, if required, to be signposted to the LBU skills for learning support service and/or to the LBU academic librarian.

Numeracy, literacy, digital and technological literacy are clearly mapped to Standards of proficiency for NAs, programme learning outcomes and module descriptors. Support for numeracy, literacy, digital and technological literacy is

provided throughout the programme. Literacy and numeracy are assessed formatively and summatively.

The NAPAD and OAR include requirements for students to demonstrate development of their skills in numeracy, literacy, digital and technological literacy.

Proficiency in numeracy, literacy and digital technology is assessed and recorded in the NAPAD and OAR. Students tell us they feel well supported academically and in practice learning in relation to the development of proficiency in these areas and are able to access the LBU academic support services if they require additional support.

The year one module fundamentals of nursing science and practice includes a medication calculation assessment with a pass mark of 80 percent.

The year two module application of nursing science includes a medication calculation assessment with a pass mark of 100 percent.

Proposed transfer of current students to the programme under review

There is evidence that students learning in theory and practice on the HEE curriculum is mapped to the programme standards and Standards for pre-registration nursing associate programmes and support systems are in place.

N/A

Current HEE NA programme students are at an advanced stage of their programme and therefore will not SSS to the proposed NMC pre-registration NA programme.

Assurance is provided that Gateway 1: Standards framework for nursing and midwifery education relevant to selection, admission and progression are met

Yes

Outcome

Is the standard met?

Met

Date: 21 April 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Standard 2 Curriculum

Approved education institutions, together with practice learning partners, must:

R2.1 ensure that programmes comply with the NMC Standards framework for nursing and midwifery education

R2.2 comply with the NMC Standards for student supervision and assessment

R2.3 ensure that all programme learning outcomes reflect the Standards of proficiency for nursing associates.

R2.4 design and deliver a programme that supports students and provides an appropriate breadth of experience for a non-field specific nursing associate programme, across the lifespan and in a variety of settings

R2.5 set out the general and professional content necessary to meet the Standards of proficiency for nursing associates and programme outcomes

R2.6 ensure that the programme hours and programme length are:

2.6.1 sufficient to allow the students to be able to meet the Standards of proficiency for nursing associates,

2.6.2 no less than 50 percent of the minimum programme hours required of nursing degree programmes, currently set under Article 31(3) of Directive 2005/36/EC (4,600 hours)

2.6.3 consonant with the award of a foundation degree (typically 2 years)

R2.7 ensure the curriculum provides an equal balance of theory and practice learning using a range of learning and teaching strategies, and

R2.8 ensure nursing associate programmes which form part of an integrated programme meet the nursing associate requirements and nursing associate proficiencies.

Standards framework for nursing and midwifery education specifically:

R1.9, R1.13; R2.2, R2.14, R2.15, R2.18, R2.19; R3.1, R3.2, R3.4, R3.7, R3.9, R3.10, R3.15, R 3.16;

R5.1 - R5.16.

Standards for student supervision and assessment specifically:

R1.2, R1.3, R1.7, R1.10, R1.11

Evidence provides assurance that the following QA approval criteria are met

There is evidence that the programme complies with the NMC Standards framework for nursing and midwifery education (R2.1)

No

R2.1 is not met. Documentary evidence indicates and the programme team tell us that the programme comprises 50 percent theory and 50 percent practice learning within 2300 programme hours, over two years. However, we found there's a lack of clarity presented in the documentation of the programme hours spent in university, when modules will be delivered and hours designated to hub (the student's primary place of employment) and spoke (external practice learning environments) placements. (Condition one)

There is evidence that the programme complies with the NMC Standards for student supervision and assessment (R2.2)

Yes

Mapping has been undertaken to show how the curriculum and practice learning content meets the Standards of proficiency for nursing associates and programme outcomes. (R2.3)

Yes

Provide an evaluative summary from your documentary analysis and evidence

AND discussion at the approval visit to demonstrate if assurance is provided that the QA approval criteria below is met or not met

There is evidence to show how the design and delivery of the programme will support students in both theory and practice to experience a non-field specific nursing associate programme, across the lifespan and in a variety of settings. (R2.4)

Met

R2.4 is met. There are formal agreements and MoUs detailing the intention of LBU and their employer partners to work in partnership and ensure enough appropriately qualified practice supervisors, practice assessors and academic assessors. They'll work together to provide support and practice-based assessment of skills and competencies for NA students in all settings and guarantee protected learning time for NA students to meet NMC requirements. This is confirmed by the programme team and employers at the approval visit.

The programme and modules reflect a generic curriculum, however there's content related to the four fields of nursing practice to ensure that NA students have experiences related to these fields. There's documentary evidence and the programme team confirm that NA students have a variety of practice experiences across the lifespan using a hub and spoke model of practice learning. The hub is the student's primary place of employment and the spoke is an external practice learning environment.

There's evidence of a strategy and development plans, for both academic and practice learning environments, to facilitate a range of opportunities for inter-professional learning (IPL) for students. In the developing professional skills module there's an IPL day attended by NA students, SUCs, speech and language, dietetics, physiotherapists, occupational therapy students and nursing students from the adult and mental health fields. Guidance on facilitating IPL is provided for practice assessors, practice supervisors and PEFs in the practice learning documentation.

Students tell us their theoretical and practice learning experiences are varied and provide experiences across the lifespan.

Evidence provides assurance that the following QA approval criteria are met

There is evidence that mapping has been undertaken to show how the programme outcomes, module outcomes and content meets the Standards of proficiency for nursing associates and programme outcomes. (R2.5)

Yes

Provide an evaluative summary from your documentary analysis and evidence

AND discussion at the approval visit to demonstrate if assurance is provided that the QA approval criteria below is met or not met

There is evidence that:

- **the programme meets NMC requirements on programme hours and programme length;**
- **programmed learning is sufficient to allow the students to be able to meet the Standards of proficiency for nursing associates. (R2.6)**

Met

R2.6 is met. The programme design provides sufficient time for students to meet the programme theory requirements and Standards of proficiency for NAs within 2300 programme hours, over two years, full-time.

The number of hours (50 percent of programme hours) spent in practice learning environments is recorded in the NAPAD by students and verified by the practice supervisor and practice assessor. Attendance in theory settings is recorded on classroom registers and monitored by module leaders and the programme leader. Practice learning hours are recorded and monitored through SPARC. Unmet theory and/or practice learning hours are retrieved through an individual plan of action agreed with the practice learning team, practice support tutor, programme leader and employers. This plan identifies the number of hours to be retrieved over a specified time frame. Monitoring of the student journey is in place, however the programme team are advised to consider identifying one LBU academic staff member who has overall responsibility for tracking the student's progress through the NA programme. (Recommendation one)

The programme structure demonstrates an equal balance of theory and practice learning. This is detailed in the designated hours in the module descriptors and practice learning allocations. A range of learning and teaching strategies are detailed in the programme specification, programme handbook and module descriptors with theory / practice balance detailed at each part of the programme and at the end point.

There are appropriate module aims, descriptors and outcomes specified. There is a practice allocation model for the delivery of the programme that clearly demonstrates the achievement of designated hours for the programme detailed. (R2.7)

Not Met

R2.7 is not met. Documentary evidence indicates and the programme team tell us the programme comprises 50 percent theory and 50 percent practice learning within 2300 programme hours, over two years. However, we found there's a lack of clarity presented in the documentation of the programme hours spent in university, when modules will be delivered, and hours designated to hub (the

student's primary place of employment) and spoke (external practice learning environments) placement. (Condition one)

There's a range of teaching and learning strategies used in the programme including online learning materials, seminars, directed study, feedback on draft work, simulated practice scenarios and simulated clinical activities with the use of simulation equipment. Students tell us they encounter a variety of teaching and learning methods which support their understanding of the integration of theory and practice.

All modules include appropriate academic level aims, learning outcomes and module content.

LBU have identified key roles to support the student practice learning experience. There's a practice placement allocations team, practice support tutor and a PEF. A hub and spoke model of practice placement allocations and recording each student journey through the SPARC system provides students with a range of practice placement experiences across the lifespan. Protected learning time for students is monitored by the academic assessor, practice assessor, PEF and practice support tutor. Each student keeps a written record of protected learning time and this is monitored and recorded on the SPARC system.

Evidence provides assurance that the following QA approval criteria are met

There is evidence that programmes leading to nursing associate registration and registration in another profession, will be of suitable length and nursing associate proficiencies and outcomes will be achieved in a nursing associate context. (R2.8)

Yes

Assurance is provided that Gateway 1: Standards framework for nursing and midwifery education relevant to curricula and assessment are met

No

There's a lack of clarity presented in the documentation of the programme hours spent in university, when modules will be delivered, and hours designated to hub (the student's primary place of employment) and spoke (external practice learning environments) placements. (Condition one)

Assurance is provided that Gateway 2: Standards for student supervision and assessment relevant to curricula and assessment are met

Yes

Outcome

Is the standard met?

Not Met

There's a lack of clarity presented in the documentation of the programme hours spent in university, when modules will be delivered, and hours designated to hub (the student's primary place of employment) and spoke (external practice learning environments) placements.

Condition one: Produce a full two-year NA programme plan/tracker document with explicit details of the distribution of hours allocated to academic and practice learning and include this plan/tracker in the student facing documentation (SPNAP R2.1, R2.7; SFNME R5.3)

Date: 21 April 2020

Post Event Review

Identify how the condition is met:

Condition one: Documentary evidence is provided of a programme plan/tracker with details of the distribution of hours allocated to academic and practice learning which is included in the student facing documentation.

The condition is met.

Evidence:

LBU revised FdSc NA specification, May 2020

LBU FdSc NA programme plan/tracker, May 2020

LBU revised FdSc NA programme handbook, May 2020

Date condition(s) met: 20 May 2020

Revised outcome after condition(s) met:

Met

The condition is met.

Standard 3 Practice learning

Approved education institutions, together with practice learning partners, must:

R3.1 provide practice learning opportunities that allow students to develop and meet the Standards of proficiency for nursing associates to deliver safe and effective care, to a diverse range of people, across the lifespan and in a variety of settings

R3.2 ensure that students experience the variety of practice expected of nursing associates to meet the holistic needs of people of all ages

R3.3 ensure technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment

R3.4 take account of students' individual needs and personal circumstances when allocating their practice learning including making reasonable adjustments for students with disabilities, and

R3.5 ensure that nursing associate students have protected learning time in line with one of these two options:

3.5.1 Option A: nursing associate students are supernumerary when they are learning in practice

3.5.2 Option B: nursing associate students who are on work-placed learning routes:

3.5.2.1 are released for at least 20 percent of the programme for academic study

3.5.2.2 are released for at least 20 percent of the programme time, which is assured protected learning time in external practice placements, enabling them to develop the breadth of experience required for a generic role, and

3.5.2.3 protected learning time must be assured for the remainder of the required programme hours.

Standards framework for nursing and midwifery education specifically:

R1.1, R1.3, R1.5; R2.9, R2.11; R3.3, R3.5, R 3.7, R3.16; R5.1, R5.7, R5.10, R5.12

Standards for student supervision and assessment specifically:

R1.1 – R1.11

Provide an evaluative summary from your documentary analysis and evidence

AND discussion at the approval visit to demonstrate if assurance is provided that the QA approval criteria below is met or not met

Evidence that the practice learning opportunities allow students to develop and meet the Standards of proficiency for nursing associates to deliver safe and effective care, to a diverse range of people, across the lifespan and in a variety of settings. (R3.1)

Met

R3.1 is met. The documentation and evidence presented at the approval visit indicates that LBU, in partnership with employers, has procedures in place to ensure students meet the Standards of proficiency for NAs to deliver safe and effective care to a diversity of people across the lifespan and in a variety of settings. There's evidence, confirmed during meetings at the approval visit, that practice supervisors, practice assessors, academic assessors, practice support tutors and PEFs have a clear understanding of their roles and ways they support student learning and development in practice learning environments.

The roles are clearly defined and the ways in which they work in partnership are clear. This ensures consistent decision making in relation to assessment and student progression through the programme and ensures the NMC requirements for protected learning time are met. The programme team tell us that practice assessors, practice support tutors and students engage in tripartite meetings to monitor student progress and collaborate to ensure there are practice learning opportunities for students to engage with a diverse range of people, across the life span.

The NAPAD sets out the expectations for student learning in practice learning environments. The NAPAD gives practice learning guidance to students and their practice supervisors and practice assessors. It contains practice assessment information and practice learning assessment criteria mapped to the Standards of proficiency for NAs. Documentary evidence and the approval process confirm there are sufficient practice learning opportunities to allow students to develop and meet the Standards of proficiency for NAs and deliver safe and effective care. Academic assessor and practice assessor responsibilities are well-defined in programme documentation. They're required to make objective decisions about student progression and assessment and work collaboratively.

There's a policy for reporting and escalating concerns. Students we met tell us they know how to follow the LBU and employer policy and processes for reporting and escalating concerns. Fitness to practise concerns about a student are managed in partnership between the school and employers and these are jointly investigated. This was confirmed by LBU and employers at the approval visit.

There's evidence of how the programme ensures students experience the variety of practice learning experiences to meet the holistic needs of people of all ages.

There are appropriate processes for assessing, monitoring and evaluating these practice experiences.

The LBU practice placement team, in association with another AEI, negotiate and allocate NA practice learning opportunities in partnership with PLPs and employers to ensure a range of cross field practice experiences across the lifespan. This is recorded on the SPARC system. There's cross PLP and employer co-operation in the use of the hub and spoke model of practice learning. NA students are placed in spoke practice learning opportunities in community and residential settings across PLP and employer services.

There is evidence of how the programme will ensure students experience the variety of practice learning experiences to meet the holistic needs of people in all ages. There are appropriate processes for assessing, monitoring and evaluating these practice experiences. (R3.2)

Met

R3.2 is met. The programme team and employers confirm there's enough variety and numbers of practice learning opportunities to support student learning to meet the holistic needs of people of all ages. The programme team and employers tell us there are enough appropriately qualified practice assessors, practice supervisors and academic assessors to provide assessment, monitoring and evaluation of students in practice. The OAR summarises overall student achievement, development and performance. Practice assessors record their decisions on student progress and proficiency in this document. The NAPAD includes sections for students to provide reflections on their progress and performance along with several action plans which enable them to focus on their further development and ongoing learning needs. The NAPAD provides templates for students to record and reflect on any IPL undertaken with members of the multidisciplinary team and for students to self-evaluate and reflect on their practice learning experiences. LBU and employers work together to ensure students receive a range of practice learning experiences with people of all ages to meet their holistic needs.

Practice learning environments are audited using the REAT, carried out jointly between LBU and employers and entered onto the SPARC database. Information from the database is shared with other AEIs who share practice learning environments with LBU. Action plans are implemented jointly between LBU and employers when required following audit.

LBU, in partnership with employers, confirm that any issues which arise from CQC quality reviews which impact on the practice learning environment are managed through a systematic partnership process. Any risks to students' practice learning are robustly managed and monitored. In all cases a collaborative approach is taken including feedback from students, practice learning facilitators and clinical educators.

The programme team and employers tell us they suspend a practice learning environment if deemed necessary following an adverse CQC report. They also tell us how they relocate students if their practice learning opportunity is suspended.

Evidence from educational audits are used to determine suitability of practice learning environments. The programme team tell us that they'll continue to monitor and provide action plans in relation to CQC reports in the annual self-evaluation and exceptional reporting cycles.

Students tell us they evaluate each practice learning experience and changes are made in response to their feedback.

There's a LBU policy and process in place to raise and escalate any unsafe practice concerns and/or risks to student learning in practice learning environments.

Students tell us they know how to raise and escalate concerns, and detail about this is included in student facing documentation.

There is evidence of plans for effective and proportionate use of technology enhanced and simulation-based learning opportunities and to support learning and assessment in the curriculum (R3.3)

Met

R3.3 is met. Technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment in the programme. The programme team, students and service users tell us about the virtual learning environment (VLE), simulation-based learning and simulation facilities available to students. Simulation-based learning is included in module teaching and learning strategies and is part of formative learning and summative assessment processes. The programme team and students tell us there's a range of manikins used to support student learning. Simulation experiences use academic staff and service users in role play.

The VLE provides students with online resources including educational resources, activities and assessments. Students tell us technology enhanced learning is available to them in practice learning environments.

The programme team and students tell us they use mybeckett, a LBU portal and VLE online facility to engage with formative and summative digital, numeracy and literacy assessments, access learning and teaching materials, availability of student support services and feedback tools.

The VLE incorporates the use of pebblepad, an electronic portfolio for recording skills development, progression and practice learning documentation, and

safeMedicate an e-learning resource for developing and accessing competence for safe drug calculations. Careshield, which provides online learning resources including information governance, safeguarding and dementia awareness, is also accessed via the VLE. As is Elsevier Clinical Skills, an online training resource using videos, animations and quizzes, and e-learning for health, an online learning resource including female genital mutilation.

There's evidence of mapping of numeracy, literacy, digital and technological literacy to the Standards of proficiency for NAs, programme learning outcomes and programme modules. The NAPAD and OAR include a record of the student's proficiency in numeracy, literacy, digital and technological literacy.

There are processes in place to take account of students' individual needs and personal circumstances when allocating their practice learning including making reasonable adjustments for disabilities. (R3.4)

Met

R3.4 is met. There's a LBU equality and diversity policy. It includes legislative requirements and applies to the proposed NA programme. This includes the requirement to make reasonable adjustments for students with disabilities. LBU has extensive support services available to meet individual student learning needs including the LBU disability advice services and student advice hub.

The programme handbook and LBU online portal provides guidance for students with disabilities and additional learning needs. The programme documentation shows there are robust processes in place to take account of students' individual needs and personal circumstances with regard to reasonable adjustments and practice learning allocations. Reasonable adjustment plans are provided for both academic and practice learning environments to enable consideration of recommended adjustments. The NAPAD provides students with guidance on how to alert practice supervisors and practice assessors to their reasonable adjustment needs. Students are encouraged to disclose any disabilities at the start of the programme to ensure early support.

The programme team and employers confirm they take a collaborative approach to making reasonable adjustments. Reasonable adjustments for students are identified by employers through their occupational health departments and by LBU through student support services. Students tell us they're aware reasonable adjustments can be made if needed and know about the policy and procedures to be followed. Consideration is given to a student's personal circumstances during reasonable adjustment assessments by LBU and employers, including difficult social circumstances such as bereavement. One student provided an example of adjustments which were made in response to their disclosed additional learning needs.

Evidence that nursing associate students have protected learning time

through one of the two options (A or B). There must be clarity of evidence to support the single option selected.

Processes are in place to ensure that protected learning time will be monitored in accordance with the selected option.

Evidence that students will be released for a minimum of 20 percent of the programme for academic study.

Evidence that students will be released for a minimum of 20 percent of the programme time, which is assured protected learning time in external practice placements, enabling them to develop the breadth of experience required for a generic role.

Evidence that information is provided to students and practice learning partners on protected learning time/supernumerary status and the selected single option. (R3.5)

Met

R3.5 is met. There's evidence that students on the NA programme have protected learning time through option B and will be released for at least 20 percent of the programme for academic study and at least 20 percent of the programme for external practice placements. This is confirmed by the programme team and employers. The programme team, employers and students tell us protected learning time is always assured and NA students always have the required protected learning time. Employers tell us that protected learning time has been discussed at programme development consultation events and will be in place for all students on the NA programme. Evidence is provided by formal agreements and MoU. The formal agreements between LBU and employers include guarantees that the requirements for protected learning time will be met and include details of the monitoring and recording of protected learning time at 12 weekly tripartite review meetings. Students wear distinctive badges to identify them as NA students. The programme team and employers tell us about arrangements for protected learning time in academic and practice learning environments. Protected learning time hours are recorded on pebblepad and monitored by the academic assessor.

Assurance is provided that Gateway 1: Standards framework for nursing and midwifery education relevant to practice learning are met

Yes

Assurance is provided that Gateway 2: Standards for student supervision and assessment relevant to practice learning are met

Yes

Outcome

Is the standard met?

Met

Date: 21 April 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Standard 4 Supervision and assessment

Approved education institutions, together with practice learning partners, must:

R4.1 ensure that support, supervision, learning and assessment provided complies with the NMC Standards framework for nursing and midwifery education

R4.2 ensure that support, supervision, learning and assessment provided complies with the NMC Standards for student supervision and assessment

R4.3 ensure they inform the NMC of the name of the registered nurse or registered nursing associate responsible for directing the education programme

R4.4 provide students with feedback throughout the programme to support their development

R4.5 ensure throughout the programme that students meet the Standards of proficiency for nursing associates

R4.6 ensure that all programmes include a health numeracy assessment related to nursing associate proficiencies and calculation of medicines which must be passed with a score of 100 percent

R4.7 assess students to confirm proficiency in preparation for professional practice as a nursing associate

R4.8 ensure that there is equal weighting in the assessment of theory and practice, and

R4.9 ensure that all proficiencies are recorded in an ongoing record of achievement which must demonstrate the achievement of proficiencies and skills as set out in Standards of proficiency for nursing associates.

Standards framework for nursing and midwifery education specifically: specifically:

R2.11; R3.5, R3.6, R 3.8, R3.11, R3.13, R3.14, R3.17;

R4.1, R4.2, R4.3, R4.4, R4.5, R4.6, R4.8, R4.11; R5.9

Standards for student supervision and assessment specifically:

R4.1 – R4.11

Provide an evaluative summary from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the QA approval criteria below is met or not met

There is evidence of how the programme will ensure how support, supervision, learning and assessment provided complies with the NMC Standards framework for nursing and midwifery education. (R4.1)

Met

R4.1 is met. There's LBU academic regulations, moderation and external examiner processes to ensure consistency and fairness of assessment processes.

We find there's effective partnership working between LBU and employers to provide student support, supervision, learning and assessment. Students receive support from the practice support tutor, academic assessor, PEF, practice supervisor and practice assessor for their learning and assessment in academic and practice learning environments.

There's partnership and joint working arrangements for sharing good practice via the placement support process which includes practice supervisor and practice assessor preparation workshops.

There's a strategy and process for auditing practice learning environments using the REAT which provides evidence of consistent and objective criteria for approving and monitoring practice learning opportunities. This includes scrutinising

processes to ensure the availability of suitably qualified practice supervisors and practice assessors and monitoring action plans with AEs who share practice learning environments with LBU. Students tell us they're well supported by their practice supervisors and practice assessors.

Students tell us they know how to raise and escalate concerns. We find that academic staff are experienced in delivering programmes in higher education settings and have relevant clinical backgrounds.

There is evidence of how the Standards for student supervision and assessment are applied to the programme. There are processes in place to identify the supervisors and assessors along with how they will be prepared for their roles. (R4.2)

Met

R4.2 is met. Documentary evidence and discussion at the approval visit confirms there's extensive consultation and collaboration between LBU and employers to meet the SSSA. There's a plan in place to implement the SSSA for the NA programme. Information about the SSSA is clear in the programme and practice learning guide attached to the NAPAD. The role of the PEF and practice support tutor in providing support for students in practice and their practice supervisors and practice assessors is clearly defined in the programme specification, programme handbook and the NAPAD.

Practice supervisors and practice assessors are prepared for their roles by jointly run workshops from LBU and employers. These include allied health and social care professionals from the multi-disciplinary team who become practice supervisors. The NAPAD records student learning, assessment and progress throughout the programme. It provides practice learning guidance and assessment requirements which map to the Standards of proficiency for NAs. Introductory guidance details the role responsibilities for practice supervisors and practice assessors. Practice assessors record their decisions on student assessment, progress and proficiency in the NAPAD. The NAPADs are reviewed by a moderation process which involves academic staff, employers and the external examiner.

We find that academic assessors are prepared for their role by LBU which supports continued professional development of academic staff. Details of the practice assessor and practice supervisor roles in supporting NA students in practice are included in student facing documentation. There's evidence of the allocation of different academic assessors in each stage of the programme.

Evidence provides assurance that the following QA approval criteria are met

There are processes in place to ensure the NMC is informed of the name of the registered nurse or registered nursing associate responsible for

directing the education programme. (R4.3)

Yes

Provide an evaluative summary from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the QA approval criteria below is met or not met

There are processes in place to provide students with feedback throughout the programme to support their development. Formative and summative assessment strategy is detailed (R4.4)

Met

R4.4 is met. We find there's a learning and teaching strategy which includes details of formative and summative assessment methods. There are a range of formative and summative assessment strategies which are detailed in the module descriptors and programme handbook. Students tell us they receive timely feedback which supports their future learning and development in academic and practice learning environments. Their formative assessments inform the summative assessment process. Employers tell us they've a good understanding of the practice assessment process and their role in implementing the NAPAD. Students receive feedback from service users during their practice learning opportunities. The NAPAD contains a patient/SUC feedback form and this is used as one of a range of ways for students to receive feedback from service users whose care they've participated in. Students also receive service user verbal feedback and this is recorded by the student on their written reflections and by the practice assessor on the feedback forms contained in the NAPAD. Feedback from all practice supervisors in multi-disciplinary settings is recorded in the NAPAD.

There is appropriate mapping of the curriculum and practice learning placements to ensure throughout the programme that students meet the Standards of proficiency for nursing associates. (R4.5)

Met

R4.5 is met. There's mapping of the curriculum and practice learning opportunities to ensure throughout the programme that students meet the Standards of proficiency for NAs.

Assessment strategies detailed in the module descriptors and the programme specification indicate ways students are able to meet the Standards of proficiency for NAs.

The NAPAD records student progress and learning in relation to the Standards of proficiency for NAs.

The NAPAD includes sections for students to provide reflections on their progress and performance along with several action plans which enable them to focus on further development and ongoing learning needs. The NAPAD provides templates for the student to record and reflect on any IPL undertaken with members of the multidisciplinary team.

Academic assessor responsibilities are well-defined in documentary evidence. Academic assessors make objective decisions about student progression and assessment in partnership with practice supervisors and practice assessors across the stages of the programme.

The OAR summarises overall achievements and provides a comprehensive record of student development and overall performance. Practice supervisors record their decisions on progress and proficiency in this document.

Evidence provides assurance that the following QA approval criteria are met

There is evidence that all programmes include a health numeracy assessment related to nursing associate proficiencies and calculation of medicines which must be passed with a score of 100 percent (R4.6)

Yes

There is an appropriate assessment strategy and process detailed. (R4.7)

Yes

There is an assessment strategy with details of the weighting for all credit bearing assessments.

Theory and practice weighting is calculated and detailed in award criteria and programme handbooks. (R4.8)

Yes

There is evidence that all proficiencies are recorded in an ongoing record of achievement which must demonstrate the achievement of proficiencies and skills as set out in the Standards of proficiency for nursing associates. (R4.9)

Yes

Assurance is provided that Gateway 1: Standards framework for nursing and midwifery education relevant to supervision and assessment are met

Yes

Assurance is provided that Gateway 2: Standards for student supervision and assessment are met

Yes

Outcome

Is the standard met?

Met

Date: 21 April 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Standard 5 Qualification to be awarded

Approved education institutions, together with practice learning partners, must:

R5.1 ensure that the minimum award for a nursing associate programme is a Foundation Degree of the Regulated Qualifications Framework (England), which is typically two years in length, and

R5.2 notify students during the programme that they have five years in which to register their award with the NMC. In the event of a student failing to register their qualification within five years they will have to undertake additional education and training or gain such experience as is specified in our standards in order to register their award.

Evidence provides assurance that the following QA approval criteria are met

The minimum award for a nursing associate programme is a Foundation Degree of the Regulated Qualifications Framework (England) (R5.1)

Yes

Evidence that students are notified during the programme that they have five years in which to register their award with the NMC. In the event of a student failing to register their qualification within five years they will have to undertake additional education and training or gain such experience as is specified in our standards in order to register their award. (R5.2)

Yes

Fall Back Award

If there is a fall back exit award with registration as a nursing associate all NMC standards and proficiencies are met within the award. Standards framework for nursing and midwifery education specifically R2.11, R2.20

N/A

There's no fall back exit award with eligibility for registration as a NA.

Assurance is provided that the Standards framework for nursing and midwifery education relevant to the qualification to be awarded are met

Yes

Outcome

Is the standard met?

Met

Date: 21 April 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Section four

Source of evidence

The following documentation provided by the AEI/education institution was reviewed by the visitor(s):

Key documentation	Yes/No
Programme document, including proposal, rationale and consultation	Yes
Programme documentation includes collaboration and communication arrangements with HE/FE partner if relevant	Yes
Programme specification	Yes
Module descriptors	Yes
Student facing documentation including: programme handbook	Yes
Student university handbook	Yes
Student facing documentation includes HE/FE college information for students, if relevant	Yes
Practice assessment documentation	Yes
Ongoing record of achievement (OAR)	Yes
Practice learning environment handbook	Yes
Practice learning handbook for practice supervisors and assessors specific to the programme	Yes
Academic assessor focused information specific to the programme	Yes
Placement allocation / structure of programme	Yes
PAD linked to competence outcomes, and mapped against standards of proficiency	Yes
Mapping document providing evidence of how the education institution has met the Standards framework for nursing and midwifery education (NMC, 2018)	Yes
Mapping document providing evidence of how the education institution has met the Standards for pre registration nursing associate programmes (NMC, 2018)	Yes
Mapping document providing evidence of how the Standards for student supervision and assessment (NMC, 2018) apply to the programme	Yes
Curricula vitae for relevant staff	Yes
CV of the registered nurse or nursing associate responsible for directing the education programme	Yes
Registrant academic staff details checked on NMC website	Yes
External examiner appointments and arrangements	Yes
Written confirmation by education institution and associated practice learning partners to support the programme intentions, including a signed supernumerary for protected learning	Yes
List additional documentation:	

LBU IPL, annual report, 2018-19
MYEPLG workbook for transition from nurse mentor to practice assessor, 2019

Post visit evidence:

LBU revised FdSc NA specification, May 2020

LBU FdSc NA programme plan/tracker, May 2020

LBU revised FdSc NA programme handbook, May 2020

If you stated no above, please provide the reason and mitigation

Additional comments:

During the visit the visitor(s) met the following groups	Yes/No
Senior managers of the AEI/education institution with responsibility for resources for the programme	Yes
HE/FE college senior managers, if relevant	Yes
Senior managers from associated practice learning partners with responsibility for resources for the programme	Yes
Programme team/academic assessors	Yes
Practice leads/practice supervisors/ practice assessors	Yes
Students	Yes
If yes, please identify cohort year/programme of study:	
Two x year two HEE NA students who are also designated student representatives.	
Service users and carers	Yes
If you stated no above, please provide the reason and mitigation	
Additional comments:	

The visitor(s) viewed the following areas/facilities during the visit:	Yes/No
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	No
Library facilities	No
Technology enhanced learning / virtual learning environment	No
Educational audit tools/documentation	Yes
Practice learning environments	No
If yes, state where visited/findings:	
System regulator reports reviewed for practice learning partners	Yes
System Regulator Reports List	

CQC reports:
CQC report Leeds Teaching Hospitals NHS Trust, 15 February 2019
CQC report Leeds and York Partnership NHS Foundation Trust, 20 December 2019

If you stated no to any of the above, please provide the reason and mitigation

Simulation, library and VLE resources are well established and are in use for other LBU NMC approved programmes.

Practice visits not required for this approval.

Additional comments:

Mott MacDonald Group Disclaimer

This document is issued for the party which commissioned it and for specific purposes connected with the captioned project only. It should not be relied upon by any other party or used for any other purpose.

We accept no responsibility for the consequences of this document being relied upon by any other party, or being used for any other purpose, or containing any error or omission which is due to an error or omission in data supplied to us by other parties.

Issue record

Final Report

Author	David Mudd Hilary Jones	Date	23 April 2020
Checked by	Ian Felstead-Watts	Date	27 May 2020
Submitted by	Amy Young	Date	5 June 2020
Approved by	Leeann Greer	Date	9 June 2020