Programme approval visit report

Section one

Programme provider name:	University of Roehampton
Programme reviewed:	Pre-registration nursing associate ☐ Nursing associate apprenticeship ☒
Title of programme:	FdSc Nursing Associate Apprenticeship
Academic levels:	
Pre-registration nursing associate	England ☐ Level 5
Nursing associate apprenticeship	England ☒ Level 5
Date of approval visit:	2 March 2022
Programme start date: Pre-registration nursing associate Nursing associate apprenticeship	 20 June 2022
QA visitor(s):	Registrant Visitor: Jenny Pinfield Lay Visitor: Carol Rowe

Summary of review and findings

The University of Roehampton (UoR) is a Nursing and Midwifery Council (NMC) approved education institution (AEI) and has a pre-registration nursing programme in approval since 2019. The school of health and life sciences (the school) presents for approval a two-year, full-time foundation degree (FdSc) nursing associate (NA) apprenticeship. Delivery will take place at the UoR campus and the Croydon University Centre, by the UoR nursing teaching team.

The following organisations are supporting the NA apprenticeship and confirm commitment at the approval visit. Formal written agreements are in place with five employer partners (EPs): Croydon Health Services NHS Trust, St. George's University Hospital NHS Foundation Trust, Epsom and St. Helier NHS Trust, Kingston Hospitals NHS Foundation Trust and The Royal Marsden Hospital NHS Foundation Trust. These agreements confirm commitment to the NMC standards.

EPs and the UoR confirm that the development of the pre-registration NA apprenticeship is in response to service provider requirements to meet the health and social care needs of the local population. Programme documentation and the approval visit confirm effective partnership working between the AEI, EPs, service users and carers (SUC) and students.

UoR will be adopting the pan-England NA practice assessment document (NA PAD) and ongoing achievement record (OAR). The NA PAD is mapped to the Standards of proficiency for NAs (SPNA) (NMC, 2018). UoR and their EPs are part of the pan-London practice learning group, which ensures a consistent approach to the application of the Standards for student supervision and assessment (SSSA) (NMC, 2018).

The Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) is not met at programme level as conditions apply.
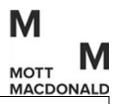
The SSSA are met at programme level.

The programme is recommended to the NMC for approval subject to three NMC conditions and one university condition. Four NMC recommendations and one university recommendation are made.

Updated 31 March 2022:

Evidence is provided to meet the three NMC conditions. The conditions and related Standards/requirements are now met. The SFNME is met at a programme level.

UoR confirm the university condition is met.

The programme is recommended for NMC approval.

<table>
<tr><td colspan="2">Recommended outcome of the approval panel</td></tr>
<tr><td>Recommended outcome to the NMC:</td><td>Programme is recommended to the NMC for approval ☐

Programme is recommended for approval subject to specific conditions being met ☒

Recommended to refuse approval of the programme ☐</td></tr>
<tr><td>Conditions:</td><td>Effective partnership working: collaboration, culture, communication and resources:

Condition one: Provide outstanding statements of commitment that demonstrate governance arrangements between employers and the university or confirm withdrawal of the proposed employer. (SFNME R2.1; SPNA R2.1)

Selection, admission and progression:

None identified.

Practice learning:

Condition two: Provide clarity in programme and student facing documentation in relation to how fails/referrals in first and second practice placements are managed within each part of the NA programme. (SFNME R3.2; SPNA R4.1)

Assessment, fitness for practice and award:

Condition three: Provide clarity in programme and student facing documentation to demonstrate how and when students effectively retrieve failed theory modules and practice hours. (SFNME R3.2; SPNA R4.1)</td></tr>
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	Education governance: management and quality assurance: Condition four: The programme team is asked to edit the programme documentation to correct any typographical errors and inconsistencies and to revisit the wording, particularly in module specifications, so that it reflects the NA role the apprenticeship it leads to more appropriately. (University condition)
Date condition(s) to be met:	31 March 2022
Recommendations to enhance the programme delivery:	Recommendation one: Consider enhancing the governance processes to ensure achievement of protected learning time in relation to the remainder of the required NA programme hours. (SPNA R3.5.2) Recommendation two: Consider developing recruitment and selection questions specific to the NA role rather than registered nurse role. (SFNME R2.3; SPNA R2.1) Recommendation three: Consider clarifying the progression requirement for functional skills at the end of year one. (SFNME R3.2; SPNA R1.6, R2.1) Recommendation four: Consider monitoring that there are sufficient opportunities for the practice assessor to gather and coordinate feedback from practice supervisors and other relevant people in order to be assured about assessment and progression decisions. (SSSA R7.7; SPNA R4.2) Recommendation five: The programme team should consider working with central departments, apprenticeships, registry and the academic office, in order to devise a method for formalising the gateway. (University recommendation)
Focused areas for future monitoring:	Management of reassessment requirements for theory modules and practice learning, to facilitate timely and effective progression across the apprenticeship. Alternate delivery at the Croydon University Centre and UoR campus.

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Programme is recommended for approval subject to specific conditions being met
Commentary post review of evidence against conditions: The programme team has provided outstanding statements of commitment that demonstrate governance arrangements between employers and the university. Condition one is met. An updated student facing NA practice handbook confirms the assessment of practice process and clarifies how fails/referrals in the first and second practice placements are managed within each part of the NA programme. Detailed guidance is provided on which elements of the NA PAD can be carried across placements with detailed action plans in place and failure of which elements of the NA PAD result in the requirement for a retrieval placement. Condition two is met. Programme and student facing documentary evidence clearly demonstrates how and when students effectively retrieve failed theory modules and practice hours. Condition three is met. A written response and signed confirmation from the chair confirm the university condition has been met. Condition four is met.

AEI Observations	Observations have been made by the education institution YES ☐ NO ☒
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval ☒ Recommended to refuse approval of the programme ☐
Date condition(s) met:	31 March 2022

Section three

NMC Programme standards
Please refer to NMC standards reference points *Standards for pre-registration nursing associate programmes* (NMC, 2018) *Standards of proficiency for nursing associates* (NMC, 2018) *Standards framework for nursing and midwifery education* (NMC, 2018)

NMC Programme standards
Standards for student supervision and assessment (NMC, 2018) *The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates* (NMC, 2015 updated 2018) *Quality assurance framework for nursing, midwifery and nursing associate education* (NMC, 2020) *QA Handbook* (NMC, 2020)

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 <u>evaluative summary</u> about the effectiveness of the partnerships between the AEI and their practice learning partners, service users, students and any other stakeholders.

There's evidence of effective partnership working between the AEI, EPs and SUCs. The programme documentation describes an established nursing stakeholder group and provides details of these meetings, which include the teaching team, apprenticeship lead, EPs and SUCs. In addition to the stakeholder group meetings, the programme documentation and the approval visit tell us about individual meetings with EPs to discuss their specific requirements. All confirm the introduction of the NA apprenticeship is a welcome addition to the UoR programme provision.

At the approval visit all EPs confirm commitment to the NA apprenticeship, but three EPs have not signed formal written declarations of commitment to NMC standards prior to the approval visit. (Condition one)

At the approval visit the programme team tell us how EPs and SUCs influenced the development of the NA apprenticeship. Examples of this influence are the three, five-week supernumerary placements each year, module titles and themes, equality and diversity and an increased induction to higher education. EPs also tell us of the importance of the UoR delivering the NA apprenticeship at Croydon University Centre to meet the needs of the local workforce, as current provision is proving challenging to travel to. EPs also emphasise the importance of being able to offer their healthcare workforce a choice of where they will study their apprenticeship.

SUCs at the approval visit tell us they feel part of the team. They receive preparation and training for the role and their involvement includes recruitment, teaching and simulation activities. They tell us they have developed the wording of interview questions and will be involved in formulating the exact interview questions for NA apprentices. SUCs tell us they are happy to support teaching and recruitment at both UoR and Croydon University Centre. The programme team tell us there is also a campaign to recruit further SUCs for Croydon University Centre.

EPs and the programme team tell us about the ongoing discussion around the recruitment of apprentices and individual responsibility for each element of the recruitment processes. The programme team tell us SUCs will be involved in the

recruitment process, either directly or through the ongoing development of values-based interview questions. (Recommendation two)

The programme documentation, the teaching team and students tell us there were discussions about the NA apprenticeship developments. Students tell us about their positive experiences of SUC involvement in the delivery of their programme. Students confirm they feel their voice is listened to when providing feedback around theory and practice learning. Students confirm and give examples of how they can raise concerns related to practice.

EPs and the UoR tell us how they are part of the pan-London practice learning group and how this has had a positive impact on the implementation of the SSSA. They specifically tell us about the pan-London preparation for practice assessors and including practice supervisor preparation in preceptorship programmes. The NA apprenticeship will use an electronic PAD (e-PAD) and EPs tell us the roll out of the e-PAD across London is going well. They tell us of some initial problems, but how universities have been helpful and supportive with the implementation. The students speak very positively about the use of the e-PAD.

The programme team at the approval visit confirm fitness to practise concerns will be managed in partnership between the EP and UoR.

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*
<p align="right">MET ☐   NOT MET ☒</p>

EPs provide commitment to the NA apprenticeship during the approval visit, but three EPs signed formal written statements of commitment are outstanding.

Condition one: Provide outstanding statements of commitment that demonstrate governance arrangements between employers and the university or confirm withdrawal of the proposed employer. (SFNME R2.1; SPNA R2.1)

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*
<p align="right">MET ☒   NOT MET ☐</p>

Post Event Review

Identify how the condition(s) is met:

Condition one: The programme team have provided the outstanding statements of commitment that demonstrate governance arrangements between employers and the university. Condition one is met.

Evidence:

Declaration EP Royal Marsden Hospital and UoR, February 2022 Declaration EP Epsom and St. Helier University Hospitals NHS Trust and UoR, February 2022 Declaration EP St. George's University Hospitals NHS Foundation Trust and UoR, March 2022

Date condition(s) met: 31 March 2022

Revised outcome after condition(s) met:	MET ☒	NOT 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' heath 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

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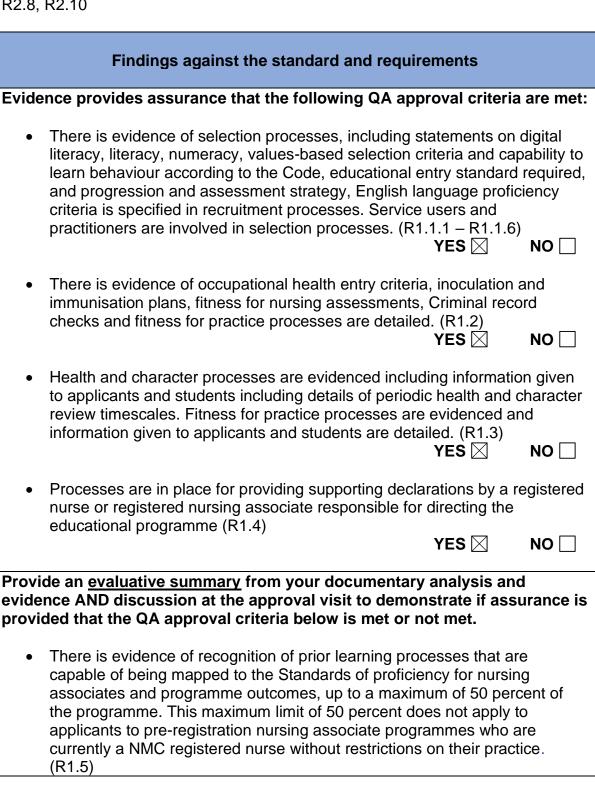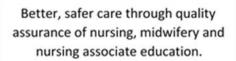
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R1.6 provide support where required to students throughout the programme in continuously developing their abilities in numeracy, literacy, digital and literacy to meet programme outcomes.

Standards framework for nursing and midwifery education specifically*:* R2.6, R2.7, R2.8, R2.10

Findings against the standard and requirements

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 ☒　　**NO** ☐

- 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 ☒　　**NO** ☐

- 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 ☒　　**NO** ☐

- 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 ☒　　**NO** ☐

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 ☒   NOT MET ☐

R1.5 is met. The programme documentation confirms UoR has robust processes for the recognition of prior learning (RPL). A NA apprenticeship specific RPL template mapped to the SPNA has been developed to aid this process. The mapping process will be reviewed by the external examiner. The programme team tell us the initial needs assessment (skills scan) will help facilitate RPL to the NA apprenticeship programme. The programme team tell us that apprentices are supported through the RPL process by the programme convenor and UoR apprenticeship hub.

- 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)/PAD linked to competence outcomes in literacy, digital and technological literacy to meet programme outcomes. (R1.6)

MET ☒   NOT MET ☐

R1.6 is met. Programme documentation confirms that recruitment processes including the initial needs assessment (skills scan) help facilitate applicants to demonstrate numeracy, literacy, digital and technological learning. At the approval visit the programme team confirm that apprentices will be permitted to join the programme without level two numeracy or literacy qualifications, at the request of the employer. In these circumstances, the NA apprentices must complete these qualifications during the first year of the programme. UoR plan to sub-contract the delivery of level two numeracy and literacy to an outside provider. (Recommendation three)

Numeracy, literacy, digital and technological literacy are evident in the module specifications and programme learning outcomes. The programme documentation demonstrates that the programme learning outcomes and modules are mapped to the SPNA.

Programme documentation and the programme team at the approval visit confirm the programme will adopt the pan-England NA PAD and OAR, which are mapped to the SPNA. The programme team confirm they plan to use an e-PAD. The use of the e-PAD provides opportunities for the NA apprentices to demonstrate literacy, numeracy and digital and technological literacy.

Students at the approval visit tell us they feel very well supported in theory elements of their programme by the module convenor and the personal guidance tutor and in placement by the link lecturer and their academic assessor.

Assurance is provided that Gateway 1: *Standards framework for nursing and midwifery education* relevant to selection, admission and progression are met
YES ☒   NO ☐

Outcome		
Is the standard met?	**MET** ☒	**NOT MET** ☐
Date: 2 March 2022		
Post event review		
Identify how the condition(s) is met: N/A		
Date condition(s) met: N/A		
Revised outcome after condition(s) met: N/A	**MET** ☐	**NOT MET** ☐

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

Findings against the standard and requirements

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)

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YES ☐   NO ☒

</div>

R2.1 is not met. EPs provide commitment to the NA apprenticeship during the approval visit, but three EPs had not signed formal written statements of commitment prior to the approval visit. EPs are required to provide outstanding statements of commitment that demonstrate governance arrangements between employers and the university or confirm withdrawal of the proposed employer. (Condition one)

EPs and the programme team tell us about the ongoing discussion around the recruitment of apprentices and individual responsibility for each element of the recruitment processes. The programme team tell us SUCs will be involved in the recruitment process, either directly or through the ongoing development of values-based interview questions. (Recommendation two)

At the approval visit the programme team confirm that apprentices will be permitted to join the programme without level two numeracy or literacy qualifications, at the request of the employer. In these circumstances, the NA apprentices must complete these during the first year of the programme. (Recommendation three)

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

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YES ☒   NO ☐

</div>

- 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)

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YES ☒   NO ☐

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Provide an <u>evaluative summary</u> 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 ☒   **NOT MET** ☐

R2.4 is met. Documentary evidence and the programme team at the approval visit tell us how NA apprentices will have three, five-week supernumerary external placements across each part of the programme in a range of placement settings. The programme documentation (the validation document and course handbook) provide examples of placement pathways which facilitate lifespan placement experiences in a variety of settings. EPs and the programme team tell us that a partnership approach will be taken to the allocation of external placements.

The module specifications and discussions at the approval visit provide detailed across lifespan content. SUCs tell us about how they share their diverse lived experiences, including mental health and learning disabilities, with students.

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 ☒   **NO** ☐

Provide an <u>evaluative summary</u> 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 ☒   **NOT MET** ☐

R2.6 is met. Programme documentation and discussions at the approval visit confirm the NA apprenticeship is a two-year, full-time foundation degree and provides sufficient learning time to allow students to meet the SPNA. Programme planners and documented programme hours confirm the programme is 2300 hours; 1150 theory hours and 1150 practice learning hours. Programme documentation further breaks down the theory hours into taught content and independent study. The planners and discussion at the approval visit confirm theory weeks include a mixture of taught days, independent study and on the job hours with their employer. Placement hours are achieved during three, five-week placements completed in each part of the NA programme, where the apprentice is supernumerary. Any outstanding practice learning hours are completed as

protected learning time in their place of employment. Programme hours are recorded in a learning log.

- 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)

MET ☒   **NOT MET** ☐

R2.7 is met. Programme documentation and discussions confirm an equal balance of theory and practice learning. The module hours are documented within the programme specification, with practice learning hours attached to one 40 credit care delivery module each year. Theory hours are broken down into taught content and independent study. The programme planner and programme specification provides detailed plans of the theory and practice hours across the programme, with the programme planner identifying theory and practice learning weeks.

The programme specification details the NA programme's learning and teaching strategy, with the module specifications identifying a range of learning and teaching methods appropriate to the module content. Module specifications include learning outcomes at the appropriate academic level.
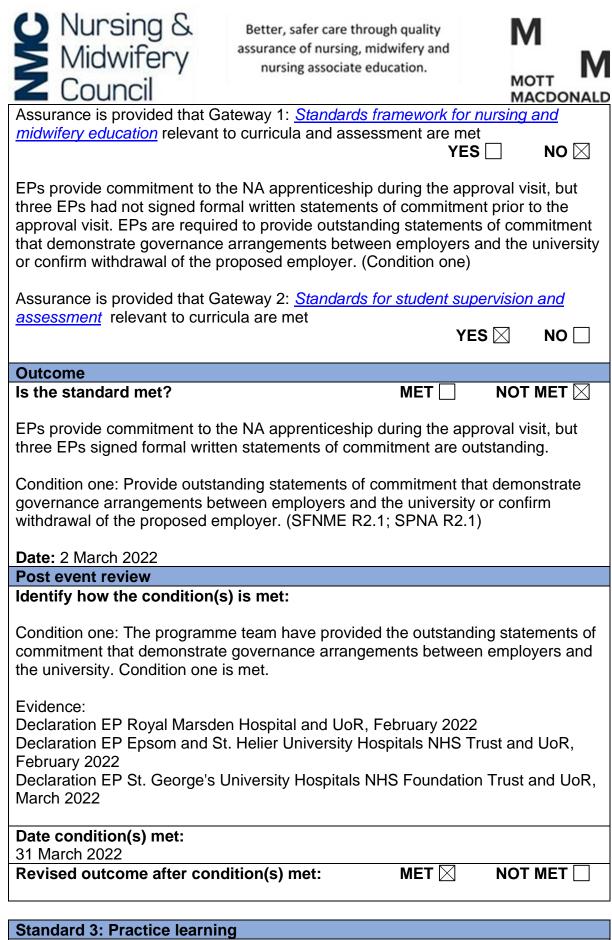
Student facing documentation provides details of the programme requirements, learning and teaching strategies and placement allocation model. Students at the approval visit tell us they experience an appropriate range of placement experiences to meet the requirements of their programme.

EPs and the programme team tell us a collaborative approach will be taken to the allocation of practice learning experiences. For larger organisations these will take place across the community and hospital sectors of the organisation. For smaller organisations, including the general practice sector, the university placement team will take a lead in the organisation of placements.

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 ☒   **NO** ☐

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

YES ☐ **NO** ☒

EPs provide commitment to the NA apprenticeship during the approval visit, but three EPs had not signed formal written statements of commitment prior to the approval visit. EPs are required to provide outstanding statements of commitment that demonstrate governance arrangements between employers and the university or confirm withdrawal of the proposed employer. (Condition one)

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

YES ☒ **NO** ☐

Outcome

Is the standard met? **MET** ☐ **NOT MET** ☒

EPs provide commitment to the NA apprenticeship during the approval visit, but three EPs signed formal written statements of commitment are outstanding.

Condition one: Provide outstanding statements of commitment that demonstrate governance arrangements between employers and the university or confirm withdrawal of the proposed employer. (SFNME R2.1; SPNA R2.1)

Date: 2 March 2022

Post event review

Identify how the condition(s) is met:

Condition one: The programme team have provided the outstanding statements of commitment that demonstrate governance arrangements between employers and the university. Condition one is met.

Evidence:
Declaration EP Royal Marsden Hospital and UoR, February 2022
Declaration EP Epsom and St. Helier University Hospitals NHS Trust and UoR, February 2022
Declaration EP St. George's University Hospitals NHS Foundation Trust and UoR, March 2022

Date condition(s) met:
31 March 2022

Revised outcome after condition(s) met: **MET** ☒ **NOT 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:

R3.5.1 Option A: nursing associate students are supernumerary when they are learning in practice

R3.5.2 Option B: nursing associate students who are on work-placed learning routes:

R3.5.2.1 are released for at least 20 percent of the programme for academic study

R3.5.2.2 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

R3.5.2.3 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, R2.14; 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

Findings against the standard and requirements

Provide an <u>evaluative summary</u> 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)

<div align="center">MET ⊠   NOT MET ☐</div>

R3.1 is met. Documentary evidence and the programme team confirm the NA apprentices will use the pan-England PAD, which is mapped to the SPNA, to assess their practice learning experiences. Programme documentation, the programme team and EPs confirm that NA apprentices will complete three, five-

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assurance of nursing, midwifery and
nursing associate education.

week placements in each part of the programme. Placement pathways are identified in the programme documentation, which demonstrate how NA apprentices will experience a range of practice experiences, which will provide them with the opportunities to deliver safe and effective care to a diverse range of people from across the lifespan in a range of settings.

The programme team tell us a head of practice learning is due to join the UoR and will ensure effective placement allocations, working with the allocation teams and EPs to secure appropriate placement experiences.

- 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 ☒   **NOT MET** ☐

R3.2 is met. Documentary evidence and the programme team tell us that apprentices will undertake placement pathways. These pathways allow apprentices to experience a range of care settings, to allow them to have opportunities to meet the holistic needs of people of all ages. EPs tell us they support the placement model of three, five-week supernumerary placements per part of the programme, to allow apprentices to gain a breadth of experience. Documentary evidence discusses the use of outreach/spoke experiences to broaden the apprentice's experience of healthcare. EPs explain how they will use reciprocal arrangements to facilitate practice learning experiences. Documentary evidence explains how placements are allocated in partnership with EPs.

Each placement setting has a link lecturer allocated; they provide support to apprentices undertaking their supernumerary placements. The programme team tell us that a head of practice learning is due to join the UoR and they will play a key role in supporting the efficient use of placement capacity and monitoring the quality of placement provision. Students at the approval visit confirm they complete placement evaluations for each practice learning experience and documentary evidence confirms the process for evaluating placements.

- 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 ☒   **NOT MET** ☐

R3.3 is met. Documentary evidence and the programme team tell us about their clinical simulation facilities. At the approval visit SUCs explain how they are involved in simulation exercises with students, and students tell us that they have lots of opportunities to take part in simulated practice learning and how this supports their preparation for practice. Each care delivery module has simulated practice learning hours, where students are taught skills and have opportunity to practice these skills. Simulation scenarios replicate community, primary care and

ward environments, with opportunity for peer learning, role playing and engagement with SUCs. The programme team tell us simulation-based learning is used as an immersive learning process and forms part of theory hours.

- 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 ☒   **NOT MET** ☐

R3.4 is met. Documentary evidence provides details of UoR processes for supporting students with additional learning needs, or who require reasonable adjustments and/or accessible practice learning arrangements. Apprentices' occupational health clearance is provided by their employer. Any changes to health status are managed in collaboration between the employer and the UoR.

The student handbook signposts students to university support services and explains how students can access these. Students at the approval visit confirm they are supported in both theory and practice elements of their programme.

Documentary evidence confirms how the tripartite reviews with the university, apprentice and employer will provide opportunity to explore learning needs, placement requirements and opportunities, so that placement provision is relevant to the needs of the apprentice and employer.

- 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 ☒   **NOT MET** ☐

R3.5 is met. Programme documentation and the programme team tell us that the model of practice learning for NA apprentices is work-based learning (option B). The programme planner identifies theory and practice learning weeks. Academic study hours include one day taught content during theory weeks, with additional theory hours for an introduction to study skills and simulated practice learning. This demonstrates that students are released for a minimum of 20 percent of the programme for academic study. Apprentices complete 15 weeks of each part of

the programme in supernumerary external placements; this exceeds 20 percent of the programme time for protected learning time in external practice placements. Any remaining practice learning hours are completed via protected learning time in their place of employment. Practice learning hours are recorded within the apprentice's learning log. The programme team tell us that during theory weeks apprentices will complete the remainder of the week either undertaking independent study or working in their place of employment, with the exact pattern of hours determined by the apprentice and employer. (Recommendation one)

EP agreements confirm their commitment to effectively support student learning in accordance with NMC standards, particularly ensuring that student apprentices have appropriate protected learning time if they are not supernumerary.

EPs at the approval visit tell us their preferred model of delivery is 15 weeks of supernumerary placements for each part of the programme and this is clearly documented in student facing documentation.

Assurance is provided that Gateway 1: *Standards framework for nursing and midwifery education* relevant to practice learning are met	**YES** ☒ **NO** ☐
Assurance is provided that Gateway 2: *Standards for student supervision and assessment* relevant to practice learning are met	**YES** ☒ **NO** ☐

Outcome	
Is the standard met?	**MET** ☒ **NOT MET** ☐
Date: 2 March 2022	
Post event review	
Identify how the condition(s) is met:	
N/A	
Date condition(s) met:	
N/A	
Revised outcome after condition(s) met: **MET** ☐ **NOT 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*:*
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
R4.1 – R4.11

Findings against the standards and requirements

Provide an <u>evaluative summary</u> 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 ☐   NOT MET ☒

R4.1 is not met. Documentary evidence and discussions at the approval visit confirm that assessment of practice learning is completed using the pan-England NA PAD. The programme team explain they will be adopting the e-PAD and already have experience of using the e-PAD for other NMC nursing programmes. Students tell us they find the e-PAD convenient and easy to use; they feel supported to complete all required elements. EPs tell us that, after some initial concerns, the e-PAD is now working well.

Apprentices will complete three, five-week supernumerary external placements for each part of the programme. The UoR provide details of how the assessment of practice learning will be completed across the part. In the programme documentation there is a lack of clarity about the requirements to progress across the three placements. At the approval visit the programme team did not clearly tell us how elements of the NA PAD which were failed in one placement could be retrieved in another placement, or what elements would need to be failed to lead to a failure across the part. The role of action planning to support student achievement across the part was not clearly articulated. The programme team need to provide clarity in programme and student facing documentation about how the assessment of practice learning is managed across the three placements in each part of the NA programme. (Condition two)

Documentary evidence and discussions at the approval visit provide details of a range of appropriate assessment strategies for theory modules, which complement the use of the NA PAD to assess the care delivery modules. The students at the approval visit tell us they receive academic support from the module convenor, their personal guidance tutor and the wider university. Documentary evidence lacks clarity as to how and where students retrieve any fails of theory module assessments or assessment of practice learning, including the placement hours requirement attached to the care delivery module. The programme team are required to provide clear programme and student facing documentation to explain how and when students will effectively retrieve failed theory modules and practice learning hours. (Condition three)

- 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 assessor along with how they will be prepared for their roles. (R4.2)

MET ☒   **NOT MET** ☐

R4.2 is met. The UoR and EPs are part of the pan-London practice learning group and tell us how they assure sufficient practice supervisors and practice assessors. They discuss the benefits of the pan-London approach to the preparation of practice supervisors and practice assessors. Documentation and the programme team tell us about the allocation of academic assessors for NA apprentices. The personal guidance tutor acts as the academic assessor in year one, with an alternative academic assessor allocated in year two.

Students at the approval visit tell us that at times there is some lack of clarity around the practice supervisor and practice assessor roles. The programme team and documentary evidence discuss how the assessment of practice is completed across each part of the programme, including the roles and responsibilities of the practice supervisor and practice assessor in undertaking the requirements of the NA PAD. The programme team and EPs need to consider monitoring the opportunities for the practice assessor to gather feedback from practice

supervisors and the wider team in order to be assured about assessment and progression decisions. (Recommendation four)

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)

<div align="right">

YES ☒   **NO** ☐

</div>

Provide an <u>evaluative summary</u> 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)

<div align="right">

MET ☒   **NOT MET** ☐

</div>

R4.4 is met. Documentary evidence, including the programme specification and course handbook, provide details of the assessment strategy. Discussions at the approval visit highlight inclusive assessment as a key feature of the assessment strategy, with a focus on authentic, real-world assessments, that promote assessment for learning. Module specifications provide details of the learning, teaching and assessment methods for each module. The course handbook provides a student facing assessment plan and detailed assessment criteria. Documentary evidence tells us about the NA apprenticeship standard integrated end point assessment, including the gateway requirements.

The NA PAD provides structured opportunities for feedback on practice learning, including the opportunity to gain SUC feedback.

Students at the approval visit confirm they are well supported by the programme team, including module convenors and personal guidance tutors. They also tell us about the wider university support services. The course handbook provides student facing information and signposting to the wider university support services including the library and academic achievement team.

- 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)

<div align="right">

MET ☒   **NOT MET** ☐

</div>

R4.5 is met. Documentary evidence provides extensive mapping, including the programme learning outcomes and modules, to the SPNA. The module specifications map the planned taught content to the NA platforms. Documentary
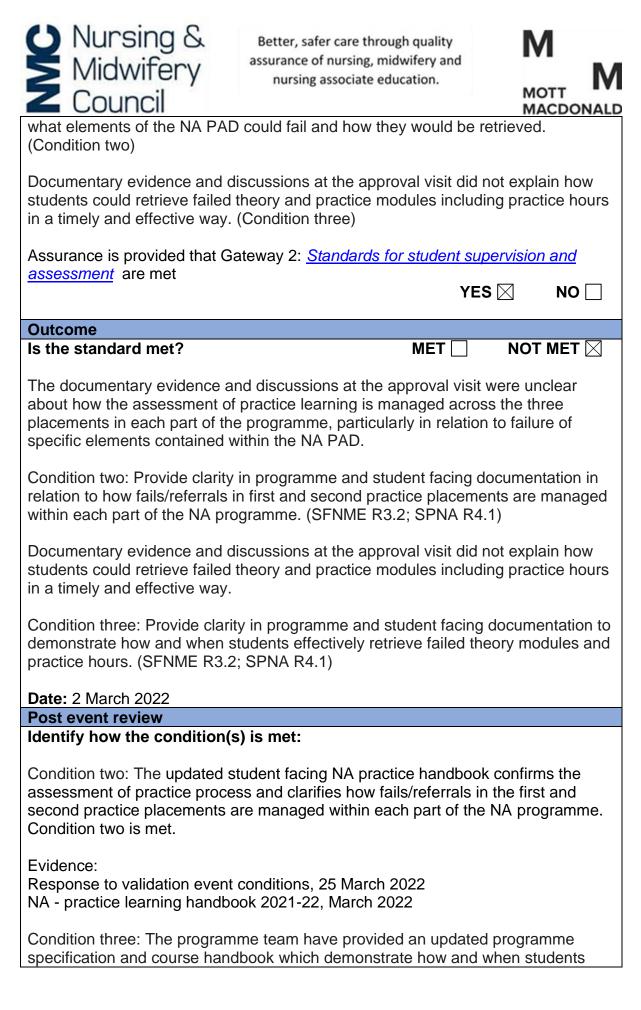
evidence confirms all modules are mandatory and students must pass all items of assessment.
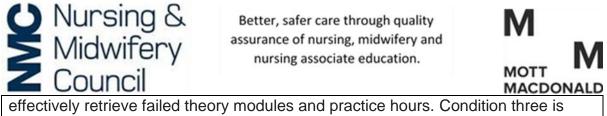
The modules are also mapped to the Institute for Apprenticeships and Technical Education NA apprenticeship standards knowledge, skills and behaviours. Documentary evidence tells us that apprentices will complete three tripartite meetings each year with their employer and personal guidance tutor; these will provide opportunity to monitor student progress against the SPNA and the Institute for Apprenticeships and Technical Education NA apprenticeship standards knowledge, skills and behaviours.

The pan-England NA PAD is mapped to the SPNA and provides apprentices with the opportunity to meet the SPNA in the practice learning setting. Programme documentation provides details of placement pathways, which will support students to achieve the required SPNA. Students at the approval visit confirm they have a range of placements that allow them to meet their programme outcomes.

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 ☒   **NO** ☐

- There is an appropriate assessment strategy and process detailed. (R4.7)
  YES ☒   **NO** ☐

- 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 ☒   **NO** ☐

- 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 ☒   **NO** ☐

Assurance is provided that Gateway 1: *Standards framework for nursing and midwifery education* relevant to supervision and assessment are met
  YES ☐   **NO** ☒

Documentary evidence and discussions at the approval visit did not provide assurance about how the assessment of practice learning is managed across the three placements in each part of the programme. There was a lack of clarity about

what elements of the NA PAD could fail and how they would be retrieved. (Condition two)

Documentary evidence and discussions at the approval visit did not explain how students could retrieve failed theory and practice modules including practice hours in a timely and effective way. (Condition three)

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

YES ☒   NO ☐

Outcome		
Is the standard met?	MET ☐	NOT MET ☒

The documentary evidence and discussions at the approval visit were unclear about how the assessment of practice learning is managed across the three placements in each part of the programme, particularly in relation to failure of specific elements contained within the NA PAD.

Condition two: Provide clarity in programme and student facing documentation in relation to how fails/referrals in first and second practice placements are managed within each part of the NA programme. (SFNME R3.2; SPNA R4.1)

Documentary evidence and discussions at the approval visit did not explain how students could retrieve failed theory and practice modules including practice hours in a timely and effective way.

Condition three: Provide clarity in programme and student facing documentation to demonstrate how and when students effectively retrieve failed theory modules and practice hours. (SFNME R3.2; SPNA R4.1)

Date: 2 March 2022

Post event review

Identify how the condition(s) is met:

Condition two: The updated student facing NA practice handbook confirms the assessment of practice process and clarifies how fails/referrals in the first and second practice placements are managed within each part of the NA programme. Condition two is met.

Evidence:
Response to validation event conditions, 25 March 2022
NA - practice learning handbook 2021-22, March 2022

Condition three: The programme team have provided an updated programme specification and course handbook which demonstrate how and when students

effectively retrieve failed theory modules and practice hours. Condition three is met.

Evidence:
Response to validation event conditions, 25 March 2022
NA handbook 2021-22, March 2022
NA programme-specification, March 2022

Date condition(s) met:
31 March 2022

Revised outcome after condition(s) met:	MET ☒	NOT MET ☐

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.

Standards framework for nursing and midwifery education specifically R2.11, R2.20

Findings against the standards and requirements

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 ☒   **NO** ☐

- 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 ☒   **NO** ☐

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

	YES ☐	NO ☐	N/A ☒

No fall back award is provided that leads to NMC 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 ☒   **NO** ☐

Outcome	
Is the standard met?	**MET** ☒ **NOT MET** ☐

Date: 2 March 2022

Post event review
Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met: **MET** ☐   **NOT MET** ☐

N/A

Section four

Sources 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	☒	☐
Programme documentation includes collaboration and communication arrangements with HE/FE partner if relevant	☒	☐
Programme specification	☒	☐
Module descriptors	☒	☐
Student facing documentation including: programme handbook	☒	☐
Student university handbook	☒	☐
Student facing documentation includes HE/FE college information for students, if relevant	☐	☒
Practice assessment documentation	☒	☐
Ongoing record of achievement (ORA)	☒	☐

Practice learning environment handbook	☒	☐
Practice learning handbook for practice supervisors and assessors specific to the programme	☒	☐
Academic assessor focused information specific to the programme	☒	☐
Placement allocation / structure of programme	☒	☐
PAD linked to competence outcomes, and mapped against standards of proficiency	☒	☐
Mapping document providing evidence of how the education institution has met the *Standards framework for nursing and midwifery education* (NMC, 2018) (Gateway 1)	☒	☐
Mapping document providing evidence of how the *Standards for student supervision and assessment* (NMC, 2018) apply to the programme. (Gateway 2)	☒	☐
Mapping document providing evidence of how the education institution has met the *Standards for pre-registration nursing associate programmes* (NMC, 2018) (Gateway 3)	☒	☐
Curricula vitae (CV) for relevant staff	☒	☐
CV of the registered nurse or nursing associate responsible for directing the education programme	☒	☐
Registrant academic staff details checked on NMC website	☒	☐
External examiner appointments and arrangements	☒	☐
Written placement agreements between the education institution and associated practice learning partners to support the programme intentions.	☒	☐
Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	☒	☐
If you stated no above, please provide the reason and mitigation: No new HE/FE provider; Croydon University Centre has been previously approved by the NMC. The FdSc is awarded by UoR.		
List additional documentation:		
Additional comments: None identified.		

During the event the visitor(s) met the following groups:

	YES	NO

Senior managers of the AEI/education institution with responsibility for resources for the programme	☒	☐
HE/FE college senior managers, if relevant	☐	☒
Senior managers from associated practice learning partners with responsibility for resources for the programme	☒	☐
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	☒	☐
Programme team/academic assessors	☒	☐
Practice leads/practice supervisors/practice assessors	☒	☐
Students	☒	☐
If yes, please identify cohort year/programme of study: One BSc (Hons) adult nursing, year one Two BSc (Hons) adult nursing, year two One BSc (Hons) adult nursing, year three		
Service users and carers	☒	☐
If you stated no to any of the above, please provide the reason and mitigation: No new HE/FE provider; Croydon University Centre has been previously approved by the NMC. The FdSc is awarded by UoR.		
Additional comments: None identified.		

The visitor(s) viewed the following areas/facilities during the event:

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	☐	☒
Library facilities	☐	☒
Technology enhanced learning / virtual learning environment	☐	☒
Educational audit tools/documentation	☒	☐
Practice learning environments	☐	☒
If practice learning environments are visited, state where visited/findings:		
System regulator reports reviewed for practice learning partners	☒	☐
System regulator reports list: St. George's University Hospitals NHS Trust Care Quality Commission report, December 2019		
If you stated no to any of the above, please provide the reason and mitigation: UoR is an approved AEI delivering pre-registration nursing programmes. A resource check and practice learning placement visits are not required.		
Additional comments: None identified.		

Mott MacDonald Group Disclaimer

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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(s):	Jenny Pinfield	Date:	9 March 2022
Checked by:	Pamela Page	Date:	10 March 2022
Submitted by:	Amy Young	Date:	26 April 2022
Approved by:	Leeann Greer	Date:	28 April 2022