Programme approval visit report

Section one

Programme provider name:	University of East Anglia
In partnership with: *(Associated practice learning partners involved in the delivery of the programme)*	Norfolk & Suffolk Foundation Trust Norfolk & Suffolk NHS Foundation Trust Norfolk and Norwich University Hospital NHS Foundation Trust Private voluntary and independent healthcare providers
Programme reviewed:	Pre-registration nursing associate ☐ Nursing associate apprenticeship ☒
Title of programme:	FdSc in Health Studies (Nursing Associate Higher Apprenticeship)
Date of approval visit:	7 June 2019

Programme start date:
        Pre-registration nursing associate
        Nursing associate apprenticeship
	N/A
	23 September 2019

Academic level:	England ☒ Level 5 ☐ Level 6
QA visitor(s):	Registrant Visitor: Rachel Game Lay Visitor: Hilary Jones

Summary of review and findings

The University of East Anglia (UEA) school of health sciences (the school) presented for approval the foundation degree (FD) in health studies - nursing associate apprenticeship against the Standards for pre-registration nursing associate and Standards of proficiency for nursing associates (NMC, 2018). This two-year fulltime programme is developed in partnership with City College Norwich (CCN) and regional health and social care employers from Norfolk and Waveney sustainability and transformation partnership (STP) group.

The following organisations are supporting the nursing associate apprenticeship route: Norfolk Community Health and Care (NCHC), Healthcare homes group limited (HHG), Norfolk and Suffolk foundation trust (NSFT), Reepham and Aylsham medical practice, Elizabeth Fitzroy support, Leonard Cheshire disability, Wymondham medical centre, East Anglia care homes (EACH), Elmham surgery, Fakenham medical practice, Norfolk and Norwich university hospital NHS foundation trust (NNUH), East Norfolk medical practice, Kingsley healthcare limited, James Paget university hospital (JPUH), East coast community healthcare CIC (ECCH), Beccles medical centre, Norfolk county council children's services, Drayton and St Faiths medical practice, Queen Elizabeth hospital (QEH), Crown rest home.

Partnership working is evident at both operational and strategic levels, with evidence of regular meetings and working groups during the development of the programme. These meetings will continue throughout the academic year to ensure both theory and practice learning is delivered at a high standard.

UEA and their practice learning partners (PLPs) have developed the proposed programme through established partnerships arrangements. Consideration is given to the unique nature of the nursing associate programme in relation to practice learning, this is supported by the practice learning team at UEA, CCN and PLPs.

We found the arrangements at programme level do not meet the Standards framework for nursing and midwifery education (SFNME) at programme level. The Standards for student supervision and assessment (SSSA) (NMC, 2018) are met at programme level.

The programme is recommended to the NMC subject to one condition. The university made one condition. Visitors made three recommendations.

Updated 10 July 2019

Evidence is provided to meet the conditions. The conditions are met and the programme is recommended to the NMC for approval.

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Recommended outcome of the approval panel	
Recommended outcome to the NMC:	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 ☐
Conditions: *Please identify the standard and requirement the condition relates to under the relevant key risk theme.* *Please state if the condition is AEI/education institution in nature or specific to NMC standards.*	**Effective partnership working: collaboration, culture, communication and resources:** None identified **Selection, admission and progression:** None identified **Practice learning:** Condition one: The AEI must revise the practice supervisor and practice assessor handbook to show correct protected learning time hours, provide definition, descriptors and expectations of protected learning time and information on the role of the academic assessor. (SFNME R2.1; Standards for pre-registration nursing associate programmes (SPRNAP) R4.2) **Assessment, fitness for practice and award:** None identified **Education governance: management and quality assurance:** Condition two: The AEI must format documents, correct typographic errors, clarify acronyms and provide a glossary of terms. (University Condition)
Date condition(s) to be met:	8 July 2019
Recommendations to enhance the programme delivery:	Recommendation one: Strengthen service user involvement in delivery, assessment and evaluation. (SFNME R1.12)

	Recommendation two: Scope opportunities for increasing mental health practice experiences. (SPRNAP R2.4)
	Recommendation three: Strengthen student facing documentation information on flipped learning and service user involvement. (SFNME R3.2; SPRNAP R2.4)
Focused areas for future monitoring:	Opportunities for mental health practice experiences.

Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions	
The programme team have provided documentary evidence of corrected and updated programme documentation and details of protected learning time and the role of the academic assessor. Condition one is met. The university have provided evidence confirming the university condition is met.	
AEI Observations	Observations have been made by the education institution YES ☒ NO ☐
Summary of observations made, if applicable	We have reviewed this report and have no observations to make. Factually, there is nothing to add to this.
Final recommendation made to NMC:	Programme is recommended to the NMC for approval ☒ Recommended to refuse approval of the programme ☐
Date condition(s) met:	10 July 2019

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

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:**

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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

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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.

Documentary evidence and the approval process demonstrate collaboration and co-production by the approved education institution (AEI) with service users, students and PLPs in the development of the programme. Partnership agreements between the AEI and PLP organisations demonstrate collaboration at strategic and operational levels. Consultation documents and notes from meetings show stakeholders are involved with programme development. PLPs describe collaborative working to ensure the programme meets the need of the future workforce.

UEA and CCN work in partnership to ensure support, practices and processes on both learning sites are effective and the same. There are workshops and training sessions for UEA and CCN staff to familiarise them with policies and processes for programme governance. CCN will work with UEA to review and develop the programme as it progresses. CCN will provide quarterly written reports on progress for each cohort of students. These reports are discussed at contract management group meetings.

There's documentary evidence that shows how service users and PLPs are involved with the selection of students. At the approval visit we found shortlisting criteria, interview questions and process are developed collaboratively with PLPs.

Service users are enthusiastic about their involvement in this programme and feel their contributions are valued. They tell us they receive training on equality, diversity and unconscious bias, and in future they will be involved more in assessments, and delivery of the programme. They've contributed to the marking criteria of one of the proposed modules. There's a service user committee with an academic lead that supports the service user team and works out training packages for them. Service users state they are involved in one student induction programme in the school and there are plans for them to be involved further.

Going forward, it is recommended the AEI strengthens service user involvement in the delivery, assessment and evaluation of the programme. (Recommendation one) (SFNME R1.12)

We found students are enthusiastic about the role of nursing associate and know how it contributes to care delivery. Students believe the programme team listen to them and they've contributed to the development of the programme. They know changes are made because of their feedback. Students on the health education England (HEE) nursing associate programme are not aware of service user involvement in the academic component of their curriculum.

Robust processes are in place for escalating concerns related to practice learning or unsafe practice and managing them in a prompt manner.

There's a robust plan to implement the Standards for student supervision and assessment (SSSA). This is developed in partnership with PLPs. The nursing associate practice assessment document (NAPAD), which is developed with Midlands, Yorkshire and East practice learning group (MYEPLG) will be used in practice assessment. There are plans for identifying and developing practice supervisors, practice assessors and academic assessors. Support is in place through the new role of apprenticeship placements co-ordinator. We found the AEI has employed a lead for the academic assessor role who coordinates other academics who will take on the role of academic assessor for students on the programme. Mandatory training sessions are underway to prepare them for the role and monitoring of this will be through the AEI appraisal process.

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* and,

MET ☒   **NOT MET** ☐

Please provide any narrative for any exceptions

Gateway 2: *Standards for student supervision and assessment*

MET ☒   **NOT MET** ☐

Please provide any narrative for any exceptions

If not met, state reason and identify which standard(s) and requirement(s) are not met and the reason for the outcome

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

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).

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

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currently a NMC registered nurse without restrictions on their practice. (R1.5)

MET ☒   **NOT MET** ☐

R1.5 is met. There's documentary evidence of recognition of prior learning processes and UEA have an established recognition of prior learning (RPL) policy. Applicants seeking to go through the RPL process are given a copy of the guide and will receive support to enable this process. There's a dedicated academic lead for RPL for pre-registration programmes. The programme director considers submitted certificated and experiential evidence for RPL. This is moderated by the school RPL lead and reviewed by the external examiner before presentation to an assessment board.

RPL to a maximum of 50 percent is a university regulation and this maximum does not apply to applicants to pre-registration nursing associate programmes who are NMC registered nurses without restrictions on their practice.

- 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. Documentary analysis confirms applicants require general certificate of secondary education at grade c or four and above or equivalent level two in both English and maths at entry. Diagnostic testing for maths and English is carried out on induction to the programme enabling early plans to be initiated to support students if needed. All students have access to an online medication calculation resource called 'safemedicate' which helps them develop their numeracy skills. Students receive a maths workbook at the start of the programme.

There's detailed mapping of the programme outcomes to the NMC Standards of proficiency for nursing associates which identifies indicative content and programme outcomes. In practice, the NAPAD and OAR record student progression and competence in numeracy, literacy, digital and technological literacy. These are mapped against the Standards of proficiency for nursing associates.

There's documentary evidence of support for digital and technological literacy to achieve competence via online packages that are developed by the academic support officer. Digital and technological literacy is found in a number of modules on the programme. Support sessions are available from an academic support officer on a drop-in basis to further develop these skills. Further support is provided via the programme content and resources and facilities at CCN. Students confirm they are supported to develop these skills.

Proposed transfer of current students to the programme under review

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From your documentary analysis and your meeting with students, provide an evaluative summary to confirm how the *Standards for pre-registration nursing associate programmes* **and** *Standards of proficiency for nursing associate* **will be met through the transfer of existing students onto the proposed programme.**

- 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.

MET ☒ **NOT MET** ☐

Existing students on the health education England (HEE) nursing associate programme will not transfer to the new programme standards. Students on this programme will transfer to the SSSA from September 2019. The programme team confirm these students will use an adapted PAD which reflects new supervisory and assessment roles. Information sessions are planned with these students on the revised PAD and SSSA. Students tell us they're aware of these changes and have been consulted.

Interruption for students is considered in partnership with the AEI and employer so appropriate planning is available for their return to study and employment.

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

MET ☒ **NOT MET** ☐

Outcome

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

Date: 7 June 2019

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

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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)

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

- 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 ☒   **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 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. There is documentary evidence that demonstrates that students will have a non-field specific experience on the programme. Programme documents reflect generic cross field content and health conditions across the lifespan. Theoretical content is mapped to the Standards for pre-registration nursing associate programmes and meets the requirement. Students confirm learning is generic, cross field and across the lifespan.

Documentary analysis demonstrates the programme will be delivered using a flipped learning model. The rationale and benefits of this learning style are explained in the curriculum framework. The programme team tell us flipped learning will be introduced in a phased way and students are to be supported in a variety of ways. Students tell us they have not heard of flipped learning and do not know what this is. They are unclear where SUC are involved in the delivery of their programme. Going forward it is recommended the programme team strengthen student facing documentation information on flipped learning and service user involvement. (Recommendation three) (SFNME R3.2; SPRNAP R2.4)

Practice learning is structured for students to gain experience which is non-field specific and across the lifespan. The programme team and PLPs tell us there will be cross field PLPs for all students. A placement co-ordinator from the AEI will oversee practice allocation and ensure students get the PLPs required. Students tell us they have access to PLPs across all fields, although they say access to mental health practice learning is limited and they only gain access to the mental health link team in year two. Going forward it is recommended the programme team scope opportunities for increasing mental health practice experiences. (Recommendation two) (SPRNAP R2.4)

The centre for interprofessional practice hold an annual conference which students can attend. Simulation-based learning practice sessions are held with paramedics and medical students. Some practice learning placements use the collaborative learning in practice model (CLiP) which supports interprofessional learning.

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 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 ☒   NOT MET ☐

R2.6 is met. Documentary evidence and discussion with the programme team confirms the length of the programme is 2400 hours. Programme documents give a breakdown of what constitutes the 2400 hours and demonstrate the required hours for theory and practice learning meet the Standards of proficiency for nursing associates.

Students confirm sufficient programme hours in theory and practice to meet the Standards of proficiency for registered nursing associates. Theory hours are monitored via sign-in sheets. Students must attend taught sessions. If students do not attend a formal review of attendance is taken.

Practice learning placement allocation is done by the placement coordinator and the UEA placements team in partnership with PLPs. Practice learning hours are monitored by the placement co-ordinator and students also record their hours in their ongoing achievement record (OAR). Documentation shows the learning and teaching service maintain detailed records through student submitted timesheets and assessment of practice documentation. These ensure the range of practice settings experienced by students is appropriate to their programme of study.

PLPs confirm they monitor practice learning hours and the number of protected learning hours students are doing. If students are not meeting requirements, apprentice advisors will meet with them and put an action plan in place for the retrieval of unmet practice learning hours. Students confirm they record their protected learning time hours.

- 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. We found a range of learning and teaching strategies are adopted in the programme which are carefully planned to ensure an equal balance of theory

and practice. Programme specifications indicate there is an equal split between theory and practice learning.

Module descriptors provide clear aims and learning outcomes. Programme and learning outcomes are mapped to the Standards of proficiency for nursing associates.

Teaching strategies include flipped learning, clinical skills, work-based workbooks and group work. The programme will use both block and spoke practice learning placements. The programme framework clearly demonstrates there are sufficient practice learning hours.

The school's practice education team and the learning and teaching service plan and map practice learning opportunities in partnership with PLPs to ensure a range and diversity of experience. The programme team, PLPs and students confirm they have access to a range of practice learning which meet the programme requirements. They acknowledge access to mental health practice learning opportunities are limited. The programme team tell us students have some choice in their spoke placements and receive guidance in choosing to ensure they meet the requirements for care across the lifespan. The AEI will regularly review students' practice hours. When students are in a 'home placement' they will have protected learning time events which is indicated on the duty rota. When in block practice learning placements away from their home practice learning area students will be supernumerary. They will wear a specific student nursing associate uniform. Students tell us in shift handovers practice learning staff are told they have protected learning time or are supernumerary. Students said their colleagues are respectful of this.

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** ☐

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** ☐

Date: 7 June 2019

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 3.5 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, R2.11; 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

Findings against the standard and requirements

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 ☒   **NOT MET** ☐

R3.1 is met. Practice learning opportunities are outlined in programme documentation. These opportunities will allow students to meet the Standards of proficiency for nursing associates. All practice learning experiences are documented in NAPAD. Practice learning is mapped against the Standards of proficiency for nursing associates to ensure safe and effective care.

There's a structured plan for practice learning placement allocation across the programme. A 'home' practice learning placement is the student's usual place of work. Students have two block practice learning placements during the programme. These are called hospital, 'closer to home' and 'at home' practice learning placements. Students confirm they have access to a diverse range of people, across the lifespan through all their practice learning placements. To ensure the students get a full range of experiences across the lifespan and in a variety of settings they will have 75 hours of spoke practice learning placements. Students tell us they like having some choice in their spoke placements.

PLPs tell us that they work in partnership across clinical areas to ensure students can access the breadth of practice learning placements and experiences needed. The AEI have a placement co-ordinator who oversees practice learning placement allocation and ensures equity of practice learning experience for students.

There is good communication between the AEI, CCN and PLPs regarding fitness to practise (FTP) processes when students are in the role of student or employee. The FTP process is clear to students and is included in the programme and practice handbooks. Students are given information on conduct, behaviour and the FTP process at their Trust induction. The apprentice advisor meets with students a minimum of once each term and records progress. Progress is communicated to the AEI and employer PLP.

Documentary evidence and the approval process assure us that adequate support arrangements are in place for students if they are not achieving in practice.

- 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. There's an exemplar practice learning placement plan which shows how practice learning experiences are co-ordinated to ensure each student can meet the holistic needs of people of all ages. We found planning and allocation of practice learning placements is done by the school practice education team and PLPs. Students confirm they have access to other areas through block and spoke placements but say accessing the mental health link team is only available in year two of their programme.

NAPAD records where students, practice supervisors and practice assessors identify learning opportunities. The OAR enables students to record their experiences, reflect on and evaluate them. Students are clear about the role of practice supervisors, practice assessors and academic assessors in assessing their proficiency. There's an apprentice advisor who visits students in practice and holds tripartite meetings three times a year. There's an apprentice advisor from CCN who visits students in practice and holds tripartite meetings three times a year. Present at the tripartite meetings are the student, practice supervisor or practice assessor and the apprentice advisor.

Feedback to the programme team and PLPs about student progress is done immediately through email or verbally if students are not achieving. If students are achieving, feedback is communicated through the OAR and at the monthly communication meeting. Students evaluate their placements and tell us if they have any concerns they would speak to their clinical educator or practice assessor.

Practice learning placements are reviewed twice a year and audited by the AEI every two years, this is a joint process with PLPs. The education governance group has responsibility for oversight of review processes and put in place action plans for any practice learning area that is not meeting requirements. PLPs receive student evaluations electronically and respond to these through clinical governance and placement committee meetings and to students through staff student liaison committees.

The AEI, CCN and PLPs assure us there is support provided to students in practice learning placement areas through the apprentice advisor, multi-professional education coordinators (MPECs), practice supervisors, practice assessors, academic assessors and link lecturers.

PLPs will inform the AEI of pending care quality commission (CQC) reports that may have a negative effect on student learning. Working in partnership, risks are assessed, and an action plan developed to withdraw a practice learning area or support students and jointly address the underlying concern. There are three PLPs rated inadequate on CQC reports. Action plans are in place to address these and they are monitored by the AEI and PLPs.

- 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. We found documentary evidence of simulation-based learning opportunities. Students will undertake a clinical skills and simulation module. The content and learning approach to this module is constructed with PLPs and learning allow students to rehearse skills prior to experiencing them in practice. The programme team say students will have ten days of simulation-based learning in the programme. Simulation-based learning is on fundamental nursing skills for example, taking patients' blood pressure, pulse and respirations. There's no

evidence of service user involvement in the simulation sessions, but the programme team are developing this in the programme.

The programme team tell us there's a virtual learning environment that students have access to and they use clinicalskills.net and safe medicate e-learning package to support the development of clinical skills.

The majority of simulation-based learning is in the clinical skills module, with some in the medicine's management module. The medicines management module has a formative objective structured clinical examination (OSCE) where students do a simulated medicine round. Inter professional learning (IPL) opportunities are available in simulation-based learning with paramedic and medical students. Students report they enjoy the simulation activities in the programme and feel supported by the simulation team and academic support officer.

- 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)

<div align="right">

MET ☒   NOT MET ☐

</div>

R3.4 is met. There are processes in place that take account of student's individual needs and personal circumstances. There's a reasonable adjustments pack which is used to plan any reasonable adjustments for both classroom and clinical learning. This is updated on an annual basis with the personal advisor. The programme team tell us students have an individual learning plan (ILP) which relates to individual needs and personal circumstances. Students say they are encouraged to share this with supervisors in practice learning environments and it is a support to them. PLPs tell us making reasonable adjustments is a well-established part of the induction process. If a student gives consent, PLPs will liaise with the programme team around reasonable adjustments. There's an occupational health process and school disability liaison officer who can be used to advise on reasonable adjustments.

The programme team tell us allocating practice learning is mainly governed by placement capacity. PLPs identify capacity and practice learning placements are planned and checked with employers before confirmation with students. Students can say their preferences for spoke practice learning placements. PLPs report they can identify spoke practice learning that might be appropriate for students.

Students confirm support services at UEA, CCN and PLPs for reasonable adjustments, individual need and personal circumstances.

- 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. The programme adopts a work-based learning approach for students.

Documentary evidence details plans on how the hours will be allocated to protect learning time for students. There'll be 15 hours each week when students are in the home placement for dedicated 'off the job' protected learning time. The programme team tell us that a delivery plan is created and agreed to by PLPs for the most common activities which constitute off the job learning.

Documentary evidence shows how the work-based learning model will be implemented. PLPs agree to release students one day each week for study. The programme team and PLPs have agreed common activities for protected learning time which include learning new skills, attending case conferences, work-based study days. The programme team and PLPs confirm they will be using a coaching approach with students in practice learning and the collaborative learning in placement (CLiP) model is in use in some areas. The programme team tell us they plan to roll this approach further for to protected learning time.

Recording practice learning hours will be completed through OAR and students are recommended to make at least one entry each week when they are in their home practice learning area. Completing protected learning time will be monitored through progression review meetings. PLPs confirm they are experienced in supporting apprentices. Records are kept and discussed at tripartite meetings and they have processes in place to ensure students meet the required hours and if a student is unable to meet these hours they create an action plan. Monitoring programme hours is through a range of mechanisms for example, e-submission of timesheets, verification of hours in the NAPAD, and recording protected learning time in the OAR.

Students tell us of various experiences relating to protected learning time. Some students say they can be counted in the ward numbers so have found it hard to achieve practice learning hours. Students say each employer is different but try to be accommodating. They say there's inconsistency in release for off the job learning and we found there's differences of understanding amongst students about what protected learning time means. Going forward, PLPs confirm plans to improve information on protected learning time for practice learning staff and students.

Students will be supernumerary when they are in their block practice learning placements away from their home practice learning placement.

Note: If issues of concern have been identified by system regulators regarding practice learning environments which are to be used for this programme include an overview of the partnership approach between the AEI/education institution and their practice learning partners to manage and mitigate any risks to student learning.
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:** 7 June 2019

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 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)

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MET ☒   **NOT MET** ☐

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R4.1 is met. We found documentary evidence demonstrating how support, supervision, learning and assessment complies with the NMC Standards framework for nursing and midwifery education. University academic regulations, moderation and external examiner processes ensure fairness in academic assessment processes.

NAPAD outlines practice supervisor, practice assessor and academic assessor roles and responsibilities for practice learning. The programme team and PLPs are developing flow charts for practice learning staff on the practice assessment process. PLPs tell us roadshows are underway to inform practice learning staff about the SSSA and to answer any questions about student supervision and assessment. Current mentors and sign-off mentors will become practice supervisors and practice assessors and PLPs assure us they have the enough resources to supervise and assess students in practice. Partnership agreements are in place for resources, accountability and commitment to support students to meet the Standards framework for nursing and midwifery education.

- 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)

<div align="right">

MET ☐   **NOT MET** ☒

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R4.2 is not met. The school and PLPs have begun the process of transitioning mentors to practice supervisors and practice assessors through collaborative delivery of MYEPLG core mentor updates. The programme team tell us updates

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are amended to reflect information on nursing associate programmes. Preparation is taking place through webinars, team meetings, programme committees and away days. PLPs and academic staff have access to a range of resources to support the preparation and implementation of SSSA through a specific website.

The programme team tell us academic assessors are allocated from registrant nurse AEI staff for nursing associate students. There's mandatory training to prepare them for the role. There're plans to identify and prepare new practice supervisors, practice assessors and academic assessors for the future.

Students tell us they are informed on the SSSA.

There's a handbook for practice supervisors and practice assessors with supervision and assessment information to support them in their role. Information on protected learning time hours is incorrect. Information on the role of the academic assessor is superficial in the practice supervisor/practice assessor handbook and indicates academic assessors will be involved 'where applicable'. This is incorrect and must be addressed. (Condition one) (SFNME R2.1; SPRNAP R4.2)

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 ☒   **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 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 ☒   **NOT MET** ☐

R4.4 is met. Throughout the programme students have opportunities to do formative assessments which prepare them for summative assessments. Detailed information on assessments are included in the module descriptors and assessment handbook. Mapping to learning outcomes is explicit in module descriptors.

Service users, peers and other professional groups all can give feedback to students through NAPAD. Service users can give formative feedback in theory and simulation-based learning sessions. Service users confirm they have worked with the programme team contributing to marking criteria for student presentations and will be more involved in future assessments and in providing feedback to students on this programme.

Assessments are varied on the programme and include OSCE, essays, online examination and presentations. Students confirm feedback is timely, meaningful and feed forward develops them for future assessments and learning.

- 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 ☒   **NOT MET** ☐

R4.5 is met. Documentary evidence shows the Standards of proficiency for nursing associates are mapped against the programme and module learning outcomes. Student facing documents identify where and when the proficiencies can be achieved. Documentary evidence and the approval process assure us practice learning placements and programme content meet the Standards of proficiency for nursing associates.

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** ☒

Information on protected learning time hours is incorrect. Information on the role of the academic assessor is superficial in the handbook and indicates academic

assessors will be involved 'where applicable'. This is incorrect and must be addressed.

Condition one: The AEI must revise the practice supervisor and practice assessor handbook to show correct protected learning time hours, provide definition, descriptors and expectations of protected learning time and information on the role of the academic assessor. (SFNME R2.1; SPRNAP R4.2)

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

YES ☒   **NO** ☐

Outcome

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

Date: 7 June 2019

Information on protected learning time hours is incorrect. Information on the role of the academic assessor is superficial in the handbook and indicates academic assessors will be involved 'where applicable'. This is incorrect and must be addressed.

Condition one: The AEI must revise the practice supervisor and practice assessor handbook to show correct protected learning time hours, provide definition, descriptors and expectations of protected learning time and information on the role of the academic assessor. (SFNME R2.1; SPRNAP R4.2)

Post event review

Identify how the condition(s) is met:

Condition one:
The programme team have made amendments to the practice supervisor and practice assessor handbook which now show correct protected learning hours and information on the role of academic assessor. Definitions, descriptions and expectations of protected learning time have been provided in the additional documents reviewed.
Evidence:
Nursing associate course handbook 2019-2020, 2 July 2019
OAR V6, 2 July 2019
TNA practice education handbook V10, 2 July 2019
Protected learning time agreement, undated
2.1 commitment statement, undated
NMC TNA programme hours brochure, 27 June 2019

Condition one is now met.

Date condition(s) met: 10 July 2019

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

Condition one is now 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.

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

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

  YES ☐   **NO** ☐ **N/A** ☒

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There is no fall back award conferring eligibility to register as a nursing associate with the NMC.

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: 7 June 2019

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)	☒	☐

Mapping document providing evidence of how the education institution has met the *Standards for pre-registration nursing associate programmes* (NMC, 2018)	☒	☐
Mapping document providing evidence of how the *Standards for student supervision and assessment* (NMC, 2018) apply to the programme.	☒	☐
Curricula vitae 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 confirmation by education institution and associated practice learning partners to support the programme intentions, including a signed agreement for protected learning.	☒	☐

List additional documentation: Post visit evidence: TNA Curriculum framework V8, July 2019   Nursing associate course handbook 2019-2020, 2 July 2019   TNA module outlines, July 2019   TNA assessments handbook V8, 24 June 2019   OAR V6, 2 July 2019   TNA practice education handbook V10, 2 July 2019   Protected learning time agreement, undated   2.1 commitment statement, undated   NMC TNA programme hours brochure, 27 June 2019
If you stated no above, please provide the reason and mitigation
Additional comments:

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	☒	☐
Programme team/academic assessors	☒	☐
Practice leads/	☒	☐
Students	☒	☐
If yes, please identify cohort year/programme of study: Two x September 2018 pre-registration nursing associate HEE programme year one. Two x November 2018 pre-registration nursing associate HEE programme year one. One x February 2019 pre-registration nursing associate HEE programme year one.		
Service users and carers	☒	☐
If you stated no to any of the above, please provide the reason and mitigation		
Additional comments: One senior manager from associate practice learning partners was unable to attend the approval event so participated via conference call. The external member of the panel was unable to attend but provided a written report prior to the visit.		

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 yes, state where visited/findings:

System regulator reports reviewed for practice learning partners	☒	☐

System regulator reports list:
Various CQC reports, December 2017 – June 2018
The Queen Elizabeth hospital King's Lynn NHS foundation trust 4 April 2018 – 21 June 2018
Norfolk and Norwich university hospitals NHS foundation trust 10 October 2017 – 28 March 2018
Norfolk and Suffolk NHS foundation trust 3 September 2018 – 27 September 2018

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

Additional comments:

Issue record			
Final Report			
Author:	Rachel Game	Date:	12 June 2019
Checked by:	Monica Murphy	Date:	11 July 2019
Approved by:	Leeann Greer	Date:	23 July 2019
Submitted by:	Lucy Percival	Date:	24 July 2019