

## Programme approval visit report

### Section one

<b>Programme provider name:</b>	University of Greenwich
<b>In partnership with:</b> <i>(Associated practice learning partners involved in the delivery of the programme)</i>	Kings College Hospital NHS Foundation Trust Oxleas NHS Foundation Trust Dartford & Gravesham NHS Trust Barts Health NHS Trust Kent Community Health NHS Foundation Trust Kent and Medway NHS and Social Care Partnership Trust South London and Maudsley NHS Trust Medway NHS Foundation Trust Lewisham & Greenwich NHS Trust Private voluntary and independent healthcare providers
<b>Programme reviewed:</b>	Pre-registration nursing associate <input type="checkbox"/> Nursing associate apprenticeship <input checked="" type="checkbox"/>
<b>Title of programme:</b>	Nursing Associate Higher Apprenticeship
<b>Date of approval visit:</b>	22 May 2019
<b>Programme start date:</b>	2 September 2019
<b>Academic level:</b>	England <input checked="" type="checkbox"/> Level 5 <input type="checkbox"/> Level 6
<b>QA visitor(s):</b>	Registrant Visitor: Anne McCarthy Lay Visitor: Nichola Peasnell

**Section two**

**Summary of review and findings**

The University of Greenwich (UoG), department of adult nursing and paramedic science presented programme documentation for the approval of a pre-registration nursing associate higher apprenticeship programme. The award for this two-year full-time programme is a foundation science degree (FdSc). Students on this programme are employed by practice learning partners (PLPs) in nursing associate training roles for the duration of the apprenticeship programme. The PLPs are Oxleas NHS Foundation Trust, Dartford and Gravesham NHS Trust, South East London Clinical Commissioning Group and Lewisham and Greenwich NHS Trust.

Programme documentation presents a generic curriculum with indicative content that applies to all fields of nursing and an across the lifespan approach. The approved education institution (AEI) is engaged with the pan London practice learning group (PLG) and confirms it will adopt the approach and resources of the group to implement the Standards for student supervision and assessment (SSSA). The AEI and PLPs will use the pan London practice assessment document (PAD) and ongoing achievement record (OAR).

The Nursing and Midwifery Council (NMC) Standards framework for nursing and midwifery education (SFNME) and Standards for pre-registration nursing associate programmes (SPRNA) are not met.

The programme is recommended for approval subject to two NMC conditions and one university condition. Visitors made three recommendations.

Updated 22 June 2019

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

**Recommended outcome of the approval panel**

<b>Recommended outcome to the NMC:</b>	Programme is recommended to the NMC for approval <input type="checkbox"/> Programme is recommended for approval subject to specific conditions being met <input checked="" type="checkbox"/> Recommended to refuse approval of the programme <input type="checkbox"/>
<b>Conditions:</b>	<b>Effective partnership working: collaboration, culture, communication and resources</b> None identified

<p><i>Please identify the standard and requirement the condition relates to under the relevant key risk theme.</i></p> <p><i>Please state if the condition is AEI/education institution in nature or specific to NMC standards.</i></p>	<p><b>Selection, admission and progression</b></p> <p>None identified</p> <p><b>Practice learning</b></p> <p>Condition one: The AEI and PLPs must provide detailed arrangements for ensuring protected learning time across all practice learning environments and include this information in programme and student facing documentation. (SFNME R3.1, R3.7 and SPRNA R3.5)</p> <p>Condition two: The AEI and PLPs must provide a detailed programme planner which represents all programme hours, clearly showing the 20 percent programme external protected learning hours and including evidence of agreement by PLPs to release students for learning (reflected in a revised memorandum of understanding with each partner). (SFNME R5.1 and SPRNA R2.6, R3.5)</p> <p><b>Assessment, fitness for practice and award</b></p> <p>None identified</p> <p><b>Education governance: management and quality assurance</b></p> <p>Condition three: The programme team must review the module specifications, rationalising the number of learning outcomes for more consistency across the programme, ensure that learning outcomes are not summatively assessed more than once and provide differentiation in the level descriptors to show how students are prepared for progression from levels four to five and beyond. (University condition)</p>
<p><b>Date condition(s) to be met:</b></p>	<p>20 June 2019</p>
<p><b>Recommendations to enhance the programme delivery:</b></p>	<p>Recommendation one: Consider strengthening the service user and carer input to all aspects of the nursing associate programme. (SFNME R1.12)</p> <p>Recommendation two: Consider providing appropriate training, including periodic updating, for service users and carers, for example, in undertaking student assessment and giving student feedback. (SFNME R5.5)</p> <p>Recommendation three: Consider the way students are identifiable to staff and service users when in the</p>

	practice learning environment, including the possible provision of distinct uniforms. (SFNME R1.3)
<b>Focused areas for future monitoring:</b>	Protected learning of all programme hours.

<b>Programme is recommended for approval subject to specific conditions being met</b>	
<b>Commentary post review of evidence against conditions</b>	
<p>The programme team have provided documentary evidence of arrangements for protected learning time, signed practice learning agreements, revised programme specifications and learning outcomes and assurance for how 20 percent external practice learning time is protected. Condition one and condition two are now met. The AEI has provided documentary evidence confirming the university condition is met.</p>	
<b>AEI Observations</b>	<b>Observations have been made by the education institution</b> YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
<b>Summary of observations made, if applicable</b>	
<b>Final recommendation made to NMC:</b>	Programme is recommended to the NMC for approval <input checked="" type="checkbox"/> Recommended to refuse approval of the programme <input type="checkbox"/>
<b>Date condition(s) met:</b>	22 June 2019

**Section three**

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

Partnerships
<p>The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders.</p>
<p><b>Please refer to the following NMC standards reference points for this section:</b></p> <p><a href="#"><i>Standards framework for nursing and midwifery education</i> (NMC, 2018)</a></p> <p><b>Standard 1: The learning culture:</b></p> <p>R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders</p> <p>R1.13 work with service providers to demonstrate and promote inter-professional learning and working</p> <p><b>Standard 2: Educational governance and quality:</b></p> <p>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</p> <p>R2.4 comply with NMC <a href="#"><i>Standards for student supervision and assessment</i></a></p> <p>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</p> <p>R2.7 ensure that service users and representatives from relevant stakeholder groups are engaged in partnership in student recruitment and selection</p>

**Standard 3: Student empowerment:**

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

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

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

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

**Standard 4: Educators and assessors:**

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

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

R4.10 share effective practice and learn from others

**Standard 5: Curricula and assessment:**

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

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

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

[Standards for student supervision and assessment \(NMC, 2018\)](#)

**Standard 1: Organisation of practice learning:**

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

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

**Standard 2: Expectations of practice supervisors:**

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

**Standard 3: Practice supervisors: role and responsibilities:**

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

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

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

**Standard 7: Practice assessors: responsibilities:**

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

**Standard 9: Academic assessors: responsibilities:**

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

**Findings against the standard and requirements**

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

We found documentary evidence of effective partnership working between UoG and their PLPs who meet monthly for a nursing associate partnership steering group meeting. Programme documentation states PLPs are keen to continue with this arrangement and this is confirmed by PLPs at the visit. PLPs will work with their AEI colleagues to monitor their student nursing associates. PLPs confirm consultation and co-production of the programme.

UoG has a service user and carer (SUC) involvement strategy, but SUC input to the recruitment, teaching, assessment and programme development in line with the strategy is limited. Their input to the programme includes reviewing interview questions for the selection process of nursing associate students (Recommendation one) (SFNME R1.12). SUCs speak highly of the programme team and are enthusiastic about having greater involvement in all aspects of the programme for the future. SUCs are keen to have training and support to enable them to contribute to the programme and become more involved as partners (Recommendation two) (SFNME R5.5).

Programme documentation shows limited evidence of student involvement in the consultation and co-production of the proposed programme, with student attendance at only one of the curriculum implementation group meetings. However, students tell us student representatives have been consulted about the programme. They tell us there's good partnership working with the programme team and their feedback is sought and listened to. They say they give regular verbal feedback and provide feedback on their practice learning and modules through an online module evaluation 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' health and character allows for safe and effective practice on entering the programme, throughout the programme and when submitting the supporting declaration of health and good character in line with the NMC's health and character decision-making guidance. This includes satisfactory occupational health assessment and criminal record checks.

R1.3 ensure students are fully informed of the requirement to declare immediately any cautions or convictions, pending charges or adverse determinations made by



other regulators, professional bodies and educational establishments and that any declarations are dealt with promptly, fairly and lawfully.

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

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

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

[Standards framework for nursing and midwifery education](#) specifically:

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

**Proposed transfer of current students to the programme under review**

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

**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. Programme documentation confirms up to a maximum of 50 percent of the nursing associate pre-registration programme can be recognised for prior learning (RPL) and this maximum does not apply to applicants who are currently a NMC registered nurse without restrictions on their practice. The AEI has established processes in place to ensure the scrutiny of RPL claims by the external examiner prior to presentation at their exam board.

- 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 and discussions at the approval visit confirm students are assessed during the selection process to ensure they are capable of developing their numeracy, literacy, digital and technological skills. Candidates complete an online application form. A mapping document shows how numeracy, literacy and technological literacy skills are assessed in the PAD and OAR during the two years of the programme. This meets the proficiencies and programme outcomes. Students confirm they are supported throughout the programme to develop their digital and technological literacy skills. They say there is good support from the programme team and staff in the library to help them with literature searching skills.

**Proposed transfer of current students to the programme under review**

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**

The AEI confirms that it does not intend to transfer existing students from the Health Education England (HEE) curriculum on to the programme Standards for pre-registration nursing associate programmes. The students say they are aware of the new roles of practice supervisor and practice assessor but were unsure when the new roles start. Programme documentation confirms the new roles will start in September 2019 for new cohorts with no plans to transfer current students to SSSA.

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:** 3 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

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. Documentary evidence demonstrates the programme design and delivery is generic in content and is non-field specific. Module descriptors and learning outcomes support learning across the lifespan and are relevant to a variety of settings. A student learning journey exemplar demonstrates how students will have practice learning experiences in all fields of nursing. The recruitment flyer for the programme explains teaching and learning will take place in practice learning environments and UoG. The student programme handbook and module descriptors also confirm that students are informed of the lifespan and non-field specific approach.

**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 not met. We found documentary evidence to support the required length of programme. However, hours allocated for external practice learning experience is insufficient to allow students to fully meet the *Standards of proficiency for nursing associates*. (Condition two) (SFNME R5.1; SPRNA R2.6, R3.5)

At the approval visit the programme leader identified how theory and practice learning hours are organised. The external practice learning placements model is

two- or three-week blocks organised jointly between the AEI and PLP. Practice learning hours are recorded on a timesheet in the PAD. Practice learning hours are monitored by the PLP and checked by the programme lead. We are assured the working week does not exceed the European working time directive. An online reporting system is in place for students to notify the UoG of any absence. One student confirmed that attendance is monitored. Students are supported to make up unmet theoretical and practice learning hours. Programme documentation confirms the length of the apprenticeship will be extended if make-up time is required. Students say they are supported to learn skills at the university and in practice learning placements. Programme learning is sufficient to meet the Standards of proficiency for nursing associate programmes.

- 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 not met. Documentary evidence and the approval process confirm the programme structure has an equal balance of theory and practice learning hours. A wide range of learning and teaching strategies are detailed in the programme specification and module descriptors. Lectures, seminars, skills sessions, workbooks and online resources are used to support learning. The content and learning outcomes for each part of the programme are in the student handbook and module descriptors. Students tell us they enjoy their university study days and are well informed about their modules and what they need to learn. They say online resources to support their learning are helpful and staff are timely in answering any questions and giving extra support if needed. Documentary evidence shows how the Standards of proficiency for nursing associates will be met. The pan London mapping document outlines how the Standards of proficiency for nursing associates and skills are met in the PAD.

The AEI organise external practice learning placements which PLPs confirm works well. The programme team tell us they are currently recruiting for a placement facilitator vacancy to support this. There are processes for reasonable adjustments for students in the university. Students can complete an inclusion plan to share what reasonable adjustments can support them in the practice learning environment.

**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

Hours allocated for external practice learning experience are insufficient to allow students to fully meet the Standards of proficiency for nursing associates.

Condition two: The AEI and PLPs must provide a detailed programme planner which represents all programme hours, clearly showing the 20 percent programme external protected learning hours and including evidence of agreement by PLPs to release students for learning (reflected in a revised memorandum of understanding with each partner). (SFNME R5.1 and SPRNA R2.6, R3.5)

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:** 20 June 2019

Hours allocated for external practice learning experience are insufficient to allow students to fully meet the Standards of proficiency for nursing associates.

Condition two: The AEI and PLPs must provide a detailed programme planner which represents all programme hours, clearly showing the 20 percent programme external protected learning hours and including evidence of agreement by PLPs to release students for learning (reflected in a revised memorandum of understanding with each partner). (SFNME.1 and SPRNA R2.6, R3.5)

**Post event review**

**Identify how the condition(s) is met:**

Condition two: The programme team have revised copies of the programme documentation to show a detailed programme planner which represents all programme hours are protected, including 20 percent of the programme hours protected in external placements. The AEI has signed practice placement agreements with their PLPs. The apprenticeship Commitment Statement which PLPs must sign for each apprentice provides detailed arrangements of all protected learning hours.

Evidence

UoG Programme year planner, 21 June 2019  
 Practice placement agreement Oxleas NHS Foundation Trust, 21 June 2019  
 Practice placement agreement Dartford and Gravesham NHS Trust, 21 June 2019  
 Practice placement agreement South East London clinical commissioning group, 21 June 2019  
 Practice placement agreement Lewisham and Greenwich NHS Trust, 21 June 2019  
 UoG apprenticeship commitment statement, 21 June 2019  
 Condition two is now met.

**Date condition(s) met:** 22 June 2019

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

Condition two is now 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, R2.11; 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. We found documentary evidence of policies and processes for escalating concerns and fitness to practise. There are flow charts in student and PLP documents explaining these processes and what to do. The programme team confirm seeking consent to ensure the delivery of safe and effective care is taught throughout the programme. A placement learning journey exemplar explains how students will have a range of experiences to care for a diverse range of people across all age groups. PLPs confirm they understand this requirement and are committed to providing appropriate learning opportunities. The AEI plans to recruit a placement facilitator and employ staff to develop new practice learning environments. Students tell us they understand the importance of seeking consent and they're clear about how to escalate concerns and discuss safeguarding. They comment it might be easier for people to identify them as learners if they all had a distinct student nursing associate uniform. PLPs are inconsistent, with some providing a student nursing associate uniform and others just a name badge. (Recommendation three) (SFNME R1.3)

- 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. Programme documentation shows partnership working between the AEI and PLPs to ensure students experience variety in their practice learning to

meet the holistic needs of people in all ages. Students confirm this as their experience. PLPs confirm they discuss students' practice learning evaluations and take appropriate action if needed. There is a fitness to practise procedure in place evidencing a joint approach to investigating any fitness to practise concerns. Documentary evidence confirms PLPs and AEI undertake joint educational audits on a two-yearly basis. They have biannual practice-based learning meetings (key account meeting) to oversee and report on any practice learning issues. The link tutor is responsible for any action plans and the programme lead takes overall responsibility for ensuring the quality of placement learning environments. The programme team mentioned an "offer and ask" informal approach for swapping and sharing practice learning placements. The AEI plans to introduce a new practice learning management system called InPlace to further improve monitoring of student allocations, evaluation and feedback.

- 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. Programme documentation shows effective and proportionate use of technology enhanced and simulation-based learning. Simulation-based learning will only be used to supplement practice learning in exceptional circumstances and where a specific practice learning experience is not available. Students are confident in their digital literacy skills and how this is developed throughout the programme. They're well supported to use the resources in the online learning platform and have training provided by a librarian on how to access e-books during their induction. The AEI confirm library services are available all hours at UoG and many students access NHS libraries.

- 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 shows that students' individual needs can be identified on entry to the programme. The programme handbook signposts support services to students. The programme lead confirms assessments for dyslexia and additional support and time. Information on reasonable adjustments for practice learning is explicit in the practice placement guidance document. Students say they're well supported by the programme leader. They say the amount of support in practice varies and some students get support from a practice facilitator. There's documentary evidence of risk assessments used by one PLP. A student surgery is provided for students by one of the PLPs where students can feedback and get support with practice learning issues.

- 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 not met. The model of practice learning for student nursing associates is work based learning. Academic study time is outlined in the programme plan and demonstrates students are released for a minimum of 20 percent of the programme for academic study. External practice placement hours in the planner do not meet the minimum requirement of 20 percent of the programme time for protected learning time in external practice placements. (Condition two) (SFNME R5.1; SPRNA R2.6, R3.5)

Information to show that students and PLPs have a good understanding of protected learning is not evident in the documentation or provided at the visit. Documentary evidence and the approval process indicate there is inconsistent information and practices to ensure students have protected learning time. Students say they have good practice learning experiences but know of students who do not get released for learning. (Condition one) (SFNME R3.1, R3.7; SPRNA R3.5)

**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

Documentary evidence and the approval process indicate there is inconsistent information and practices to ensure students have protected learning time.

Condition one: The AEI and PLPs must provide detailed arrangements for ensuring protected learning time across all practice learning environments and include this information in programme and student facing documentation. (SFNME R3.1, R3.7; SPRNA R3.5)

External practice placement hours in the planner do not meet the minimum requirement of 20 percent of the programme time for protected learning time in external practice placements.

Condition two: The AEI and PLPs must provide a detailed programme planner which represents all programme hours, clearly showing the 20 percent programme external protected learning hours and including evidence of agreement by PLPs to release students for learning (reflected in a revised memorandum of understanding with each partner). (SFNME R5.1; SPRNA R2.6, R3.5)

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:** 20 June 2019

Documentary evidence and the approval process indicate there is inconsistent information and practices to ensure students have protected learning time.

Condition one: The AEI and PLPs must provide detailed arrangements for ensuring protected learning time across all practice learning environments and include this information in programme and student facing documentation. (SFNME R3.1, R3.7; SPRNA R3.5)

External practice placement hours in the planner do not meet the minimum requirement of 20 percent of the programme time for protected learning time in external practice placements.

Condition two: The AEI and PLPs must provide a detailed programme planner which represents all programme hours, clearly showing the 20 percent programme external protected learning hours and including evidence of agreement by PLPs to release students for learning (reflected in a revised memorandum of understanding with each partner). (SFNME R5.1; SPRNA R2.6, R3.5)

PLPs are inconsistent with some providing a student nursing associate uniform and others just a name badge.

Recommendation three: Consider the way students are identifiable to staff and service users when in the practice learning environment, including the possible provision of distinct uniforms. (SFNME R1.3)

**Post event review**

**Identify how the condition(s) is met:**

Condition one: The programme team have provided revised copies of programme documentation showing detailed arrangements to ensure protected learning across all practice learning environments.

Evidence

UoG Programme specification, 21 June 2019

UoG Programme year planner, 21 June 2019

UoG Practice placement guidance, 21 June 2019

Condition one is now met.

Condition two: The programme team have revised copies of the programme documentation to show a detailed programme planner which represents all programme hours are protected, including 20 percent of the programme hours protected in external placements. The AEI has signed practice placement agreements with their PLPs. The apprenticeship commitment statement, which PLPs must sign for each apprentice, provides detailed arrangements of all protected learning hours.

Evidence

UoG programme year planner, 21 June 2019

Practice placement agreement Oxleas NHS Foundation Trust, 21 June 2019

Practice placement agreement Dartford and Gravesham NHS Trust, 21 June 2019

Practice placement agreement South East London clinical commissioning group, 21 June 2019

Practice placement agreement Lewisham and Greenwich NHS Trust, 21 June 2019

UoG apprenticeship commitment statement, 21 June 2019

**Date condition(s) met:** 22 June 2019

**Revised outcome after condition(s) met:**

**MET**

**NOT MET**

Conditions one and two are now met.

**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)

**MET**  **NOT MET**

R4.1 is met. Documentation and discussions at the visit confirm processes are in place to allow students to be supported, supervised, taught and assessed in all learning environments. This meets the Standards framework for nursing and midwifery education. AEI staff carry out roles including academic personal tutor, link lecturer, academic assessor and these are overseen by the programme manager. PLPs confirm their staff are undergoing preparation for the new roles of practice assessor and practice supervisor. The AEI and PLPs are adopting the pan London PLG SSSA implementation plan. They confirm arrangements to ensure adequate support, supervision, learning and assessment to comply with the Standards framework for nursing and midwifery education. Students who start on nursing courses from September 2019 will be supported by staff trained to

undertake the new roles. PLPs confirm their students and staff are well supported by the AEI who visit practice learning environments.

Students say they're supported and know who to go to if they have a concern or need help. Students know about the new roles of practice supervisor and assessor but not all are sure when the role will start. Students say they're supported and know who to go to if they have a concern or need help. Students confirm they have regular meetings in their practice learning placement and are supported with completing their PAD and get regular feedback. Students say they are supervised in the practice learning environment and are given time to learn. Students say support from practice placement facilitators is patchy and is dependent on who the employing PLP is. SUCs are involved in student learning through giving feedback in the PAD.

- 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. Documentary evidence and the approval process show how preparations for the new roles of practice supervisor, practice assessor and academic assessor are underway. The programme team confirm plans to adopt the pan London PLG SSSA implementation plan and use the standardised resources for preparing practice supervisors and practice assessors. Practice learning facilitators and university link lecturers are key to rolling out information in practice learning areas. One mentor was aware that changes and information are coming but did not know the details. The AEI tell us practice learning environments that do not have practice learning facilitators are invited to attend training and updates at UoG. They confirm they keep records and a database of practice supervisor, practice assessor and academic assessor attendance at preparation events.

**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. Student feedback in the practice learning environment is evident in the PAD, OAR (both formative and summative) and a skills log (formative). Formative and summative assessments are outlined in the module descriptors and students confirm all their feedback is clear, timely and helpful in supporting their development. The programme team tell us formative assessments such as classroom quizzes and virtual learning environment activities are used to prepare students for summative assessment. The only evidence of service user feedback was the service user feedback page in the PAD. The programme team say they plan for service users to contribute to feedback assessment in the proposed programme in an objective structured clinical examination and a health promotion assessment. All programme learning outcomes are adequately assessed in the summative assessments.

- 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. There's appropriate mapping of curriculum and practice learning placements to ensure all Standards of proficiency for pre-registration nursing associate programmes will be met. The programme team confirm documentary evidence showing the timeline for scrutiny of each assessment document, including details of the person responsible for monitoring and recording student progression. Students say their programme and practice learning placements are interesting and practice learning staff and the programme team prepare them well for entry to the register. Documentary evidence confirms all modules in the proposed programme are mandatory. Programme specifications meet the Standards framework for nursing and midwifery education. Compensation for summative assessments across theory and practice learning is not permitted.

**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)



<ul style="list-style-type: none"> <li>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 <i>Standards of proficiency for nursing associates</i>. (R4.9)</li> </ul>	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>  YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
Assurance is provided that Gateway 1: <a href="#">Standards framework for nursing and midwifery education</a> relevant to supervision and assessment are met	
YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	
Assurance is provided that Gateway 2: <a href="#">Standards for student supervision and assessment</a> are met	
YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	
<b>Outcome</b>	
Is the standard met?      MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>	
Date: 3 June 2019	

<b>Standard 5: Qualification to be awarded</b>
<p><b>Approved education institutions, together with practice learning partners, must:</b></p> <p>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</p> <p>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.</p>
<b>Findings against the standards and requirements</b>
<b>Evidence provides assurance that the following QA approval criteria are met:</b>

- 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

The fall back exit award is a certificate of higher education which does not confer registration as a nursing associate.

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:** 3 June 2019

**Section four**

**Sources of evidence**

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

<b>Key documentation</b>	<b>YES</b>	<b>NO</b>
Programme document, including proposal, rationale and consultation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme documentation includes collaboration and communication arrangements with HE/FE partner if relevant	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme specification	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Module descriptors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student facing documentation including: programme handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student university handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student facing documentation includes HE/FE college information for students, if relevant	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice assessment documentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ongoing record of achievement (ORA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning environment handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning handbook for practice supervisors and assessors specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Academic assessor focused information specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Placement allocation / structure of programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PAD linked to competence outcomes, and mapped against standards of proficiency	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards framework for nursing and midwifery education</i> (NMC, 2018)	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Mapping document providing evidence of how the education institution has met the <i>Standards for pre-registration nursing associate programmes</i> (NMC, 2018)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the <i>Standards for student supervision and assessment</i> (NMC, 2018) apply to the programme.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Curricula vitae for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CV of the registered nurse or nursing associate responsible for directing the education programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Registrant academic staff details checked on NMC website	<input checked="" type="checkbox"/>	<input type="checkbox"/>
External examiner appointments and arrangements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Written confirmation by education institution and associated practice learning partners to support the programme intentions, including a signed agreement for protected learning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>List additional documentation:</p> <p>UoG programme year planner, 21 June 2019</p> <p>UoG programme specification, 21 June 2019</p> <p>UoG practice placement guidance, 21 June 2019</p> <p>Practice placement agreement Oxleas NHS foundation Trust, 21 June 2019</p> <p>Practice placement agreement Dartford and Gravesham NHS Trust, 21 June 2019</p> <p>Practice placement agreement South East London clinical commissioning group, 21 June 2019</p> <p>Practice placement agreement Lewisham and Greenwich NHS Trust, 21 June 2019</p> <p>UoG apprenticeship commitment statement, 21 June 2019</p>		
<p>If you stated no above, please provide the reason and mitigation</p>		
<p>Additional comments:</p> <p>Service level agreements and specific protected learning agreement documents have not been provided and were requested.</p>		

Documents provided, 21 June 2019

**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	<input checked="" type="checkbox"/>	<input type="checkbox"/>
HE/FE college senior managers, if relevant	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated practice learning partners with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme team/academic assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice leads/	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, please identify cohort year/programme of study: Two newly qualified registrant nursing associates (2017 HEE nursing associate programme) and one year-one student from the HEE nursing associate programme.		
Service users and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no to any of the above, please provide the reason and mitigation		
Additional comments: Two service users attended the approval event and spoke to the registrant visitor in the presence of the approval panel note taker. This arrangement was adopted as the panel chair raised concerns prior to the visit that it could appear intimidating to be interviewed by the whole panel. One other service user spoke to the registrant visitor by telephone in the presence of the note taker.		

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

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Library facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Technology enhanced learning / virtual learning environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Educational audit tools/documentation	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice learning environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If yes, state where visited/findings:		
System regulator reports reviewed for practice learning partners	<input checked="" type="checkbox"/>	<input type="checkbox"/>
System regulator reports list: CQC reports reviewed: Oxleas NHS Foundation Trust, March 2019 Dartford and Gravesham NHS Trust, January 2019 Lewisham and Greenwich NHS Trust, January 2019		
If you stated no to any of the above, please provide the reason and mitigation Not required for this approval.		
Additional comments:		

**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:	Anne McCarthy	Date:	3 June 2019
Checked by:	Monica Murphy	Date:	9 July 2019
Approved by:	Leeann Greer	Date:	19 July 2019

Submitted by:	Amy Young	Date:	23 July 2019
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