

## Major Modification report

### Section one

<b>Programme provider name:</b>	University of Central Lancashire
<b>In partnership with:</b> <i>(Associated practice learning partners involved in the delivery of the programme)</i>	<p>The Malvern Nursing Home  The New Thursby Nursing Home  Wigan Brook Organisation  East Lancashire Hospitals NHS Trust  Southport and Ormskirk Hospital NHS Trust  Alder Hey Children's NHS Foundation Trust  Stocks Hall Nursing and Care Group  Blackpool Teaching Hospitals NHS Foundation Trust  Brierfield Health Centre  Bridgewater Community Healthcare NHS Trust  Lancashire Care NHS Foundation Trust  Virgin Care  North West Boroughs Healthcare NHS Foundation Trust  Pennine Lancashire Enhanced Training Practice  Primary Care  Wigan Enhanced Training Practices  Cuerden Developments Limited  NHS Bolton NHS Foundation Trust  Trinity Hospice and Palliative Care Services  Bryn Cross Surgery  Chandler House Practices  Marus Bridge Practice  Lancashire Teaching Hospitals NHS Foundation Trust  Ash Tree House Surgery  The Crescent Surgery  Barnoldswick Medical Centre  Cornmill Nursing Home  Sue Ryder  Pennie Lancashire Enhanced Training Practices  East Lancashire Hospitals NHS Foundation Trust  Derian House Childrens Hospice  Walton Centre NHS Foundation Trust  East Lancashire Hospice  Surrey &amp; Sussex NHS Healthcare Trust  North Tees &amp; Hartlepool NHS Foundation Trust  University Hospitals of Leicester  Ramsey Health Care  Alternative Futures Group</p>



	<p>The Newcastle upon Tyne Hospitals NHS Foundation Trust</p> <p>University Hospitals of Morecambe Bay NHS Foundation Trust</p> <p>BMI Healthcare</p> <p>The Hamptons and Brookhaven Active Pathways</p> <p>Premier Health - Bridgewater Practice</p> <p>Foxleigh Family Surgery - Bridgewater Medical Centre</p> <p>Harbour Health Care</p> <p>Hindley Health Centre</p> <p>Winstanley Medical Practice</p> <p>Shevington Practice</p> <p>Partnerships in Care</p> <p>Hospice Wigan &amp; Leigh</p> <p>Fylde &amp; Wyre Enhanced Training Practices</p> <p>North West Care Limited</p> <p>Wrightington, Wigan &amp; Leigh NHS Foundation Trust</p> <p>Fylde &amp; Wyre Endhanced Training Practices</p> <p>Manchester University NHS Foundation Trust</p> <p>Countness of Chester Hospitals NHS Foundation Trust</p> <p>Belong Village Wigan</p> <p>Pennine Acute Hospitals NHS Trust.</p> <p>North Shore Surgery</p> <p>Pemberton Clinic</p> <p>Pendleside Hospice</p> <p>The Fountains Independent Hospital</p> <p>The Pennine Acute Hospitals NHS Trust</p> <p>Liverpool Heart and Chest NHS Foundation Trust</p> <p>The Priory Group</p> <p>HC One</p> <p>Rossendale Hospice</p> <p>Central Manchester University Hospitals NHS Foundation Trust</p> <p>Willow Bank Nursing Home</p> <p>West Cumberland Hospital</p> <p>Longshoot Health Centre</p> <p>Seven Brooks Medical Centre</p> <p>Spire Healthcare</p> <p>St Catherines Hospice</p> <p>Century Healthcare</p> <p>St Helens and Knowsley NHS Trust</p> <p>Stockport NHS Foundation Trust</p> <p>Greater Manchester Mental Health NHS Foundation Trust</p>
--	---



	<p>Parbold Surgery Aintree University Hospitals NHS Foundation Trust Fernbank Surgery Vida Healthcare Warrington and Halton Hospitals NHS Foundation Trust Fleetwood Surgery Westleigh Surgery Crystal Hall Residential &amp; Nursing Home BOC Healthcare University Hospital of South Manchester NHS Foundation Trust</p>
<p><b>Provision(s) reviewed:</b></p> <p>Provision: Nursing Degree Apprenticeship route - Adult Title of current programme: BSc (Hons) and MSc Nursing with Registered Nurse (RN) Adult Modified programme title(s), if changed: N/A Programme start date: 23 March 2020</p> <p>Current academic level(s): England, Wales, Northern Ireland: Level 6 Level 7 Modified academic level(s), if changed: N/A</p> <p>Provision: Nursing Degree Apprenticeship route - Mental Health Title of current programme: BSc (Hons) and MSc Nursing with Registered Nurse (RN) Mental Health Modified programme title(s), if changed: N/A Programme start date: 23 March 2020</p> <p>Current academic level(s): England, Wales, Northern Ireland: Level 6 Level 7 Modified academic level(s), if changed: N/A</p> <p>Provision: Nursing Degree Apprenticeship route - Child</p>	



Title of current programme: BSc (Hons) and MSc Nursing with Registered Nurse (RN) Child

Modified programme title(s), if changed: N/A

Programme start date: 23 March 2020

Current academic level(s):

England, Wales, Northern Ireland:

Level 6

Level 7

Modified academic level(s), if changed: N/A

<b>Date of review</b>	21 November 2019
<b>Type of Modification</b>	Visit
<b>QA visitor(s):</b>	Registrant Visitor: Alison Marchbank Lay Visitor: Jonathan Fisher



## **Section two**

### **Summary of review and findings**

The University of Central Lancashire (UCLan), faculty of health and wellbeing, school of nursing is an established approved education institution (AEI). The pre-registration nursing programme was approved for delivery by the Nursing and Midwifery Council (NMC) against the Standards for pre-registration nursing programmes (SPNP) (NMC, 2018) and Standards of proficiency for registered nurses (NMC, 2018) on 10 June 2019. The school of nursing presented a major modification of the approved pre-registration nursing programme to deliver a nurse degree apprenticeship (NDA) route at academic level six and level seven in three fields of nursing (adult, child and mental health).

The following employers of potential NDAs support the NDA route and were present at the major modification visit: Blackpool Teaching Hospitals NHS Foundation Trust; East Lancashire Hospitals NHS Trust; Lancashire and South Cumbria NHS Foundation Trust; North Cumbria Integrated Care NHS Foundation Trust; and, Southport and Ormskirk NHS Trust.

They confirmed their support for the proposed NDA modification and their commitment to the NMC programme standards (NMC, 2018). Employers provided assurance that the supernumerary status of apprentices will be recognised and supported while undertaking the pre-requisite hours to meet the SPNP (NMC, 2018).

There is strong evidence of effective partnership working in the development of the programme between the AEI and key stakeholders; employers, service users and carers. Students have been consulted with respect to the NDA route. The AEI and practice learning partners (PLPs) implemented the Standards for student supervision and assessment (SSSA) (NMC, 2018) in September 2019.

Arrangements at programme level for the NDA routes do not meet the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018).

The SSSA are met at programme level.

The modification of the pre-registration nursing programme is recommended to the NMC for approval subject to three NMC conditions and two AEI conditions. Three NMC recommendations are made. The AEI made two further recommendations.

Updated 13 January 2020:

Evidence was provided to meet the three NMC conditions. The NMC conditions are met. The AEI conditions are now met.



The programme is recommended for approval to the NMC.

Recommended outcome of the approval panel	
<b>Recommended outcome to the NMC:</b>	Programme is recommended for approval subject to specific conditions being met
<b>Conditions:</b>  <i>Please identify the standard and requirement the condition relates to under the relevant key risk theme.</i> <i>Please state if the condition is AEI/education institution in nature or specific to NMC standards.</i>	<p><b>Effective partnership working: collaboration, culture, communication and resources:</b></p> <p>None identified</p> <p><b>Selection, admission and progression:</b></p> <p>Condition one: The MSc NDA student handbook must be corrected to provide accurate and consistent recognition of prior learning (RPL) hours. (SPNP R1.5)</p> <p><b>Practice learning:</b></p> <p>Condition two: Programme and student facing documentation must be amended to replace the term protected learning time with supernumerary status. (SPNP R3.7)</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: Demonstrate that all programme learning outcomes are met in modules that contain more than one element that is fine graded (SPNP R2.1; SFNME R5.16)</p> <p>Condition four: Review the aggregated modules and provide assurance that programme learning outcomes will be met should elements of assessment not be passed but a module passed on an aggregate mark. Alternatively, the programme team should disaggregate the pass requirements in line with verbal feedback given by the NMC and submit a related application for exemption from the university academic regulations (AEI condition)</p>



	Condition five: Address documentary issues identified by the panel. (AEI condition)
<b>Date condition(s) to be met:</b>	10 January 2020
<b>Recommendations to enhance the programme delivery:</b>	<p>Recommendation one: The programme team are to consider undertaking mapping of the UCLan nursing associate programme and UCLan assistant practitioner programme against the pre-registration nursing programme (NDA route) up to a maximum of 50 percent and complying with EU directive (NDA route). (SPNP R1.5)</p> <p>Recommendation two: The programme team are to consider integrating a verifiable digital literacy assessment at the point of admission. (SPNP R1.1.7)</p> <p>Recommendation three: The programme team are to consider clarifying the apprenticeship raising concerns infographic to include a written explanation to escalate concerns. (SFNME R1.5)</p> <p>Recommendation four: Continue to explore means to integrate the various systems employed in managing the provision, such as Starfish, One Note and practice assessment record and evaluation (PARE). (AEI recommendation)</p> <p>Recommendation five: Clarify and explain, for example in the apprenticeship handbooks, the different roles and responsibilities of student facing staff both within the academic team, and within practice. (AEI recommendation)</p>
<b>Focused areas for future monitoring:</b>	NDA's have supernumerary status for NMC programme hours (SPNP R3.7).



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

**Commentary post review of evidence against conditions:**

Revised documentation provides evidence that changes required to meet the three NMC conditions have been made.

Documentary evidence, including updated handbooks and programme specifications, provide accurate and consistent RPL hours confirming condition one is met.

Revised NDA handbooks and work-based learning handbooks clearly detail the correct supernumerary status terminology. Condition two is met.

A mapping document identifying how learning outcomes are mapped to programme outcomes provides assurance that condition three is met.

Confirmation was provided that the AEI conditions were met on 13 January 2020.

<b>AEI Observations</b>	<b>Observations have been made by the education institution</b> Yes
<b>Summary of observations made, if applicable</b>	The AEI confirmed the factual accuracy of the report.
<b>Final recommendation made to NMC:</b>	Programme is recommended to the NMC for approval
<b>Date condition(s) met:</b>	13 January 2020

**Section three**

**NMC Programme standards**

Please refer to NMC standards reference points

Standards for pre-registration nursing programmes (NMC, 2018)

Future nurse: Standards of proficiency for registered nurses (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 and midwives

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

R2.6 ensure that recruitment and selection of students is open, fair and transparent and includes measures to understand and address underrepresentation

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



**Standard 3: Student empowerment:**

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

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

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

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

**Standard 4: Educators and assessors:**

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

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

R4.10 share effective practice and learn from others

**Standard 5: Curricula and assessment:**

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

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

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

Standards for student supervision and assessment (NMC, 2018)

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

R1.4 there are suitable systems, processes, resources and individuals in place to ensure safe and effective coordination of learning within practice learning environments

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*

Established and effective partnership working are evident at the NDA major modification approval visit.

We found effective working relationships between the AEI and employers and PLPs. There's a joint approach to NDA recruitment, route development and management of its delivery and fitness to practise concerns.

PLPs and employers spoke of their close working relationship with the AEI. The approval panel met with students who are currently on non-NMC degree apprentice programmes. The students confidently spoke about their programmes, their support in practice and academic progress. They tell us that they are able to raise and escalate concerns. They report that their feedback is listened to and has informed the proposed NDA route.

We found there is a partnership model infographic illustrating the process for NDAs to raise concerns during practice learning. The programme team are to consider clarifying the apprenticeship raising concerns infographic to include a written explanation to escalate concerns. (Recommendation three)

PLPs and students present report a clear understanding and experience of the SSSA implemented in September 2019. The AEI has work-based education tutors (WBETs) to support NDA students' learning in practice. Students and employers present confirm their understanding of the range of support available and the effectiveness of communication between the AEI, PLPs and students.



The panel met with the service users and carers representatives group, (Comensus). This is an established AEI group and they're involved in recruitment and in delivery of the pre-registration nursing programme.

Service users told us they set interview questions and review their effectiveness. They're involved in the design and co-production of the NDA route. They will be involved in the teaching assessment and evaluation of the NDA route. They confirm preparation for their role including equality and diversity training.

It's evident that the proposed NDA route is the product of conjoint partnership working between employers, PLPs, service users and carers and students.

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

**Met**

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

**Met**

**If not met, state reason**

**Post Event Review**

**Identify how the condition is met:**

**Date condition(s) met:**

N/A

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



## Student journey through the programme

### Standard 1. Selection, admission and progression

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

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

R1.1.1 are suitable for their intended field of nursing practice: adult, mental health, learning disabilities and children's nursing

R1.1.2 demonstrate values in accordance with the Code

R1.1.3 have capability to learn behaviours in accordance with the Code

R1.1.4 have capability to develop numeracy skills required to meet programme outcomes

R1.1.5 can demonstrate proficiency in English language

R1.1.6 have capability in literacy to meet programme outcomes

R1.1.7 have capability for digital and technological literacy to meet programme outcomes

R1.2 ensure students' health and character are sufficient to enable safe and effective practice on entering the programme, throughout the programme and when submitting the supporting declaration of health and 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.

R1.3 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 the registered nurse responsible for directing the educational programme or their designated registered nurse substitute are able to provide supporting declarations of health and character for students who have completed a pre-registration nursing programme

R1.5 permit recognition of prior learning that is capable of being mapped to the Standards of proficiency for registered nurses and programme outcomes, up to a maximum of 50 percent of the programme and comply with Article 31(3) of Directive 2005/36/EC (included in annexe one of programme standards document)

R1.6 for NMC registered nurses permit recognition of prior learning that is capable of being mapped to the Standards of proficiency for registered nurses and programme outcomes that may be more than 50 percent of the programme

R1.7 support students throughout the programme in continuously developing their abilities in numeracy, literacy, digital and technological literacy to meet programme outcomes, and

R1.8 ensure that all those enrolled on pre-registration nursing programmes are compliant with Article 31(1) of Directive 2005/36/EC regarding general education length as outlined in annexe one in programme standards document.

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 current students onto the proposed programme to ensure programme learning outcomes and proficiencies meet the Standards For pre-registration nursing programmes (NMC, 2018).

*Evidence provides assurance that the following QA approval criteria are met*

**Evidence that selection processes ensure entrants onto the programme are suitable for the intended field of nursing practice and demonstrate values and have capability to learn behaviours in accordance with the Code. Evidence of service users and practitioners involvement in selection processes. (R1.1.1, R1.1.2, R1.1.3)**

**Yes**

**Evidence of selection processes, including statements on digital literacy, literacy, numeracy, values based selection criteria, educational entry standard required, and progression and assessment strategy, English language proficiency criteria specified in recruitment processes (R1.1.4 –**



**R1.1.7)**

**Yes**

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

**Yes**

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

**Yes**

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

**Yes**

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

**Evidence of recognition of prior learning processes, mapped against programme outcomes at all levels and against academic levels of the programme up to a maximum of 50 percent of the programme and comply with Article 31(3) of Directive 2005/36/EC (R1.5)**

**Not Met**

R1.5 is not met. There is documentary evidence that RPL is permitted up to a maximum of 50 percent of the pre-registration nursing programme. It is evident that this will be utilised particularly for the MSc NDA route. The process attends to compliance of the EU directive for adult nurses.

The MSc student handbook cites differing hours for RPL. RPL hours must be accurate and consistently documented. (Condition one)

**Evidence that for NMC registered nurses recognition of prior learning is capable of being mapped to the Standards of proficiency for registered nurses and programme outcomes (R1.6)**

**Met**



R1.6 is met. The requirement is unchanged since programme approval on 10 June 2019.

**Numeracy, literacy, digital and technological literacy 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) and practice assessment document (PAD) are linked to competence outcomes in numeracy, literacy, digital and technological literacy to meet programme outcomes Detail support strategies for students throughout the programme in continuously developing their abilities in numeracy, literacy, digital and technological literacy to meet programme outcomes (R1.7)**

**Met**

R1.7 is met. Digital literacy is currently assessed via a digital application process. The application could be completed by others and so the assessment may lack robustness. (Recommendation two)

*Evidence provides assurance that the following QA approval criteria are met:*

**Evidence of processes to ensure that all those enrolled on pre-registration nursing programmes are compliant with Directive 2005/36/EC regarding general education length (R1.8)**

**Yes**

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

**There is evidence that current students learning in theory and practice is mapped to the programme standards and Standards of proficiency for registered nurses and support systems are in place**

**N/A**

There are no NDA students currently registered at UCLan, so no NDA students will be transferring to the NDA route.

It is anticipated that applicants for the NDA route will come from registered nursing associates and assistant practitioners.

We recommend the AEI undertakes a mapping exercise of the existing UCLan nursing associate and assistant practitioner programmes against the pre-registration nursing programme (NDA route) up to a maximum of 50 percent and complying with EU directive (NDA route). (Recommendation one)



**Evidence that for NMC registered nurses recognition of prior learning is capable of being mapped to the Standards of proficiency for registered nurses and programme outcomes**

***Met***

The requirement is unchanged since original approval on 10 June 2019.

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

**Yes**

## **Outcome**

**Is the standard met?**

***Not Met***

There are inconsistencies in the documentation related to the maximum RPL hours permitted, this must be corrected.

Condition one: The MSc NDA student handbook must be corrected to provide accurate and consistent RPL hours. (SPNP R1.5)

**Date: 21 November 2019**

## **Post Event Review**

**Identify how the condition is met:**

Condition one: The AEI provided documentary evidence including an updated student handbook and programme specification which provide accurate and consistent RPL hours. Condition one is now met.

Evidence:

UCLan school of nursing, response to conditions, 10 January 2020

MSc pre-registration nursing NDA course handbook 2019-20, version 4, undated

MSc pre-registration nursing NDA programme specification version 3, undated

**Date condition(s) met: 13 January 2020**

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



### **Met**

Condition one is met. SPNP R1.5 is met.

## **Standard 2. Curriculum**

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

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

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

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

R2.4 design and deliver a programme that supports students and provides exposure across all four fields of nursing practice: adult, mental health, learning disabilities and children's nursing

R2.5 state routes within their pre-registration nursing programme that allows students to enter the register in one or more of the specific fields of nursing practice: adult, mental health, learning disabilities or children's nursing

R2.6 set out the general and professional content necessary to meet the Standards of proficiency for registered nurses and programme outcomes

R2.7 set out the content necessary to meet the programme outcomes for each field of nursing practice: adult, mental health, learning disabilities and children's nursing

R2.8 ensure that field specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation is included for entry to the register in one or more fields of nursing practice

R2.9 ensure the curriculum provides an equal balance of theory and practice learning using a range of learning and teaching strategies

R2.10 ensure that programmes delivered in Wales comply with legislation which supports use of the Welsh language

R2.11 ensure pre-registration nursing programmes leading to registration in the



adult field of practice are mapped to the content for nurses responsible for general care as set out in Annex V.2 point 5.2.1 of Directive 2005/36/EC (included in Annex 1 of programme standards document)

R2.12 ensure that all pre-registration nursing programmes meet the equivalent of minimum programme length for nurses responsible for general care in Article 31(3) of Directive 2005/36/EC (included in Annex 1 of programme standards document)

R2.13 ensure programmes leading to registration in two fields of nursing practice are of suitable length to ensure proficiency in both fields of nursing, and

R2.14 ensure programmes leading to nursing registration and registration in another profession, are of suitable length and nursing proficiencies and outcomes are achieved in a nursing context.

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, R3.9, R3.10, R3.15, R3.16;

R5.1 - R5.16.

Standards for student supervision and assessment specifically:

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

*Evidence provides assurance that the following QA approval criteria are met*

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

**No**

There are two modules in the pre-registration nursing programme that currently permit an aggregation of marks to achieve an overall pass. We are not assured that all programme learning outcomes will be met if individual items of assessment are not passed but the module is passed overall using an aggregate mark.  
(Condition two)

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

**Yes**

**Mapping to show how the curriculum and practice learning content reflect the Standards of proficiency for registered nurses and each of the four fields**



**of nursing practice: adult, mental health, learning disabilities and children's nursing (R2.3)**

**Yes**

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

**There is evidence to show how the design and delivery of the programme will support students in both theory and practice to experience across all four fields of nursing practice: adult, mental health, learning disabilities and children's nursing (R2.4)**

**Met**

R2.4 is met. Employers told us of their commitment to gain four field exposure for the NDA route and the AEI confirmed mechanisms in place to monitor compliance in both theory and practice learning replicating the direct entry route for pre-registration nursing. Details of the working week for the BSc and MSc in hours provide assurance that the EU working time directive is not exceeded.

All NDA routes exceed the NMC requirement for 2,300 hours of theory and 2,300 hours of supernumerary practice.

**Evidence that programme structure/design/delivery will illustrate specific fields of practice that allows students to enter the register in one or more specific fields of nursing practice. Evidence of field specific learning outcomes and content in the module descriptors (R2.5)**

**Met**

R2.5 is met. The requirement is unchanged since original approval on 10 June 2019.

*Evidence provides assurance that the following QA approval criteria are met*

**There is evidence that mapping has been undertaken to show that the programme meets NMC requirements of the Standards of proficiency for registered nurses (R2.6)**

**Yes**

**There is evidence that mapping has been undertaken to set out the content necessary to meet the programme outcomes for each field of nursing practice: adult, mental health, learning disabilities and children's nursing (R2.7)**



**Yes**

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

**There is evidence that mapping has been undertaken to ensure that field specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation is included for entry to the register in one or more fields of nursing practice (R2.8)**

**Met**

R2.8 is met. The requirement is unchanged since original approval in June 2019, and applies equally to NDAs from a NMC perspective.

**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 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. (R2.9)**

**Met**

R2.9 is met. 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 teaching and learning strategies are detailed in the programme specification, programme handbook and module descriptors with theory and practice balance detailed in each part of the programme and its endpoint. 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.

The teaching and learning strategies include supervised and assessed practice, simulation, reflection, portfolio development, seminars, presentations, individual and small group academic tutorials, discussion groups, problem solving and inquiry led learning approaches, interactive lectures, coursework and e-technology approaches to learning and teaching.



*Evidence provides assurance that the following QA approval criteria are met*

**Evidence to ensure that programmes delivered in Wales comply with any legislation which supports the use of the Welsh language (R2.10)**

**N/A**

The programme is delivered in England.

**Evidence that the programme outcomes are mapped to the content for nurses responsible for general care and will ensure successful students met the registration requirement for entry to the register in the adult field of practice (R2.11)**

**Yes**

**Evidence that the pre-registration nursing programme will meet the equivalent of minimum programme length for nurses responsible for general care in Article 31(3) of Directive 2005/36/EC (R2.12)**

**Yes**

**Evidence that programmes leading to registration in two fields of nursing practice are of suitable length to ensure proficiency in both fields of nursing (R2.13)**

**No**

Programmes lead to qualification in a single nursing field only.

**Evidence to ensure that programmes leading to nursing registration and registration in another profession, will be of suitable length and nursing proficiencies and outcomes will be achieved in a nursing context (R2.14)**

**No**

Registration is with the NMC only.

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

**No**

There are two modules in the pre-registration nursing programme that currently permit an aggregation of marks to achieve an overall pass. We are not assured that all programme learning outcomes will be met if individual items of assessment are not passed but the module is passed overall using an aggregate mark.



(Condition three)

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

**Yes**

### Outcome

**Is the standard met?**

***Not Met***

There are two modules in the pre-registration nursing programme that currently permit an aggregation of marks to achieve an overall pass. We are not assured that all programme learning outcomes will be met if individual items of assessment are not passed but the module is passed overall using an aggregate mark.

Condition three: Demonstrate that all programme learning outcomes are met in modules that contain more than one element that is fine graded (SPNP R2.1; SFNME R5.16)

**Date: 21 November 2019**

### Post Event Review

**Identify how the condition is met:**

Condition three: The AEI provided a mapping document identifying how learning outcomes are mapped to programme outcomes. Condition three is now met.

Evidence:

UCLan response to conditions, 10 January 2020

BSc (Hons) nursing NDA route (adult, children and young people, mental health nursing) mapping document, undated

MSc pre-registration nursing NDA programme mapping document, undated

**Date condition(s) met: 13 January 2020**

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

***Met***

Condition three is now met. SPNP R2.1 and the SFNME R5.16 are 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 registered nurses to deliver safe and effective care to a diverse range of people, across the four fields of nursing practice: adult, mental health, learning disabilities and children's nursing

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

R3.3 provide practice learning opportunities that allow students to meet the communication and relationship management skills and nursing procedures, as set out in Standards of proficiency for registered nurses, within their selected fields of nursing practice: adult, mental health, learning disabilities and children's nursing

R3.4 ensure technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment and pre-registration nursing programmes leading to registration in the adult field of practice comply with Article 31(5) of Directive 2005/36/EC (included in Annexe 1 of programme standards document)

R3.5 take account of students' individual needs and personal circumstances when allocating their practice learning including making reasonable adjustments for students with disabilities

R3.6 ensure students experience the range of hours expected of registered nurses, and

R3.7 ensure that students are supernumerary.

Standards framework for nursing and midwifery education specifically:

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

Standards for student supervision and assessment, specifically: R1.1 – R1.11

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



**Evidence that the practice learning opportunities allow students to develop and meet the Standards of proficiency for registered nurses to deliver safe and effective care, to a diverse range of people, across the four fields of nursing practice: adult, mental health, learning disabilities and children's nursing (R3.1)**

***Met***

R3.1 is met. There is evidence that the practice learning opportunities allow students to develop and meet the Standards of proficiency for registered nurses to deliver safe and effective care, to a diverse range of people, across the four fields of nursing practice: adult, mental health, learning disabilities and children's nursing. This is demonstrated in the documentary evidence and at the major modification approval visit. All employers present describe how the NDA is developed and actioned in partnership and is quality assured and agreed by the AEI. All employers confirm that practice placements are shared between providers via reciprocal agreements among PLPs and employers. The AEI and employers told us that all practice assessors (PAs) and practice supervisors (PSs) will receive training and will be aware of the NDA student's supernumery status while undertaking NMC programme hours.

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

***Met***

R3.2 is met. The requirement is unchanged since original approval on 10 June 2019. Employers confirm that cross field practice placements are shared via collaborative and reciprocal agreements. This is monitored using the practice assessment document (PAD) and quality assured by the AEI.

**Evidence that the practice learning opportunities allow students to meet the communication and relationship management skills and nursing procedures, as set out in the Standards of proficiency for registered nurses, within their selected fields of nursing practice: adult, mental health, learning disabilities and children's nursing (R3.3)**

***Met***

R3.3 is met. The requirement is unchanged since original approval on 10 June 2019.

**Evidence to ensure technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment and pre-registration nursing programmes leading to**



**registration in the adult field of practice comply with Article 31(5) of Directive 2005/36/EC (R3.4)**

**Met**

R3.4 is met. The requirement is unchanged since original approval on 10 June 2019.

**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 (R3.5)**

**Met**

R3.5 is met. The requirement is unchanged since original approval on 10 June 2019. The initial documentation submitted for the NDA route used the term individualised learning plans (ILPs) for two functions. The first as a way to support students with specific learning needs and the second as a tool for managing progress. This was confusing and the AEI addressed this issue via additional NDA documentation submitted prior to the major modification visit.

*Evidence provides assurance that the following QA approval criteria are met*

**Evidence of how programme is planned to allow for students to experience the range of hours expected of registered nurses (e.g. 24 hour care, seven days night shifts planned examples) (R3.6)**

**Yes**

**Processes are in place to ensure that students are supernumerary (R3.7)**

**No**

R3.7 is not met. All stakeholders present at the event told us they understood that NDA students are supernumerary for NMC programme hours. However programme and student facing documentation uses the terms protected learning time and supernumerary status interchangeably. (Condition two)

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

**Yes**

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



Yes
<b>Outcome</b>
<p><b>Is the standard met?</b></p> <p><b>Not Met</b></p> <p>Programme and student facing documentation uses the terms protected learning time and supernumerary status interchangeably.</p> <p>Condition two. Programme and student facing documentation must be amended to replace the term protected learning time with supernumerary status. (SPNP R3.7)</p> <p><b>Date: 21 November 2019</b></p>
<b>Post Event Review</b>
<p><b>Identify how the condition is met:</b></p> <p>Condition two: The AEI provided revised NDA handbooks and work-based learning handbooks which clearly detail the correct supernumerary status terminology. Condition two is now met.</p> <p>Evidence:          UCLan response to conditions, 10 January 2020          MSc pre-registration nursing NDA course handbook version 4 (pages 13-14), undated          BSc (Hons) nursing NDA course handbook version 4 (pages 13-15), undated          MSc pre-registration nursing NDA work-based learning handbook, undated          BSc (Hons) nursing NDA route work-based learning handbook, undated</p>
<p><b>Date condition(s) met:</b> 13 January 2020</p> <p><b>Revised outcome after condition(s) met:</b></p> <p><b>Met</b></p> <p>Condition two is now met. SPNP R3.7 is met.</p>
<b>Standard 4. Supervision and assessment</b>



**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 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 registered nurses and programme outcomes for their fields of nursing practice: adult, mental health, learning disabilities and children's nursing

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

R4.7 ensure that students meet all communication and relationship management skills and nursing procedures within their fields of nursing practice: adult, mental health, learning disabilities and children's nursing

R4.8 assess students to confirm proficiency in preparation for professional practice as a registered nurse

R4.9 ensure that there is equal weighting in the assessment of theory and practice

R4.10 ensure that all proficiencies are recorded in an ongoing record of achievement which must demonstrate the achievement of proficiencies and skills set out in Standards of proficiency for registered nurses, and

R4.11 ensure the knowledge and skills for nurses responsible for general care set out in Article 31(6) and the competencies for nurses responsible for general care set out in Article 31(7) of Directive 2005/36/EC for pre-registration nursing programmes leading to registration in the adult field of practice have been met. (included in Annexe 1 of programme standards document)

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

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

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

**Met**

R4.1 is met. The requirement is unchanged since original approval on 10 June 2019.

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

**Met**

R4.2 is met. The requirement is unchanged since the original approval on 10 June 2019. We sought additional assurance around objective assessment of employees undertaking the NDA route. The programme team told us that all PAs and PSs will receive training and will be aware of the NDA employee role. It will be expected that PAs and PSs as registrants will act objectively in their role, in line with the NMC Code and the requirements of the NMC (2018) standards.

*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 responsible for directing the education programme (R4.3)**

**Yes**

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

**There are processes in place to provide students with feedback throughout**



**the programme to support their development. Formative and summative assessment strategy is detailed (R4.4)**

**Met**

R4.4 is met. The requirement is unchanged since original approval on 10 June 2019.

**There is appropriate mapping of the curriculum and practice learning placements to ensure throughout the programme that students meet the Standards of proficiency for registered nurses and programme outcomes for their fields of nursing practice: adult, mental health, learning disabilities and children's nursing (R4.5)**

**Met**

R4.5 is met. The requirement is unchanged since original approval on 10 June 2019. Allocation of practice learning placements are recorded and quality assured by the AEI.

*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 proficiencies and calculation of medicines which must be passed with a score of 100 percent (R4.6)**

**Yes**

**Processes are in place to ensure that students meet all communication and relationship management skills and nursing procedures within their fields of nursing practice: adult, mental health, learning disabilities and children's nursing (R4.7)**

**Yes**

**Evidence of processes to assess students to confirm proficiency in preparation for professional practice as a registered nurse (R4.8)**

**Yes**

**There is an assessment strategy with details and weighting expressed for all credit bearing assessments. Theory and practice weighting is calculated and detailed in award criteria and programme handbooks (R4.9)**

**Yes**

**There is evidence that all proficiencies are recorded in an ongoing record of**



achievement which must demonstrate the achievement of proficiencies and skills as set out in the Standards of proficiency for registered nurses (R4.10)

Yes

Evidence to ensure the knowledge and skills for nurses responsible for general care set out in article 31(6) and the competencies for nurses responsible for general care set out in article 31(7) of Directive 2005/36/EC for pre-registration nursing programmes leading to registration in the adult field of practice have been met (R4.11)

Yes

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

Yes

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

Yes

Outcome

Is the standard met?

*Met*

Date: 21 November 2019

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A



## Standard 5. Qualification to be awarded

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

R5.1 ensure that the minimum award for a pre-registration nursing programme is a bachelor's degree, and

R5.2 notify students during and before completion of the programme that they have five years 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 specified in our standards.

*Evidence provides assurance that the following QA approval criteria are met*

**The pre-registration nursing programme award to be approved is clearly identified in all programme documentation and is a minimum of a bachelor's degree (R5.1)**

**Yes**

**Documentary evidence that the registered nurse responsible for directing the educational programme or their designated registered nurse substitute have advised students during and before completion of the requirement to register their qualification within five years of the award. (R5.2)**

**Yes**

*Fall Back Award*

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

**N/A**

There is no fall back award leading to registration as a nurse. The MSc NDA route can lead to a PGDip in healthcare but without NMC registration.

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



**Yes**

**Outcome**

**Is the standard met?**

***Met***

**Date: 21 November 2019**

**Post Event Review**

**Identify how the condition is met:**

**Date condition(s) met:**

***N/A***

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

***N/A***



## Section four

### Source of evidence

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

Key documentation	Yes/No
Programme document, including proposal, rationale and consultation	Yes
Programme specification(s) include fields of nursing practice: adult, mental health, learning disabilities and children's nursing	Yes
Module descriptors	Yes
Student facing documentation including: programme handbook	Yes
Student university handbook	Yes
Practice assessment documentation	Yes
Ongoing record of achievement (OAR)	Yes
Practice learning environment handbook	Yes
Practice learning handbook for practice supervisors and assessors specific to the programme	Yes
Academic assessor focused information specific to the programme	Yes
Placement allocation / structure of programme	Yes
PAD linked to competence outcomes, and mapped against standards of proficiency	Yes
Mapping document providing evidence of how the education institution has met the Standards framework for nursing and midwifery education (NMC, 2018)	Yes
Mapping document providing evidence of how the education institution has met the Standards for pre-registration nursing programmes (NMC, 2018)	Yes
Mapping document providing evidence of how the Standards for student supervision and assessment (NMC, 2018) apply to the programme(s)	Yes
Curricula vitae for relevant staff	Yes
CV of the registered nurse responsible for directing the education programme	Yes
Registrant academic staff details checked on NMC website	Yes
External examiner appointments and arrangements	Yes
Written confirmation by education institution and associated practice learning partners to support the programme intentions, including a signed supernumerary for protected learning	Yes
If you stated no above, please provide the reason and mitigation	
List additional documentation: Academic assessors workshops, revised 15 November 2019 Apprentice raising concerns, 19 September 2019	



Apprentice commitment statement, 13 September 2019  
 Change of AEI correspondent, 14 November 2019  
 Collaborative approach to nursing, 14 November 2019  
 UCLan school of nursing (SoN) disability and inclusivity report, 31 January 2019  
 EU directive mapping document, 14 November 2019  
 Faculty of health and wellbeing quality, 14 November 2019  
 Health apprenticeship steering group meetings and minutes, 18 October 2019, 14 November 2019  
 NDA question bank, 13 November 2019  
 NDA recruitment chart, 13 November 2019  
 Numeracy meeting notes, 25 September 2019  
 NDA model of supervision, 14 November 2019  
 Process for communication, 15 November 2019  
 Registration and induction checklists, 23 July 2019  
 SoN RPL flow chart, 18 November 2019  
 Summary partners paper, 15 November 2019  
 Transforming our practice partnerships action plan 5 November 2019, agenda 2 October 2019 and minutes 15 November 2019  
 UCLan apprenticeship training services agreement, 14 November 2019.  
 UCLan students caring responsibilities, 12 November 2019

Post event documentation to support conditions are met:  
 UCLan school of nursing, response to conditions, 10 January 2020  
 MSc pre-registration nursing NDA course handbook 2019-20, version 4, undated  
 MSc pre-registration nursing NDA programme specification version 3, undated  
 BSc (Hons) nursing NDA route (adult, children and young people, mental health nursing) mapping document  
 MSc pre-registration nursing NDA programme mapping document, undated  
 MSc pre-registration nursing NDA course handbook version 4 (pages 13-14), undated  
 BSc (Hons) nursing NDA course handbook version 4 (pages 13-15), undated  
 MSc pre-registration nursing NDA work-based learning handbook, undated  
 BSc (Hons) nursing NDA route work-based learning handbook, undated

Additional comments:

During the visit the visitor(s) met the following groups	Yes/No
Senior managers of the AEI/education institution with responsibility for resources for the programme	Yes
Senior managers from associated practice learning partners with responsibility for resources for the programme	Yes
Programme team/academic assessors	Yes
Practice leads/practice supervisors/ practice assessors	Yes
Students	Yes



If yes, please identify cohort year/programme of study: BSc adult year one, year two and year three students BSc child year two and year three students BSc mental health year two student Assistant practitioner apprentices year two students Nursing associates apprentices HEE curriculum	
Service users and carers	Yes
If you stated no above, please provide the reason and mitigation	
Additional comments:	

<b>The visitor(s) viewed the following areas/facilities during the visit:</b>	Yes/No
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	No
Library facilities	No
Technology enhanced learning / virtual learning environment	No
Educational audit tools/documentation	No
Practice learning environments	No
If yes, state where visited/findings:	
System regulator reports reviewed for practice learning partners	Yes
System Regulator Reports List Blackpool Teaching Hospital NHS Trust, undated	
If you stated no above, please provide the reason and mitigation UCLan is an established AEI. Assessment of resources is not required for this major modification.	
Additional comments:	

<b>Mott MacDonald Group Disclaimer</b>
<p>This document is issued for the party which commissioned it and for specific purposes connected with the captioned project only. It should not be relied upon by any other party or used for any other purpose.</p> <p>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.</p>
<b>Issue record</b>
<b>Final Report</b>



Author	Alison Marchbank Jonathan Fisher	Date	4 December 2019
Checked by	Pamela Page	Date	27 January 2020
Submitted by	Amy Young	Date	29 January 2020
Approved by	Andrea Bacon	Date	30 January 2020