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Better, safer care through quality assurance of nursing, midwifery and nursing associate education.

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Programme approval visit report

Section one

Programme provider name:	University of Glyndwr
In partnership with: *(Associated practice learning partners involved in the delivery of the programme)*	Countess of Chester NHS Foundation Trust Robert Jones and Agnes Hunt Orthopaedic Hospital NHS Foundation Trust Wirral University Teaching Hospital NHS Foundation Trust Mid Cheshire NHS Foundation Trust Shropshire Community Health NHS Trust Wirral Community NHS Trust Shrewsbury and Telford Hospital NHS Trust Derwen Collage Fairholme Nursing Home Meadowbrook Nursing Home Stansty House (Private Nursing Home) Nightingale House Hospice Nuffield Grosvenor Hospital Chester Merton Place Nursing Home Colwyn Bay New Fairholme Oswestry Ottley House Nursing Home Shrewsbury Pinetum Nursing Home Chester Severn Hospice Shrewsbury Spire Yale Hospital, St John's Hospice, Wirral St Kentigern's Hospice NHS Community - 0-19 Team Old Vicarage Nursing Home Greenfields Care Home The Vyrnwy Nursing Home Bradeney Nursing Home Northgate Village Surgery The Orchard Surgery Overton Medical Centre Community Care Collaborative Plas Meddyg Surgery Claremont Bank Surgery South Hermitage Surgery Black Country Healthcare NHS Foundation Trust - Complex Care Team
Programme(s) reviewed:	

Programme: Pre-registration nursing - Adult
Title of programme: BN Nursing
Programme start date: 1 September 2020

Academic level(s):
England, Wales, Northern Ireland:
Level 6

Date of approval	3 March 2020
QA visitor(s):	Registrant Visitor: Joanne Lidster
	Lay Visitor: Jennifer Dye

Summary of review and findings
The University of Glyndwr (UG) Faculty of Social and Life Sciences is presenting a full-time, three year pre-registration Bachelor of Nursing (Honours) degree in the adult field. The programme has been mapped to the Standards for pre-registration nursing programmes and the future nurse Standards of proficiency for registered nurses (NMC, 2018). The programme design and approval visit confirm evidence of strong and effective partnership working between UG, practice learning partners (PLP), students and service users and carers (SUC). Stakeholders confirm that they have been fully involved in the programme development and that they felt valued and listened to. The programme is utilising the All Wales Practice Assessment Document (PAD). The PAD has resulted from collaboration with a wide number of programme providers and provides a robust framework to the assessment of practice. The PAD contains an ongoing record of achievement (ORA). All pre-registration nursing students will transfer to the standards for student supervision and assessment (SSSA) commencing September 2020, and students, academic and practice staff at the approval event confirm this. There is ongoing collaborative and comprehensive monitoring in place between UG and the Shrewsbury and Telford Hospital NHS Trust in response to issues raised in the Care Quality Commission (CQC) report dated 29 November 2018 which rated the trust as overall inadequate. This is to mitigate any risks to students' practice learning experiences. The Standards Framework for nursing and midwifery education (SFNME) (NMC, 2018) is not met at programme level. The SSSA (NMC, 2018) are met at programme level. The programme is recommended to the NMC for approval subject to three NMC conditions and one university condition. There are two recommendations. Updated 6 April 2020: Evidence is provided to meet the three NMC conditions and one university condition. The conditions and related standards and requirements are now met. The programme is recommended to the NMC for approval.

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Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended for approval subject to specific conditions being met
Conditions: *Please identify the standard and requirement the condition relates to under the relevant key risk theme.* *Please state if the condition is AEI/education institution in nature or specific to NMC standards.*	**Effective partnership working: collaboration, culture, communication and resources:** None identified **Selection, admission and progression:** Condition three: Revise the pre-registration interview scoring form in relation to the minimum score threshold. (Standards of pre-registration nursing programmes (SPNP) R1.1.2, R1.1.3) **Practice learning:** Condition one: Complete revisions as advised, to the All Wales PAD. (SFNME R2.1) Condition two: To demonstrate in the training plan where students can retrieve a referred practice placement. (SFNME R5.8, R5.11; SPNP R4.1) **Assessment, fitness for practice and award:** None identified **Education governance: management and quality assurance:** Condition four: Revision of programme specification to keep in line with publicly available documentation. (University condition)
Date condition(s) to be met:	3 April 2020
Recommendations to enhance the programme delivery:	Recommendation one: Consider augmenting the understanding of the academic assessor role and the communications between student, practice supervisor and practice assessor. (SSSA R9.4; SPNP R4.2) Recommendation two: Ensure reading lists are kept up to date. (University recommendation)

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Focused areas for future monitoring:	Monitor the recognition of prior learning (RPL) process to access pre-registration nursing programmes. Monitor implementation of the SSSA and the associated roles.

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Programme is recommended for approval subject to specific conditions being met

Commentary post review of evidence against conditions:

Condition one: The All Wales group corrected inaccuracies identified within the All Wales PAD and All Wales PAD mapping document. SFNME R2.1 is now met.

Condition two: The programme team provided revised documentation outlining potential opportunities for students to undertake retrieval placements should they be referred on a practice placement. The schedule in the documentation includes a referred practice placement opportunity. Additional information regarding the opportunity for undertaking referred practice has been added to the programme validation document and the programme handbook. The evidences provides assurance that opportunities for retrieval placements are clearly illustrated within the programme. SFNME R5.8, R5.11 and SPNP R2.1 are now met.

Condition three: The programme team provided revised documentation that evidence the changes required to meet condition three. The document 'pre-registration nursing interview scoring sheet' has been revised and now clearly provides assurance that 'values' are being met for all students. SPNP R1.1.2 and R1.1.3 are now met.

The Chair of the approval panel has confirmed that the university condition has been met.

The SFNME is now met.

The SPNP is now met.

AEI Observations	Observations have been made by the education institution
	No
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval
Date condition(s) met:	6 April 2020

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

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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

There is a clear partnership infrastructure to support delivery, ongoing monitoring and review of the pre-registration nursing programme in theory and practice settings.

Established and effective partnership working is evidenced through a range of documents including meeting dates, summary notes, number of participants, and impact of co-production meetings. SUC, PLP, and students confirmed involvement in the design of the new curriculum relating to both theory and practice at the approval event.

There is a faculty of social and life sciences SUC involvement strategy; this outlines the commitment to positively and actively encouraging engagement and involvement of SUC in the selection of students, the development and review of courses, the delivery, assessment and evaluation of learning. There is a SUC coordinator at UG and the university has an active SUC group 'Outside in' which

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meet regularly, there are SUC who contribute to the programme outside of this group.

There is documentary evidence and SUC told us that they contribute to open days, interviews (question development and face-to-face interviewing), teaching (including to interprofessional groups), and assessment (observing and giving feedback on presentations). Students confirm SUC involvement in these activities. SUC told us they are well supported and they feel their voice is valued by staff and students. They confirm that training in areas such as equality and diversity is provided and is required at least every two years. SUC are usually recruited by word of mouth, the group has approximately 40 members currently. SUC told us they felt valued and empowered and were especially proud to be nominated for an award for their partnership working. We are assured by our findings that SUC have access to relevant training, preparation and support to fulfil their role.

The PAD includes forms to gain SUC feedback on student performance in practice; students confirm that these are utilised, and the process is overseen by mentors currently.

There is an interprofessional education (IPE) strategy and IPE work plan; the programme team confirm that the work plan will apply to the new curriculum. Students told us that they experience IPE through theory and practice opportunities, there is evidence that IPE opportunities are available in each year of the programme; students describe these as valuable learning opportunities which provide insight into other professions. Senior management told us there are plans for developing the campus to provide further IPE experiences for students.

PLP report a strong partnership and an effective working relationship with UG. They have helped shape the programme design with respect to both theory and practice. They told us of regular formal and informal meeting opportunities to consider curriculum and practice developments and identify and resolve any issues. The partnership working through the innovative Practice Educator Facilitator (PEF) UG appointments are described by senior PLPs and students as a real strength of the programme. The PEFs link with each practice placement area and provide local oversight of all processes related to the student practice learning experience. This partnership structure monitors governance and quality and ensures placement capacity for the programme. The PEF also ensures there are a sufficient range of practice learning opportunities to enable students to meet exposure to other fields of practice and care for the diverse needs of service users across the lifespan. Senior PLPs told us that partnership meetings ensured reporting on and monitoring the implementation of, the SSSA.

There is documentary evidence, and students and academic staff told us about opportunities for the student voice to be heard and engage with enhancing learning and development opportunities. Students gave us examples of regular programme representative meetings as well as informal feedback opportunities to the programme team.

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)

No

R1.1.2 and R1.1.3 is not met. Interviews are conducted by academic staff with involvement of SUC and PLP. The interview process described by the programme team, students, SUC and PLP is robust and appropriate, however the associated document 'pre-registration nursing interview scoring sheet' does not fully align or represent the process giving assurance that 'values' are assured as being met for all students. (Condition three)

We are assured that all stakeholders undertaking interviews are appropriately trained and supported for this role.

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)

Met

R1.5 is met. There is documentary evidence of a formal and robust process for the consideration of RPL. Specific derogation is in place to meet the 50 percent maximum RPL NMC requirement. There are currently no students on the programme where the RPL process has been operationalised. The programme team confirm that there are no in house or local relevant programmes that would permit advanced entry. The programme team describe how RPL processes would consider both theory and practice outcomes, including hours and range of experiences, through scrutiny and matching of module learning outcomes and achievement of proficiencies detailed within the PAD should they receive an application for RPL; this aligns with documentary evidence.

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 ability for NMC registered nurses to be allowed RPL of greater than 50 percent is clearly stated in programme documents and the programme team confirm that the same robust RPL process would be applied if an application for RPL was received. The RPL derogation identifies that the 50 percent maximum does not apply to NMC registered nurses.

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. Programme documentation and the approval visit confirm that numeracy, literacy, digital and technological skills are mapped to programme outcomes and proficiency standards and show evidence of skill development throughout the programme. These are subsequently mapped to the curriculum indicating which modules cover this.

Assessment of ability of digital technological literacy commences at the admissions stage via application processes; Universities and Colleges Admissions Service (UCAS) application, use of email, literacy and numeracy screening are required.

Ongoing support for students to continuously develop numeracy, literacy, digital and technological literacy occurs through a range of communication methods and learning resources. Academic skills support is available to students through the learning support team and digital learning facilitators who provide assistance to students individually or in groups. Students have a Safemedicate 'user account' to allow them to engage with computer simulated learning for drug calculations. Students describe positively the range of support available and are made aware of this at an early stage (open day) and thereafter through induction and subsequent email reminders. UG have a strategy for identifying students who may have additional needs through an early formative assessment; students told us that this is effective and gave examples of this. Students describe the support as accessible and enabling.

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

Programme documentation and approval event confirms that current students will not transfer to the 2018 pre-registration nursing curriculum. However all students will transfer to the SSSA commencing September 2020. Students told us they had been involved in this decision and had attended meetings to discuss the new SSSA arrangements. Two of the students had been part of the All Wales PAD working group and had been encouraged to share learning from this with the wider student body and programme team.

The students and programme team told us that provision of upskilling and the associated underpinning knowledge related to the new programme and Standards of proficiency for registered nurses had begun. For example, students told us there has been preparations for them to be able to undertake the practice supervisor role by the time they have completed their current programme.

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 ability for NMC registered nurses to be allowed RPL of greater than 50 percent is clearly stated in programme documents and the programme team confirm that the same robust RPL process would be applied if an application for RPL was received. The RPL derogation identifies that the 50 percent maximum does not apply to NMC registered nurses.

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

Yes

Outcome

Is the standard met?

Not Met

The interview process described by the programme team, students, SUC and PLP is robust and appropriate, however the associated document 'pre-registration nursing interview scoring sheet' does not fully align or represent the process giving assurance that 'values' are assured as being met for all students.

Condition three: Revise the pre-registration interview scoring form in relation to the minimum score threshold. (SPNP R1.1.2, R1.1.3)

Date: *9 March 2020*

Post Event Review

Identify how the condition is met:

Condition three:
The programme team provided revised documentation that evidence the changes required to meet condition three. The document 'pre-registration nursing interview scoring sheet' has been revised and now clearly provides assurance that 'values' are being met for all students. SPNP R1.1 is now met.

Evidence:
"Pre-registration Nursing Interview Scoring Sheet Amended 6.03.20 doc" document, 6 March 2020

Date condition(s) met: 6 April 2020

Revised outcome after condition(s) met:

Met

Condition three is now met.
SPNP R1.1.2 and R1.1.3 are now 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 outin Annexe V.2 point 5.2.1 of Directive 2005/36/EC (included in Annexe 1 of programme standards document)

R2.12 ensure that all pre-registration nursing programmes meet the equivalent of

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minimum programme length for nurses responsible for general care in Article 31(3) of Directive 2005/36/EC (included in Annexe 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, R 3.16;

R5.1 - R5.16.

Standards for student supervision and assessment specifically:

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

Evidence provides assurance that the following QA approval criteria are met

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

No

R2.1 is not met. The approval panel identified that the programme training plan did not provide opportunities for students to undertake a retrieval placement should they be referred on a practice placement. (Condition two)

The approval panel identified inaccuracies within the All Wales PAD and All Wales PAD mapping document, that require correction. (Condition one)

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. Documentary evidence and findings at the approval visit provide assurance that cross field experience is an integral part of the adult field nursing programme. A typical pattern of placement is provided in the programme validation document indicating a range of placements are experienced. The PEF and placement administrator oversee this through the practice placement allocation system. Students told us that they experience a range of experiences which may be through a placement in a specific area or may be through 'spoke' days.

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. UG delivers only a pre-registration adult nursing programme and module learning outcomes reflect the adult specific field.

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. Mapping of the modules and discussions by the programme team at the approval event, clearly evidence where the law, safeguarding, consent, pharmacology and medicines administration and optimisation is addressed within the programme. The content is applied to adult nursing field and reinforced in the All Wales PAD as part of practice learning and assessment.

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 specification and programme handbook detail that an equal balance of theory and practice learning that meets the NMC standards must be achieved. The programme meets the minimum 4,600 hours requirement for nursing programmes. The designated theory hours in the module descriptors evidence that in total the 2,300 hours is met. The module descriptors refer to the programme specification for detail of the practice learning hours; the structure indicates students undertake 21 weeks of theoretical study and 21 weeks of clinical practice in each year of the programme. With each week comprising 37.5 hours this meets the NMC requirements. Timesheets are used to record practice hours, theory is monitored through signing attendance sheets which are reviewed by the personal tutor and cross checked against the module leader attendance scanner record.

Documentation provided indicates a range of teaching and learning strategies including, lectures, group participation, problem-based learning, simulation and role play, technology enhanced learning, self-directed and directed study.

Nursing students learn with and from a range of other health and social care professionals; for example, study days shared with social work and occupational therapy students.

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)

Yes

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

This is not applicable as the programme provides registration in one field of nursing practice.

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

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This is not applicable as the programme provides registration in one field of nursing practice.

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

No

The approval panel identified that the programme training plan did not provide opportunities for students to undertake a retrieval placement should they be referred on a practice placement. (Condition two) (SFNME R5.8, R5.11; SPNP R2.1)

The approval panel identified inaccuracies within the All Wales PAD and All Wales PAD mapping document, that require correction. (Condition one) (SFNME R2.1)

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

Yes

Outcome	
Is the standard met?
Not Met
The approval panel identified that the programme training plan did not provide opportunities for students to undertake a retrieval placement should they be referred on a practice placement.
Condition two: To demonstrate in the training plan where students can retrieve a referred practice placement. (SFNME R5.8, R5.11; SPNP R2.1)
The approval panel identified inaccuracies within the All Wales PAD and All Wales PAD mapping document, that require correction.
Condition one: Complete revisions as advised to All Wales PAD. (SFNME R2.1)
Date: *9 March 2020*
Post Event Review

Identify how the condition is met:

Condition one:
The All Wales group corrected inaccuracies identified within the All Wales PAD and All Wales PAD mapping document. SFNME R2.1 is now met.

Evidence:
FINALALL Wales PAD Mapping to NMC Proficiencies docx04.03 pdf, 4 March 2020
FINALALL WALES PRACTICE ASSESSMENT DOCUMENT. docxamended04.03.20docx.pdf, 4 March 2020

Condition two:
The programme team provided revised documentation outlining potential opportunities for students to undertake retrieval placements should they be referred on a practice placement. The schedule in the documentation includes a referred practice placement opportunity. Additional information regarding the opportunity for undertaking referred practice has been added to the programme validation document and the programme handbook.The evidences provides assurance that opportunities for retrieval placements are clearly illustrated within the programme. SFNME R5.8, R5.11, SPNP R2.1 are now met.

Evidence
Programme Validation Document BN Adult final 060320 doc., 6 March 2020
BN Programme Handbook Feb 20 amended version doc., undated

Date condition(s) met: 6 April 2020

Revised outcome after condition(s) met:

Met

Condition one and two are now met.
SFNME R2.1 is now met.
SFNME R5.8, R5.11 and SPNP R2.1 are 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 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-registrationnursing 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 studentswith 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:

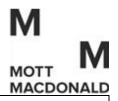R1.1, R1.3, R1.5; R2.9, R2.11; R3.3, R3.5, R 3.7, R3.16; R5.1, R5.7, R5.10, R5.12

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. Documentary evidence and findings at the approval visit confirm UG and PLP work collaboratively to identify cross field learning opportunities via a hub and spoke model of practice learning experiences. The UG has undertaken an audit and scoping exercise of placements to assess practice learning opportunities. PEF and placement administrators co ordinate placements to support students to have experience across the four fields of nursing practice. This ensures students learn skills needed to care for the diverse needs of service users across lifespan and meet future nurse Standards of proficiency (NMC, 2018). Students told us of examples, including mental health and learning disability experiences. The programme team describe how they design simulation activities to prepare students for practice learning and how they ensure a diverse range of people are considered in the design.

The All Wales PAD incorporates the Standards of proficiency for registered nurses, and facilitates the recording of a range of experiences.

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

Met

R3.2 is met. Narrative explains that exposure across the lifespan occurs through placement (maternity, child, adult and old age) and is recorded within the All Wales PAD. Students told us how they are encouraged to obtain feedback from SUC and this will continue with the new programme.

The PEF and placement administrator coordinate placements to support students to have experience across the lifespan with students placed in a variety of placement environments in the NHS and independent, private and voluntary sector. Documentary evidence and findings at the approval visit confirm processes for placement audit and preparation, and for student evaluation. Students and PLP confirm this arrangement. Students told us that any issues they raise during practice learning experiences are always followed up. PEFs told us, and students confirmed that they visit students within the first week of placement to establish initial contact.

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)

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nursing associate education.

Met

R3.3 is met. Proficiencies including communication and relationship management skills are mapped in the programme specification document. The programme team told us how these skills were embedded in simulation experiences also, providing an opportunity for students to develop their skills as they progress through each part of the programme. SUC tell us that they input into the students sessions, particularly in relation to communication skills and empathy. SUC tell us that they are also involved in the assessment of students' presentations around these skills.

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. Documentary analysis of evidence confirms there is an operational policy for educational clinical simulation for the nursing programme. Programme specifications and handbooks illustrate the use of a range of technology enhanced learning strategies. The programme team and students confirm this. Examples include programmes to assist in preparation for the medicines management assessment, including in session quizzes to test learning and provide instant feedback for students.

Evidence in the gateways and at the approval event confirms that simulation is used to support theoretical learning and it is not counted as placement hours. The programme team told us it may be used for the assessment of practice learning proficiencies that have not been achievable for the student in the clinical practice setting where the learning opportunity has not been available.

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. Processes are in place for reasonable adjustments to be made, and students told us of examples of these, including adjustments for dyslexia. PLPs confirm they are informed in advance if students require reasonable adjustments. Students and PLPs describe examples of where reasonable adjustments have been operationalised to good effect and that the PEF role supports this. The PEF was also involved in delivering a preparation for placement sessions which addressed student's individual needs.

UG and the All Wales PAD encourage students to disclose any identified

additional learning needs. The programme handbook informs students that reasonable adjustments may be applied for if a student has a disability and there is signposting to further information (MyUni via AskGlyn).

Students told us about how requests for specific practice learning experiences are accommodated as far as possible.

There is on-going collaborative and comprehensive monitoring in place between UG and the Shrewsbury and Telford Hospital NHS Trust in response to issues raised in the CQC report dated 29 November 2018 which rated the trust as overall inadequate. This is to mitigate any risks to students' practice learning experiences. The PLPs and programme team tell us that there are regular meetings between AEIs and the trust, and PEFs visit students placed within this trust on a regular basis.

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)

Yes

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

Yes

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

Yes

Outcome

Is the standard met?
Met
Date: *9 March 2020*

Post Event Review

Identify how the condition is met:

Date condition(s) met:
N/A
Revised outcome after condition(s) met:
N/A

Standard 4. Supervision and assessment

Approved education institutions, together with practice learning partners, must:
R4.1 ensure that support, supervision, learning and assessment provided complies with the NMC Standards framework for nursing and midwifery education
R4.2 ensure that support, supervision, learning and assessment provided complies with the NMC Standards for student supervision and assessment
R4.3 ensure they inform the NMC of the name of the registered nurse 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 inArticle 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. Documentation and findings at the approval event confirm students are supported in learning, teaching and assessment by appropriately qualified academic and practice staff. All staff and SUCs who input into the programme have equality and diversity training every two years.

UG is working with PLPs and other AEIs to implement the SSSA, and ensure there is a support infrastructure for students, practice supervisors and practice assessors for learning, supervision and assessment. Each practice area is using collaboratively developed resources to ensure staffs are suitably prepared for the SSSA roles. PLPs told us how they kept local record of who had been prepared, to then be able to allocate students. There is a plan for how academic assessors will be allocated and suitably prepared for their roles following this approval event.

Students told us that the PEFs are highly visible in practice learning environments and that they feel supported by UG staff and practice staff. There are processes for capturing the student voice in both theory and practice settings, to support learning. Students told us how programme reps had formal meetings but there were many opportunities for any student to informally meet with the programme team.

The All Wales PAD and guide provides a robust framework for students, practice supervisors, practice and academic assessors supporting practice learning and assessment.

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. Narrative and findings at the approval event confirm the infrastructure to support the implementation of the SSSA from September 2020 is well underway. Placement agreements are in place, and there is a partnership approach to educational audit of practice learning environments. PEFs will work with PLPs to identify and prepare practice staff for SSSA roles. There is a practice supervisor and practice assessor guide that outlines how individuals are prepared for these roles; through a multi-mode delivery including face to face, online, scenarios and videos covering agreed content. There is a 'suitability for practice' procedure escalation policy which is covered as part of the role preparation.

PLPs confirm there is an education lead, a nominated person, for each practice area whose role is to provide support to students, practice supervisors and practice assessors. This person will liaise with the PEF, and/or academic assessor as appropriate.

Academic assessor training is planned by UG for when programme approval has been met. The programme team told us that they are clear on how this will be implemented.

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. Programme documents and findings from the approval event confirm that academic and practice feedback is provided to students via a range of methods. The programme handbook indicates that assessment can be diagnostic, formative or summative in nature. The students told us of informal feedback examples for their learning. The programme team told us of formative feedback opportunities within each module. Provisional marks and feedback are available four weeks following submission.

Students receive both formative and summative feedback through the All Wales PAD for their practice learning.

There is documentary evidence of the assessment schedule. Assessments are varied and creative which will enable students to develop transferable skills for their professional practice, for example OSCEs and presentations.

The programme team and students told us of the personal and professional development feedback that is provided to each student by their personal tutor.

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. Mapping within the programme specification document shows how the programme outcomes and proficiencies are met. The All Wales PAD is also

clearly mapped against proficiencies.

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: <u>Standards framework for nursing and midwifery education</u> relevant to supervision and assessment are met

Yes

Assurance is provided that Gateway 2: <u>Standards for student supervision and assessment</u> are met

Yes

Outcome
Is the standard met?   *Met*   **Date:** *9 March 2020*
Post Event Review
Identify how the condition is met:
Date condition(s) met: *N/A*   **Revised outcome after condition(s) met:**   *N/A*

Standard 5. Qualification to be awarded
Approved education institutions, together with practice learning partners,

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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)
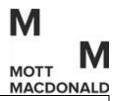
Yes

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 exit award with NMC registration. Documentation clearly confirms that the exit award with NMC registration is a Bachelor of Nursing (Honours) degree in the adult field of nursing. There are interim awards of Diploma of Higher Education in Care Studies and Certificate of Higher Education in Care Studies that do not confer NMC registration.

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

Yes
Outcome
Is the standard met? *Met* **Date:** *9 March 2020*
Post Event Review
Identify how the condition is met:
Date condition(s) met: *N/A* **Revised outcome after condition(s) met:** *N/A*

Section four

Source of evidence

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

Key documentation	Yes/No
Programme document, including proposal, rationale and consultation	Yes
Programme 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:	

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: Students met: two year-one student nurses, two year-two student nurses, two year-three student nurses (all students are from the Bachelor of Nursing (Honours) Registered Nurse (Adult) programme).	
Service users and carers	Yes
If you stated no above, please provide the reason and mitigation	
Additional comments:	

The visitor(s) viewed the following areas/facilities during the visit:	Yes/No
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	No
Library facilities	No
Technology enhanced learning / virtual learning environment	No
Educational audit tools/documentation	No
Practice learning environments	No
If yes, state where visited/findings:	
System regulator reports reviewed for practice learning partners	Yes
System Regulator Reports List Shrewsbury and Telford Hospital NHS Trust CQC report, 29 November 2018	
If you stated no above, please provide the reason and mitigation UG is an established NMC AEI.	
Additional comments:	

Issue record

Final Report

Author	Joanne Lidster Jennifer Dye	Date	4 March 2020
Checked by	Pamela Page	Date	9 April 2020
Submitted by	Lucy Percival	Date	16 April 2020
Approved by	Leeann Greer	Date	22 April 2020