

Programme Major Modification report

Section one

Programme provider name:	University of Plymouth
Programme reviewed: <i>This is the NMC programme title(s)</i>	Return to practice: Nursing: Adult <input type="checkbox"/> Mental health <input type="checkbox"/> Children's <input type="checkbox"/> Learning disabilities <input type="checkbox"/> Midwifery <input type="checkbox"/> Nursing Associate <input type="checkbox"/> SCPHN <input checked="" type="checkbox"/> Nursing/SCPHN <input checked="" type="checkbox"/> Midwifery/SCPHN <input checked="" type="checkbox"/>
AEI programme title(s):	
Current AEI programme title(s): <i>Please include all currently approved programme titles</i>	Return to Practice (Nursing) Return to Practice (Midwifery) Return to Practice (Nursing Associate) Return to Practice SCPHN Return to Practice Nursing/SCPHN Return to Practice Midwifery/SCPHN
Modified AEI programme title(s) if applicable: <i>Please include new title(s) if current AEI programme title(s) are being modified as a result of this modification or add N/A</i>	N/A
Additional AEI programme title(s) if applicable: <i>Please include any additional AEI programme title(s) for approval as a result of this modification (for example</i>	N/A

<p><i>new routes being added that have a different title to those already approved) or add N/A</i></p>	
<p>Academic level of current programme:</p>	
<p>RtP Nursing Adult</p>	<p>England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input type="checkbox"/> N/A</p>
<p>RtP Nursing Mental Health</p>	<p>England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input type="checkbox"/> N/A</p>
<p>RtP Nursing Children's</p>	<p>England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input type="checkbox"/> N/A</p>
<p>RtP Nursing Learning Disabilities</p>	<p>England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input type="checkbox"/> N/A</p>

RtP Midwifery	<p>England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input type="checkbox"/> N/A</p>
RtP Nursing Associate	<p>England only <input checked="" type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p>
RtP SCPHN	<p>England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input type="checkbox"/> N/A</p>
RtP Nursing/SCPHN	<p>England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input type="checkbox"/> N/A</p>
RtP Midwifery/SCPHN	<p>England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input type="checkbox"/> N/A</p>
<p>Academic levels of modified/additional programme(s)/route(s):</p>	

RtP Nursing Adult	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
RtP Nursing Mental Health	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
RtP Nursing Children's	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
RtP Nursing Learning Disabilities	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
RtP Midwifery	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>

RtP Nursing Associate	<p>England only (Nursing Associate) <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 <input checked="" type="checkbox"/> N/A</p>
RtP SCPHN	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
RtP Nursing/SCPHN	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input type="checkbox"/> N/A</p>
RtP Midwifery/SCPHN	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input type="checkbox"/> N/A</p>
Programme approval dates:	
Date of NMC approval of the programme being modified: <i>This is the approval date under the most recent NMC standards.</i>	6 August 2020
Date(s) of NMC approval of any modifications since last approval:	N/A
Programme start dates:	
Current modification programme start date: Return to practice:	

Section two

Summary of review and findings

The University of Plymouth (UoP) is an established approved education institution (AEI). UoP faculty of health, school of nursing and midwifery (the school) present a modification of the approved Return to practice programme (RtPP) Nursing and Midwifery Council ((NMC), 2019, updated 2023). The major modification proposal applies to the following routes: specialist community public health nursing (SCPHN), nursing/SCPHN and midwifery/SCPHN.

The RtPP was approved on 6 August 2020. The approved programme includes routes for adult, mental health, learning disabilities and children's nursing, nursing associate and midwifery in addition to SCPHN, nursing/SCPHN and midwifery/SCPHN routes.

The modification is undertaken as a desktop review.

With the publication of the Standards of proficiency for SCPHN (SPSCPHN) (NMC, 2022, updated 2023) the team propose alignment of the RtPP SCPHN routes and revision of the practice assessment document (PAD) to meet the SPSCPHN (2022). It is the AEI's intention to implement the changes ready for delivery in October 2023.

The UoP provides details of six practice learning partners (PLPs). The programme is delivered nationally, and the team confirm that depending on the student's geographical location, UoP enter contractual arrangements, audit processes and staff preparation to meet NMC standards. There's evidence of a partnership approach to the delivery of the Standards for student supervision and assessment (SSSA) (NMC, 2018, updated 2023) including the preparation of practice supervisors, practice assessors and academic assessors. The evidence submitted refers to plans to prepare practice assessors and practice supervisors in the effective implementation of the proposed SCPHN PAD.

The Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) and the Standards for return to professional practice programmes (SRtPP) (NMC, 2019, updated 2023) are not met as conditions apply.

The modified programme meets the SSSA at programme level.

The programme is recommended for approval to the NMC subject to four NMC conditions.

No recommendations are made.

Updated 8 August 2023:

UoP have provided evidence that confirm the NMC conditions are now met.

The RtPP SCPHN modification is recommended to the NMC for approval.

Recommended outcome of the approval panel

Recommended outcome to the NMC:

Programme is recommended to the NMC for approval

Programme is recommended for approval subject to specific conditions being met

Recommended to refuse approval of the programme

Conditions:

Effective partnership working: collaboration, culture, communication and resources:

None identified.

Selection, admission and progression:

None identified.

Practice learning:

None identified.

Assessment, fitness for practice and award:

Condition three: Revise the return to practice (RtP) SCPHN PAD to explicitly demonstrate how the SPSCPHN (NMC, 2022) will be met. (SRtPP R2.8, R4.5, R4.7, R4.8)

Education governance: management and quality assurance:

Condition one: Programme documentation must explicitly state that the RtP SCPHN route(s) can only be taken at level seven. (SFNME R2.1; SRtPP R2.1)

	<p>Condition two: Remove all reference and mapping to the SPSCPHN and standards (NMC, 2004) in programme and student facing documentation. (SFNME R2.1; SRtPP R2.1)</p> <p>Condition four: Revise the programme and student facing documentation to disaggregate the SRtPP (NMC, 2019) from the NMC revalidation and RtP standards. (NMC, 2019) (SFNME R2.1; SRtPP R2.1)</p>
Date condition(s) to be met:	7 August 2023
Recommendations to enhance the programme delivery:	None identified.
Focused areas for future monitoring:	None identified.

Programme is recommended for approval subject to specific conditions being met

Commentary post review of evidence against conditions:

Condition one: UoP have provided programme documentation that explicitly states that the RtP SCPHN routes can only be delivered at level seven.

Condition one is met.

Condition two: All reference and mapping to the SPSCPHN and standards from (NMC, 2004) are removed from programme and student facing documentation.

Condition two is met.

Condition three: The four PADs one for each field of SCPHN, occupational health nurse (OHN), school nurse (SN), health visitor (HV) and public health nurse (PHN) have been revised and mapped to the SPSCPHN (NMC, 2022).

Condition three is met.

Condition four: Programme and student facing documentation has been revised to disaggregate the SRtPP from the NMC revalidation and RtP standards.

Condition four is met.

AEI Observations	Observations have been made by the education institution YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
Summary of observations made, if applicable	The AEI identified missing RtPP routes from section one. The list of RtPP titles has been amended.
Final recommendation made to NMC:	Programme is recommended to the NMC for approval <input checked="" type="checkbox"/> Recommended to refuse approval of the programme <input type="checkbox"/>
Date condition(s) met:	7 August 2023

Section three

NMC Programme standards
<p>Please refer to NMC standards reference points Standards for return to practice programmes (NMC, 2019) Return to practice standards (NMC, 2019) Future nurse: Standards of proficiency for registered nurses (NMC, 2018) Standards for competence for registered midwives, (NMC, 2009) The Future midwife: Standards of proficiency for registered midwives (NMC, 2019) Standards of proficiency for nursing associates, (NMC, 2018) Standards of proficiency for specialist community public health nurses (NMC, 2004) Standards for specialist education and practice (NMC, 2001) Standards framework for nursing and midwifery education (NMC, 2018) Standards for student supervision and assessment (NMC, 2018) The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates (NMC, 2015 updated 2018) Quality assurance framework for nursing, midwifery and nursing associate education (NMC, 2020) QA Handbook (NMC, 2022)</p>

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.

There's evidence of effective partnership working across stakeholder groups. A current list of PLPs has been provided by the AEI. The programme is delivered nationally and the team confirm that depending on the student's geographical location, UoP enter contractual arrangements, audit processes and staff preparation to meet the NMC standards. There's evidence in the modification documentation of collaborative working in the development of the PAD including PLPs and students. However, the presented PAD makes no direct reference to the SPSCPHN. It's unclear how RtP SCPHN students will be assessed against the SPSCPHN. (Condition three)

Condition three: Revise the RtP SCPHN PAD to explicitly demonstrate how the SPSCPHN (NMC, 2022) will be met. (SRtPP R2.8, R4.5, R4.7, R4.8)

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 **NOT 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 **NOT MET**

Post event review

Identify how the condition(s) is met:

Condition three: The four PADs, one for each field of SCPHN, OHN, SN, HV and PHN have been revised and mapped to the SPSCPHN (2022). The Standards of Proficiency are mapped to the learning outcomes within the PADs.

Condition three is met.

Evidence:

SCPHN PAD separate field – OHN nurse field, undated.
SCPHN PAD separate field – SN nurse field, undated.
SCPHN PAD separate field – HV nurse field, undated.
SCPHN PAD separate field – PHN nurse field, undated.

Date condition(s) met:

7 August 2023

Revised outcome after condition(s) met:

MET

NOT MET

Student journey through the programme

Standard 1: Selection, admission and progression

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

R1.1 confirm on entry to the programme that students are, or were, registered with the NMC

R1.2 confirm on entry to the programme that students:

R1.2.1 demonstrate values in accordance with [the Code](#)

R1.2.2 have capability to behave in accordance with the Code

R1.2.3 have capability to update numeracy skills required to meet programme outcomes

R1.2.4 can demonstrate they meet NMC [English language requirements](#)

R1.2.5 have capability in literacy to meet programme outcomes

R1.2.6 have capability for digital and technological literacy to meet programme outcomes

R1.3 ensure students' [health and character](#) is 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 guidance](#). This includes facilitating satisfactory and timely occupational health assessment and criminal record checks.

R1.4 ensure students are fully informed of the requirement to declare immediately any police charges, cautions, convictions or conditional discharges or determinations that their fitness to practise is impaired made by other regulators, professional bodies and educational establishments, and that any declarations are dealt with promptly, fairly and lawfully

R1.5 ensure the person responsible for directing the educational programme or

their designated substitute is able to provide supporting declarations of health and character for students who have completed a return to practice programme

R1.6 consider students' prior learning and experience in relation to the standards of proficiency, programme outcomes, and the students intended scope of practice upon readmission, and

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

Note: Education institutions and their practice learning partners may propose to transfer current students onto the new programme to meet the [Standards for return to practice programmes](#). If so, evidence must be provided to support this proposed transfer as part of the education institution's mapping process at Gateway 3.

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 return to practice programmes](#) (NMC, 2019).

Proposed transfer of current students to the [Standards for student supervision and assessment](#) (NMC, 2018).

Demonstrate a robust process to transfer current students onto the [Standards for student supervision and assessment](#) (NMC, 2018).

Findings against the standard and requirements

Evidence provides assurance that the following requirements are met:

R1.1 confirm on entry to the programme that students are, or were, registered with the NMC

YES NO

R1.2 confirm on entry to the programme that students:

R1.2.1 demonstrate values in accordance with [the Code](#)

YES NO

R1.2.2 have capability to behave in accordance with the Code

YES NO

R1.2.3 have capability to update numeracy skills required to meet programme outcomes

YES NO

R1.2.4 can demonstrate they meet NMC [English language requirements](#)

YES NO

R1.2.5 have capability in literacy to meet programme outcomes

YES NO

R1.2.6 have capability for digital and technological literacy to meet programme outcomes

YES NO

R1.3 ensure students' [health and character](#) is 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 guidance](#). This includes facilitating satisfactory and timely occupational health assessment and criminal record checks.

R1.4 ensure students are fully informed of the requirement to declare immediately any police charges, cautions, convictions or conditional discharges or determinations that their fitness to practise is impaired made by other regulators, professional bodies and educational establishments, and that any declarations are dealt with promptly, fairly and lawfully

YES NO

R1.5 ensure the person responsible for directing the educational programme or their designated substitute is able to provide supporting declarations of health and character for students who have completed a return to practice programme

YES NO

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

R1.6 consider students' prior learning and experience in relation to the standards of proficiency, programme outcomes, and the students intended scope of practice upon readmission, and

MET NOT MET

R1.6 is met. Unchanged through this modification.

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

MET NOT MET

R1.7 is met. Unchanged through this modification.

Proposed transfer of current students to the programme under review

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

Students will not transfer to this programme as all students will have completed their RtPP.

Proposed transfer of current students to the [Standards for student supervision and assessment \(SSSA\)](#) (NMC, 2018).

From your documentary analysis and your meetings at the approval visit confirm if students will be transferring to the SSSA, and if so that they have informed choice and are fully prepared for supervision and assessment.

The SSSA is embedded within the RtPP and associated routes.

Assurance is provided that Gateway 1: [Standards framework for nursing and midwifery education](#) relevant to selection, admission and progression are met

YES NO

Outcome

Is the standard met? MET NOT MET

Date: 8 February 2023

Post event review

Identify how the condition(s) is met

N/A	
Date condition(s) met: N/A	
Revised outcome after condition(s) met:	MET <input type="checkbox"/> NOT MET <input type="checkbox"/>
N/A	

Standard 2: Curriculum

Approved educations institutions, together with practice learning partners, must:

- R2.1 ensure 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 programme learning outcomes reflect relevant standards of proficiency
- R2.4 design and deliver a programme that supports students to return to their intended area of practice
- R2.5 ensure that programmes delivered in Wales comply with legislation which supports use of the Welsh language
- R2.6 state routes within the return to practice programme that allows:
 - R2.6.1 nurses to be readmitted to, or remain on, the register in one or more of the specific fields of nursing practice: adult, children, learning disabilities and mental health nursing
 - R2.6.2 midwives to be readmitted to, or remain on, the register as midwives
 - R2.6.3 specialist community and public health nurses (SCPHNs) to be readmitted to, or remain on, the register as specialist community and public health nurses
 - R2.6.4 nursing associates to be readmitted to, or remain on, the register as nursing associates
- R2.7 set out the content necessary to meet the programme outcomes for each field of nursing practice: adult, children, learning disabilities and mental health nursing
- R2.8 set out the general and professional content necessary to confirm the relevant standards of proficiency and programme outcomes for each part of the register
- R2.9 ensure that specific content such as: safeguarding, consent, pharmacology and medicines administration and optimisation is included for the student to be readmitted to, or remain on, the register
- R2.10 ensure the curriculum uses a range of learning and teaching strategies which may include flexible or distance learning, which must be used effectively and proportionately to support learning and assessment, and
- R2.11 ensure that all return to practice programmes are an appropriate length to support programme outcomes.

Findings against the standard and requirements

Evidence provides assurance that the following requirements are met:

R2.1 ensure programmes comply with the NMC [Standards framework for nursing and midwifery education](#)

YES NO

R2.1 is not met. Programme documentation states the RtPP SCPHN routes can be undertaken at either level six or level seven. To align with the Standards for post registration programmes (NMC 2022, updated 2023) all RPPP SCPHN routes must be delivered at level seven. (Condition one)

Programme and student facing documentation continues to refer to the SPSCPHN (NMC, 2004). This must be corrected, and reference made to the SPSCPHN (NMC, 2022). (Condition two)

Programme and student facing documentation states that it is an NMC requirement to undertake 450 practice learning hours. There is confusion between the requirements of the SRtPP and NMC revalidation and NMC Return to practice standards. This requires correction. (Condition four)

R2.2 comply with the NMC [Standards for student supervision and assessment](#)

YES NO

R2.3 ensure that programme learning outcomes reflect relevant standards of proficiency

Nursing/fields of nursing practice: adult, children, learning disabilities and mental health nursing

YES NO N/A

Modification relates solely to:

RtP SCPHN

RtP Nursing - SCPHN

RtP Midwifery - SCPHN

Midwives to be readmitted to, or remain on, the register as midwives

YES NO N/A

Modification relates solely to:

RtP SCPHN

RtP Nursing - SCPHN

RtP Midwifery - SCPHN

Specialist community and public health nurses (SCPHNs)

YES NO N/A

Nursing associates

YES NO N/A

Modification relates solely to:

RtP SCPHN

RtP Nursing - SCPHN

RtP Midwifery - SCPHN

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

R2.4 design and deliver a programme that supports students to return to their intended area of practice

MET NOT MET

R2.4 is met. Unchanged through this modification.

Evidence provides assurance that the following requirements are met:

R2.5 ensure that programmes delivered in Wales comply with legislation which supports use of the Welsh language

YES NO N/A

The programme is not delivered in Wales.

R2.6 state routes within the return to practice programme that allows:

R2.6.1 nurses to be readmitted to, or remain on, the register in one or more of the specific fields of nursing practice: adult, children, learning disabilities and mental health nursing

YES NO N/A

Modification relates solely to:

RtP SCPHN

RtP Nursing - SCPHN

RtP Midwifery - SCPHN

R2.6.2 midwives to be readmitted to, or remain on, the register as midwives

YES NO N/A

Modification relates solely to:

RtP SCPHN
RtP Nursing - SCPHN
RtP Midwifery - SCPHN

R2.6.3 specialist community and public health nurses (SCPHNs) to be readmitted to, or remain on, the register as specialist community and public health nurses

YES NO N/A

R2.6.4 nursing associates to be readmitted to, or remain on, the register as nursing associates

YES NO N/A

Modification relates solely to:

RtP SCPHN
RtP Nursing - SCPHN
RtP Midwifery - SCPHN

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

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

MET NOT MET N/A

Modification relates solely to:

RtP SCPHN
RtP Nursing - SCPHN
RtP Midwifery - SCPHN

R2.8 set out the general and professional content necessary to confirm the relevant standards of proficiency and programme outcomes for each part of the register

Nursing/ fields of nursing practice: adult, children, learning disabilities and mental health nursing

MET NOT MET N/A

Modification relates solely to:

RtP SCPHN
RtP Nursing - SCPHN
RtP Midwifery - SCPHN

Midwives to be readmitted to, or remain on, the register as midwives	MET <input type="checkbox"/>	NOT MET <input type="checkbox"/>	N/A <input checked="" type="checkbox"/>
Modification relates solely to:			
RtP SCPHN			
RtP Nursing - SCPHN			
RtP Midwifery - SCPHN			
Specialist community and public health nurses (SCPHNs)	MET <input type="checkbox"/>	NOT MET <input checked="" type="checkbox"/>	N/A <input type="checkbox"/>
R2.8 is not met. The revised RtP SCPHN PAD makes no direct reference to the SPSCPHN (NMC, 2022). It's unclear how RtP SCPHN students will be assessed against the SPSCPHN (NMC, 2022). (Condition three)			
Nursing associates	MET <input type="checkbox"/>	NOT MET <input type="checkbox"/>	N/A <input checked="" type="checkbox"/>
Modification relates solely to:			
RtP SCPHN			
RtP Nursing - SCPHN			
RtP Midwifery - SCPHN			
R2.9 ensure that specific content such as: safeguarding, consent, pharmacology and medicines administration and optimisation is included for the student to be readmitted to, or remain on, the register	MET <input checked="" type="checkbox"/>	NOT MET <input type="checkbox"/>	
R2.9 is met. Unchanged through this modification.			
R2.10 ensure the curriculum uses a range of learning and teaching strategies which may include flexible or distance learning, which must be used effectively and proportionately to support learning and assessment, and			
R2.10 is met. Unchanged through this modification.			
	MET <input checked="" type="checkbox"/>	NOT MET <input type="checkbox"/>	
R2.11 ensure that all return to practice programmes are an appropriate length to support programme outcomes.			
R2.11 is met. Unchanged through this modification.			
	MET <input checked="" type="checkbox"/>	NOT MET <input type="checkbox"/>	
Assurance is provided that Gateway 1: Standards framework for nursing and midwifery education relevant to curricula and assessment are met			
	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	

Programme documentation states the RtP SCPHN routes can be undertaken at either level six or level seven. To align with the Standards for post-registration programmes all RTPP SCPHN routes must be delivered at level seven. (Condition one)

Programme and student facing documentation continues to refer to the SPSCPHN (NMC, 2004). This must be corrected, and reference made to the SPSCPHN (NMC, 2022). (Condition two)

Programme and student facing documentation states that it's an NMC requirement to undertake 450 practice learning hours. There's confusion between the requirements of the SRtPP and NMC revalidation and NMC RtP standards. This requires correction. (Condition four)

Assurance is provided that Gateway 2: [Standards for student supervision and assessment](#) relevant to assessment are met

YES NO

Outcome

Is the standard met?

MET NOT MET

Programme documentation states the RtPP SCPHN routes can be undertaken at either level six or level seven. To align with the Standards for post-registration programmes (NMC, 2022) all RtPP SCPHN routes must be delivered at level seven. (Condition one)

Condition one: Programme documentation must explicitly state that the RtP SCPHN route(s) can only be taken at level seven. (SFNME R2.1; SRtPP R2.1)

Programme and student facing documentation continues to refer to the SPSCPHN (NMC, 2004). This must be corrected, and reference made to the SPSCPHN (NMC, 2022). (Condition two)

Condition two: Remove all reference and mapping to the SPSCPHN and standards (NMC, 2004) in programme and student facing documentation. (SFNME R2.1; SRtPP R2.1)

The revised RtP SCPHN PAD makes no direct reference to the SPSCPHN (NMC, 2022). It's unclear how RtP SCPHN students will be assessed against the SPSCPHN (NMC, 2022). (Condition three)

Condition three: Revise the RtP SCPHN PAD to explicitly demonstrate how the SPSCPHN (NMC, 2022) will be met. (SRtPP R2.8, R4.5, R4.7, R4.8)

Programme and student facing documentation states that it's an NMC requirement to undertake 450 practice learning hours. There's confusion between the requirements of the SRtPP and NMC revalidation and NMC RtP standards. This requires correction. (Condition four)

Condition four: Revise the programme and student facing documentation to disaggregate the SRtPP (NMC, 2019) from the NMC revalidation and RtP standards (NMC, 2019) (SFNME R2.1; SRtPP R2.1)

Date: 8 February 2023

Post event review

Identify how the condition(s) is met:

Condition one: UoP has provided programme documentation that explicitly states that the RtP SCPHN routes can only be delivered at level seven.

Condition one is met.

Evidence:

SCPHN conditions revisions document, undated.

RtP, programme handbook 2023-24, undated.

RtP, practice handbook 2023-24, undated.

RtP, programme specification 2023-2024, undated.

Condition two: All reference and mapping to the SPSCPHN and standards from (NMC, 2004) are removed from programme and student facing documentation.

Condition two is met.

Evidence:

SCPHN conditions revisions document, undated.

RtP, programme handbook 2023-24, undated.

RtP, practice handbook 2023-24, undated.

RtP, programme specification 2023-2024, undated.

Condition three: The four PADs one for each field of SCPHN, OHN, SN, HV and PHN have been revised and mapped to the SPSCPHN.

Condition three is met.

Evidence:

SCPHN PAD separate field – OHN nurse field, undated.

SCPHN PAD separate field – SN nurse field, undated.

SCPHN PAD separate field – HV nurse field, undated.
SCPHN PAD separate field – PHN nurse field, undated.

Condition four: Programme and student facing documentation has been revised to disaggregate the SRtPP from the NMC revalidation and RtP standards.

Evidence:

SCPHN conditions revisions document, undated.
RtP, programme handbook 2023-24, undated.
RtP, practice handbook 2023-24, undated.
RtP, programme specification 2023-2024, undated.

Date condition(s) met:

7 August 2023

Revised outcome after condition(s) met:

MET **NOT MET**

Standard 3: Practice learning

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

- R3.1 provide practice learning opportunities that confirm students can deliver safe and effective care in their intended area of practice to a diverse range of people
- R3.2 provide practice learning opportunities that confirm students meet the communication and relationship management skills and procedures in their intended area of practice, as set out in the relevant standards of proficiency
- R3.3 ensure that students experience a range of settings for their intended area of practice, demonstrating an ability to meet the holistic needs of people
- R3.4 ensure technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment
- R3.5 take account of students' individual needs, personal circumstances and intended area of practice when allocating their practice learning including making reasonable adjustments for students with disabilities, and
- R3.6 ensure that students are supernumerary.

Findings against the standard and requirements

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

R3.1 provide practice learning opportunities that confirm students can deliver safe and effective care in their intended area of practice to a diverse range of people

MET **NOT MET**

R3.1 is met. Unchanged through this modification.

R3.2 provide practice learning opportunities that confirm students meet the communication and relationship management skills and procedures in their intended area of practice, as set out in the relevant standards of proficiency

MET **NOT MET**

R3.2 is met. Unchanged through this modification.

R3.3 ensure that students experience a range of settings for their intended area of practice, demonstrating an ability to meet the holistic needs of people

MET **NOT MET**

R3.3 is met. Unchanged through this modification.

R3.4 ensure technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment

MET **NOT MET**

R3.4 is met. Unchanged through this modification.

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

MET **NOT MET**

R3.5 is met. Unchanged through this modification.

Evidence provides assurance that the following requirements are met:

R3.6 ensure that students are supernumerary.

YES **NO**

Assurance is provided that Gateway 1: [Standards framework for nursing and midwifery education](#) relevant to practice learning are met

YES **NO**

Assurance is provided that Gateway 2: [Standards for student supervision and assessment](#) relevant to practice learning are met

YES **NO**

Outcome

Is the standard met?		MET <input checked="" type="checkbox"/>	NOT MET <input type="checkbox"/>
Date: 8 February 2023			
Post event review			
Identify how the condition(s) is met:			
N/A			
Date condition(s) met:			
N/A			
Revised outcome after condition(s) met:		MET <input type="checkbox"/>	NOT MET <input type="checkbox"/>
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 person 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 required standard of proficiency and programme outcomes to be readmitted to, or remain on, the register	
R4.6 ensure that students meet communication and relationship management skills and procedures	
R4.7 assess students to confirm proficiency in preparation for being readmitted to, or remaining on, the register	
R4.8 ensure that relevant proficiencies are recorded in a record of achievement which confirms these proficiencies and skills have been met, and	
R4.9 confirm students' safe and effective practice and suitability to be readmitted to, or remain on, the register.	
Findings against the standards and requirements	
Provide an <u>evaluative summary</u> from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the requirement below is met or not met	

R4.1 ensure that support, supervision, learning and assessment provided complies with the NMC [Standards framework for nursing and midwifery education](#)

MET NOT MET

R4.1 is met. Unchanged through this modification.

R4.2 ensure that support, supervision, learning and assessment provided complies with the NMC [Standards for student supervision and assessment](#)

MET NOT MET

R4.2 is met. Unchanged through this modification.

Evidence provides assurance that the following requirement is met:

R4.3 ensure they inform the NMC of the name of the person responsible for directing the education programme

YES NO

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

R4.4 provide students with feedback throughout the programme to support their development

MET NOT MET

R4.4 is met. Unchanged through this modification.

R4.5 ensure throughout the programme that students meet the required standard of proficiency and programme outcomes to be readmitted to, or remain on, the register

MET NOT MET

R4.5 is not met. The revised RtP SCPHN PAD makes no direct reference to the SPSCPHN (NMC, 2022). It's unclear how RtP SCPHN students will be assessed against the SPSCPHN (NMC, 2022). (Condition three)

R4.6 ensure that students meet communication and relationship management skills and procedures

MET NOT MET

R4.6 is met. Unchanged through this modification.

R4.7 assess students to confirm proficiency in preparation for being readmitted to, or remaining on, the register

MET NOT MET

R4.7 is not met. The revised RtP SCPHN PAD makes no direct reference to the SPSCPHN (NMC, 2022). It is unclear how RtP SCPHN students will be assessed against the SPSCPHN (NMC, 2022). (Condition three)

Evidence provides assurance that the following requirement is met:

R4.8 ensure that relevant proficiencies are recorded in a record of achievement which confirms these proficiencies and skills have been met, and

YES NO

R4.8 is not met. The revised RtP SCPHN PAD makes no direct reference to the SPSCPHN (NMC, 2022). It's unclear how RtP SCPHN students will be assessed against the SPSCPHN (NMC, 2022). (Condition three)

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

R4.9 confirm students' safe and effective practice and suitability to be readmitted to, or remain on, the register.

MET NOT MET

R4.9 is met. Unchanged through this modification

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

YES NO

Assurance is provided that Gateway 2: [Standards for student supervision and assessment](#) relevant to supervision and assessment are met

YES NO

Outcome

Is the standard met?

MET NOT MET

The revised RtP SCPHN PAD makes no direct reference to the SPSCPHN (NMC, 2022). It's unclear how RtP SCPHN students will be assessed against the SPSCPHN (NMC, 2022). (Condition three)

Condition three: Revise the RtP SCPHN PAD to explicitly demonstrate how the SPSCPHN (NMC, 2022) will be met. (SRtPP R2.8, R4.5, R4.7, R4.8)

Date: 8 February 2023

Post event review

Identify how the condition(s) is met:

Condition three: The four PADs one for each field of SCPHN, OHN, SN, HV and PHN have been revised and mapped to the SPSCPHN (NMC, 2022).

Condition three is met.

Evidence:

- SCPHN PAD separate field – OHN nurse field, undated.
- SCPHN PAD separate field – SN nurse field, undated.
- SCPHN PAD separate field – HV nurse field, undated.
- SCPHN PAD separate field – PHN nurse field, undated.

Date condition(s) met:

7 August 2023

Revised outcome after condition(s) met:

MET **NOT MET**

Standard 5: Qualification or credits to be awarded and information on NMC registration

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

- R5.1 ensure that the minimum credits/award for a return to practice programme for nurses and midwives is at bachelor's degree level
- R5.2 ensure that the minimum credits/award for a return to practice programme for nursing associates is at foundation degree level, and
- R5.3 notify students during and before completion of the programme how they apply to re-join the NMC register.
- R5.4 notify students during and before successful completion of the programme that they have five years to reinstate their registration with the NMC. In the event of a student failing to re-register within five years they will have to undertake additional education and training or gain such experience as specified in our standards.

Findings against the standards and requirements

Evidence provides assurance that the following requirements are met:

R5.1 ensure that the minimum credits/award for a return to practice programme for nurses and midwives is at bachelor's degree level and postgraduate masters level for Specialist Community and Public Health Nurse programmes
YES NO N/A

R5.2 ensure that the minimum credits/award for a return to practice programme for nursing associates is at foundation degree level, and
YES NO N/A

Modification relates solely to:

RtP SCPHN

RtP Nursing - SCPHN

RtP Midwifery - SCPHN

R5.3 notify students during and before completion of the programme how they apply to re-join the NMC register.
YES NO

R5.4 notify students during and before successful completion of the programme that they have five years to reinstate their registration with the NMC. In the event of a student failing to re-register within five years they will have to undertake additional education and training or gain such experience as specified in our standards.
YES NO

Assurance is provided that the [Standards framework for nursing and midwifery education](#) relevant to the qualification to be awarded are met
YES NO

Outcome

Is the standard met? MET NOT MET

Date: 8 February 2023

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

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

N/A

Section four

Sources of evidence

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

Key documentation	YES	NO
Programme document, including proposal, rationale and consultation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme specification(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Module descriptors Please specify route: Nursing / field of nursing	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Midwifery	<input type="checkbox"/>	<input checked="" type="checkbox"/>
SCPHN	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Nursing associate	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Student facing documentation including: programme handbook Please specify route: Nursing / field of nursing	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Midwifery	<input type="checkbox"/>	<input checked="" type="checkbox"/>
SCPHN	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Nursing associate	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice assessment documentation (PAD) Please indicate which Standards of proficiency/competencies the PAD relates to: Nursing / field of nursing	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Midwifery	<input type="checkbox"/>	<input checked="" type="checkbox"/>
SCPHN	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Nursing associate	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice placement handbook: Please specify route: Nursing / field of nursing	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Midwifery	<input type="checkbox"/>	<input checked="" type="checkbox"/>
SCPHN	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Nursing associate	<input type="checkbox"/>	<input checked="" type="checkbox"/>
PAD linked to competence outcomes, and mapped against Standards for return to practice programmes (NMC, 2019) for each route:		
Nursing / field of nursing	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Midwifery	<input type="checkbox"/>	<input checked="" type="checkbox"/>
SCPHN	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Nursing associate	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards framework for nursing and midwifery education</i> (NMC, 2018) (Gateway 1)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the <i>Standards for student supervision and assessment</i> (NMC, 2018) apply to the programme(s) (Gateway 2)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the Standards for return to practice programmes (NMC, 2019) (Gateway 3)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Curricula vitae (CV) for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme lead:		
Nursing	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Midwifery	<input type="checkbox"/>	<input checked="" type="checkbox"/>
SCPHN	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Nursing associate	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Written placement agreements between the education institution and associated practice learning partners to support the programme intentions.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If you stated no above, please provide the reason and mitigation: The modification is a desktop review solely for the RtP SCPHN routes.		
List additional documentation: Evidence to meet conditions:		

SCPHN conditions revisions document, undated. RtP, programme handbook 2023-24, undated. RtP, practice handbook 2023-24, undated. RtP, programme specification 2023-2024, undated. SCPHN PAD separate field – OHN nurse field, undated. SCPHN PAD separate field – SN nurse field, undated. SCPHN PAD separate field – HV nurse field, undated. SCPHN PAD separate field – PHN nurse field, undated
Additional comments: None identified.

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

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Senior managers from associated practice learning partners with responsibility for resources for the programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Programme team/academic assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice leads/practice supervisors/ practice assessors	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Students	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If yes, please identify cohort year/programme of study:		
People who use services and carers	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If you stated no above, please provide the reason and mitigation: This event is undertaken as a documentary review.		
Additional comments: None identified.		

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

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Library facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Technology enhanced learning Virtual learning environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Educational audit tools/documentation	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice learning environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If practice learning environments are visited, state where visited/findings:		

System regulator reports reviewed for practice learning partners			<input checked="" type="checkbox"/>	<input type="checkbox"/>
System regulator reports list: Care Quality Commission (CQC) inspection reports: Royal Cornwall Hospital, 29 September 2022. Royal Cornwall Hospitals NHS Trust, 12 December 2019. Salisbury District Hospital, 7 October 2021				
If you stated no above, please provide the reason and mitigation: This event is undertaken as a documentary review.				
Additional comments: None identified.				

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Issue record

Final Report

Author(s):	Jane Howarth	Date:	20 February 2023
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