

## Future Nurse Future Midwife

### Guidance: Practice Learning Environments Educational Audit

# Guidance for Completion of Practice Learning Environment Educational Audit

## 1. Introduction

The NMC requires that approved education institutions (AEIs), together with practice learning partners, regularly review all learning environments and provide assurance that they are safe and effective through proper oversight and effective governance processes, with clear lines of responsibility and accountability especially in responding to standards that are not met.

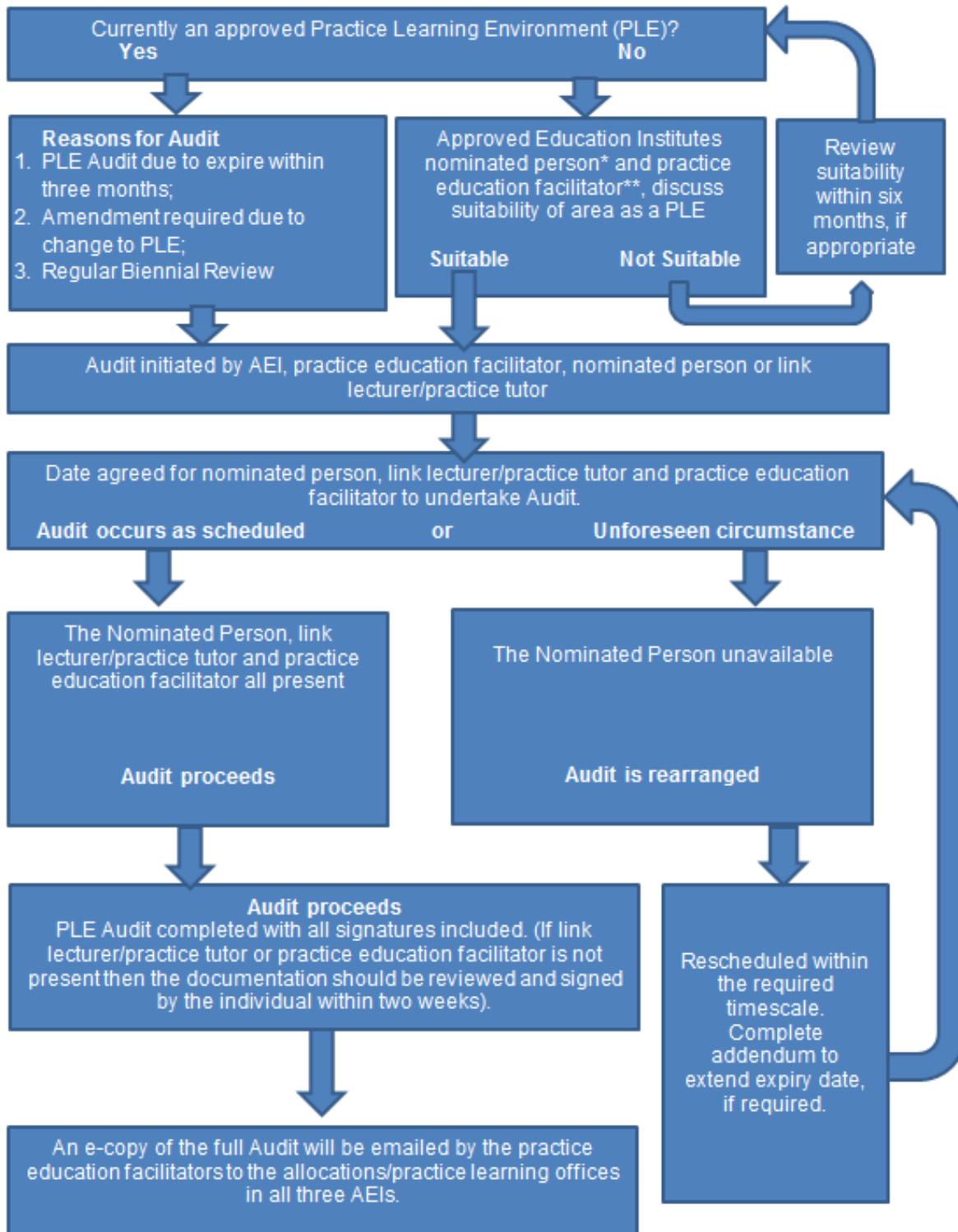
The completion of a Practice Learning Environment Educational Audit (PLEEA) between AEIs and practice learning partners will optimise safety and quality by ensuring all practice Learning Environments (PLEs) have the capacity, facilities and resources in place to deliver safe and effective learning opportunities and practical experiences for students as required by their programme learning outcomes (NMC 2018).

Central to this is a culture of collaboration with effective partnership between practice providers and AEIs to develop quality practice placements for students of nursing & midwifery.

## 2. Audit Process Overview

- Completion of the PLEEA is a collaborative process and should be reviewed every two years (Flow chart at item 3 outlines process)
- Any of the key stakeholders can initiate a PLEEA.
- Service user involvement is desirable; however, their presence is not essential to the completion of the PLEEA.
- PLEEA will be planned 4 – 6 weeks prior to review date thereby affording the opportunity for all the stakeholders to participate in the process.
- PLEEAs will be signed off by all of the key stakeholders within 2 weeks.
- All key stakeholders will retain a copy of the completed PLEEA tool (or have access to electronic copy).
- E-copies of PLEEAs will be shared by Practice Education Facilitator/s with all AEI Practice Learning Offices/Allocation Offices. For independent sector organisations, the link lecturer will forward a copy to the relevant AEI who will then share with other AEIs.

### 3. Undertaking a Practice Learning Environment Educational Audit



*Nominated person is the ward sister, charge nurse, team leader, registered home manager, or designated person. Practice education facilitator involvement only where applicable/relevant.*

#### 4. Completing the Practice Learning Environment Educational Audit Tool

*A sample of the PLEEA tool is provided below, and guidance and information on completing the PLEEA is provided in blue italics.*

##### 1. Introduction

The purpose of this tool is to provide evidence that Practice Learning Environments (PLEs) have the capacity, facilities and resources in place, to deliver safe and effective learning opportunities and practical experience for students, as required to meet the NMC proficiencies for their programme of study. This should be collaboratively reviewed every two years to ensure the environment remains a sound educational setting for such learning to take place.

##### 2. Description and Contact Details

<b>Name of Provider</b>	<i>List details as described</i>		
<b>Site/Service</b>			
<b>Ward/Unit/Team</b>			
<b>Date of Audit</b>	<i>Date Completed</i>	<b>Review Date</b>	<i>Review every 2 years (minimum)</i>
<b>Hours of Service</b>	<i>The working arrangements, service delivery provision and shift patterns i.e. 24/7, mon-Fri 9-5pm should be considered and recorded with the information provided. This will allow stakeholders to agree number of students the PLE can facilitate.</i>	<b>Client Capacity</b>	
<b>Practice Area Manager/Registered Home Manager</b>		<b>Nominated Person</b>	
<i>Provide name and contact details requested</i>		<i>Provide name and contact details requested</i>	
<p><i>Practice Area Managers have overall responsibility for the PLE and can sometimes be the nominated person also. The Practice Area Manager will:</i></p> <ul style="list-style-type: none"> <li><i>• actively support the PLE to prepare Practice Supervisors and Practice Assessors</i></li> <li><i>• actively support students in the PLE</i></li> <li><i>• monitor the effectiveness of the PLE from evaluations from students, supervisors and assessors</i></li> <li><i>• implement actions identified in action plans from PLEEA process; and</i></li> <li><i>• identify and support the Nominated Person.</i></li> </ul>		<p><i>The Nominated Person will:</i></p> <ul style="list-style-type: none"> <li><i>• collaboratively work with stakeholders to identify learning opportunities in the PLE and ensure that necessary measures are in place to make effective use of the learning potential aligned to PLE i.e. identifying relevant spoke experiences</i></li> <li><i>• ensure there is clear evidence of the potential learning experiences outlined in PLEEA descriptor</i></li> <li><i>• in collaboration with stakeholder, agree the optimum number of students the PLE can facilitate</i></li> <li><i>• identify the number of practice supervisors and practice assessors available</i></li> <li><i>• ensure practice assessors and practice supervisors have access to appropriate preparation and have ongoing access to appropriate support.</i></li> <li><i>• provide evidence of governance arrangements (PLEEA Section 4)</i></li> <li><i>• monitor feedback from students, supervisors and assessors and identify any challenges</i></li> <li><i>• collaboratively with AEI representative and PEF( if applicable) facilitate development and implementation of any action plans arising from PLE education audit, ensuring the PLE manager is informed.</i></li> </ul>	

Practice Education Facilitator (where applicable)	Link Lecturer/Practice Tutor
<i>Provide name and contact details requested</i>	<i>Provide name and contact details requested</i>
<p><i>The Practice Education Facilitator will:</i></p> <ul style="list-style-type: none"> <li><i>• in collaboration with the practice area manager and nominated person, consider operational, workforce and staff development needs within the context of supporting supervision and assessment of students and ensure education governance requirements are met in completing PLEEA</i></li> <li><i>• collaboratively, with nominated person and AEI representative, clarify/identify the learning opportunities available to develop evidence for the Northern Ireland Practice Assessment Document (NIPAD) or Midwifery ongoing record of Achievement (MORA)</i></li> <li><i>• support the nominated person to identify necessary measures to enable effective use of the learning potential in the practice learning setting</i></li> <li><i>• identify relevant evidence to assure quality of PLE</i></li> </ul>	<p><i>The link lecturer/practice tutor has responsibility to support students in PLE and assure that the practice area meets educational standards; they will:</i></p> <ul style="list-style-type: none"> <li><i>• collaboratively, with the nominated person and PEF (if applicable) clarify/identify the learning opportunities available to develop evidence for the Northern Ireland Practice Assessment Document (NIPAD) or Midwifery Ongoing Record of Achievement (MORA).</i></li> <li><i>• ensure that necessary measures are taken to make effective use of the learning potential in the practice learning settings</i></li> <li><i>• assure quality practice learning experiences by reviewing evidence provided (PLEEA Section 4)</i></li> <li><i>• highlight any issues which may impact on students' learning experiences or performance, including student feedback</i></li> <li><i>• collaboratively, with the nominated person and PEF (if applicable, develop an action plan arising from the PLEEA)</i></li> </ul>
<b>Allocation Reports should be emailed to:</b>	
<p><i>Identify the person and provide their email. The email address of the Practice Area Manager, the Nominated Person and Practice Education Facilitator (if applicable) is required.</i></p> <p><i>The purpose of this is to ensure that AEI allocation reports are forwarded to the person responsible for the coordination of students' learning experience ensuring the practice supervisor and/or practice assessor can be allocated and prepared in time for commencement of students in the PLE.</i></p>	
<p><b>a. Description of PLE</b></p> <p><i>Provide a brief introduction of the PLE, including an overview of the person/client/service user profile and the learning opportunities that facilitates students to meet the NMC Standards of Proficiency for Nursing &amp; Midwifery. Also include identified <b>spoke opportunities</b> aligned to the PLE.</i></p> <p><i>PLE description outlines the practice learning opportunities that will facilitate students to develop and work towards achieving their learning outcomes to meet NMC programme standards for pre and post registration programmes.</i></p> <p><i>Types of PLE include specialty, midwifery and field of nursing. ward, specialist service and/or team. Description of PLEs should be focused on the services it provides and include:</i></p> <ul style="list-style-type: none"> <li><i>• number of beds, population served, throughput, range of care experiences, model or level of care provided and learning opportunities available to students to facilitate learning outcomes to be achieved for each part of programme</i></li> <li><i>• framework/model used for assessment, planning and evaluation of care</i></li> <li><i>• inter-professional working experiences (social work, physiotherapy, occupational health, clinical pharmacy medical staff could add some examples from other fields) linked to the provision of care within the PLE and related to students' learning outcomes.</i></li> </ul> <p><i>If a hub and spoke learning experience model is used within the PLE, each spoke is required to be identified (Hub is the base PLE and spoke is an experience outside the PLE in another location, from which the students' learning is complemented and linked to the PLE). There should be a</i></p>	

*description of identified spoke opportunities/experiences aligned to the PLE (i.e. theatres, radiology, research, specialist nursing/midwifery teams/services, perinatal mental health, voluntary/independent sector, patient flow coordination).*

*Additional experiences which are gained by working with voluntary sector agencies should be identified as a spoke experience in the description with the associated learning identified.*

**Note:** *Although the NMC standards state that all students should be supervised while learning in practice, this can mean that students learn within an environment that does not have any 'practice supervisors' or registered personnel, provided their practice supervisor(s), practice assessor, or any other suitable person has oversight of the learning within that PLE. Refer back to SSSA guidance and point as follows: These placements could be enrichment opportunities in environments where there are no registered health and social care professionals that provide an opportunity for students to learn other relevant skills. The person or people who are coordinating the students' learning may wish to draw up a plan for these placements, and coordinate with the student and those within the environment before, during and after the placement to discuss the learning outcomes that may be achieved. Those supporting students within such an environment must also have the knowledge and skills necessary to help students meet the learning outcomes specified and resources available to support learning in PLE e.g. Internet Access, Library Access, Journals, Study Area, and University Lecturer Visits.*

**b. This environment actively protects students as supernumerary.**

*Nursing and midwifery students in practice or work placed learning must be supported to learn without being counted as part of the staffing required for safe and effective care in that setting. PLEs should enable students to learn how to provide safe and effective care, not merely to observe; students can and should add real value to care. The contribution students make will increase over time as they gain proficiency and they will continue to benefit from ongoing guidance and feedback. Once a student has demonstrated that they are proficient, they should be able to fulfil tasks without direct oversight.*

*The level of supervision a student needs is based on the professional judgement of their supervisors, taking into account any associated risks and the students' knowledge, proficiency and confidence and based on the needs of the individual student.*

**c. A current student orientation pack is available.**

*A student orientation pack/package should be available and reviewed at each PLEEA. There is a requirement to ensure that orientation packs remain up to date, covering the orientation requirements identified in the NIPAD or MORA (completed in each PLE).*

**d. Optimum number of pre-registration students this PLE can facilitate, including Return to Practice Students.**

*This number is collaboratively agreed by manager/nominated person, AEI representative and PEF (if applicable) considering information collated from working arrangements, shift patterns, client/patient throughput and environmental factors plus the number of practice supervisors and practice assessors available.*

**e. Please confirm if environment is Hub (i.e. where practice assessors are available for assessment) or Spoke (i.e. where there are only practice supervisors available)**

*Hub is a base practice learning experience from which the student learning is complemented by additional activities known as Spokes.*

*Practice assessors are available in the Hub for assessment purposes or spoke where there are only practice supervisors available.*

### **3. Supervision and Assessment Capacity**

*AEIs, together with practice learning partners, must ensure that there are suitable individuals in place to ensure safe and effective coordination of learning within practice learning environments. In reviewing practice supervisor and practice assessor capacity, consider:*

- the continuing professional development requirements of practice supervisors and assessors
- commissioning decisions relating to advanced standing and post registration education
- supervision of students to maximise the number of practice learning opportunities available, if there are no NMC registrants available explore options to facilitate experience and note appropriate actions required in PLEEA.

Number of:	Part-Time	Full-Time	Total WTE
a. Practice Supervisors	<i>Identify number of all NMC registrants. In facilities where there are no NMC registered practice supervisors, number of identified registered health care professionals will be identified and suitably prepared to supervise students and contribute to assessment.</i>		
b. Practice Assessors – Pre-registration programmes a. Adult <input type="checkbox"/> b. Mental Health <input type="checkbox"/> c. Learning Disability <input type="checkbox"/> d. Children’s <input type="checkbox"/> e. Midwifery <input type="checkbox"/>	<i>Number of staff who have transitioned from NMC (2008) SLAiP standards (mentors, sign off mentors and practice teachers) to practice assessor data base and staff who have progressed to practice assessor (NMC 2018) identifying pre-registration field of practice.</i>		
c. Practice Assessors – SPQ a. Adult <input type="checkbox"/> b. Mental Health <input type="checkbox"/> c. Learning Disability <input type="checkbox"/> d. Children’s <input type="checkbox"/>	<i>Identify number of staff who have transitioned from NMC (2008) SLAiP standards (mentors, sign off mentors and practice teachers) to practice assessor data base and staff who have progressed to practice assessor (NMC 2018) with SCPHN, SPQ (with field) and NMP qualifications Linked to section 5.</i>		
d. Practice Assessors – SCPHN a. Health Visitor <input type="checkbox"/> b. Occupational Health Nurse <input type="checkbox"/> c. School Nurse <input type="checkbox"/>	<i>Identify practice assessors i.e. designated medical practitioner, pharmacist with relevant qualification for a specific programme. Identify preparation provided.</i>		
e. Practice Assessor – Other (please specify):			
In exceptional circumstances the same person may fulfil the role of the Practice Supervisor and Practice Assessor for example, in NMP, SPQ or SCPHN. State rationale here if this applies: Provide Rationale			

#### 4. Quality Assurance of PLE

*In order to ensure that learning environments and experiences are safe and effective, all environments should be regularly reviewed, and all concerns and complaints about practice learning addressed effectively and in a timely way. AEs, and their practice learning partners, should have the processes in place to manage this effectively.*

a. Have students’ evaluation of PLE been reviewed, and action taken where required? Provide comments	<i>Student feedback from practice learning experience should be evaluated and a summary evidenced in PLEEA. Evidence can be sourced from formal feedback from the AEI, verbal feedback, via PEF, ward manager, thank you cards, etc. Identify any issues from feedback and detail action plan to address issue/s.</i>
b. In relation to the above are there any issues that could impact on the students’ learning experience? If Yes, please elaborate and detail in action plan to address issues: Provide comments	

**c.** Are there any significant complaints or incidents that could impact on students' learning experience? If Yes, please elaborate and detail in action plan to address issues: Provide comments

*If a significant complaint or incident has been identified or previously addressed within the PLE this should be discussed at the PLEEA review and a brief summary included in this section of document. An action plan may be required.*

**d.** Are all relevant risk assessments undertaken and current in the PLE and corroborated at time of audit?

*Manager and nominated person confirm in this section that risk assessments are undertaken in the PLE as required and processes are in place to raise, escalate and manage concerns. Evidence provided e.g. mandatory training, key performance indicators, audit results, is reviewed and corroborated at time of audit by stakeholders. This evidence is made available if requested by Mott McDonald reviewer.*

*The manager and nominated person are required to identify any health and safety issues that could impact on the student learning experience and may pose a risk to students – as part of the PLEEA process explore actions to minimise or eliminate the risk identified. This information will help formulate an action plan with the key stakeholders. This can take place at time of PLEEA or between reviews dates.*

**Note:** Suspension of PLE may be required until risk is reduced or eliminated. AEI escalation protocol (Refer to NIPAD handbook or MORA Guidance Document)

**e.** Are there any quality initiatives on-going in the PLE - verify and detail below: Provide comments

*In this section list initiatives, which relate to below. Evidence provided is reviewed and corroborated at time of audit by stakeholders This evidence is made available if requested by Mott McDonald reviewer.*

*The three landmark reports in 2013 in the NHS (Francis Report, Keogh Review and Berwick Report) all advocated the development of an organisational culture which prioritises patients and quality of care above all else, with clear values embedded through all aspects of organisational behaviour, and a pursuit of high quality care through continuous improvement.*

*'The Right Time, The Right Place (2015)' emphasises the importance of embedding quality improvement within the culture of the organisation. This is supported in the Health and Wellbeing 2026, Delivering Care Together Strategy, which states that in the design and delivery of health and social care, quality and safety will always be a fundamental priority.*

*In line with the Regional Quality 2020 Strategy an attributes framework has been developed to assist individuals in assessing:*

- *their current attributes (knowledge, skills and attitudes) in relation to leadership for quality improvement and safety*
- *their learning and development needs for their current role or for future roles*
- *the purpose of the framework is to help organisations to build the capability and capacity of the workforce to participate in and lead initiatives which develop quality care and services.*

*The framework consists of 4 levels:*

- *Strengthening foundations for improvement (Level 1) – This applies to all staff who work or who are in training in health and social care. An E-Learning programme has been introduced and all staff are encouraged to complete this or a face to face session.*
- *Delivering improvement (Level 2) - This applies to staff and those in training, who can lead small-step-change(s), with support, in their service.*
- *Driving improvement (Level 3) - This applies to staff who lead team(s) or service(s) within their organisation.*
- *Directing improvement (Level 4) - This applies to staff charged with leading quality improvement across their organisation and/across the Health and Social Care system. These individuals are also responsible for ensuring that quality improvement is imbedded in the day-to-day work of the organisation*

## 5. NMC Programme Standards

Identify the range of practice learning experiences available to students within each field of practice. **(used by each AEI for allocation purposes only)**

Please see below some guidance when completing this section:

- Field of practice relevant to practice learning experience to be ticked
- Available experience for the student to be ticked within each field
- Cross reference adult experience where applicable
- LD and MH ONLY to be ticked when full experience is available

Exemplar for completing PLEEA in Adult environment - THEATRES

<input type="checkbox"/> <b>NMC Standards for Pre-Registration Nursing</b> <i>AEI representative with practice placement partner completing this section should select practice learning experiences for each specific field/s of pre-registration programme : Adult, Mental Health, Children, Learning Disabilities that can be supported or within Midwifery.</i>				<input type="checkbox"/> <b>NMC Standards for Pre-Registration Midwifery</b>
<input type="checkbox"/> <b>Adult</b>	<input type="checkbox"/> <b>Mental Health</b>	<input type="checkbox"/> <b>Children's</b>	<input type="checkbox"/> <b>Learning Disabilities</b>	
<input checked="" type="checkbox"/> <b>Older Adults</b> <input type="checkbox"/> Health Visiting /Public Health <input type="checkbox"/> District/ Community Nursing <input checked="" type="checkbox"/> <b>Surgical Care of the acutely ill – hospital /community</b> <input type="checkbox"/> LD Experience <input type="checkbox"/> MH Experience	<input type="checkbox"/> Older adults with mental ill-health <input type="checkbox"/> Children and Young People <input type="checkbox"/> Acute care mental health – hospital /community <input checked="" type="checkbox"/> <b>Acute adult</b> experience - Hospital/Community <input type="checkbox"/> Specialist - hospital /community <input type="checkbox"/> LD Experience	<input type="checkbox"/> Acute (medical or/& surgical) <input type="checkbox"/> Community Children's with Hub & Spoke: mental health <input type="checkbox"/> Specialist area placement and/or Experience <input type="checkbox"/> Health visiting Experience <input type="checkbox"/> LD Experience	<input type="checkbox"/> Community Children and/or Adult <input type="checkbox"/> 24 hour supported care <input type="checkbox"/> Children's CYP Acute or Community <input checked="" type="checkbox"/> <b>Acute adult experience - Hospital/Acute Care Home Experience</b> <input type="checkbox"/> MH Experience	<input type="checkbox"/> Antenatal <input type="checkbox"/> Intra-natal <input type="checkbox"/> Postnatal <input type="checkbox"/> Community <input type="checkbox"/> Neonatal <input checked="" type="checkbox"/> <b>Adult Medical/Surgical Experience 4 weeks direct entry students only</b>
<input type="checkbox"/> <b>NMC Standards for Post-Registration Nursing or Midwifery</b> <i>Select NMC approved programmes that can be supported within PLE, ensuring appropriate supervision and assessment requirements are available. Programme can be determined by course/s commissioned based on training needs analysis process which manager is responsible for or if there is a requirement to facilitate a commissioned staff member from another PLE if a suitable practice assessor is available and service lead agrees.</i>				
<input type="checkbox"/> NMC Standards for Specialist Community Public Health Nurses <input type="checkbox"/> NMC Standards for Specialist Practice Qualification <input type="checkbox"/> NMC Standards for Nurse and Midwife Prescribers				

<input type="checkbox"/> <b>NMC Standards for Pre-Registration Nursing</b> <i>AEI representative with practice placement partner completing this section should select practice learning experiences for each specific field/s of pre-registration programme : Adult, Mental Health, Children, Learning Disabilities that can be supported or within Midwifery.</i>				<input type="checkbox"/> <b>NMC Standards for Pre-Registration Midwifery</b>
<input type="checkbox"/> <b>Adult</b>	<input checked="" type="checkbox"/> <b>Mental Health</b>	<input type="checkbox"/> <b>Children's</b>	<input type="checkbox"/> <b>Learning Disabilities</b>	
<input type="checkbox"/> Older Adults <input type="checkbox"/> Health Visiting /Public Health <input type="checkbox"/> District/ Community Nursing <input type="checkbox"/> Surgical <input type="checkbox"/> Care of the acutely ill – hospital /community <input type="checkbox"/> LD Experience <input checked="" type="checkbox"/> <b>MH Experience</b>	<input checked="" type="checkbox"/> <b>Older adults</b> with mental ill-health <input type="checkbox"/> Children and Young People <input checked="" type="checkbox"/> <b>Acute care mental health – hospital /community</b> <input type="checkbox"/> Acute adult experience - Hospital/ Community <input checked="" type="checkbox"/> <b>Specialist - hospital /community</b> <input type="checkbox"/> LD Experience	<input type="checkbox"/> Acute (medical or/& surgical) <input type="checkbox"/> Community Children's with Hub & Spoke: mental health <input type="checkbox"/> Specialist area placement and/or Experience <input type="checkbox"/> Health visiting Experience <input type="checkbox"/> LD Experience	<input type="checkbox"/> Community Children and/or Adult <input type="checkbox"/> 24 hour supported care <input type="checkbox"/> Children's CYP Acute or Community <input type="checkbox"/> Acute adult experience - Hospital/Acute Care Home Experience <input checked="" type="checkbox"/> <b>MH Experience</b>	<input type="checkbox"/> Antenatal <input type="checkbox"/> Intra-natal <input type="checkbox"/> Postnatal <input type="checkbox"/> Community <input type="checkbox"/> Neonatal <input type="checkbox"/> Adult Medical/Surgical Experience 4 weeks direct entry students only
<input type="checkbox"/> <b>NMC Standards for Post-Registration Nursing or Midwifery</b> <i>Select NMC approved programmes that can be supported within PLE, ensuring appropriate supervision and assessment requirements are available. Programme can be determined by course/s commissioned based on training needs analysis process which manager is responsible for or if there is a requirement to facilitate a commissioned staff member from another PLE if a suitable practice assessor is available and service lead agrees.</i>				
<input type="checkbox"/> NMC Standards for Specialist Community Public Health Nurses <input type="checkbox"/> NMC Standards for Specialist Practice Qualification <input type="checkbox"/> NMC Standards for Nurse and Midwife Prescribers				

## 6. Declaration of Approval

<p><b>Outcome of Audit:</b> We declare that this PLE <b>has</b> <input type="checkbox"/> <b>does not have</b> <input type="checkbox"/> the capacity, facilities and resources in place to deliver safe and effective learning opportunities and practical experience for students. An action plan is <b>not required</b> <input type="checkbox"/> <b>Required</b> <input type="checkbox"/></p> <p><i>See process flow chart on completing a PLEEA Section 3. If PLE is not approved review in 6 months.</i></p> <p><i>The Nominated Person and AEI representative are key 'signatories' and Practice Education Facilitator, if applicable. If all signatories not available needs to be completed within two weeks. Patient advocate/service user may be present at review and will sign document.</i></p>	
Name of Approver	<b>Practice Area Manager/Nominated Person</b>
Name of Approver	<b>AEI Representative/Link Lecturer/Practice Tutor</b>
Name of Approver	<b>Practice Education Facilitator (where applicable)</b>

Action Plan (if required)		
<p><b>Agreed Action/s:</b>  <i>An Action plan may be required in response to an incident, complaint serious adverse incident or risk escalation. The action plan should identify actions required and agreed by Practice Placement partner, PLE Manager, Nominated person and PEF (if applicable) with a review date agreed. If Suspension of the PLE is required, the process is outlined in 'Procedure on the Identification, Management and monitoring of placements for students who are undertaking a NMC approved programme'.</i></p>	<p><b>Action due by:</b> Enter date.</p>	<p><b>Review Due by:</b> Enter date.</p>
To be completed on Action Plan Review Date		
<p><b>Reviewed by:</b> Name and position of Reviewer Name and position of Reviewer Name and position of Reviewer</p>	<p><b>Reviewed on:</b> Enter date.</p>	<p><b>Outcome:</b> Select outcome.</p>

### Amendments to Audited PLE

<p>Briefly note/date any amendments to the PLE since the last review, if applicable  <i>Briefly note any adjustments to supervision and assessment capacity or change in service provision in this section in the PLE since the last review, if applicable.</i></p>		
<p><b>Reviewed by:</b>Name and position of Reviewer</p>	<p><b>Amended on:</b> Enter date.</p>	<p><b>Shared with:</b> Name and role</p>