



Health Education England

REPORT OF ANNUAL REVIEW

2015-2016

UNIVERSITY OF EAST ANGLIA

Quality Improvement and Performance Framework (QIPF)

**Developing people
for health and
healthcare**

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UNIVERSITY OF EAST ANGLIA - ANNUAL REVIEW

01 April 2015 – 31 March 2016

Executive Summary:

The purpose of Health Education England is to enhance quality services for patients by ensuring the workforce is planned, educated and trained to a high quality. The Quality Improvement and Performance Framework (QIPF) is the process by which Health Education England (HEE) assures itself that the quality of the education it commissions and delivers on behalf of Employers providing NHS commissioned care in the east of England is of the highest quality. QIPF provides a framework that supports world class commissioning, continually drives up quality and performance and gives assurance that education and training equip staff with the values, knowledge and skills to develop in their careers.

This Report provides a summary of the outcomes of the QIPF Annual Review process for the University of East Anglia. It includes commendations for areas of good practice as well as recommendations for improvement that require addressing through the development of an Improvement Plan, to be agreed and monitored in partnership with the Employers and HEE. The standard improvement plan template (issued initially for 2015/16) should be used for this purpose.

Table 1 - Final overall RAG scores for each commissioned Pre-Registration contract

UNIVERSITY OF EAST ANGLIA	TOTAL		
	Overall Total		Score Change on 14/15
QIPF Programme Name	Score	RAG	
Adult Nursing Degree/Diploma	71	GREEN	↓
Childrens Nursing Degree/Diploma	83	GREEN	↓
Clinical Psychology	90	GREEN	↑
Learning Disability Nursing Degree/Diploma	78	GREEN	↑
Mental Health Nursing Degree/Diploma	63	GREEN	↓
Midwifery 18 Month	84	GREEN	↑
Midwifery 3 Year	89	GREEN	↑
Occupational Therapy 2 Years Post Graduate	79	GREEN	↑
Occupational Therapy 3 Years Degree	83	GREEN	↑
Operating Department Practice	94	GREEN	↑
Paramedic Science Degree	51	GREEN	□
Physiotherapy 2 Years Post Graduate	85	GREEN	↑
Physiotherapy 3 Years Degree	80	GREEN	↑
Pre Registration Pharmacist Qualifying Year	85	GREEN	□
Pre Registration Pharmacy Technician Diploma	70	GREEN	□
Speech and Language Therapy Degree	95	GREEN	↑

All sixteen of the programmes commissioned by HEE at the University of East Anglia, as listed above in Table 1, were RAG rated green overall. Three of the programmes were new for the year under review; ten showed

an overall increase in the total score; and three showed a decrease in the overall total score. Ten of the programmes received between one and four amber ratings for individual qualitative Key Performance Indicators (KPIs) with no red ratings identified across any of the programmes. However five of the programmes had one red rated quantitative KPI, with two programmes having two.

Good progress was noted since the 2014/15 Annual Review in some areas particularly for the KPI relating to collecting feedback from students and taking action in relation to any required improvements. The University has been commended for achieving a 100% student satisfaction response for the Physiotherapy programme provision. HEE also noted the positive manner in which the improvement plan had been utilised by UEA during the review period and the specific actions taken to improve the quality of provision based on the outcomes of the last review.

HEE was concerned to note the decrease in performance around clinical placement audits and student support for seven of the programmes: this was in part due to the loss of the electronic storage platform for documentation required to evidence current audit findings and supporting evidence for clinical placement staff. Further concern was noted relating to the four nursing programmes and the operating department programme being amber rated for preparing students for clinical placements, particularly given that four of these programmes had been amber rated in the previous year.

The QIPF handbook states the expectation that the Education Provider Dean will attend the Annual Review Meeting. It is noted that the Dean provided apologies for absence for this Annual Review Meeting, delegating the role to appropriate senior colleagues in their stead.

A number of commendations have been identified in relation to good practice at the Education Provider and these are listed below, together with the areas requiring further development.

All recommendations identified in this Annual Review report are to be included in the Improvement Plan. HEE's role is to provide assurance during the year that management of, and progress in, achieving the improvements is adequate and to hold the identified responsible officers to account for allocated actions. It is HEE's expectation that all actions identified in the plan are delivered within the contract year.

**Commendations and Recommendations resulting from the
QUALITY IMPROVEMENT AND PERFORMANCE FRAMEWORK (QIPF) Annual Review 2015-2016**

HEE commends the Education Provider for:

- The inter-professional learning undertaken by medical students and adult nursing students involving joint decision making around a series of clinical scenarios portrayed by actors at OSCE stations.
- The 'Conversation Partner' initiative undertaken between Speech and Language Therapy students and service users.
- The utilisation of novel clinical decision making OSCE formative assessment with Clinical Psychology students.
- The utilisation of global health placements for students of Clinical Psychology, to support the development of capabilities of leadership and innovation in Clinical Psychology practice in challenging environments.
- The work undertaken in partnership with the Workforce Partnership and Employers in the development of localised support clusters in the private and voluntary sector.
- The achievement of the excellent Physiotherapy NSS score of 100% student satisfaction.

HEE recommends that the Education Provider:

- Revisits the MMIs for Paramedic Science students to ensure that it effectively reflects the important of the NHS Values.
- Develops a consistent approach to the recruitment and preparation of service users across all programmes, building on existing good practice.
- Develops an effective feedback loop for service users engaged in recruitment and selection activities.
- Implements alternative approaches for engaging all Employers in recruitment and selection which do not require physical attendance at meetings, with a specific focus on Employers outside the EP immediate geography.
- Continues and develops further the strategies introduced around working with partners, including activities other than meetings, to ensure effective collaboration.
- Reviews the contingency in place ahead of the new IT system introduction to assure themselves of its adequacy relating to numbers of students allocated to each clinical placement, staffing levels available to support them and currency of learning environment audits.
- Ensures that any serious incidents involving students are escalated to the Workforce Partnership in a timely manner.
- Give further consideration to preparation for practice, placement assessment documentation and mentor support for placement, in all branches of Nursing.

- Explore the perceived value placed upon clinical elements in relation to academic elements, of all health programmes.
- Ensures that the Student Directory of Regional Health Employers reflects all NHS providers and the range of employment opportunities within them.
- Works to further engage all Employers in activities focused on employability including the Annual Employability Exchange Health Fair.
- Undertakes work with the Occupational Therapy students and Employers to ensure they are aware in a timely way of all opportunities with east of England.
- Works with the ambulance trusts to ensure paramedic Science students feel valued and supported as part of the future workforce.
- Undertakes a focused piece of work with partners aimed at addressing the perception of Adult Nursing students that community is not a first destination post.
- Reviews attrition and standard progression for Mental Health Nursing.
- Explores the general increase in attrition rates and provides assurance that this is not a continuing trend.
- Adopt best practice for achieving high learner feedback response rates from other Education Providers.

EDUCATION PROVIDER OF EAST ANGLIA - ANNUAL REVIEW MEETING 2015-2016
UNIVERSITY OF EAST ANGLIA REVIEW

Introduction

Table 2: Summary of Qualitative RAG ratings

UNIVERSITY OF EAST ANGLIA QIPF Programme Name	QUALITY										
	R1: Recruitment	A1: Course Content	P1: Partnerships	P2: Placement Audit	P3: Fitness for Placement	P4: DBS/OH	P5: Basic Skills	C1: Review Outcomes	C2: Learner Feedback	E2: Employability	I1: Improvement Plan
Adult Nursing Deg/Dip	MET	MET	PART	PART	MET	MET	PART	MET	MET	PART	MET
Childrens Nursing Deg/Dip	MET	MET	MET	PART	MET	MET	PART	MET	MET	MET	MET
Clinical Psychology	MET	MET	MET	MET	MET	MET	MET	MET	MET	MET	MET
Learning Disability Nursing Deg/Dip	MET	MET	MET	PART	MET	MET	PART	MET	MET	MET	MET
Mental Health Nursing Deg/Dip	MET	MET	MET	PART	MET	MET	PART	MET	MET	MET	MET
Midwifery 18 Month	MET	MET	MET	PART	MET	MET	MET	MET	MET	MET	MET
Midwifery 3 Year	MET	MET	MET	PART	MET	MET	MET	MET	MET	MET	MET
Occupational Therapy 2 Years P/G	MET	MET	MET	MET	MET	MET	MET	MET	MET	PART	MET
Occupational Therapy 3 Years Deg	MET	MET	MET	MET	MET	MET	PART	MET	MET	PART	MET
Operating Department Practice	MET	MET	MET	PART	MET	MET	MET	MET	MET	MET	MET
Paramedic Science Degree	PART	MET	PART	PART	MET	MET	MET	MET	MET	PART	MET
Physiotherapy 2 Years P/G	MET	MET	MET	MET	MET	MET	MET	MET	MET	MET	MET
Physiotherapy 3 Years Degree	MET	MET	MET	MET	MET	MET	MET	MET	MET	MET	MET
Pre-Reg Pharmacist Qualifying Year	MET	MET	MET	MET	MET	MET	MET	MET	MET	MET	MET
Pre-Reg Pharmacy Technician Dip	MET	MET	MET	MET	MET	MET	MET	MET	MET	MET	MET
Speech and Language Therapy Deg	MET	MET	MET	MET	MET	MET	MET	MET	MET	MET	MET

QIPF Qualitative Key Performance Indicators

KPI R1	A representative sample of senior staff from Employers carries out a stock-take of recruitment and selection processes, and agrees any actions with the EP annually.
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HEE noted that the EP had an effective strategy for engaging representatives from Employers in the annual review of recruitment and selection policy and processes.

The Service Users present for the service user meeting confirmed they are effectively engaged in all elements of the recruitment and selection processes. All reported that they felt welcomed by the Education Provider and that their contributions were valued. However, there was variation in the way in which they had been recruited to this role and also in the preparation they had received to fulfil the function. The EP has recognised this and is intending to develop role descriptors for all service users to ensure there is consistency. They expressed a desire to receive feedback on the outcomes for the students they had been involved with; they felt this would be a valuable addition to the process which would also provide effective skills development.

HEE noted that the Learning Disabilities Nursing programme had again under recruited during the reporting period. The EP explained that significant efforts had been taken to address this recurrent under recruitment including targeted outreach work. This change in strategy has resulted in a 111% increase in application for September 2016. HEE congratulate the EP on their success in improving recruitment to this priority programme.

The EP recruits all students to NHS values. Multiple Mini Interviews (MMI) are used for all programmes within the School of Health Sciences. With the exception of Paramedic Science student feedback supports that students feel the information provided about the programmes made clear the importance of the NHS Construction and values and emphasised the importance of delivering a good patient/service user experience.

The EP have made progress in actively engaging Employers from outside the local areas in the review of recruitment and selection policy and processes for AHP programmes. However, the EP still appears to rely heavily on Employers attending meetings which continues to limit engagement in some areas.

The EP self-rated itself amber for the pre-registration pharmacy technician diploma based on the under recruitment during the reporting period. However, HEE note that recruitment to this programme is dependent on Employers filling all training posts and that the EP had done everything within its ability to fill commissioned numbers. Commissions for 16/17 have been reduced to reflect Employers ability to fill posts and the EP is confident of reaching the target.

HEE recommends that the Education Provider:

Revisits the MMIs for Paramedic Science students to ensure that it effectively reflects the important of the NHS Values.

Develops a consistent approach to the recruitment and preparation of service users across all programmes, building on existing good practice.

Develops an effective feedback loop for service users engaged in recruitment and selection activities.

Implements alternative approaches for engaging all Employers in recruitment and selection which do not require physical attendance at meetings, with a specific focus on Employers outside the EP immediate geography.

KPI A1	A representative sample of Employers mutually stock-takes, annually reviews and agrees with the EP action required to ensure that the course content and delivery is suitable for ensuring a workforce is fit for purpose. Assurance should also be provided that curriculum content reflects NHS behaviours, values and attitudes required by healthcare professionals as defined by the NHS Constitution.
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The School of Health Sciences instigated 'Curriculum Review Workshops', operating on a monthly basis from September 2015. Invitations, agendas and summary notes are circulated to Education Leads (or equivalent) for all service partners, as well as Directors of Nursing in each of the Partner Trusts. All HSC academic staff, student representatives and colleagues from UEA Learning and Teaching services are invited.

In September 2014 the Clinical Psychology programme appointed an Academic Tutor with responsibility for the oversight of the curriculum and its relevance to clinical practice, in line with NHS Constitution and Values.

Student survey quantitative feedback demonstrated that students considered the curriculum was up to date, and properly represented current clinical practice, with a strong emphasis on the delivery of NHS Constitution and Values. Students consistently supported the statement that information provided within programmes emphasised the importance of delivering a good patient/service user experience.

Student qualitative comment within the survey returns related to the delivery of the curriculum produced strong positive statements from all professional groups on; the high quality of teaching, enthusiasm of staff, service user engagement and focus of the curriculum, and the high level of support offered for their studies.

At the student review meeting held with student representatives, areas of innovative practice were explored: Clinical Psychology students identified the utilisation of clinical decision making OSCE formative assessments, which supported the development of skills that were essential to professional practice, and which were subsequently further developed in the clinical placement environment. Adult Nursing students identified inter-professional learning that had taken place with Medical students during the final year of their programme of studies involving joint decision making around clinical scenarios portrayed by actors at a series of OSCE stations.

At the service user and carer review meeting, an interesting innovation was described in the Speech and Language Therapy course, where service users worked with students as 'Conversation Partners'. This represented a symbiotic relationship benefitting both partners in the conversation process.

In the Annual Review Meeting, an innovation in the field of Clinical Psychology was described, where two trainees had been engaged in a global health clinical placement, working with an NGO in Kuala Lumpur. One of the perceived benefits of this and other proposed similar placements, was the development of qualities of leadership and innovation in the practice of Clinical Psychology in challenging environments.

HEE commends the Education Provider for:

The inter-professional learning undertaken by medical students and adult nursing students involving joint decision making around a series of clinical scenarios portrayed by actors at OSCE stations.

The 'Conversation Partner' initiative undertaken between Speech and Language Therapy students and service users.

The utilisation of novel clinical decision making OSCE formative assessment with Clinical Psychology students.

The utilisation of global health placements for students of Clinical Psychology, to support the development of capabilities of leadership and innovation in Clinical Psychology practice in challenging environments.

KPI P1	The EP can assure HEE that it is able to effectively manage in partnership all risks identified within practice proactively so as to minimise the impact on student learning.

Evidence around the management of risks identified within practice was submitted ahead of the ARM and assurance given that these were managed proactively so as to minimise the impact on student learning. The governance process for this is the 'Raising and escalating concerns policy' and formal review of all risks submitted in the Faculty of Medicine and Health Sciences Practice Education Group. It was noted that risks are logged, and that the actions required to minimise them are clearly stated with timescales for completion recorded. To date the risks reported have been isolated incidents – no patterns or themes have emerged.

One of the Employer representatives gave an example of a rapid response from the University and examples of partnership working in managing the risk identified.

Evidence submitted included details of a Task and Finish Group convened to address the challenges around large numbers of nursing students requiring clinical placement: this will peak in November. While partnership working was noted in resolving this risk, pragmatic actions under implementation were not described as a result of meeting to discuss management of the risk.

Feedback from the Employers was generally very positive across all programmes, and during the meeting Employers noted that the mentorship scheme (CLIP) is viewed as being supportive for students in practice.

Feedback from an Employer about partnership working concerns was explored in the meeting. The Employer reported that the Trust was happy with the actions that had been taken subsequently and that recent events (curriculum workshops) had been useful.

HEE recommends that the Education Provider:

Continues and develops further the strategies introduced around working with partners, including activities other than meetings, to ensure effective collaboration.

KPI P2	A representative sample of senior staff from Employers, as agreed with the Practice Placement Providers, confirms that the EP places students within currently audited, appropriately staffed clinical areas. The EP ensures that staff supporting students have undertaken the appropriate training, offers updating and Link Lecturer support to practice staff.

The evidence supplied to HEE prior to the ARM in the University’s self-assessment, the Employers’ assessments and the student survey findings raised concerns about the level of assurance available regarding clinical placements. These were explored within the meeting and assurance was gained for programmes for physiotherapy, occupational therapy, speech and language therapy, pharmacy and Clinical Psychology students.

The EP reported that it manages 15,000 clinical placements across 122 organisations. They explained the loss of the Dynamic Forms storage platform, which occurred with three weeks’ notice. This created the loss of an electronic storage system accessed by the EP and Employers and necessitated an alternative system for checking currency of placement audits and providing information for placements ahead of the new system currently being built by the University IT service (due to be partly introduced by September).

The development of localised support clusters was explored. This work was carried out in partnership with the Workforce Partnership and Employers and was designed to provide greater support to students and Employers working ‘out on a limb’ and with minimal student placement numbers. By working in a cluster, shared responsibilities for mentoring have been developed between, for example, Community Hospitals, Care Homes and General Practice settings. They are also having shared mentor update sessions. Anecdotally it was reported that this initiative had increased confidence for placing more students in such settings.

HEE commended the Education Provider on:

The work undertaken in partnership with the Workforce Partnership and Employers in the development of localised support clusters in the private and voluntary sector.

HEE recommends that the Education Provider:

Reviews the contingency in place ahead of the new IT system introduction to assure themselves of its adequacy relating to numbers of students allocated to each clinical placement, staffing levels available to support them and currency of learning environment audits.

KPI P3	A representative sample of senior staff from Employers, as agreed with the Practice Placement Providers, confirms that any concerns about the fitness for placement of students are being agreed by the EP and the Practice Placement Provider and that the Practice Placement Provider and the EP work in partnership to resolve any issues.
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The evidence provided prior to the ARM enabled HEE to be assured that any concerns regarding fitness for placement were being responded to in line with processes and time frames mutually agreed by the EP and the Employers, and that the EPs and the Employers worked in partnership to resolve any issues.

The EP has processes in place, developed with stakeholder input, with a framework for appropriate investigation, escalation and management of concerns. Fitness to practice panels are led by the Fitness to Practice Lead and inclusion of Employer representatives was confirmed in their submissions.

16 out of 20 Employers gave all programmes a green rating. Several organisations reported that any issues raised by themselves were swiftly addressed and managed with appropriate action plans agreed and implemented. It was noted that a change had been made to the Cause for Concern documentation recently in partnership with the Employer.

HEE recommends that the Education Provider:

Ensures that any serious incidents involving students are escalated to the Workforce Partnership in a timely manner.

KPI P4	A representative sample of senior staff from Employers, as agreed with the Practice Placement Providers, confirms that Disclosure and Barring Service (DBS) and Occupational Health (OH) checks and any resultant actions are carried out by the EP in accordance with mutually agreed processes and communicated to Practice Placement Providers appropriately.
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HEE were assured by the evidence provided that during the reporting period the EP had effective, mutually agreed processes in place for ensuring Employers were informed in advance that all students entering placements had the required Occupational Health (OH) and Disclosure and Barring Service (DBS) clearance.

KPI P5	A representative sample of senior staff from Employers students starting placements demonstrate basic skills, knowledge and professional behaviours as mutually agreed with the EP.

The Educational Provider identified that the development and acquisition of skills alongside an understanding of the knowledge and evidence base underpinning them is the construct upon which all of the health programmes are built.

Student feedback from all of the Health Disciplines, apart from all of the four branches of Nursing and the three year Occupational Therapy degree, corroborated this statement in both the student survey quantitative and qualitative feedback, and the student review meeting.

Some Employer’s comments in the discipline of Learning Disability Nursing identified weaknesses in preparation of basic skills, with the result that additional input was required to support these students on placement.

Discussion at the Educational Provider and Stakeholder meeting identified that in all areas course credit weighting ensured that practice teaching and academic teaching were equally weighted in the final award. However, there was a perception within the student review meeting that the value placed upon clinical teaching and learning was perceived as less than the value placed upon academic teaching and learning. This matter is an area that is currently under exploration and development within the School of Health Sciences.

Students in all branches of nursing and operating department practices raised logistical issues in terms of the complexity of the placement assessment documentation requirements, and the amount of time that this took to complete with mentors. These students also raised issues about the variability of time that mentors were able to commit to student mentorship, including completion of documentation.

For all other students, preparation for practice was felt to be appropriate and in line with expectations.

HEE recommends that the Education Provider:

Gives further consideration to preparation for practice, placement assessment documentation and mentor support for placement, in all branches of Nursing.

Explores the perceived value placed upon clinical elements in relation to academic elements, of all health programmes.

KPI C1	The EP confirms that over the course of the year it has reported to HEE, relevant Employers and students any weakness identified by relevant reviews (including QAA, NMC, HCP, Internal Validation or other internal review) within 2 weeks of verbal feedback or as soon as possible and in any case within 3 working days of receipt of the written report. The Employer can confirm that the outcomes of any reviews are communicated appropriately. In addition, the EP is able to confirm the action plan has been or is being developed in partnership with Employers, or the EP is able to confirm that no weakness were identified by any form of review over the previous year.
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The Education Provider confirmed that the expected range of quality assurance activity had been undertaken during the review period, and that no substantial weaknesses had been identified in any internal or external reviews.

The University was subject to an Institutional Higher Educational Quality Review visit in October 2015 which comprised a comprehensive consideration of all areas of taught provision, with the positive outcome that all required standards were met.

KPI C2	The EP collects student feedback from a range of mechanisms including the National Student Survey and the QIPF student survey and can demonstrate an audit trail showing resultant action plans and service improvements.
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The Education Provider identified that learner feedback is elicited through an extensive range of specified internal and external activity.

The Student Review meeting corroborated that student feedback was pro-actively sought, and that appropriate action was taken when issues were raised.

Final year students detailed the encouragement and prompting that they had received to complete both the NSS and the HEE surveys. The HEE survey response rate had improved from 52% in 2014/15 to 79% in 2015/16.

The response rates to the NSS were within acceptable limits, and the excellent 100% student satisfaction rate achieved in the physiotherapy course provision was noted.

Discussion at the review meeting held with the Education Provider and External Stakeholders identified that there had been some confusion in the Employer response to this item between the provision of feedback from the Educational Provider to Stakeholders on the NSS, internal quality assessment and QIPF outcomes, and other feedback which was related specifically to the management of student placements. Additionally the date of completion of the QIPF survey to HEE immediately pre-dated the receipt of a range of feedback from the Educational Provider.

HEE commended the Education Provider on:

The achievement of the excellent Physiotherapy NSS score of 100% student satisfaction.

KPI E2	The EP has robust mechanisms for collecting first destination data and is using this data to appropriately develop programmes. The EP can demonstrate that it is promoting the east of England as a first destination of choice for newly qualified health professionals and is working with Employers to promote HEE commissioned students as new members of staff.

HEE were assured by the evidence that the EP has robust mechanisms in place for collecting first destination data of students.

Evidence provided demonstrated that students undertaking commissioned programmes were made aware from the outset of the range of employment opportunities available in the east of England.

The EP has developed positive links with Employers and there are a number of initiatives focused on increasing retention of newly qualified health professionals in the east of England. The panel noted that the most recent Learning Disabilities graduates had taken up first posts in acute hospital settings as a result of partnership working.

In November 2015 the second Annual Employability Exchange Health Fair was hosted by the EP. Students and Employers evaluated the event positively and the Fair will take place again in 2016. All partner Employers were invited to the event and whilst the majority attended some had not taken up the opportunity, which was being addressed by the organising team.

HEE recognise the positive intention of the Student Directory of Regional Health Employers. However, it was noted that the directory did not reflect all Cambridgeshire, Norfolk and Suffolk NHS providers. Where organisations were included they did not always reflect all the services they offered, for example, CPFT describes paediatric services and does not include adult community or mental health opportunities. Some listings for trusts do not include all employment opportunities, for example, Norfolk and Norwich Hospital only lists opportunities for nursing and speech and language therapists and excludes opportunities for other AHPs such as Occupational Therapists and Physiotherapists.

The student's survey indicated that the percentage of first year Paramedic Science students likely to stay and work in east of England was significantly lower than the regional average despite the EP and east of England Ambulance Service NHS Trusts reporting that these students are recruited in full partnership. The survey also indicated that the expectation of Occupational Therapy students to remain in the east of England after qualification reduced as they progressed through the programme.

Evidence from Employers demonstrated that further work was required to address the perception of newly qualified Adult Nurses that the community is not a first destination post.

HEE recommends that the Education Provider:

Ensures that the Student Directory of Regional Health Employers reflects all NHS providers and the range of employment opportunities within them.

Works to further engage all Employers in activities focused on employability including the Annual Employability Exchange Health Fair.

Undertakes work with the Occupational Therapy students and Employers to ensure they are aware in a timely way of all opportunities with east of England.

Works with the ambulance trusts to ensure Paramedic Science students feel valued and supported as part of the future workforce.

Undertakes a focused piece of work with partners aimed at addressing the perception of Adult Nursing students that community is not a first destination post.

KPI I1	The EP has an Improvement Plan in place that incorporates all actions and recommendations from the ARM Report, is appropriately signed off and monitored, and provides evidence for actions turned green.
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The EP produced a comprehensive Improvement Plan to address the recommendations from the 2014/15 Quality Improvement and Performance Framework Annual Review Meeting. The Improvement Plan is embedded into the EPs governance structures and is regularly reviewed at the Operational Contract Management Meeting.

HEE noted that the Improvement Plan had directly led to a number of specific improvements including the development of a robust Learning Disabilities nursing recruitment strategy. It has also been used to highlight and address specific performance issues such as standard progression for Clinical Psychology students.

Quantitative KPIs

Quantitative KPIs

Outcomes for Quantitative KPIs have been calculated based on data submitted at the end of Quarter 4 2015/2016. While KPIs may have been subject to discussion and questions at the Annual Review Meeting, the outcomes for the KPIs will not have changed from the information provided.

Table 3 - Overall Quantitative KPI outcomes:

KPI R2	Recruitment	Variance between commissioned numbers and actual students recruited per programme (percentage). <i>Numbers of starters/ number of commissions.</i>
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	R2: Recruitment		Regional Average	
QIPF Programme Name	%age	RAG	%age	RAG
Adult Nursing Deg/Dip	102.02	GREEN	97.66	GREEN
Childrens Nursing Deg/Dip	100.00	GREEN	101.33	GREEN
Clinical Psychology	100.00	GREEN	100.00	GREEN
Learning Disability Nursing Deg/Dip	76.19	RED	90.00	AMBER
Mental Health Nursing Deg/Dip	102.70	GREEN	101.28	GREEN
Midwifery 18 Month	-2.00	AMBER	94.44	AMBER
Midwifery 3 Year	100.00	GREEN	101.62	GREEN
Occupational Therapy 2 Years P/G	100.00	GREEN	100.00	GREEN
Occupational Therapy 3 Years Degree	102.50	GREEN	102.50	GREEN
Operating Department Practice	96.15	GREEN	100.00	GREEN
Paramedic Science Degree	100.00	GREEN	90.55	AMBER
Physiotherapy 2 Years Post Graduate	95.00	GREEN	98.08	GREEN
Physiotherapy 3 Years Degree	100.00	GREEN	100.00	GREEN
Pre-Reg Pharmacist Qualifying Year	100.00	GREEN	100.00	GREEN
Pre-Reg Pharmacy Technician Diploma	62.50	RED	62.50	RED
Speech and Language Therapy Degree	88.00	AMBER	88.00	AMBER

This KPI measures the number of students commencing programmes against agreed recruitment targets. *Where programmes are recruiting to fewer than 20 commissions, a small cohort calculation will apply and this will be reflected in the table, for example "0" deviation from commissions.*

Of the sixteen programmes reviewed for recruitment, twelve have been rated green. Two programmes have been rated red. Learning Disabilities has reported significant under recruitment of 76% against target; this has been reviewed by the University in year. Pre-registration Pharmacy Technicians have reported 62% recruitment, however this was a new programme for delivery in 2015/16 and under recruitment is primarily a result of support from trusts to host students for the duration of their training.

KPI O1	Attrition	Attrition as a percentage of the programme. <i>Sum of all (Discontinuances+ Withdrawals+ External Transfers Out +Internal Transfers Out- Internal Transfers In)/ Sum of all starters.</i>
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	O1: Attrition		Regional Average	
QIPF Programme Name	%age	RAG	%age	RAG
Adult Nursing Degree/Diploma	8.85	GREEN	6.69	GREEN
Childrens Nursing Degree/Diploma	10.00	AMBER	7.42	GREEN
Clinical Psychology	-1.89	GREEN	-2.31	GREEN
Learning Disability Nursing Deg/Dip	5.77	GREEN	6.50	GREEN
Mental Health Nursing Degree/Diploma	16.50	RED	8.84	GREEN
Midwifery 18 Month	10.00	AMBER	2.27	GREEN
Midwifery 3 Year	11.00	AMBER	6.87	GREEN
Occupational Therapy 2 Years P/G	0.00	GREEN	0.00	GREEN
Occupational Therapy 3 Years Degree	1.71	GREEN	1.71	GREEN
Operating Department Practice	9.26	GREEN	7.07	GREEN
Paramedic Science Degree	5.06	GREEN	6.90	GREEN
Physiotherapy 2 Years Post Graduate	2.63	GREEN	3.00	GREEN
Physiotherapy 3 Years Degree	0.00	GREEN	-0.52	GREEN
Pre-Reg Pharmacist Qualifying Year	0.00	GREEN	0.00	GREEN
Pre-Reg Pharmacy Technician Diploma	8.00	GREEN	8.00	GREEN
Speech and Language Therapy Degree	1.32	GREEN	1.32	GREEN

This KPI measures an average rate of attrition by programme based on all active cohorts in quarter 4 (i.e. completing on or after 01st January 2016 and commencing on or before 31st December 2015).

Of the sixteen programmes reviewed for attrition, twelve have been rated green. Mental Health Nursing has been rated red with an average attrition rate of 16.5% - this is significantly higher than other programmes in the University. It should also be noted that in general, attrition ratings have increased from the previous year.

KPI L3	Outturn	The percentage completions on time from the programme against starters. <i>Number of students that complete on time/ number of starters.</i>
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	L3: Outturn		Regional Average	
QIPF Programme Name	%age	RAG	%age	RAG
Adult Nursing Degree/Diploma	77.78	GREEN	72.06	GREEN
Childrens Nursing Degree/Diploma	100.00	GREEN	86.40	GREEN
Clinical Psychology	76.47	GREEN	66.67	GREEN
Learning Disability Nursing Deg/Dip	73.68	GREEN	69.23	GREEN
Mental Health Nursing Degree/Diploma	92.00	GREEN	76.68	GREEN
Midwifery 18 Month	60.00	GREEN	61.29	GREEN
Midwifery 3 Year	60.71	GREEN	69.80	GREEN
Occupational Therapy 2 Years P/G	84.62	GREEN	81.48	GREEN
Occupational Therapy 3 Years Degree	82.50	GREEN	82.50	GREEN
Operating Department Practice	78.57	GREEN	69.47	GREEN
Paramedic Science Degree		n/a		n/a
Physiotherapy 2 Years Post Graduate	61.90	GREEN	80.39	GREEN
Physiotherapy 3 Years Degree	0.00	RED	53.73	AMBER
Pre-Reg Pharmacist Qualifying Year		n/a		n/a
Pre-Reg Pharmacy Technician Diploma		n/a		n/a
Speech and Language Therapy Degree	82.86	GREEN	82.86	GREEN

This KPI measures the number of students who have completed programmes on time against starters.

All programmes have been rated green with the exception of Physiotherapy 3 years. This is a result of the exam board moving outside of the period where students are eligible to complete on time, however 24 of the 25 students commencing this programme did complete.

KPI L4	Standard Progression	The percentage of completers on standard progression against overall completers. <i>Sum of all completers on standard progression on time/sum of all completers.</i>
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	L4: Standard Progression		Regional Average	
QIPF Programme Name	%age	RAG	%age	RAG
Adult Nursing Degree/Diploma	95.74	GREEN	83.47	GREEN
Childrens Nursing Deg/Dip	83.33	GREEN	79.82	AMBER
Clinical Psychology	72.22	RED	59.57	RED
Learning Disability Nursing Deg/Dip	100.00	GREEN	89.66	GREEN
Mental Health Nursing Deg/Dip	76.00	RED	86.49	GREEN
Midwifery 18 Month	100.00	GREEN	100.00	GREEN
Midwifery 3 Year	100.00	GREEN	84.13	GREEN
Occupational Therapy 2 Years P/G	80.77	AMBER	84.31	GREEN
Occupational Therapy 3 Years Degree	96.97	GREEN	96.97	GREEN
Operating Department Practice	84.00	GREEN	90.28	GREEN
Paramedic Science Degree		n/a		n/a
Physiotherapy 2 Years Post Graduate	65.00	RED	83.67	GREEN
Physiotherapy 3 Years Degree	0.00	RED	53.13	RED
Pre-Reg Pharmacist Qualifying Year		n/a		n/a
Pre-Reg Pharmacy Technician Diploma		n/a		n/a
Speech and Language Therapy Degree	93.33	GREEN	93.33	GREEN

This KPI measures as a percentage of all students who completed programmes, how many did so on standard progression (i.e. completing with the same cohort with whom they started the programme).

Of the thirteen programmes reviewed against standard progression, eight have been rated green. Physiotherapy Degree and Masters have both been rated red as a result of the exam board date for these programmes being moved by the University. Mental Health Nursing has also been rated red based on 76% of students completing having done so on standard progression; this is primarily a result of student transfers in to this programme which has boosted the level of outturn in L3.

KPI C3	Learner Feedback	The percentage of eligible students who have completed one of the student surveys by 27 th November in 2015 who are in training on 30 th September 2015.
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	C3: Learner Feedback		Regional Average	
QIPF Programme Name	%age	RAG	%age	RAG
Adult Nursing Degree/Diploma	72.81	AMBER	77.34	AMBER
Childrens Nursing Degree/Diploma	95.38	GREEN	87.96	GREEN
Clinical Psychology	116.67	GREEN	83.22	GREEN
Learning Disability Nursing Deg/Dip	90.38	GREEN	76.86	AMBER
Mental Health Nursing Degree/Diploma	76.77	AMBER	85.09	GREEN
Midwifery 18 Month	133.33	GREEN	102.70	GREEN
Midwifery 3 Year	81.91	GREEN	83.54	GREEN
Occupational Therapy 2 Years P/G	60.00	AMBER	70.08	AMBER
Occupational Therapy 3 Years Degree	73.95	AMBER	73.95	AMBER
Operating Department Practise	90.74	GREEN	92.65	GREEN
Paramedic Science Degree	84.42	GREEN	85.22	GREEN
Physiotherapy 2 Years Post Graduate	70.27	AMBER	94.85	GREEN
Physiotherapy 3 Years Degree	86.57	GREEN	94.87	GREEN
Pre-Reg Pharmacist Qualifying Year	90.67	GREEN	90.67	GREEN
Pre-Reg Pharmacy Technician Dip	72.00	AMBER	72.00	AMBER
Speech and Language Therapy Degree	87.50	GREEN	93.75	GREEN

This KPI measures the percentage of commissioned students who have responded to the Health Education England learner feedback survey.

Six of the sixteen programmes reviewed against this measure have been rated Amber, with the remaining programmes rated green. While this is a positive outcome it should be highlighted that this is below average for the region with programmes at some Education Providers achieving a 100% outcome. The University should look to adopt best practice for achieving high response rated from other Education Providers.

KPI E3	Employment of Newly Qualified Health Care Professionals	The percentage of students that the EP is able to report a known first destination in February 2016 who have an actual completion date between 1 st January 2015 and 31 st December 2015.
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	E3: Employment of NQHPs		Regional Average	
QIPF Programme Name	%age	RAG	%age	RAG
Adult Nursing Degree/Diploma	98.58	GREEN	90.83	GREEN
Childrens Nursing Degree/Diploma	94.44	GREEN	94.74	GREEN
Clinical Psychology	100.00	GREEN	78.72	GREEN
Learning Disability Nursing Deg/Dip	100.00	GREEN	93.10	GREEN
Mental Health Nursing Degree/Diploma	96.00	GREEN	94.05	GREEN
Midwifery 18 Month	100.00	GREEN	89.47	GREEN
Midwifery 3 Year	100.00	GREEN	90.48	GREEN
Occupational Therapy 2 Years P/G	65.38	AMBER	70.59	AMBER
Occupational Therapy 3 Years Degree	84.85	GREEN	84.85	GREEN
Operating Department Practice	100.00	GREEN	79.17	GREEN
Paramedic Science Degree		n/a		n/a
Physiotherapy 2 Years Post Graduate	95.00	GREEN	97.96	GREEN
Physiotherapy 3 Years Degree	100.00	GREEN	78.13	GREEN
Pre-Reg Pharmacist Qualifying Year		n/a		n/a
Pre-Reg Pharmacy Technician Diploma		n/a		n/a
Speech and Language Therapy Degree	96.67	GREEN	96.67	GREEN

This KPI measures the percentage of completing students for which the Education Provider has provided information on their first employment post qualification.

All KPIs have been rated green with the exception of Occupational Therapy 2 years, at 65%. Of these known destinations, a significant number are also reported as entering employment in the east of England.

HEE recommends that the Education Provider:

1. Reviews attrition and standard progression for Mental Health Nursing.
2. Explores the general increase in attrition rates and provides assurance that this is not a continuing trend.
3. Adopt best practice for achieving high learner feedback response rates from other Education Providers.

Table 4 - Final overall RAG scores for each commissioned Pre-Registration contract

UEA	Quantitative						Qualitative										
	R2: Recruitment	C3: Learner Feedback	NQHPs	O1: Attrition	L3: Outturn	L4: Standard Progression	R1: Recruitment	A1: Course Content	P1: Partnerships	P2: Placement Audit	Placement	P4: DBS/OH	P5: Basic Skills	C1: Review Outcomes	C2: Learner Feedback	E2: Employability	I1: Improvement Plan
Programme																	
Adult Nursing Deg/Dip	G	A	G	G	G	G	G	G	A	A	G	G	A	G	G	A	G
Childrens Nursing Deg/Dip	G	G	G	A	G	G	G	G	G	A	G	G	A	G	G	G	G
Clinical Psychology	G	G	G	G	G	R	G	G	G	G	G	G	G	G	G	G	G
Learning Disability Nursing Deg/Dip	R	G	G	G	G	G	G	G	G	A	G	G	A	G	G	G	G
Mental Health Nursing Deg/Dip	G	A	G	R	G	R	G	G	G	A	G	G	A	G	G	G	G
Midwifery 18 Month	A	G	G	A	G	G	G	G	G	A	G	G	G	G	G	G	G
Midwifery 3 Year	G	G	G	A	G	G	G	G	G	A	G	G	G	G	G	G	G
Occupational Therapy 2 Years P/G	G	A	A	G	G	A	G	G	G	G	G	G	G	G	G	A	G
Occupational Therapy 3 Years Deg	G	A	G	G	G	G	G	G	G	G	G	G	A	G	G	A	G
Operating Department Practice	G	G	G	G	G	G	G	G	G	A	G	G	G	G	G	G	G
Paramedic Science Degree	G	G		G			A	G	A	A	G	G	G	G	G	A	G
Physiotherapy 2 Years P/G	G	A	G	G	G	R	G	G	G	G	G	G	G	G	G	G	G
Physiotherapy 3 Years Degree	G	G	G	G	R	R	G	G	G	G	G	G	G	G	G	G	G
Pre-Reg Pharmacist Qualifying Year	G	G		G			G	G	G	G	G	G	G	G	G	G	G
Pre-Reg Pharmacy Technician Dip	R	A		G			G	G	G	G	G	G	G	G	G	G	G
Speech and Language Therapy Deg	A	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G

Appendix 2 - HEE Panel Members

Panel Members

Name	Role	Organisation
Bill Irish	Postgraduate Dean	Health Education England
Jenny McGuinness	Head of Quality and Commissioning	Health Education England
Karen Harrison	Academic Advisor	Health Education England
Chris Wilkinson	Clinical Advisor	Health Education England

Advisory Panel

Name	Role	Organisation
Sandra Gover	Clinical Learning Environment Manager N&S WP	Health Education England
Judy Croot	Professional Advisor Health Sciences	Health Education England
Sally Judges	Professional Advisor Allied Health Professions	Health Education England
Wendy Kingston	Public & Patient Voice Representative	Health Education England
Lynsey Poole	Programme Manager Education & Commissioning	Health Education England

Observers

Name	Role	Organisation
Paul Blazey	Clinical Learning Environment Lead	Health Education England

Education Provider Representatives

Name	Role	Organisation
Brigitte Nelson	Faculty Manager	University of East Anglia
Emma Sutton	Associate Dean Learning and Teaching	University of East Anglia
Jill Jepson	Faculty Placement Lead	University of East Anglia
Karen Bates	Academic Lead - FTP	University of East Anglia
Katrina Emerson	Director of Admissions	University of East Anglia
Patricia Harris	Outreach Academic Fellow	University of East Anglia
Rosie Doy	Employability Lead	University of East Anglia
Zoe Butterfint	Director of Teaching	University of East Anglia
Jennifer Vitkovitch	Associate Director of Teaching (pre-registration)	University of East Anglia
Sarah Drake	Student Partnership Officer	University of East Anglia
Anna Harris	Course Director - 18 Month Midwifery	University of East Anglia
Nicky Hadlett	Course Director – Midwifery 3 year	University of East Anglia
Steve Smith	Course Director - Adult Nursing	University of East Anglia
Katie Mcghee	Course Director - Children’s Nursing	University of East Anglia
Kenneth Laidlaw	Programme Director - Clinical Psychology	University of East Anglia
Sian Coker	Senior Lecturer - Clinical Psychology	University of East Anglia
Sarah Richardson	Course Director - Learning Disability Nursing	University of East Anglia
Jane Blowers	Course Director - Mental Health Nursing	University of East Anglia
Anne Killett	Course Director - Occupational Therapy (MSc) 2 year	University of East Anglia
Rosie Mason	Course Director - Occupational Therapy (BSc) 3 year	University of East Anglia
David Huggins	Course Director - Operating Department Practice	University of East Anglia
Juliet Harrison	Lecturer - Paramedic Science	University of East Anglia
Jon Larner	Course Director - Physiotherapy (MSc) 2 year	University of East Anglia
Suzanne Fletcher	Course Director - Physiotherapy (BSc) 3 year	University of East Anglia
Maria Christou	Course Director - Pre Registration Pharmacist	University of East Anglia
Helen Denny	Senior Lecturer - Pre Registration Pharmacy Technician	University of East Anglia
Neil Coull	Course Director - Speech and Language Therapy	University of East Anglia

Stakeholder Representatives

Name	Role	Organisation
Dawn Collins	Deputy Director of Nursing and Professional Practice	Norfolk and Suffolk NHS FT
Debbie Beresford	Acting Deputy Director of Nursing and Quality	Norfolk Community Health & Care NHS Trust
Diane Last	Clinical Practice and Education Coordinator and Non-Medical Clinical Tutor	West Suffolk NHS Foundation Trust
Helen Copeman-Murray	Clinical Education Lead for the Practice Education and Workforce Development Team Quality & Assurance	East Coast Community Healthcare
Marcus Bailey	Consultant Paramedic	east of England Ambulance Service NHS Trust
Paula Balls	Practice and Education Facilitator	Norfolk and Norwich University Hospital
Sharon Crowle	Head of Education and Practice Development and Non-Medical Clinical Tutor	James Paget Hospital
Valerie Newton	Deputy Director of Nursing - The Queen Elizabeth Hospital King's Lynn	Queen Elizabeth Hospital NHS Foundation Trust

Students

Name	Role	Organisation
Clare Ainsworth	Adult	University of East Anglia
Kate Harrison	Adult	University of East Anglia
Christopher Starling	Adult	University of East Anglia
Bethany Millar	Child	University of East Anglia
Alice Hayes	Learning Disabilities	University of East Anglia
Tracy Singh	Mental Health	University of East Anglia
Gemma Senior	18mth Midwifery	University of East Anglia
Laura Taylor	3year Midwifery	University of East Anglia
Emily Drake	Clinical Psychology	University of East Anglia
Gemma Hipperson	ODP	University of East Anglia
Ashley Barlow	Paramedics	University of East Anglia
Molly Goodlass	MSc Physiotherapy	University of East Anglia
Tiwa Dosumu	Physiotherapy	University of East Anglia
Rachel Phillips	SLT Y3	University of East Anglia
Shona Batchelor	Pre-reg Pharmacy Technician	University of East Anglia
Ashraful Mumin	Pre-reg Pharmacist	University of East Anglia

Service Users /patients

Name	Supported Course
Colin Bell	OT/PT/SLT primarily
Joyce Bell	OT/PT/SLT primarily
Joan Latta	All programmes - mainly OT/PT/SLT and also ODP, Paramedic
Michael Lake	Adult
Margaret Lake	Adult
Michael Lovelock	OT/PT/SLT
Rajul Shah	Clinical Psychology

Appendix 4 - Index of Evidence

1. National student survey 2015 results
2. HEE Learner Survey – First year students (Nov 2015) and HEE Learner Survey –Continuing students (Nov 2015) (1357 of 1708 students responded, giving a response rate of 79.4%)
3. Student Meeting (May 2016)
4. Service User Meeting (May 2016)
5. Self-Assessment completed by Education Providers (Feb 2016)
6. Employer Assessment of Education Providers against QIPF Key Performance Indicators, Survey Evidence, collected by HEE; (20 Employers responded, across 16 professional discipline areas) (Feb 2016)
7. Education Provider Improvement Plans (April 2015 to March 2016)
8. Agendas, Minutes and papers from contract meetings and strategic review meetings (April 2015 to March 2016)
9. Evidence from local engagement via workforce partnerships (April 2015 to March 2016)
10. Performance Datasets from Pre-Registration Education Contract (April 2015 to March 2016)
11. Annual Review Meeting held on 10th May 2016 at University of East Anglia.
12. Documents submitted by the Education Provider to supplement their self-assessment narrative.