



Health Education England

REPORT OF ANNUAL REVIEW

2015-2016

UNIVERSITY OF BEDFORDSHIRE

Quality Improvement and Performance Framework (QIPF)

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QUALITY IMPROVEMENT AND PERFORMANCE FRAMEWORK (QIPF) 2015-2016

UNIVERSITY OF BEDFORDSHIRE ANNUAL REVIEW

REPORTING PERIOD: 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 Bedfordshire. 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 BEDFORDSHIRE	TOTAL		
	Overall Total		Score Change on 14/15
QIPF Programme Name	Score	RAG	
Adult Nursing Degree/Diploma	59	GREEN	↑
Adult Nursing Flexible Pathway Degree	64	GREEN	□
Childrens Nursing Degree/Diploma	70	GREEN	↑
Health Visiting	77	GREEN	↑
Mental Health Nursing Degree/Diploma	82	GREEN	↑
Midwifery 18 Month	82	GREEN	↑
Midwifery 3 Year	82	GREEN	↑
Operating Department Practice	79	GREEN	↑
Paramedic Science Degree	63	GREEN	□

All nine of the programmes commissioned by HEE at the University of Bedfordshire, as listed above in Table 1, were RAG rated green overall. Two of the programmes were new for the year under review; the remaining seven showed an overall increase in the total score, with the Adult Nursing programme improving from an overall amber rating in 2014/15 to a green rating. All of the programmes received between two and six amber and red ratings for individual Key Performance Indicators (KPIs).

Good progress was noted since the 2014/15 Annual Review in a number of areas particularly for the KPI relating to recruitment and reporting review outcomes and associated actions.

Concern around the performance relating to clinical placement audits and support for students in practice was explored, and five of the programmes have been rated red for the review period (2015/16). This related to an issue around mentors that was picked up during the year by the Nursing and Midwifery Council: HEE was pleased to hear of the improvements made and acknowledged by the NMC during their return visit in May 2016.

HEE was pleased to note the many examples of improved quality throughout the reporting period associated with the extensive Improvement Plan from the 2014/15 report.

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.

HEE commends the Educational Provider for:

The use of the Elsevier on-line skills training facility to support the development of basic clinical skills.

Inter-professional learning opportunities offered to Operating Department Practitioner students working with Junior Doctors in patient scenario based simulation exercises.

HEE recommends that the Educational Provider:

Ensures that Paramedic Science and Children's Nursing students can recognise and understand the importance of the NHS Constitution and Values.

Develops an effective recruitment strategy for the Paramedic Science programme to include specific actions for communicating and engaging with prospective students to reduce dropout rates.

Continue to monitor and develop the Adult Nursing programme, to ensure that students feel that they are confident and secure in their theoretical and practical skills when entering the clinical placement environment at various points during their course.

Provide adequate support to develop and strengthen the Paramedic Science academic and clinical teaching team, in order to properly meet the requirements of the student cohort.

Continues with the new and more robust mechanisms in place and in partnership with the Employers to ensure that all students receive support from mentors meeting the updating and review requirements.

Works with all Employers to ensure there is clarity around Link Lecturer provision, as a key element of risk identification and management, to all clinical placement areas.

Give further consideration to support offered to students on placement in the Adult Nursing curriculum.

Review the University requirements to undertake preparation for formally assessed work that is not directly related to specific practice assessment, and the impact that this has on the student experience whilst on placement.

Considers ways to enhance the student feedback communication to Employers to enable continuous improvement of the clinical learning environment.

Assures itself that students are aware of the outcomes and impact of actions taken in response to their feedback.

Ensure that work to promote the east of England as the destination of choice is incorporated into all cohorts from year one and not limited to final year students. This would include formal opportunities for senior Employer staff to meet with students through their education.

Develops a consistent way to actively engage with all Employers to promote east of England as a destination of choice.

Develop a more consistent approach to arranging placements for final year students to maximise employment opportunities.

Reviews its approach to advising trusts of expected outturn to ensure partners are aware of any issues which may impact on their supply.

Reviews the reasons for such a significant number of students being required to resit programmes and provide assurance where this is needed students will be support to complete within a reasonable timeframe.

Identifies reasons for low known post qualifying destinations for Operating Department Practice and work to improve this.

QUALITY IMPROVEMENT AND PERFORMANCE FRAMEWORK 2015-2016

UNIVERSITY OF BEDFORDSHIRE REVIEW

Introduction

Table 2: Summary of Qualitative RAG Ratings

UNIVERSITY OF BEDFORDSHIRE	QUALITY										
QIPF Programme Name	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	PART	MET	NOT MET	MET	MET	PART	MET	PART	PART	MET
Adult Nursing Flexible Pathway Deg	MET	MET	MET	MET	MET	MET	MET	MET	MET	PART	MET
Childrens Nursing Deg/Dip	MET	PART	MET	NOT MET	MET	MET	MET	MET	PART	PART	MET
Health Visiting	MET	MET	MET	PART	MET	MET	MET	MET	PART	PART	MET
Mental Health Nursing Deg/Dip	MET	MET	MET	NOT MET	MET	MET	MET	MET	MET	PART	MET
Midwifery 18 Month	MET	MET	MET	NOT MET	MET	MET	MET	MET	MET	PART	MET
Midwifery 3 Year	MET	MET	MET	NOT MET	MET	MET	MET	MET	MET	PART	MET
Operating Department Practice	MET	MET	MET	MET	MET	MET	MET	MET	MET	PART	MET
Paramedic Science Degree	PART	MET	MET	MET	MET	MET	MET	MET	MET	PART	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.

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.

A small group of Service Users met with panel members, two of whom were able to discuss their involvement with the recruitment process, teaching sessions and curriculum revalidation. They spoke of other Service Users' involvement also. They had received preparation for interviewing including Equality and Diversity training and spoke of the support and feedback received in relation to sharing their experience of care delivery with students. One of the users had been involved in an annual evaluation event for the recruitment process. The other Service Users present discussed their experience of being cared for by the students and were very positive. It was clearly stated that Service User involvement is not tokenistic and that their contributions were valued and listened to. They also described the satisfaction they derived from being involved and demonstrated a high level of commitment to their role.

The EP recruits all students to NHS values. With the exception of Children's Nursing and Paramedic Science feedback supports that students feel the information provided about the programmes made clear the importance of the NHS Constitution and Values and emphasised the importance of delivering a good patient/service user experience.

The panel congratulated the EP on the work undertaken since last year's review on developing an effective recruitment strategy. The EP still utilises over recruitment as part of this strategy but it is set and managed based on an understanding of previous year's conversion rates. There has been an increase in Strategic Outreach into local Schools and Colleges and more frequent and targeted open days. The EP reported that there is corporate ownership of recruitment against targets and conversion rates.

Paramedic Science was under recruited during the reporting period. The EP explained that they had initially filled all places but that they had lost students late in the process to other EPs, including one within the east of England that was offering additional financial incentives. HEE have since clarified that this is not the case and no additional financial incentives were offered by EPs within east of England.

HEE recommends that the Education Provider:

Ensures that Paramedic Science and Children's Nursing students can recognise and understand the importance of the NHS Constitution and Values.

Develops an effective recruitment strategy for the Paramedic Science programme to include specific actions for communicating and engaging with prospective students to reduce dropout rates.

KPI A1	<p>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.</p>

The Education Provider detailed a range of activities whereby practice partners participate in curriculum review, development and revalidation to ensure that curriculum content and delivery develops a healthcare workforce which is fit for purpose.

Student Survey quantitative feedback indicated that teaching properly represented current clinical practice, with a clear 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 sound service-user experience.

At the Student Review Meeting, Mental Health students described the significant contribution to their teaching programme that was made by service users, and the profound impact that this input had upon student learning.

Student qualitative comment within the survey returns related to the delivery of the curriculum produced positive statements from most professional groups on; placement and mentor quality, professional practice and patient orientation of courses, care and compassion, and excellence of teaching in the fields of Mental Health Nursing and Children’s Nursing.

Adult Nursing and Operating Department Practitioner Student Survey returns raised concerns related to course organisation and delivery of the curriculum, and in the case of Adult Nursing students the provision of the necessary clinical skills required before undertaking placement experience. When these matters were explored within the Student Meeting, Operating Department Practitioner students described how these issues had stemmed from previous staffing problems which had now been satisfactorily addressed, and that students were now very satisfied with their course provision. (The earlier problems could also account for the previous low NSS score of 50% recorded in July 2015). However, for Adult Nursing students the concerns remained, and students described concern about cancelled lectures, and feeling vulnerable and unprepared for placement.

In the Student Survey a number of student groups had identified issues related to perceived fairness of marking and associated feedback on assessed work. This was explored at the Student Meeting, and the key concern which was expressed by students was that they were provided with written feedback on assessed work in the form of comments a week before receiving the associated grade to which those comments related. Students found this confusing and unhelpful, and it was this fact which led to the perception that the mark which they eventually received may not be fair or appropriate. The matter was further explored at the Annual Review Meeting, where it was confirmed that students had raised concerns about this practice for many years within the university, and that there was an intention to change this in the forthcoming academic year. Students also raised concerns about fairness in relation to

the marking of group work, where all students within a group were allocated the same mark regardless of the level of contribution made by each individual.

In the Student Review Meeting, students of Paramedic Science raised concerns about staffing levels for both the academic and clinical practice elements of their programme. They recognised and valued the input and effort of staff input from the University, but felt that the demands placed upon teaching staff by the requirements of operating a Professional Paramedic Course were more than could reasonably be expected from the staff available.

The use of the Elsevier on-line skills training facility was explored with Adult Nursing and Children's Nursing students in the Student Meeting. Both groups found this to be useful, with the Adult Nursing students being particularly enthusiastic about the learning opportunities offered by this tool, which could be accessed at any time, and which offered the facility to test and re-test performance until the desired level of competence was achieved.

Operating Department Practitioner students described opportunities that had arisen in three Trusts to undertake joint learning with Junior Doctors based around patient scenario simulations, led by Medical Consultant staff. This was felt to offer an excellent opportunity for inter-professional education in a safe learning environment.

HEE commends the Education Provider for:

The use of the Elsevier on-line skills training facility to support the development of basic clinical skills.

Inter-professional learning opportunities offered to Operating Department Practitioner students working with Junior Doctors in patient scenario based simulation exercises.

HEE recommends that the Education Provider:

Continues to monitor and develop the Adult Nursing programme, to ensure that students feel that they are confident and secure in their theoretical and practical skills when entering the clinical placement environment at various points during their course.

Provides adequate support to develop and strengthen the Paramedic Science academic and clinical teaching team, in order to properly meet the requirements of the student cohort.

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.
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Evidence around the management of risks identified within practice was submitted ahead of the Annual Review Meeting and assurance given that these were now managed proactively so as to minimise the impact on student learning.

The Education Provider had developed a new approach to risk management during the year and had piloted this to work in partnership with one of the Employers following notification by an external agency of a risk involving students in a clinical placement. There have been five risks managed by the new system to date and all bar one have completed action plans. It was noted that the risks are logged and that the records are reviewed each month.

The statements from the Employers described effective partnership working in relation to student learning, with timely communication and appropriate action plans where required.

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 Annual Review Meeting in the Education Provider’s self-assessment, the Employers’ assessments and the Student Survey findings raised concerns about the level of assurance available regarding clinical placements. Despite actions taken by the EP during the year, when the Nursing and Midwifery Council (NMC) visited in January 2016 the Practice Learning element of the framework was not met and an action plan was required to rectify the issues prior to a revisit by the NMC in May 2016. The EP reported that the return visit went well and that the NMC had been impressed with the action taken, stating that the Practice Learning element was now met.

Concerns around the mentor register were explored: this was picked up during the NMC visit when it was found that some mentors mentoring post-registration students undertaking the mentorship programme had lapsed. Work undertaken with the Employer identified that when mentors status lapsed they did not have sufficient processes in place to ensure the lapsed mentors were not allocated to mentor students. An audit of lapsed mentors was undertaken: it was found that an 'accepted allowance' was in place enabling recently lapsed mentors to continue in this role pending attendance at a mentor update. The Education Provider’s assurance around mentor status had previously concentrated on live mentors.

Action taken is now proactive from the Employers, who write to mentors ahead of their lapse date and ensure provision is made for the update to be attended. Mentors have been informed that it is an NMC requirement that mentorship status is current when providing this support to students. A monthly report is provided by the Employer’s administration team for monitoring purposes.

The Education Provider team was asked to clarify the difference between a long and short audit tool. The long tool is used for any new clinical learning placements, and subsequent to this each area has annual audits alternating between the short and the long tool. The tools have been updated to include new NMC and HCPC requirements.

Following up some of the comments made by Employers, the Education Provider was asked to explain the system used for calculating placement capacity for supporting students. It was explained that a formula is in place to ensure capacity is available to provide support and that pre-registration student support is prioritised over other requests for placements. A member of the placement team was noted by Employers present to be extremely helpful and effective.

An Employer had commented that audit completion and review of findings had been compromised by the absence of a Link Lecturer, but that this situation was now being addressed by the Education Provider. The Education Provider stated that there had been no absence verified through reference to a master list of Link Lecturer allocation. It was noted that arrangements had been made by the Education Provider to cover the absence through sickness for the lead Link Lecturer.

HEE recommends that the Education Provider:

Continues with the new and more robust mechanisms in place and in partnership with the Employers to ensure that all students receive support from mentors meeting the updating and review requirements.

Works with all Employers to ensure there is clarity around Link Lecturer provision, as a key element of risk identification and management, to all clinical placement areas.

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 Annual Review Meeting 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 Education Provider and the Employers, and that the Education Provider and the Employers worked in partnership to resolve any issues.

The Education Provider has a Cause for Concern process in place, whereby any concerns are reviewed at a meeting at which Employers are present as active partners in decision making. Employers also attend Fitness to Practice panels and reports from these are sent to HEE on a quarterly basis.

Only one programme was rated amber by one Employer – all other programmes were rated green. Several organisations reported that any issues raised by themselves were swiftly addressed and resolved quickly and effectively.

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

The University of Bedfordshire describes how practice partners, service users and students are engaged in regular meetings in the design stage of courses to discuss the knowledge, skills and behaviours required of students in the academic and practice settings.

Student Survey quantitative and qualitative returns indicated that there was insufficient preparation for placement, in the areas of Adult Nursing, Children’s Nursing, and the 3 year Midwifery programme. This was explored at the meeting held with students, and Children’s Nursing and Midwifery students felt that this was no longer a problem, and in the case of Children’s Nursing that any issues related to placement preparation they had raised had been addressed by the teaching team within the course of the year. However, Adult Nursing students did consider that there had been inadequate preparation in the teaching of basic clinical skills prior to undertaking placement, and that this meant that they often felt underprepared when starting work in new areas. Adult Nursing students described a lack of advice and support, and difficulty in contacting staff when problems arose. These matters were identified in the quantitative and qualitative elements of the Student Survey, and re-affirmed within the Student Review Meeting.

Students also described the impact of the requirement to undertake preparation for assessed work on University based modules whilst they were on placement, and felt that this interfered with their practice based studies. For some students this conflict made the multiple requirements placed upon them in terms of workload an overwhelming one, and this was compounded where initial preparation for placement was felt to be insufficient.

Employer comment in the discipline of Adult Nursing identified that where there was weakness in the preparation of basic skills on placement, the University would offer additional support input as needed. For all other students, preparation for practice was felt to be sound, and in line with expectations.

HEE recommends that the Education Provider:

Gives further consideration to support offered to students on placement in the Adult Nursing curriculum.

Reviews the University requirements to undertake preparation for formally assessed work that is not directly related to specific practice assessment, and the impact that this has on the student experience whilst on placement.

KPI C1	<p>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.</p>
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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 Quality Assurance Agency Review visit in June 2015 which comprised a comprehensive consideration of all areas of taught provision, with the positive outcome that all required standards were met. The outcome of this review was reported to the HEE both as informal feedback and then in full when formally published.

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.

The Education Provider was congratulated on the evidence provided regarding the commendations and positive indicators in the QAA report, and on being ranked 1st for improving student experiences in the National Student Survey (2016). The Dean explained that the Vice Chancellor considers student experience as the number 1 priority and seeks to engage all students in providing feedback. The Student Union President is a member of the Vice Chancellor’s monthly Student Experience group ensuring the student voice is heard.

The Education Provider identified that learner feedback is elicited through an extensive range of specified internal and external activity. An increase in the number of students completing the HEE Survey had been seen following weekly monitoring during the submission period. It was reported that the results had been interrogated and action plans put in place.

Examples were sought of changes made in response to student feedback. It was noted that assessment marks will be given with the feedback and that they will be moving to a numerical mark. This was in response to student feedback (over several years) that receiving feedback in advance of the mark was not appreciated: the rationale given for the existing system was that it would encourage development of students’ academic skills through responding to feedback if this was given in advance of the grade.

The 50% score of ODP student satisfaction in the National Student Survey was explored. It was noted that this reflected the situation in the previous year when there were issues about staff sickness. This was corroborated in the student group meeting where the ODP students were the most satisfied of the group.

Discussion at the Annual 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 Education 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 predated the receipt of a range of feedback from the Education Provider.

The Education Provider explained that feedback was provided through several groups including the Quality Education Practice Liaison group and it was noted that the Employer raising concerns had been present at these meetings.

HEE recommends that the Education Provider:

Considers ways to enhance the student feedback communication to Employers to enable continuous improvement of the clinical learning environment.

Assures itself that students are aware of the outcomes and impact of actions taken in response to their feedback.

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.
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HEE were assured by the evidence that the EP has robust mechanisms in place for collecting first destination data of students with the exception of Operating Department Practice where the response rate was only 22%.

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. Students present at the Student Meeting also confirmed that this was the case.

The EP holds a Career Fair in the final year which Employers are invited to which promotes the opportunities available within the east of England. Final year students are made aware of vacancies at local trusts. The EP has worked with specific Employers to develop the ‘final year interview’ where third year students are informed that if they pass their final sign off placement they will be made an offer of employment.

There has been a specific issue with the recruitment of newly qualified ODP registrants in the local areas and the EP acknowledges that they need to continue to work with Employers to address this issue.

HEE recommends that the Education Provider:

Ensures that work to promote the east of England as the destination of choice is incorporated into all cohorts from year one and not limited to final year students. This would include formal opportunities for senior Employer staff to meet with students through their education.

Develops a consistent way to actively engage with all Employers to promote east of England as a destination of choice.

Develops a more consistent approach to arranging placements for final year students to maximise employment opportunities.

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 EP's governance structures and is regularly reviewed at the Faculty's Health Executive Board and the Operational Contract Management Meeting.

HEE noted that the Improvement Plan was extensive due to the large number of recommendations and as a result there are many examples of improved quality throughout the reporting period. The panel were particularly pleased to note the significant improvements in recruitment and communication that had arisen from the Improvement Plan.

Quantitative KPIs

Outcomes for Quantitative KPIs have been calculated based on data submitted at the end of Quarter 4 2015/16. 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				
	R2: Recruitment		Regional Average	
QIPF Programme Name	%age	RAG	%age	RAG
Adult Nursing Degree/Diploma	101.79	GREEN	97.66	GREEN
Adult Nursing Flexible Pathway Degree	-2.00	AMBER	91.09	AMBER
Adult Nursing MSc	-4.00	RED	60.00	RED
Childrens Nursing Degree/Diploma	0.00	GREEN	101.33	GREEN
Health Visiting	-1.00	GREEN	98.99	GREEN
Mental Health Nursing Degree/Diploma	104.00	GREEN	101.28	GREEN
Midwifery 18 Month	0.00	GREEN	94.44	AMBER
Midwifery 3 Year	100.00	GREEN	101.62	GREEN
Operating Department Practice	107.69	AMBER	100.00	GREEN
Paramedic Science Degree	72.00	RED	90.55	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 nine programmes reviewed for this measure, six have been rated green. Paramedic Science Degree has been rated red based on 72% recruitment against target. Operating Department Practice has also been rated amber following over recruitment of 7.69%. In general, this reflects an improved position for recruitment for University against previous years.

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				
	O1: Attrition		Regional Average	
QIPF Programme Name	%age	RAG	%age	RAG
Adult Nursing Degree/Diploma	5.23	GREEN	6.69	GREEN
Adult Nursing Flexible Pathway Degree		n/a	0.00	GREEN
Adult Nursing MSc		n/a	-2.44	GREEN
Childrens Nursing Degree/Diploma	5.41	GREEN	7.42	GREEN
Health Visiting	0.00	GREEN	6.12	GREEN
Mental Health Nursing Deg/Dip	0.00	GREEN	8.84	GREEN
Midwifery 18 Month	-1.00	GREEN	2.27	GREEN
Midwifery 3 Year	6.25	GREEN	6.87	GREEN
Operating Department Practice	1.96	GREEN	7.07	GREEN
Paramedic Science Degree	0.00	GREEN	6.90	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).

All programmes have been rated green.

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				
	L3: Outturn		Regional Average	
QIPF Programme Name	%age	RAG	%age	RAG
Adult Nursing Degree/Diploma	51.72	AMBER	72.06	GREEN
Adult Nursing Flexible Pathway Degree		n/a		n/a
Adult Nursing MSc		n/a	85.00	GREEN
Childrens Nursing Degree/Diploma	69.23	GREEN	86.40	GREEN
Health Visiting	91.67	GREEN	87.39	GREEN
Mental Health Nursing Deg/Dip	78.57	GREEN	76.68	GREEN
Midwifery 18 Month	75.00	GREEN	61.29	GREEN
Midwifery 3 Year	62.22	GREEN	69.80	GREEN
Operating Department Practice	75.00	GREEN	69.47	GREEN
Paramedic Science Degree		n/a		n/a

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

Of the seven programmes reviewed measured for outturn, six have been rated green. Only Adult Nursing has been rated Amber based on 51.72% outturn against starters. This is primarily a result of a significant number of students due to complete programmes in September and February being required to repeat specific elements of the programme, especially within their final year.

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				
	L4: Standard Progression		Regional Average	
QIPF Programme Name	%age	RAG	%age	RAG
Adult Nursing Degree/Diploma	85.29	GREEN	83.47	GREEN
Adult Nursing Flexible Pathway Deg		n/a		n/a
Adult Nursing MSc		n/a	94.44	GREEN
Childrens Nursing Degree/Diploma	100.00	GREEN	79.82	AMBER
Health Visiting	95.65	GREEN	90.57	GREEN
Mental Health Nursing Deg/Dip	100.00	GREEN	86.49	GREEN
Midwifery 18 Month	100.00	GREEN	100.00	GREEN
Midwifery 3 Year	86.21	GREEN	84.13	GREEN
Operating Department Practice	100.00	GREEN	90.28	GREEN
Paramedic Science Degree		n/a		n/a

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)

All programmes have been rated green.

KPI C3	Learner Feedback	The percentage of eligible students who have completed one of the Student Surveys by 27 November in 2015 who are in training on 30 th September 2015.
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C3: Learner Feedback				
	C3: Learner Feedback		Regional Average	
QIPF Programme Name	%age	RAG	%age	RAG
Adult Nursing Degree/Diploma	81.12	GREEN	77.34	AMBER
Adult Nursing Flexible Pathway Degree		n/a	87.50	GREEN
Adult Nursing MSc		n/a	88.37	GREEN
Childrens Nursing Degree/Diploma	85.00	GREEN	87.96	GREEN
Health Visiting	53.33	AMBER	83.06	GREEN
Mental Health Nursing Degree/Diploma	113.25	GREEN	85.09	GREEN
Midwifery 18 Month	83.33	GREEN	102.70	GREEN
Midwifery 3 Year	87.50	GREEN	83.54	GREEN
Operating Department Practice	96.23	GREEN	92.65	GREEN
Paramedic Science Degree	90.48	GREEN	85.22	GREEN

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

All KPIs have been rated green with the exception of health visiting, which has been rated Amber. This is a more challenging programme to collect learner feedback for due to the short duration and timescales of the survey, however other providers have achieved green ratings; this reflects the lowest percentage response rate for this programme regionally.

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				
	E3: Employment of NQHPs		Regional Average	
QIPF Programme Name	%age	RAG	%age	RAG
Adult Nursing Degree/Diploma	86.76	GREEN	90.83	GREEN
Adult Nursing Flexible Pathway Degree		n/a		n/a
Adult Nursing MSc		n/a	88.89	GREEN
Childrens Nursing Degree/Diploma	100.00	GREEN	94.74	GREEN
Health Visiting	89.13	GREEN	87.68	GREEN
Mental Health Nursing Degree/Diploma	95.45	GREEN	94.05	GREEN
Midwifery 18 Month	100.00	GREEN	89.47	GREEN
Midwifery 3 Year	96.55	GREEN	90.48	GREEN
Operating Department Practice	22.22	RED	79.17	GREEN
Paramedic Science Degree		n/a		n/a

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 Operating Department Practice. This programme has been rated red with only 22% of completing students having a known destination.

HEE recommends that the Education Provider:

1. Reviews its approach to advising trusts of expected outturn to ensure partners are aware of any issues which may impact on their supply.
2. Reviews the reasons for such a significant number of students being required to resit programmes and provide assurance where this is needed students will be support to complete within a reasonable timeframe.
3. Identifies reasons for low known post qualifying destinations for Operating Department Practice and work to improve this.

Appendix 1

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

UOB	Quantitative						Qualitative										
	R2: Recruitment	C3: Learner Feedback	E3: Employment of NQHPs	O1: Attrition	L3: Outturn	L4: Standard Progression	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
Programme																	
Adult Nursing Deg/Dip	G	G	G	G	A	G	G	A	G	R	G	G	A	G	A	A	G
Adult Nursing F/P Deg	A						G	G	G	G	G	G	G	G	G	A	G
Childrens Nursing Deg/Dip	G	G	G	G	G	G	G	A	G	R	G	G	G	G	A	A	G
Health Visiting	G	A	G	G	G	G	G	G	G	A	G	G	G	G	A	A	G
Mental Health Nursing Deg/Dip	G	G	G	G	G	G	G	G	G	R	G	G	G	G	G	A	G
Midwifery 18 Month	G	G	G	G	G	G	G	G	G	R	G	G	G	G	G	A	G
Midwifery 3 Year	G	G	G	G	G	G	G	G	G	R	G	G	G	G	G	A	G
Operating Department Practice	A	G	R	G	G	G	G	G	G	G	G	G	G	G	G	A	G
Paramedic Science Degree	R	G		G			A	G	G	G	G	G	G	G	G	A	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
Gareth George	Head of B&H Workforce Partnership	Health Education England
Anita Carter	Clinical Learning Environment Manager - B&H WP	Health Education England
Richard Davies	Education and Commissioning Manager	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
Emma Heslin	Clinical Learning Environment Lead - B&H WP	Health Education England
Carly Schoepp	Programme Manager-Workforce Planning & Strategy	Health Education England
Abdul Qadir	Apprentice - B&H WP	Health Education England

Appendix 3 - Educational Provider and Employer Representatives

Educational Provider Representatives

Name	Role	Organisation
Michael Preston-Shoot	Dean, Faculty of Health and Social Sciences	University of Bedfordshire
Barbara Burden	Head of Department – Healthcare Practice	University of Bedfordshire
Amanda Willetts	Acting Principal lecturer, Allied Health Professions and Midwifery, Course Coordinator, Midwifery	University of Bedfordshire
Meryl Dimmock	Senior Lecturer, Midwifery	University of Bedfordshire
Lea Fowler	Senior Lecturer, Paramedic Science	University of Bedfordshire
Jo Sale	Course co-ordinator Mental Health Nursing	University of Bedfordshire
Renate Taylor	Lecturer, Mental Health Nursing	University of Bedfordshire
Steve Bilham	Course Co-ordinator Children’s Nursing	University of Bedfordshire
Philip Beckwith	Course Coordinator Operating Department Practice	University of Bedfordshire
Sue Higham	Portfolio Lead Pre-registration nursing	University of Bedfordshire
Judith Chappell	Associate Dean	University of Bedfordshire
Linda Dean	Senior Lecturer Children’s Nursing & Recruitment Lead	University of Bedfordshire
Theresa Curry	Acting Course Co-ordinator Adult Nursing	University of Bedfordshire
Barbara Bromley	PL Quality Enhancement	University of Bedfordshire
Kaidu Saliho	Senior Lecturer Mental Health	University of Bedfordshire

Stakeholder Representatives

Name	Role	Organisation
Anita Males	Link Midwife- Pre registration	Bedford Hospital NHS Trust
Paul Lewis	Higher Education and Clinical Practice Manager	East of England Ambulance Service
Liz Munday	Practice Experience Manager Luton & Beds	ELFT
Clive Underwood	Training & development lead	Luton & Dunstable Hospital NHS Trust
Yvonne Hawkins	Student Education Facilitator	SEPT
Carmel Synan-Jones	Head of Practice and Education	L&D

Students

Name	Role	Organisation
Sally Sloane	1 st year Student Midwife	University of Bedfordshire
Elizabeth Brown	1 st year Student Midwife	University of Bedfordshire
Rebecca Cosser	3 rd year Student Midwife	University of Bedfordshire
Amy Smith	3 rd Year Student Midwife	University of Bedfordshire
Yvonne Wood	March 2016 cohort Paramedic Science	University of Bedfordshire
Anthony Coyne	September 2015 cohort Paramedic Science	University of Bedfordshire
Carol Cochrane	Student 14B MH	University of Bedfordshire
Gemma Doyle	Student 13B MH	University of Bedfordshire
Skye Cappaluci	Student MH	University of Bedfordshire
Lee-Anne Beddall	Second Year Child Branch Student	University of Bedfordshire

Sarah Noyes	Third Year Child Branch Student	University of Bedfordshire
Melanie Bambury	Adult student Nurse yr3	University of Bedfordshire
Alex Stathers	Adult student Nurse yr2	University of Bedfordshire
Bibi Lal Mahomed	Adult student Nurse yr2	University of Bedfordshire
Kathryn Brown	Adult student Nurse yr3	University of Bedfordshire
Momina Hussain	Adult student Nurse yr2	University of Bedfordshire
Shamim Munir	Adult student Nurse yr2	University of Bedfordshire
Rosie Anderson	1st year student rep ODP	University of Bedfordshire
Chloe Merlo	1st year student rep ODP	University of Bedfordshire
Pamela Matongo	1st year student ODP	University of Bedfordshire
Atinuke Adebayo	1st year student	University of Bedfordshire

Service users/ patients

Name	Role	Organisation
Darsh Hatwin	Service user, Maternity	Bedford Hospital NHS Trust
Tom Burton	Service User, Maternity	Luton and Dunstable Hospital NHS Trust
Clive Travis	Service User, Mental Health	
William Fitzgerald	Service User and PEL	ELFT
Dorothy Tuffnell	Patient	NA

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) (606 of 700 students responded, giving a response rate of 86.6%)
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; (8 Employers responded, across 8 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 16th May 2016 at University of Bedfordshire.
12. Documents submitted by the Education Provider to supplement their self-assessment narrative.