



Health Education England

REPORT OF ANNUAL REVIEW

2015-2016

UNIVERSITY OF ESSEX

Quality Improvement and Performance Framework (QIPF)

**Developing people
for health and
healthcare**

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UNIVERSITY OF ESSEX 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 Essex. 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 ESSEX	TOTAL		
	Overall Total		Score Change on 14/15
QIPF Programme Name	Score	RAG	
Adult Nursing Degree/Diploma	83	GREEN	↓
Adult Nursing Flexible Pathway Degree	74	GREEN	□
Adult Nursing MSc	67	GREEN	↓
Clinical Psychology	74	GREEN	↓
Mental Health Nursing Degree/Diploma	73	GREEN	↓
Mental Health Nursing Flexible Pathway Degree	89	GREEN	↓
Mental Health Nursing MSc	83	GREEN	↓
Occupational Therapy 2 Years Post Graduate	77	GREEN	↓
Occupational Therapy 4 Years Degree	77	GREEN	↓
Oral Health Science	79	GREEN	↑
Physiotherapy 2 Years Post Graduate	82	GREEN	↓
Physiotherapy 4 Years Degree	76	GREEN	↓
Speech and Language Therapy Post Graduate	82	GREEN	↓

All thirteen of the programmes commissioned by HEE at the University of Essex, as listed above in Table 1, were RAG rated green overall. One of the programmes was new for the year under review; the Oral Health Science programme showed an overall increase in the total score compared to the 2014/15 score; but the remaining eleven programmes showed a decrease in the overall total score. Ten of the programmes received between one and four amber ratings for individual Key Performance Indicators (KPIs) with four red ratings awarded for individual quantitative KPIs, two of which were the same as awarded in 2014/15 (that is, outturn and standard progression for Clinical Psychology).

The approach taken for clinical placements in community settings for students on the Oral Health programme was noted as innovative and commendable. HEE also noted the positive manner in which the improvement plan had been utilised by the university during the review period and the specific actions taken to improve the quality of provision based on the outcomes of the last review, including the progress made with engaging partners outside the Universities local geography in recruitment and selection activities.

Concern was noted in relation to decreased scores for basic skills and preparation for practice for Physiotherapy and Occupational Therapy students. Engagement with Employers in relation to provision of feedback received from students and proactive working to promote the east of England as the destination of choice for newly qualified health professionals were noted as key activities requiring attention by the University of Essex.

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:

Operation of an Occupational Therapy Symposium day, supported by guest speakers, to explore innovations and developments in current Occupational Therapy practice.

Use of a 'Placement World Café' as a tool to explore the experience of practice education by Occupational Therapy students.

The work in development designed to strengthen student resilience.

The innovative approach taken for clinical placements in community settings for students on the Oral Health programme.

The continued development and roll out of their innovative flexible nursing pathway which was highlighted by both students and employers as excellent.

HEE recommends that the Education Provider:

Ensures that Oral Health Science students can recognise and understand the importance of the NHS Constitution and Values.

Revisits its recruitment strategy for the MSc Adult Nursing programme including developing an approach for communication and engagement with prospective students to reduce dropout rates.

Develops a more consistent approach to how service users are prepared and supported to undertake recruitment and selection activities.

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

Develops opportunities to enhance the opportunities for inter-professional learning at the Southend Campus.

Enhance and further develop the skills teaching resource at the Colchester Campus.

Explore systems to enhance communication between Health and Social Care students at the Southend and Colchester Campus sites.

Considers a proactive system to screen reports published by the Care Quality Commission to identify any alerts about practice areas used for clinical placements.

Give further consideration to preparation for practice for students of Occupational Therapy (2 year post graduate and 4 year), Physiotherapy (4 year) and Speech and Language Therapy (post graduate).

Reviews its methods of communicating with Employers specifically around student feedback, ensuring that the methods used are linked in to the educational governance mechanisms of the Employers.

Considers further methods to be used to optimise student response rates to surveys.

Improves the engagement with all Employers to ensure effective representation at future employment events.

Develops a strategy for proactively promoting the east of England as the destination of choice for newly qualified health professionals, including protected time for senior trust staff to meet with students from the start of their programmes.

Explores further the allocation of final placements to ensure they are maximising employment opportunities for Employers and students.

To develop a strategy for sharing the Improvement Plan and its ongoing progress with all partners including those outside the EPs local geography.

The University should adopt best practice for achieving high response rates for the HEE Student Survey from other Education Providers.

QUALITY IMPROVEMENT AND PERFORMANCE FRAMEWORK 2015-2016

UNIVERSITY OF ESSEX REVIEW

Introduction

Table 2: QIPF Qualitative Key Performance Indicators

UNIVERSITY OF ESSEX 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	MET	MET	MET	MET	MET	MET	PART	PART	MET
Adult Nursing F/P Deg	MET	MET	MET	MET	MET	MET	MET	MET	PART	MET	MET
Adult Nursing MSc	PART	MET	MET	MET	MET	MET	MET	MET	PART	PART	MET
Clinical Psychology	MET	MET	MET	MET	MET	MET	MET	MET	PART	MET	MET
Mental Health Nursing Deg/Dip	MET	MET	MET	MET	MET	MET	MET	MET	PART	PART	MET
Mental Health Nursing F/P Deg	MET	MET	MET	MET	MET	MET	MET	MET	PART	MET	MET
Mental Health Nursing MSc	MET	MET	MET	MET	MET	MET	MET	MET	PART	PART	MET
Occupational Therapy 2 Years P/G	MET	MET	MET	MET	MET	MET	PART	MET	PART	PART	MET
Occupational Therapy 4 Years Deg	MET	MET	MET	MET	MET	MET	PART	MET	PART	PART	MET
Oral Health Science	MET	MET	MET	MET	MET	MET	MET	MET	PART	MET	MET
Physiotherapy 2 Years P/G	MET	MET	MET	PART	MET	MET	MET	MET	PART	PART	MET
Physiotherapy 4 Years Deg	MET	MET	MET	PART	MET	MET	PART	MET	PART	PART	MET
Speech and Language Therapy P/G	MET	MET	MET	MET	MET	MET	PART	MET	PART	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.

The EP recruits all students to NHS values. Student 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. Student feedback suggested that Oral Health students did not feel they were made aware of the importance of the NHS Constitution and Values; however the panel were assured that these students were recruited to NHS Values.

At the Service User group meeting, three of the four representatives were involved in recruitment activities and described their contributions. One was involved as a panel member for the interviews and was included in review of the application paperwork, the interview and the decision making process: the other two were involved as user observers for a group discussion exercise following which they were asked for their views regarding applicant's contributions and suitability for the programme. They all felt that their participation was valued and taken notice of, and that the NHS Constitution was central to the process. They reported that they were keen to receive feedback regarding their role and this related to knowing final outcomes for students recruited to the various programmes.

HEE congratulate the progress made since the last review in actively engaging Employers from outside the local areas in the review of recruitment and selection policy and processes for AHP programmes.

The MSc Adult Nursing programme was under recruited during the reporting period. The EP explained that this was largely due to a large number of students dropping out at the last minute. Prospective students are kept warm through having contact from administrative staff in the EP. The EP confirmed they do not have a waiting list for this programme as recruiting the right calibre of applicants is a challenge. The MSc programme will recruit to 2 campuses in 2016 but no specific changes have been made or are planned for the recruitment strategy or actions for keeping in touch with prospective students to reduce dropout rates.

HEE recommends that the Education Provider:

Ensures that Oral Health Science students can recognise and understand the importance of the NHS Constitution and Values.

Revisits its recruitment strategy for the MSc Adult Nursing programme including developing an approach for communication and engagement with prospective students to reduce dropout rates.

Develops a more consistent approach to how service users are prepared and supported to undertake recruitment and selection activities.

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

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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Programmes are subject to annual monitoring and review processes through the Programme Committee structure of the University, and these committees include representatives from service. All programmes have been specifically reviewed to ensure that they reflect NHS behaviours, values and attitudes. Additionally, the Occupational Therapy, Physiotherapy and Nursing programmes have undergone formal periodic review and re-approval during this year, and this has involved additional contact with clinical partners.

At the Service User and Carer Meeting, service users said that they felt that their role was valued in the delivery of the curriculum.

Student survey quantitative feedback on all survey items related to this KPI was extremely positive for all courses, and 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 strongly supported the statements that information provided within programmes emphasised the importance of delivering a good patient/service user experience, and that the teaching on the programme enabled them to learn with or about other Health and Social Care professionals.

Student qualitative comment within the survey 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: Occupational Therapy students described a Symposium day supported by guest speakers, exploring innovative Occupational Therapy practice in a variety of settings, and the use of a Placement World Café to explore the experience of practice education on return from placement. Adult Nursing (flexible pathway) identified the benefits offered by their mode of study for both students and the service, and described the learning experience as 'brilliant; an amazing course'.

An Adult Nurse Representative on the Southend campus said there were limited opportunities for inter professional learning with other healthcare students and was surprised to discover that this was a part of the curriculum for students on the same programme on the Colchester Campus. The EP accepted this was an issue for students studying on the Southend campus but that there were no specific plans to address this.

Overall, students described their learning experience at the University of Essex in very positive terms, especially the amount of support offered by staff. Potential enhancements suggested included a request for better facilities to support skills learning at the Colchester Campus, and increased teaching contact time in both Occupational Therapy and Adult Nurse (Flexible pathway) programmes.

HEE commends the Education Provider for:

Operation of an Occupational Therapy Symposium day, supported by guest speakers, to explore innovations

and developments in current Occupational Therapy practice.

Use of a 'Placement World Café' as a tool to explore the experience of practice education by Occupational Therapy students.

The continued development and roll out of their innovative flexible nursing pathway which was highlighted by both students and employers as excellent.

HEE recommends that the Education Provider:

Develops opportunities to enhance the opportunities for inter-professional learning at the Southend Campus.

Enhance and further develop the skills teaching resource at the Colchester Campus.

Explore systems to enhance communication between Health and Social Care students at the Southend and Colchester Campus sites.

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 ARM and assurance given that these were managed proactively so as to minimise the impact on student learning. The Link Lecturer role was noted as central to the process of monitoring the quality of clinical learning environments. The Practice Education Committee meetings held with Employers were noted as a responsive forum for discussion and consultation.

Feedback from the Employers was positive across the majority of programmes. Concern was raised by one Employer regarding the number of students allocated to Oral Health clinical sessions. This was explored with the Education Provider in the ARM meeting; it was reported that two differing assessments had been received from this employer and that the concern raised was from a new member of staff and was not occurring in practice. Representation from another Employer was present and reported that the number of students placed with them was appropriate. Feedback from Oral Health students within the group meeting corroborated the view that clinical placements were effective.

The Education Provider reported that Employer Organisations inform them as soon as possible about any adverse reporting that may affect clinical placement quality and that there was shared intelligence in this matter with Anglia Ruskin University. Action taken in response to this information was described and included a letter being sent to all students allocated to areas associated with adverse reports, additional visits to the areas by academic staff and student forums being held for those affected.

The EP was invited to expand on the information submitted in their evidence regarding the work by the Southend team around strengthening student resilience. This is an element within the Mental Health BSc programme, noted for the highest attrition rate in 2015/16. The approaches taken include workshops to assist with enhancing emotional intelligence, mindfulness, and stress and mood management. This work will be continuing with the revalidated programme.

HEE commends the Education Provider for:

The work in development designed to strengthen student resilience.

HEE recommends that the Education Provider:

Considers a proactive system to screen reports published by the Care Quality Commission to identify any alerts about practice areas used for clinical placements.

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 process for allocation of clinical placements was explored within the meeting. Currently the arrangements for Nursing programmes are addressed under a Service Level Agreement with Anglia Ruskin University; it was noted that this is due to cease in September 2017 when the Education Provider will take over this function. For other programmes it was explained that the Placement Office staff seek requests from the students and that they try to meet any preferences given. Students are not given a lot of notice about their placements as it is acknowledged that there is a good chance of changes being required so they are notified later to avoid confusion. The aim of placement allocations and sequencing was noted to be to achieve an appropriate profile of clinical learning experiences.

The Education Provider included commentary in their evidence regarding a long period of absence for a Clinical Psychology course tutor and the impact of rapidly changing service delivery models on student placements. This was explored within the ARM when it was noted that additional support had been provided for the affected student. Placement to the service involved has been suspended currently.

Educator sickness was also escalated relating to an Occupational Therapy placement; this was managed through close liaison between the visiting lecturer, employer and student. A revised approach is now in place where students are allocated two educators.

An Employer had noted the absence of a formal audit process to inform physiotherapy student placement numbers. The EP reported that they have been unable to agree student capacity numbers despite their efforts and that they felt the outstanding issue sat with HEE.

HEE commends the Education Provider for:

The innovative approach taken for clinical placements in community settings for students on the Oral Health programme.

HEE recommends that the Education Provider:

Revisits student capacity issues for physiotherapy programmes.

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 Education Provider and the Employers, and that the Education Providers and the Employers worked in partnership to resolve any issues.

A comment made by an Employer stating that ‘it is almost impossible to fail a placement’ and that ‘link lecturers do not come out to all placement areas’ was explored within the ARM. The Education Provider and another Employer present confirmed that this was not the case and that where there were concerns about a student’s progress this would be managed supportively between the clinical staff and the visiting lecturers. This was corroborated within the Student Group Meeting where it was noted that students could of course fail a placement but that this was not usually the case due to the processes in place to support development. It was agreed that students were not visited in all placements but that telephone conversations or Skype were used in order to maintain contact and support.

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 a range of mechanisms for preparation for placement in basic skills and mandatory training, including the use of the programme committees to consider course content and associated systems for recording and monitoring mandatory training.

The Employer rating of this element was mostly positive, but there were some Employer stakeholder negative comments in the disciplines of Occupational Therapy, physiotherapy and speech and language therapy.

Student feedback on the specific item 23.3; 'I had the appropriate preparatory knowledge and skills that I needed before starting each placement' demonstrated a bi-modal distribution as follows:

Quantitative student feedback provided through the student survey from the Occupational Therapy (2 years post graduate and 4 years degree), Physiotherapy (4 years degree) and Speech and Language Therapy (post graduate) students was very much less positive overall than all other students.

Qualitative comments detailed on the survey in these discipline areas, identified concerns relating to essential basic professional knowledge and skills including Anatomy, knowledge of specific clinical conditions, assessments, record keeping and practical skills. These concerns were identified in the student survey and further explored at the Student Review Meeting. For all other students, preparation for practice was felt to be very good, and in line with expectations.

At the Annual Review Meeting held with the Education Provider and Employers it was identified that there had been substantial investment in updating skills teaching facilities at the Southend Campus, with intent to upgrade the skills teaching facilities at the Colchester Campus in the forthcoming academic year.

HEE recommends that the Education Provider:

Gives further consideration to preparation for practice for students of Occupational Therapy (2 year post graduate and 4 year), Physiotherapy (4 year) and Speech and Language Therapy (post graduate).

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 Educational 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 Physiotherapy and Occupational Therapy programmes were subject to Health and Care Professions Council revalidation, and the courses were formally reapproved. The NMC review of programme provision in 2015 was reported as being positive and that the Education Provider was meeting all of the required standards.

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. A number of examples of changes made in response to learner feedback were given in the evidence from the Education Provider.

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

Discussion at the review meeting held with the Education Provider sought details of the systems and processes in place to achieve maximum response rates for each programme in the HEE student survey, noting that 5 programmes had just missed the 80% target. It was reported that students were given several opportunities to complete the survey, but acknowledged that some part time students may have been missed.

Most Employer feedback had been positive about receipt of survey findings and resultant action plans with the Practice Education Committee meetings and newsletters being cited as ways in which the feedback is communicated. However several reported that they received no feedback from the EP, particularly Employers providing placements for AHP programmes.

HEE recommends that the Education Provider:

Reviews its methods of communicating with Employers specifically around student feedback, ensuring that the methods used are linked in to the educational governance mechanisms of the Employers.

Considers further methods to be used to optimise student response rates to surveys.

KPI E2	<p>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.</p>

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.

An employment fair took place in March and whilst the students reported that this was welcomed they also noted that it was in an area that was too small to accommodate all attendees, that not all Employers were represented and it was slightly chaotic in its organisation.

The EP has strong links with local Employers and is engaged in a number of Employer led initiatives aimed at retaining newly qualified registrants in the east of England. However, the panel were disappointed that there were very few HEI driven initiatives to promote the east of England as a destination of choice for Nursing and AHP programmes.

During the Student Meeting students reported that it was rare for requests for final placements to be positively responded to. The EP explained that whilst it did everything possible to accommodate requests for final placements this was not always possible.

HEE recommends that the Education Provider:

Improves the engagement with all Employers to ensure effective representation at future employment events.

Develops a strategy for proactively promoting the east of England as the destination of choice for newly qualified health professionals, including protected time for senior trust staff to meet with students from the start of their programmes.

Explores further the allocation of final placements to ensure they are maximising employment opportunities for Employers and students.

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 work around fitness for placement issues within the Occupational Therapy programme and in regard to resources availability for students while in clinical placements. It was noted by the EP that the Improvement Plan engaged people within departments who had not previously been involved, for example, library staff.

Some Employers reported being unsighted on the Improvement Plan, specifically those outside the EPs immediate geography.

HEE recommends that the Education Provider:

To develop a strategy for sharing the Improvement Plan and its ongoing progress with all partners including those outside the EPs local geography.

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>Number 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	96.61	GREEN	97.66	GREEN
Adult Nursing Flexible Pathway Degree	100.00	GREEN	91.09	AMBER
Adult Nursing MSc	70.00	RED	60.00	RED
Clinical Psychology	0.00	GREEN	100.00	GREEN
Mental Health Nursing Degree/Diploma	0.00	GREEN	101.28	GREEN
Mental Health Nursing F/P Degree	1.00	GREEN	109.52	AMBER
Mental Health Nursing MSc	100.00	GREEN	100.00	GREEN
Occupational Therapy 2 Years P/G	100.00	GREEN	100.00	GREEN
Occupational Therapy 4 Years Degree	2.00	AMBER	2.00	AMBER
Oral Health Science	100.00	GREEN	100.00	GREEN
Physiotherapy 2 Years Post Graduate	100.00	GREEN	98.08	GREEN
Physiotherapy 4 Years Degree	0.00	GREEN	0.00	GREEN
Speech and Language Therapy P/G	100.00	GREEN	100.00	GREEN

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 thirteen programmes reviewed for this measure, eleven have been rated green. Adult Nursing Masters has been rated red as a result of significant under recruitment against targets. Masters programmes are a growth area in the east of England and the University should review its approach to filling these commissions to ensure targets are met.

KPI O1	Attrition	Attrition as a percentage of the programme <i>Sum of all (Discontinuations + Withdrawals + External transfers Out + Internal Transfers Out – External Transfers In – 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	10.69	AMBER	6.69	GREEN
Adult Nursing Flexible Pathway Degree	0.00	GREEN	0.00	GREEN
Adult Nursing MSc	-2.44	GREEN	-2.44	GREEN
Clinical Psychology	0.00	GREEN	-2.31	GREEN
Mental Health Nursing Degree/Diploma	22.41	RED	8.84	GREEN
Mental Health Nursing F/P Degree	6.25	GREEN	6.25	GREEN
Mental Health Nursing MSc	0.00	GREEN	0.00	GREEN
Occupational Therapy 2 Years P/G	0.00	GREEN	0.00	GREEN
Occupational Therapy 4 Years Degree	7.41	GREEN	7.41	GREEN
Oral Health Science	0.00	GREEN	0.00	GREEN
Physiotherapy 2 Years Post Graduate	3.23	GREEN	3.00	GREEN
Physiotherapy 4 Years Degree	2.17	GREEN	2.17	GREEN
Speech and Language Therapy P/G	0.00	GREEN	0.00	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 thirteen programmes reviewed for this measure, eleven have been rated green. Mental Health Nursing Degree attrition has been rated red and is significantly higher than other programmes within the university, however it should be noted this is a small programme with annual commissions of approximately 20. Adult Nursing Degree has also been rated amber. In both instances this indicates a reduced level of performance from the previous year.

KPI L3	Completions	The percentage of completions on time from the programme against starters. = <i>number of students that completed 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	81.94	GREEN	72.06	GREEN
Adult Nursing Flexible Pathway Degree		n/a		n/a
Adult Nursing MSc	85.00	GREEN	85.00	GREEN
Clinical Psychology	30.00	RED	66.67	GREEN
Mental Health Nursing Degree/Diploma	80.00	GREEN	76.68	GREEN
Mental Health Nursing F/P Degree	100.00	GREEN	100.00	GREEN
Mental Health Nursing MSc	84.21	GREEN	84.21	GREEN
Occupational Therapy 2 Years P/G	78.57	GREEN	81.48	GREEN
Occupational Therapy 4 Years Degree	87.50	GREEN	87.50	GREEN
Oral Health Science		n/a		n/a
Physiotherapy 2 Years Post Graduate	93.33	GREEN	80.39	GREEN
Physiotherapy 4 Years Degree	84.62	GREEN	84.62	GREEN
Speech and Language Therapy P/G	96.67	GREEN	96.67	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 Clinical Psychology.

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 complete.</i>
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L4: Standard Progression				
	L4: Standard Progression		Regional Average	
QIPF Programme Name	%age	RAG	%age	RAG
Adult Nursing Degree/Diploma	89.06	GREEN	83.47	GREEN
Adult Nursing Flexible Pathway Degree		n/a		n/a
Adult Nursing MSc	94.44	GREEN	94.44	GREEN
Clinical Psychology	27.27	RED	59.57	RED
Mental Health Nursing Degree/Diploma	93.75	GREEN	86.49	GREEN
Mental Health Nursing F/P Degree	100.00	GREEN	100.00	GREEN
Mental Health Nursing MSc	94.12	GREEN	94.12	GREEN
Occupational Therapy 2 Years Post Graduate	88.00	GREEN	84.31	GREEN
Occupational Therapy 4 Years Degree	100.00	GREEN	100.00	GREEN
Oral Health Science		n/a		n/a
Physiotherapy 2 Years Post Graduate	96.55	GREEN	83.67	GREEN
Physiotherapy 4 Years Degree	84.62	GREEN	84.62	GREEN
Speech and Language Therapy P/G	100.00	GREEN	100.00	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).

All programmes have been rated green, with the exception of Clinical Psychology where regionally, all programmes have been rated red.

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				
	C3: Learner Feedback		Regional Average	
QIPF Programme Name	%age	RAG	%age	RAG
Adult Nursing Degree/Diploma	80.36	GREEN	77.34	AMBER
Adult Nursing Flexible Pathway Degree	75.00	AMBER	87.50	GREEN
Adult Nursing MSc	72.09	AMBER	88.37	GREEN
Clinical Psychology	84.85	GREEN	83.22	GREEN
Mental Health Nursing Degree/Diploma	79.63	AMBER	85.09	GREEN
Mental Health Nursing F/P Degree	73.33	AMBER	86.67	GREEN
Mental Health Nursing MSc	70.91	AMBER	78.18	AMBER
Occupational Therapy 2 Years Post Graduate	77.78	AMBER	70.08	AMBER
Occupational Therapy 4 Years Degree	80.00	GREEN	80.00	GREEN
Oral Health Science	107.58	GREEN	107.58	GREEN
Physiotherapy 2 Years Post Graduate	110.00	GREEN	94.85	GREEN
Physiotherapy 4 Years Degree	89.36	GREEN	89.36	GREEN
Speech and Language Therapy P/G	130.77	GREEN	121.15	GREEN

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

Six of the thirteen 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				
	E3: Employment of NQHPs		Regional Average	
QIPF Programme Name	%age	RAG	%age	RAG
Adult Nursing Degree/Diploma	100.00	GREEN	90.83	GREEN
Adult Nursing Flexible Pathway Degree		n/a		n/a
Adult Nursing MSc	88.89	GREEN	88.89	GREEN
Clinical Psychology	90.91	GREEN	78.72	GREEN
Mental Health Nursing Degree/Diploma	100.00	GREEN	94.05	GREEN
Mental Health Nursing F/P Degree	100.00	GREEN	100.00	GREEN
Mental Health Nursing MSc	100.00	GREEN	100.00	GREEN
Occupational Therapy 2 Years P/G	76.00	GREEN	70.59	AMBER
Occupational Therapy 4 Years Degree	100.00	GREEN	100.00	GREEN
Oral Health Science		n/a		n/a
Physiotherapy 2 Years Post Graduate	100.00	GREEN	97.96	GREEN
Physiotherapy 4 Years Degree	84.62	GREEN	84.62	GREEN
Speech and Language Therapy P/G	96.55	GREEN	96.55	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, however it should be noted that students entering employment in NHS organisations in the east of England post qualification is below average for the region.

HEE recommends that the Education Provider:

1. Reviews its approach to filling Adult Nursing MSc commissions to ensure targets are met.
2. Adopts best practice for achieving high response rates for the HEE Student Survey from other Education Providers.

Appendix 1

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

UOE	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	A	G	G	G	G	G	G	G	G	G	G	A	A	G
Adult Nursing F/P Degree	G	A		G			G	G	G	G	G	G	G	G	A	G	G
Adult Nursing MSc	R	A	G	G	G	G	A	G	G	G	G	G	G	G	A	A	G
Clinical Psychology	G	G	G	G	R	R	G	G	G	G	G	G	G	G	A	G	G
Mental Health Nursing Deg/Dip	G	A	G	R	G	G	G	G	G	G	G	G	G	G	A	A	G
Mental Health Nursing F/P Degree	G	A	G	G	G	G	G	G	G	G	G	G	G	G	A	G	G
Mental Health Nursing MSc	G	A	G	G	G	G	G	G	G	G	G	G	G	G	A	A	G
Occupational Therapy 2 Years P/G	G	A	G	G	G	G	G	G	G	G	G	G	A	G	A	A	G
Occupational Therapy 4 Years Deg	A	G	G	G	G	G	G	G	G	G	G	G	A	G	A	A	G
Oral Health Science	G	G		G			G	G	G	G	G	G	G	G	A	G	G
Physiotherapy 2 Years P/G	G	G	G	G	G	G	G	G	G	A	G	G	G	G	A	A	G
Physiotherapy 4 Years Degree	G	G	G	G	G	G	G	G	G	A	G	G	A	G	A	A	G
Speech and Language Therapy P/G	G	G	G	G	G	G	G	G	G	G	G	G	A	G	A	A	G

Appendix 2 - 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
Louise Kitley	Head of Essex Workforce Partnership	Health Education England
Eddie Ramlakhan	Strategic Development Lead Essex 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
Mandy Lewis	Clinical Learning Environment Manager - Essex WP	Health Education England
Marion Mullins	Programme Support Officer – Essex WP	Health Education England

Appendix 3 – Education Provider and Stakeholder Representatives

Education Provider Representatives

Name	Role	Organisation
Jo Jackson	Dean of Health	University of Essex
Sarah Lee	Adult Nursing Lead, Nursing Placement Lead & MSc Adult Nursing Programme Lead	University of Essex
Izzie Easton	Subject Lead Physiotherapy, MSc Physiotherapy Programme Lead	University of Essex
Thomas Currid	BSc Nursing (Mental Health) Lead	University of Essex
Phil Cannell	Subject Lead Oral Health	University of Essex
Wayne Wilson	Subject Lead Speech and Language Therapy and MSc Speech and Therapy Programme Lead	University of Essex
Anita Steinberg	BSc Occupational Therapy Programme Lead	University of Essex
Louise Andrews	Practice Placement Organiser Occupational Therapy	University of Essex
Penny Hodgkinson	Director of Employability Development	University of Essex

Stakeholder Representatives

Name	Role	Organisation
Tracey Williams- Macklin	Head of Occupational Therapy	CHUFT
Julie Coleman	Education Liaison Manager	SUHT
Jo Wilson	Clinical Psychology Trainees Line Manager	NEPFT
Hilary Armstrong	Clinical Manager Adult Speech and Language Therapy	PROVIDE

Students

Name	Role	Organisation
Dionne Mears	BSc Adult Nursing year 2	University of Essex
David Taylor	MSc Adult Nursing year 2	University of Essex
Jeremiah Ogonda	BSc Mental Health Nursing year 2	University of Essex
Tafara Garande	MSc Mental Health Nursing year 1	University of Essex
Hayley Webb	BSc Adult Nursing Work Based Learning	University of Essex
Chadamoyo Chatizembwa	BSc Mental Health Nursing Work Based Learning	University of Essex
Sophie Taylor	MSc Occupational Therapy year 2	University of Essex
Sarah Fletcher	BSc Occupational Therapy year 4	University of Essex
Letitia Chapple	MSc Physiotherapy year 2	University of Essex
Sophie Madder	BSc Physiotherapy year 3	University of Essex
Daniel Underdown	MSc Speech and Language Therapy year 1	University of Essex
Phoebe Purcell	FD Oral Health Sciences	University of Essex
Laura Emrich	Doctorate in Clinical Psychology year 1	University of Essex

Service users/ patients

Name	Role
Alan Wyatt	Service User
Robert Pipkin	Service User
Lyn Lever	Service User
Bruce Galleway	Service User

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) (740 of 854 students responded, giving a response rate of 86.7%)
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; (26 Employers responded, across 13 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 12th May 2016 at University of Essex.
12. Documents submitted by the Education Provider to supplement their self-assessment narrative.