



Health Education England

REPORT OF ANNUAL REVIEW

2015-2016

ANGLIA RUSKIN UNIVERSITY

Quality Improvement and Performance Framework (QIPF)

**Developing people
for health and
healthcare**

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CONTENTS

	Page
Executive Summary	3
Commendations/Recommendations Report	5
Introduction and summary of RAG ratings	7
Qualitative Key Performance Indicators	
KPI R1	8
KPI A1	9
KPI P1	11
KPI P2	12
KPI P3	14
KPI P4	15
KPI P5	16
KPI C1	18
KPI C2	19
KPI E2	20
KPI I1	21
Quantitative Key Performance Indicators	
R2	22
O1	23
L3	24
L4	25
C3	26
E3	27
Appendix 1 – Table 4 – Final overall RAG scores	28
Appendix 2 – Panel Members	29
Appendix 3 – Education Provider and Employer Representatives	30
Appendix 4 – Report’s Index of Evidence	33

QUALITY IMPROVEMENT AND PERFORMANCE FRAMEWORK 2015-2016

ANGLIA RUSKIN UNIVERSITY 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 Anglia Ruskin University (ARU). 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

ANGLIA RUSKIN UNIVERSITY Combined	TOTAL		
	Overall Total		Score Change on 14/15
QIPF Programme Name	Score	RAG	
Adult Nursing Degree/Diploma	89	GREEN	↑
Adult Nursing Flexible Pathway Degree	75	GREEN	□
Childrens Nursing Degree/Diploma	84	GREEN	↑
Health Visiting	90	GREEN	↑
Mental Health Nursing Degree/Diploma	100	GREEN	↑
Midwifery 3 Year	90	GREEN	↑
Operating Department Practice	95	GREEN	↑
Paramedic Science Degree	33	AMBER	□

Seven of the eight programmes commissioned by HEE at Anglia Ruskin University, as listed above in Table 1, were RAG rated green overall. The remaining programme, Paramedic Science Degree, was new for the year under review and rated amber (with 7 KPIs rated amber and 1 red). The six programmes that were reviewed in 2014/15 all showed an increase in the overall score achieved, with the Mental Health Nursing Degree/Diploma achieving an excellent 100% overall score.

Good progress was noted since the 2014/15 Annual Review in a number of areas particularly for the KPIs relating to recruitment and reporting review outcomes to stakeholders. HEE was pleased to note that the Improvement Plan had directly led to a number of innovations and improvements including the mentorship strategy and the Development of SEA, as well as the development of the WBL flexible nursing pathway.

HEE followed several lines of enquiry during the meeting to seek assurance around the equality of provision for the Paramedic Science Degree programme. Whilst improvements were noted, several recommendations have been made throughout the report for continuing the work in progress to ensure the KPIs are met in the future.

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:

- Continued development of the Sustainable e-portfolio Assessment tool, to enhance monitoring and support of student placement.
- Development of a new Work Based Learning Pathway for Adult Nursing.
- Operation of a Child Nursing Conference, to give consideration to novel and emerging areas of child care practice.
- The provision of a 'Cohort Connect' initiative in the field of Child Nursing, where students from across the three years of the programme provide mentoring and peer support from one cohort to another.

HEE recommends that the Education Provider:

- Addresses issues related to assessment of the practice placement element of the course, to ensure that placement assessment documentation is clearly understood and can be efficiently operated in the fields of Nursing and Paramedic Science.
- Continues to develop the recruitment strategy for Paramedic Science.
- Monitors the new approach for recruiting to the 3 year Midwifery programme and ensures timely communication of any risk to all stakeholders including HEE.
- Gives consideration to systems for the general organisation and management of courses, especially in the disciplines of Paramedic Science and Adult Nursing.
- Continues to develop effective partnerships with out of ambulance clinical placement partners through meetings and increased educational team membership.
- Continues the programme of visits to out of ambulance placement Employers to extend the shared understanding of the students learning requirements and support.
- Recruits up to establishment in the Education Provider Paramedic Science Degree team to ensure sufficient academic support for students while in clinical placements.
- Ensure fitness for placement processes are fully understood and used for students undertaking the Paramedic Science Degree through communication and completion of the site visits to all Employers.
- Ensure that robust systems are in place to support content and sequencing of the curriculum in order to provide adequate preparation for student practice placements for courses regulated by the Health and Care Professions Council.
- Provide adequate preparatory teaching within the University prior to each placement experience so that students have the necessary knowledge and skills to be able to operate safely and competently in

the field of Paramedic Science.

- Ensure standardisation of use of placement assessment documentation and provide associated support and training to placement mentors in Paramedic Science.
- The recruitment strategy for Midwifery 3 years should be reviewed to support recruitment to targets.
- Reasons for Health Visiting attrition should be reviewed to support improved retention of students on future intakes.
- The EP should as a matter of urgency develop and put into place mutually agreed processes for ensuring all Employers are informed in advance that Paramedic Science students entering placement have the required OH and DBS clearance.
- Standard progression for Adult Nursing, Midwifery 3 years and Children's Nursing should be reviewed with the aim of increasing the rate of standard progression and consistency of supply to the workforce.

QUALITY IMPROVEMENT AND PERFORMANCE FRAMEWORK 2015-2016

ANGLIA RUSKIN UNIVERSITY REVIEW

Introduction

Table 2: Summary of Qualitative RAG Ratings

ANGLIA RUSKIN UNIVERSITY Combined	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	MET	MET	MET	MET	MET	MET	MET	MET
Adult Nursing F/P Degree	MET	MET	MET	MET	MET	MET	MET	MET	MET	MET	MET
Childrens Nursing Deg/Dip	MET	MET	MET	PART	MET	MET	MET	MET	MET	MET	MET
Health Visiting	MET	MET	MET	MET	MET	MET	MET	MET	MET	MET	MET
Mental Health Nursing Deg/Dip	MET	MET	MET	MET	MET	MET	MET	MET	MET	MET	MET
Midwifery 3 Year	MET	MET	MET	MET	MET	MET	MET	MET	MET	MET	MET
Operating Department Practice	MET	MET	MET	MET	MET	MET	MET	MET	MET	MET	MET
Paramedic Science Degree	MET	PART	PART	PART	PART	NOT MET	PART	MET	MET	MET	MET

QIPF Qualitative Key Performance Indicators

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

The Service User Meeting was attended by a highly committed and involved group of people all of whom spoke very positively about their involvement with the University. They described feeling valued and listened to, and several stated that their involvement gave them a sense of empowerment, and liked being referred to as 'Experts by Experience'. Most of those present had been involved with recruitment activities and gave details of comprehensive preparation and practice for their role. They stated that their ideas for refining the processes further were listened to and taken on board.

The EP recruits all students to NHS values. Multiple Mini Interviews (MMI) have been introduced for all programmes to enhance values based recruitment reflecting the NHS Constitution and take the form of a series of stations which assess applicants in relation to the 6 Cs and the 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.

During the review period the 3 year Midwifery programme was over recruited on the Cambridgeshire campus. Whilst all students were eventually accommodated the EP have made a number of changes to the recruitment strategy of this programme including reducing the number of offers made for each place.

The EP rated itself amber for the Paramedic Science programme. They reported that as a new programme they felt there was still work to do to develop and embed the recruitment and admissions policy. The EP is establishing an admissions officer group for the programme which will review all policies and training procedures for staff. The EP confirmed that east of England supported places were filled before students were offered the opportunity to train on the London circuit.

HEE recommends that the Education Provider:

Continues to develop the recruitment strategy for Paramedic Science.

Monitors the new approach for recruiting to the 3 year Midwifery programme and ensures timely communication of any risk to all stakeholders including HEE.

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.

Anglia Ruskin University detailed a range of activities whereby Employers participate in curriculum review, development and revalidation activities, and Employer evidence corroborated the partnership working that was described.

Student Survey quantitative feedback was generally positive, and 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.

Student qualitative comment within the survey returns related to the delivery of the curriculum produced strong positive statements from all professional groups on; the quality of teaching, enthusiasm of staff, Service User engagement and focus of the curriculum, and the level of support offered for their studies, with words such as ‘inspiring’ and energising’ being used to describe their learning experience. A module on the ‘Deteriorating Patient’ was strongly recommended by students of Adult Nursing as providing an informative and worthwhile learning experience.

In contrast there were negative comments from most professional groups around course organisation and delivery, which was expressed both in the survey and as an identified area for enhancement in the Student Review Meeting. This concern was expressed particularly strongly by students of Paramedic Science, and Adult Nursing, where specific concerns were identified related to assessment fairness, clarity of assessment criteria, feedback on marking, availability and access to tutor support, preparatory skills for placement, as well as timetabling and timetable changes. It may be that these matters are related, as students who feel more pressured may also feel the need to seek more help and support.

Adult and Child Nurses identified issues with the requirements of the placement assessment document, and the associated difficulty in ensuring that the necessary sign off for clinical skills was provided by mentors working at the appropriate level. The assessment tool was felt to be burdensome, unnecessarily repetitive, and difficult for mentors to comprehend. This was compounded when it was presented in electronic format on a small screen, as part of the Sustainable e-portfolio Assessment initiative. In the discipline of Paramedic Science, there were multiple problems associated with assessment on practice placement including; lack of learning outcomes, lack of mentors trained in the use of the assessment tool, essential skills for placement not taught and a change to the expected date when assessment had to be completed, making this earlier than expected and therefore more difficult to fulfil.

Operating Department Practitioner students described how they had raised similar concerns, and that these had been acted upon so that the process of assessment on placement was more efficient and effective for both students and mentors.

Anglia Ruskin University continue the development of a new Sustainable e-portfolio Assessment tool, for use with Nursing students on placement. This was explored with students in the Student Review Meeting and within the larger Annual Review Meeting. Although there are currently some operational problems, most

particularly in the display of information on a small screen, in the longer term it was felt that the tool had great potential to enhance monitoring and support of student practice learning.

Children's Nursing representatives described the operation of a Child Nursing Conference, operated jointly between students at both Chelmsford and Cambridge sites, and including students from all three years of the programme, which gave consideration to novel and emerging areas of child nurse practice.

Effective partnership working has been evident in the development, review and approval of a new Work Based Learning Pathway for Adult Nursing, which is viewed very positively by Employer Stakeholders.

Several Service Users had been involved with delivery of taught sessions including ward based scenario role playing, a Buddy Scheme for Mental Health Students and speaking about living with their condition and receiving care in hospital. It was mentioned that a strategy is being developed and this was seen as a good way of better co-ordinating the various contributions made and formalising the approach to Expert by Experience involvement, training, support and finances. Service User involvement appeared to be fully embedded within the programmes discussed.

HEE commends the Education Provider for:

Continued development of the Sustainable e-portfolio Assessment tool, to enhance monitoring and support of student placement.

Development of a new Work Based Learning Pathway for Adult Nursing.

Operation of a Child Nursing Conference, to give consideration to novel and emerging areas of child care practice.

HEE recommends that the Education Provider:

Addresses issues related to assessment of the practice placement element of the course, to ensure that placement assessment documentation is clearly understood and can be efficiently operated in the fields of Nursing and Paramedic Science.

Gives consideration to systems for the general organisation and management of courses, especially in the disciplines of Paramedic Science and Adult Nursing.

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

Evidence around the management of risks identified within practice was submitted ahead of the ARM and assurance given that these were managed proactively so as to minimise the impact on student learning. The Education Provider focus during the year was reported as continuing to strengthen partnership working with particular emphasis on working closely with partners where concerns in practice had been raised, e.g. in Care Quality Commission reports.

Feedback from Employers was positive with comments made about the robust nature of processes and 'excellent collaborative partnership' working, particularly around the effectiveness of the Practice Education Committee meetings.

Exploration of the rationale for self-rating the Paramedic Science Degree amber for partnership working demonstrated an improving picture. Meetings with each out of ambulance clinical placement provider were noted to have been effective but it was acknowledged that there are many providers to meet with. The education team has grown in order to provide sufficient support and further recruitment is imminent.

Employers noted that placements were challenging initially and that work had been necessary around professional behaviour for the students and the Link Lecturer availability, but that these issues were resolving. Systems and processes were being strengthened through the replication of infrastructure in place for other programmes, including an overhaul of the documentation used for clinical placements.

Prior to going in to clinical placements the Paramedic Science students now have a session to make explicit expectations around professional behaviour and how to raise concerns about patient care.

HEE recommends that the Education Provider:

Continues to develop effective partnerships with out of ambulance clinical placement partners through meetings and increased educational team membership.

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

The evidence supplied to HEE prior to the ARM in the Education Provider’s self-assessment, the Employers’ assessments and the Student Survey findings raised concerns about the level of assurance available regarding some clinical placements. These were explored within the meeting and assurance was gained for the Midwifery programme.

Two comments made by Midwifery students in the QIPF Student Survey were about bullying within clinical placements. Both the Education Provider and Employer representative were able to describe the robust actions that were taken around this issue (the Employer was aware of the concerns ahead of the survey findings). It was clear that the issue had been taken seriously and that the students had been supported following escalation of their concerns.

The issue had also been discussed in the Student Group meeting before the ARM when a student from a different programme had raised similar concerns about a Paediatric clinical placement. The Education Providers and Employers were not aware of this issue and it was agreed that it would be addressed following the ARM.

Student Survey results showed lower scores than the EoE regional score for the Children’s Nursing cohort in relation to suitability of placements. The Education Provider explained that they were continually looking to expand the placement circuit and had recently identified three new placements. They focus on ensuring fairness in placements and the placement profile across students’ pathways, but also have allocation challenges associated with changes in placement configuration.

A single Adult Nursing student comment in the negative aspects was ‘finding my mentor is not live’. Assurance was sought that this situation is monitored and managed; the panel was assured that the Sustainable Electronic Assessment is the strategy for assurance, whereby students and mentors are now matched on line and currency of mentor status checked.

The amber self-rating for the Paramedic Science Degree was explored in conjunction with Student Survey findings and some comments from Employers (for example, limited notice of placement requirements and surprising numbers). There had been difficulty in sourcing mentors and some issues with Link Lecturer support levels. This relates to the issues explored under P1 Partnership working.

The Education Provider was asked about lessons learned from the development and introduction of the Paramedic Science Degree programme. The key issues were described as the impact of competition for clinical placements across the various programmes and external requests, and the need to manage this as one system. An automated clinical allocation system is being considered, coinciding with the cessation of the allocations service level agreement with the University of Essex.

The Enhanced Practice Support Framework was noted as being positively received. The 10 week pilot is now being followed by a roll out programme. Preparation for using Registered General Nurses as coaches is attendance at a two hour workshop: 86% of coaches surveyed stated that their experience was making

them want to be mentors. This is good practice and will enhance capacity of mentors as the roll out progresses.

HEE recommends that the Education Provider:

Continues the programme of visits to out of ambulance placement Employers to extend the shared understanding of the students learning requirements and support.

Recruits up to establishment in the Education Provider Paramedic Science Degree team to ensure sufficient academic support for students while in clinical placements.

KPI P3	<p>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.</p>

The evidence provided prior to the ARM enabled HEE to be assured that any concerns regarding fitness for placement were being responded to in line with processes and time frames mutually agreed by the EP and the Employers, and that the EPs and the Employers worked in partnership to resolve any issues.

The EP has a Cause for Concern process in place, developed with Employer input, for appropriate investigation, escalation and management of concerns. Fitness to Practice panel dates are provided well in advance to enable Employer representation.

Comments provided by the Employers were positive stating that the process is clear and that issues are dealt with effectively, in a timely and supportive manner, and supported by good communication.

The Paramedic Science Degree was self-rated amber: the Education Provider stated that this is work in progress.

HEE recommends that the Education Provider:

Ensure fitness for placement processes are fully understood and used for students undertaking the Paramedic Science Degree through communication and completion of the site visits to all Employers.

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.

For all programmes except Paramedic Science, 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.

Whilst HEE were assured that no Paramedic Science students entered placements without the required OH and DBS clearance the panel were not assured that there were adequate systems in place to communicate assurance to Employers supporting students outside of the Ambulance Trust.

HEE recommends that the Education Provider:

As a matter of urgency develops and puts into place mutually agreed processes for ensuring all Employers are informed in advance that Paramedic Science students entering placement have the required OH and 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.

Anglia Ruskin University detail the way in which the expected skills, knowledge and behaviours required of students while on placement are embedded within theoretical and practical sessions, and mapped explicitly to NMC standards.

The Employer rating of this element was positive, and the content of the curriculum was designed with the participation of student, Service User and Employer colleagues

Student Survey feedback from the disciplines of Paramedic Science and Child Nursing was less positive overall than for other disciplines, and this was explored at the student and main ARM meetings. For Children’s Nursing, the issue was related chiefly to the first year of the course when not all of the students had received sufficient clinical skills teaching for all of the diverse situations that they might meet on early placements. This was addressed subsequently within the course structure through a variety of means including scheduling extra skills sessions, scrutiny of a skills log to identify missing elements and the use of dedicated skills laboratory facilities.

For students of Paramedic Science the concerns identified within the Student Survey were much greater.

Students described significant lack of preparation in theoretical and practical skills teaching, which meant that they were unable to complete their skills assessment on placement. Placement mentors then had to provide primary teaching in areas that had not been taught in the University prior to this practice element. The problems were felt to be particularly acute in their five week hospital placement, where lack of teaching in essential skills (including the use of basic equipment in the hospital) meant that Nursing staff who were responsible for their supervision felt that it would be unsafe for them to actively participate in patient care. Consequently, for reasons related to patient safety, students had a role which was mostly an observational one in this clinical setting, and thus could not satisfactorily complete their skills assessment log as required.

Students of Paramedic Science also raised concerns about the standardisation and training of mentors, especially in relation to the process of the use of placement assessment documentation. These concerns were expressed in the Student Survey quantitative and qualitative feedback, and corroborated at the Student Review Meeting.

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

There has been substantial investment to provide simulated learning opportunities in appropriately equipped skills laboratories to support preparation for placement, and this facility is greatly valued by students.

Students of Child Nursing described an innovative approach to facilitated student peer support and mentorship called ‘Cohort Connect’ where students from across the three years of the programme provide mentoring and peer support from one cohort to another. This facilitates team working, develops mentoring supportive capability, and enables students to pass acquired wisdom from one cohort to the next to support their professional learning journey.

HEE commended the Education Provider on:

The provision of a 'Cohort Connect' initiative in the field of Child Nursing, where students from across the three years of the programme provide mentoring and peer support from one cohort to another.

HEE recommends that the Education Provider:

Ensures that robust systems are in place to support content and sequencing of the curriculum in order to provide adequate preparation for student practice placements for courses regulated by the Health and Care Professions Council.

Provides adequate preparatory teaching within the University prior to each placement experience so that students have the necessary knowledge and skills to be able to operate safely and competently in the field of Paramedic Science.

Ensures standardisation of use of placement assessment documentation and provide associated support and training to placement mentors in Paramedic Science.

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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Anglia Ruskin University stated that no substantial weaknesses had been identified in any internal or external reviews during the review period.

It was also confirmed by ARU that HEE had been notified about forthcoming external reviews, and that students, Employers and Service Users were engaged in processes of quality assurance and course development. ARU have regular meetings with all specified Stakeholders (including HEE via Workforce Partnership meetings), where information about planned reviews and feedback on a range of quality assurance outcomes are provided.

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. Each programme had achieved a good response rate for the QIPF Student Survey.

Employer feedback was mostly positive about receipt of learner feedback. They also explained that they seek feedback ahead of the end of placement feedback requested by the Education Provider. Employers dealt with any issues emerging from the feedback and provided details at the Practice Education Committee meetings.

The Education Provider confirmed that all feedback given by students is anonymous as is the output from analysis of 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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Evidence provided demonstrated that students undertaking commissioned programmes were made aware from the outset of the range of employment opportunities available in the east of England.

The EP has developed positive links with Employers and there are a number of initiatives focused on increasing retention of newly qualified health professionals in the east of England including job fair and interview days supported by Employability Champions within each academic department working collaboratively with Employers.

Wherever possible students are given a choice for their final placement linked to their employment aspirations. Students confirmed that this was very positive and felt that the EP did everything it could to ensure final placement choices were accommodated.

The EP is leading the development of the student charter for all NHS commissioned students which aims to make clear the expectations of students studying on NHS supported programmes and the offer from Employers and HEE to provide the best possible learning experience leading to employment within the east of England.

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 was signed off by the Deans of both faculties delivering commissioned programmes and 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 innovations and improvements including the mentorship strategy and the Development of SEA. The EP reported that it used the Improvement Plan to continue to develop ever closer partnerships with Employers as a focus for discussions at practice education committees.

Quantitative KPIs

Quantitative KPIs

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

Table 3 - Overall quantitative KPI outcomes:

KPI R2	Recruitment	Variance between commissioned numbers and actual students recruited per programme (percentage). <i>Numbers of starters/ number of commissions.</i>
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R2: Recruitment				
	R2: Recruitment		Regional Average	
QIPF Programme Name	%age	RAG	%age	RAG
Adult Nursing Degree/Diploma	99.20	GREEN	97.66	GREEN
Adult Nursing Flexible Pathway Degree	96.00	GREEN	91.09	AMBER
Childrens Nursing Degree/Diploma	102.50	GREEN	101.33	GREEN
Health Visiting	100.00	GREEN	98.99	GREEN
Mental Health Nursing Degree/Diploma	100.00	GREEN	101.28	GREEN
Midwifery 3 Year	105.36	AMBER	101.62	GREEN
Operating Department Practice	97.56	GREEN	100.00	GREEN
Paramedic Science Degree	107.50	AMBER	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 eight programmes measured, six of these have been rated green. Midwifery 3 years has been rated amber as a result of over recruitment, specifically as a result of over recruitment at the Cambridge site reflecting a reduction in performance against this measure. Paramedic Science Degree has also been rated amber for over recruitment however this has supported under recruitment elsewhere in the region.

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	7.20	GREEN	6.69	GREEN
Adult Nursing Flexible Pathway Degree		n/a	0.00	GREEN
Childrens Nursing Degree/Diploma	6.39	GREEN	7.42	GREEN
Health Visiting	13.33	RED	6.12	GREEN
Mental Health Nursing Degree/Diploma	5.31	GREEN	8.84	GREEN
Midwifery 3 Year	2.70	GREEN	6.87	GREEN
Operating Department Practice	10.39	AMBER	7.07	GREEN
Paramedic Science Degree	10.00	AMBER	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).

Of the seven programmes reviewed for attrition, four of these have been rated green. Health Visiting has been rated red, with attrition increasing from the previous year – as this is a one year programme this will have a direct impact on outturn of students in 2016/17, however as this does not measure across a range of active cohorts due to the short length of the programme, this programme may be more subject to variation for this measure. Operating Department Practice, while rated amber, reflects an improvement from the previous year’s measure. Paramedic Science Degree attrition has been rated amber, despite this programme only having been supported since September 2014. As such, future attrition for this programme should be closely monitored in partnership with Employers.

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	74.31	GREEN	72.06	GREEN
Adult Nursing Flexible Pathway Degree		n/a		n/a
Childrens Nursing Degree/Diploma	88.06	GREEN	86.40	GREEN
Health Visiting	84.42	GREEN	87.39	GREEN
Mental Health Nursing Degree/Diploma	80.56	GREEN	76.68	GREEN
Midwifery 3 Year	75.73	GREEN	69.80	GREEN
Operating Department Practice	63.89	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.

All programmes have been rated green for outturn. The level of outturn for Nursing and Health Visiting programmes has improved since the previous review.

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	79.88	AMBER	83.47	GREEN
Adult Nursing Flexible Pathway Degree		n/a		n/a
Childrens Nursing Degree/Diploma	75.38	RED	79.82	AMBER
Health Visiting	89.04	GREEN	90.57	GREEN
Mental Health Nursing Degree/Diploma	86.89	GREEN	86.49	GREEN
Midwifery 3 Year	78.89	AMBER	84.13	GREEN
Operating Department Practice	88.46	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).

Of the six programmes reviewed for standard progression three of these were green. Children’s Nursing has been rated red, with a standard progression rate of 75%, a deterioration from the previous year. Adult Nursing and Midwifery 3 years have been rated amber.

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	82.24	GREEN	77.34	AMBER
Adult Nursing Flexible Pathway Degree		n/a	87.50	GREEN
Childrens Nursing Degree/Diploma	88.15	GREEN	87.96	GREEN
Health Visiting	100.00	GREEN	83.06	GREEN
Mental Health Nursing Degree/Diploma	85.85	GREEN	85.09	GREEN
Midwifery 3 Year	85.96	GREEN	83.54	GREEN
Operating Department Practice	88.75	GREEN	92.65	GREEN
Paramedic Science Degree	85.19	GREEN	85.22	GREEN

This KPI measures the percentage of commissioned students who responded to the Health Education England Learner Feedback Survey.

All KPIs have been rated green with the majority of programmes reporting an above average response rate for the region.

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	96.74	GREEN	90.83	GREEN
Adult Nursing Flexible Pathway Degree		n/a		n/a
Childrens Nursing Degree/Diploma	95.38	GREEN	94.74	GREEN
Health Visiting	100.00	GREEN	87.68	GREEN
Mental Health Nursing Degree/Diploma	100.00	GREEN	94.05	GREEN
Midwifery 3 Year	98.89	GREEN	90.48	GREEN
Operating Department Practice	96.15	GREEN	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 two programmes reporting 100% of students having a known destination and all other programmes reporting over 95%. This was above average for the region and significant achievement for the University.

HEE recommends that the Education Provider:

1. Reviews the recruitment strategy for Midwifery 3 years to support recruitment to targets.
2. Reviews reasons for Health Visiting attrition to support improved retention of students on future intakes.
3. Reviews standard progression for Adult Nursing, Midwifery 3 years and Children's Nursing with the aim of increasing the rate of standard progression and consistency of supply to the workforce.

Appendix 1

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

ARU Combined	Quantitative						Qualitative										
QIPF Programme Name	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
Adult Nursing Deg/Dip	G	G	G	G	G	A	G	A	G	G	G	G	G	G	G	G	G
Adult Nursing F/P Deg	G						G	G	G	G	G	G	G	G	G	G	G
Childrens Nursing Deg/Dip	G	G	G	G	G	R	G	G	G	A	G	G	G	G	G	G	G
Health Visiting	G	G	G	R	G	G	G	G	G	G	G	G	G	G	G	G	G
Mental Health Nursing Deg/Dip	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G
Midwifery 3 Year	A	G	G	G	G	A	G	G	G	G	G	G	G	G	G	G	G
Operating Department Practice	G	G	G	A	G	G	G	G	G	G	G	G	G	G	G	G	G
Paramedic Science Deg	A	G		A			G	A	A	A	A	R	A	G	G	G	G

Appendix 2 – HEE Panel Members

Panel Members

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

Advisory Panel

Name	Role	Organisation
Lucy Dennis	Head of C&P Workforce Partnership	Health Education England
Eddie Ramlakhan	Strategic Development Lead - Essex WP	Health Education England
Audrey Foster	Strategic Development Lead - C&P WP	Health Education England
Sally Judges	Professional Advisor Allied Health Professions	Health Education England
Wendy Kingston	Public & Patient Voice Representative	Health Education England
Lynsey Poole	Programme Manager - Education & Commissioning	Health Education England

Observers

Name	Role	Organisation
Mandy Lewis	Clinical Learning Environment Manager - Essex WP	Health Education England
Carrie Abbs	Clinical Learning Environment Manager - C&P WP	Health Education England
Agnes Donoghue	Quality Co-ordinator	Health Education England

Appendix 3 – Education Provider and Employer Representatives

Education Provider Representatives

Name	Role	Organisation
Anne Devlin	Deputy Dean: teaching, Learning & Academic Partnerships	Anglia Ruskin University
Pam Page	Academic Quality Manager(acting) (School of Nursing and Midwifery)	Anglia Ruskin University
Patricia Turnbull	Director (Acting) of pre-registration Nursing Programmes	Anglia Ruskin University
Frances Weeley	Director of Health and Social Care Practice	Anglia Ruskin University
Annette Thomas-Gregory	Head of Department	Anglia Ruskin University
Grahame Douglas	Deputy Head of Department	Anglia Ruskin University
Sarah Kraszewski	Head of Department Midwifery, Child and Community Nursing	Anglia Ruskin University
Sian Shaw	Senior Lecturer	Anglia Ruskin University
Chris Thurston	Head of Department, Adult and Mental Health Nursing	Anglia Ruskin University
Amanda Drye	Senior Lecturer	Anglia Ruskin University
Kate Tuerena	Faculty Support Services Manager	Anglia Ruskin University
Frances Galloway	Lead Midwife for Education	Anglia Ruskin University
Maxine Wallis-Redworth	Senior Lecturer and Course Leader BSc (Hons) Midwifery	Anglia Ruskin University
Tanya McFerran	Senior Lecturer, Course Leader and Admissions Tutor, Midwifery, Child and Community Nursing	Anglia Ruskin University
Karen Bartholomew	Senior Lecturer	Anglia Ruskin University
Sharon Ferrie	Senior Lecturer	Anglia Ruskin University
Ann Pettit	Senior Lecturer	Anglia Ruskin University
David Morris	Senior Lecturer and Course Leader pre-registration Adult Nursing	Anglia Ruskin University
Susan Madden	Deputy Dean, Quality Management and Student Experience	Anglia Ruskin University
Sharon McDonald	Head of Department, Medicine and Healthcare Science	Anglia Ruskin University
Shirley Jones	Head of Department Allied and Public Health	Anglia Ruskin University
Lisa Wakeman	ODP Course Leader	Anglia Ruskin University
Tim Hayes	Senior Lecturer in Paramedic Science	Anglia Ruskin University
Mark Kerrigan	Director of Learning, Teaching and Assessment	Anglia Ruskin University

Observers

Name	Role	Organisation
Alison Weaver	Information Officer/Data Analyst	Anglia Ruskin University
Mel Hampson	Senior Lecturer	Anglia Ruskin University

Stakeholder Representatives

Name	Role	Organisation
Rachael May	Senior Nurse - Pre-registration students & Medical Device Lead	Cambridge University Hospitals NHS Foundation Trust
Kim Stewart	Registered Midwife and Clinical Educator for Pre-registration Midwifery Students	Peterborough and Stamford Hospitals NHS Foundation Trust
Fran Gregory	Head of Midwifery	Peterborough and Stamford Hospitals NHS Foundation Trust
Charlotte Ella	Learning and Development Manager	Cambridgeshire & Peterborough NHS Foundation Trust
Karen Wilson	Practice Teacher	Provide
Therese Elliott	Professional Practice Lead - Education	Colchester Hospital University NHS Foundation Trust
Julie Coleman	Lead Nurse Practice Development/ Education Liaison Manager	Southend University Hospital NHS Foundation Trust
Kim Betts	Workforce Development and Training	South Essex Partnership NHS Foundation Trust
Roslyn Bullen-Bell	Acting Lead Midwife for Community Services, Practice Development Midwife, Supervisor of Midwives, Lead Midwife for GROW Project	Mid Essex Hospital Services NHS Foundation Trust
Marcus Bailey	Paramedic Representation	East of England Ambulance Service NHS Trust

Students

Name	Role	Organisation
Constance Ginsberg	3 rd Year Student, Mental Health, Cambridge Campus	Anglia Ruskin University
Natasha Bellamy	1 st Year Student, Mental Health, Cambridge	Anglia Ruskin University
Helen Goddard	3 rd Year Student, Child, Cambridge Campus	Anglia Ruskin University
Francesca Musalar	2 nd Year Student, Child, Cambridge Campus	Anglia Ruskin University
Briannie Falconer	2 nd Year Student , Child, Chelmsford Campus	Anglia Ruskin University
Claire Snow	2 nd Year Student , Child, Chelmsford Campus	Anglia Ruskin University
Emily Reynolds	2 nd year Student, Midwifery, Chelmsford Campus	Anglia Ruskin University
Sophie Yarborough	2nd year Student, Midwifery, Chelmsford Campus	Anglia Ruskin University
Anne-Marie O'Brien	2nd year Student, Midwifery, Cambridge Campus	Anglia Ruskin University
Rosalie O'Flaherty	2nd year Student, Midwifery, Cambridge Campus	Anglia Ruskin University
Kim Boud	3 rd Year Student, Adult, Peterborough Campus	Anglia Ruskin University
Joanne Martyn	2 nd Year Student, Adult, Peterborough Campus	Anglia Ruskin University
Tesni Vickers	3 rd Year Student, Adult, Cambridge Campus	Anglia Ruskin University
Diana Kuzniarz	3 rd Year Student, Adult, Cambridge Campus	Anglia Ruskin University
Ceri Shiels	3 rd Year Student, Adult, Chelmsford Campus	Anglia Ruskin University
Peter Cannon	2 nd Year Student, ODP, Chelmsford Campus	Anglia Ruskin University
Kathryn Dunmall	2 nd Year Student, ODP, Cambridge Campus	Anglia Ruskin University
Molly Smith	2 nd Year Student, Paramedic, Cambridge Campus	Anglia Ruskin University

Beverley Hilsden	Health Visiting Student, Cambridge Campus	Anglia Ruskin University
Rachel Greaves	Health Visiting Student, Cambridge Campus	Anglia Ruskin University

Service Users

Name	Role
Pam Billings	Service User – Adult Nursing
Marion Duggan	Service User – Adult Nursing
Janet White	Service User – Adult Nursing
Angela Wright	Service User – Adult Nursing
Hilda Jones	Service User – Adult Nursing
Maxine Nightingale	Service User – Mental Health
Kirsty Lothian	Service User – Child
Dave Cannon	Service User – Paramedic

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) (1971 of 2332 students responded, giving a response rate of 84.5%)
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; (17 Employers responded, across 7 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 18th May 2016 at Anglia Ruskin University.
12. Documents submitted by the Education Provider to supplement their self-assessment narrative.