



Health Education England

REPORT OF ANNUAL REVIEW

2015-2016

UNIVERSITY CAMPUS SUFFOLK

Quality Improvement and Performance Framework (QIPF)

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for health and
healthcare**

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QUALITY IMPROVEMENT AND PERFORMANCE FRAMEWORK 2015-2016

UNIVERSITY CAMPUS SUFFOLK 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 University Campus Suffolk. 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 CAMPUS SUFFOLK | TOTAL | | |
|-----------------------------------------------|---------------|-------|-----------------------|
| | Overall Total | | Score Change on 14/15 |
| QIPF Programme Name | Score | RAG | |
| Adult Nursing Degree/Diploma | 63 | GREEN | ↑ |
| Adult Nursing Flexible Pathway Degree | 65 | GREEN | □ |
| Childrens Nursing Degree/Diploma | 89 | GREEN | ↑ |
| Diagnostic Radiography | 94 | GREEN | ↑ |
| Health Visiting | 100 | GREEN | ↑ |
| Mental Health Nursing Degree/Diploma | 74 | GREEN | ↑ |
| Mental Health Nursing Flexible Pathway Degree | 75 | GREEN | □ |
| Midwifery 18 Month | 95 | GREEN | ↑ |
| Midwifery 3 Year | 95 | GREEN | ↑ |
| Operating Department Practice | 90 | GREEN | ↑ |
| Paramedic Science Degree | 63 | GREEN | □ |
| Therapeutic Radiography | 94 | GREEN | ↑ |

All twelve of the programmes commissioned by HEE at University Campus Suffolk, as listed above in Table 1, were RAG rated green overall. Three of the programmes were new for the year under review; the remaining nine all showed an overall increase in the total score compared to the 2014/15 report. Two of the

programmes were RAG rated green across all of the individual Key Performance Indicators (KPIs) as demonstrated in Table 4.

Good progress was noted since the 2014/15 Annual Review in a number of areas particularly for the qualitative KPIs relating to recruitment, collecting feedback from students and taking action in relation to any required improvements, and partnership working. The University has been commended for achieving a 100% student satisfaction response in the National Student Survey for the Children's Nursing and the three year Midwifery programme provision.

HEE note the excellent partnership working which is evident between UCS and employer stakeholders. This partnership working has led to a number of innovative practices being developed such as the employer based approach to recruitment aimed at improving retention of newly qualified healthcare professionals in the local area.

HEE was concerned to note the decrease in performance around some of the quantitative KPIs (recruitment, attrition and standard progression). Performance against the learner feedback and employment of newly qualified staff KPIs was noted as being above the regional average scores.

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

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

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

HEE commends the Education Provider for:

- The excellent partnership working with local Employers to ensure that all nursing students recruited feel valued and part of the local workforce from the beginning of their training.
- A non-credit rated module is run in the second year of health courses in the form of a conference which is entitled 'Voice of the Service user', where service users and carers described their personal lived experiences to students and staff.
- Development of a new Work Based Learning pathway for Adult and Mental Health Nursing.
- The provision of evening simulation sessions undertaken at Ipswich Hospital for students of Diagnostic Radiography before their first clinical placement.
- The achievement of the excellent NSS Children's Nursing and Midwifery scores of 100% student satisfaction.
- The allocation of Professional Advisors to 3rd year MH students to provide guidance on the transition from students to registrant and offer a clear route for the promotion of local employment.

HEE recommends that the Education Provider:

- Introduce improved clarity about service user roles and involvement, preparation for their activity and methods of engagement with them to enhance the level of connection they feel with the EP.
- Continues to strengthen its recruitment activities for Nursing programmes to ensure it achieves recruitment targets.
- Continue to monitor and develop the existing and proposed enhancements to the Adult Nursing programme, to ensure that students feel that they are confident and secure in their theoretical and practical skills when entering the clinical placement environment at various points during their course.
- Provide adequate support to develop and strengthen the Paramedic Science academic and Clinical Teaching team, in order to properly meet the requirements of the student cohort.
- Embeds the revised Fitness to Practice procedures including timeliness of communications, checking for noted improvement with Employers through liaison meetings.
- Gives further consideration to preparation for practice, standardisation of use of placement assessment documentation and mentor support for placement in Paramedic Science.
- Explores the reasons for the low NSS scores of 73% for Mental Health Nursing and 75% for the 18 month Midwifery programme.

- Explore the opportunities for applying the good practice across Nursing, Midwifery and ODP programmes to promoting the east of England as a destination of choice for Diagnostic and Therapeutic Radiography students.
- The University's recruitment strategy should be refined to enable recruitment against target for Adult Nursing and Paramedic Science.
- The University should review reasons for increasing levels of attrition for Nursing programmes and Operating Department Practice.
- Standard progression for Adult and Mental Health 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

UNIVERSITY CAMPUS SUFFOLK REVIEW

Introduction

Table 2: Summary of Qualitative RAG ratings:

| UNIVERSITY CAMPUS SUFFOLK | 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 |
| QIPF Programme Name | | | | | | | | | | | |
| Adult Nursing Deg/Dip | MET | PART | MET | MET | PART | MET | MET | MET | MET | MET | MET |
| Adult Nursing Flexible Pathway Deg | MET | MET | MET | MET | MET | MET | MET | MET | MET | MET | MET |
| Childrens Nursing Deg/Dip | MET | MET | MET | MET | PART | MET | MET | MET | MET | MET | MET |
| Diagnostic Radiography | MET | MET | MET | MET | MET | MET | MET | MET | MET | PART | MET |
| Health Visiting | MET | MET | MET | MET | MET | MET | MET | MET | MET | MET | MET |
| Mental Health Nursing Degree/Diploma | MET | MET | MET | MET | PART | MET | MET | MET | MET | MET | MET |
| Mental Health Nursing F/P Deg | MET | MET | MET | MET | MET | MET | MET | MET | MET | MET | MET |
| Midwifery 18 Month | 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 | MET | MET | MET | MET | PART | MET | MET | MET | MET |
| Therapeutic Radiography | MET | MET | MET | MET | MET | MET | MET | MET | MET | PART | MET |

QIPF Qualitative Key Performance Indicators

| | |
|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| KPI R1 | A representative sample of senior staff from Employers carries out a stock-take of recruitment and selection processes, and agrees any actions with the EP annually. |
|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

HEE noted that the EP had an effective strategy for engaging representatives from Employers in the annual review of recruitment and selection policy and processes.

The majority of users and carers present for the group meeting were involved in recruitment activity, mainly with Adult Nursing and Midwifery programmes. They felt that their contributions were valued and did not feel that they received too many requests for involvement. The level and type of preparation for their involvement was variable ranging from limited to a two hour session at the beginning of an interview day. They all felt that their views about interviewee suitability were sought and reported that they would have liked feedback from the days. Comparisons were drawn between the Nursing and Social Work recruitment events with the latter being seen to be better organised.

The EP recruits all students to NHS values. Evidence supports that students feel the information provided about the programmes made clear the importance of the NHS Construction and values and emphasised the importance of delivering a good patient/service user experience.

The EP reported that it was very disappointed to have under recruited to the Adult Nursing programme. The recruitment strategy focuses on partnership working with local trusts, recruiting students to the specific Employers based on demand. The EP has reviewed the recruitment for the programme and as a result has seen an increase of 60 applicants compared to the same stage of recruitment last year. Academic Liaison staff have been appointed to support continued local recruitment through improving links with feeder colleges. Recruitment events at Employer sites have also been increased and in addition a targeted social media campaign for the February intake is planned.

All Employers present at the ARM confirmed that the EP approach to recruitment was a direct response to their requirement for more Employer based recruitment. Whilst disappointing that the EP had not met the overall target Employers felt they had worked hard as a system with the EP to address this for the future.

HEE commends the Education Provider for:

The excellent partnership working with local Employers to ensure that all nursing students recruited feel valued and part of the local workforce from the beginning of their training.

HEE recommends that the Education Provider:

Introduces improved clarity about service user roles and involvement, preparation for their activity and methods of engagement with them to enhance the level of connection they feel with the EP.

Continues to strengthen its recruitment activities for Nursing programmes to ensure it achieves recruitment targets.

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| 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. |
| | |
| | |

The Educational Provider detailed a range of activities whereby Employers participate in curriculum review, development and revalidation activities. Employers strongly corroborated the effective 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 positive statements from most 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.

Adult Nursing and Paramedic Science students raised issues related to course organisation and delivery, content of the curriculum in relation to the teaching of specific skills, and the variability of support that was offered by mentors in practice, including the process of placement assessment. Students of Paramedic Science also raised concerns about staffing levels for both the academic and clinical practice elements of their programme. These concerns were detailed within the quantitative and qualitative elements of the student survey, and corroborated at the student review meeting.

At the Annual Review Meeting these issues were explored further. There has been recent enhancement of delivery of enhanced Anatomy and Physiology input for the Adult Nursing course, and proposed investment in new resources for skills laboratories planned to come on stream in the 2016-2017 academic year.

At the Annual Review Meeting , areas of innovative practice were explored: A non-credit rated module is run in the second year of health courses in the form of a conference which is entitled 'Voice of the Service User', where service users and carers described their personal lived experiences to students and staff.

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

HEE commends the Education Provider for:

A non-credit rated module run in the second year of health courses in the form of a conference which is entitled 'Voice of the Service User', where service users and carers described their personal lived experiences to students and staff.

Development of a new Work Based Learning pathway for Adult and Mental Health Nursing.

HEE recommends that the Education Provider:

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

Provides adequate support to develop and strengthen the Paramedic Science academic and Clinical Teaching team, in order to effectively meet the requirements of the student cohort.

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| 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. Concerns can be raised for action by staff in practice settings and by students, and are also identified through review of Care Quality Commission (CQC) reports for clinical practice placements. The Fitness for Practice procedures have been reviewed during the year.

There are a number of committees and groups where risks are discussed, including the Education Partner Forum (EPF), course level programme committees and the student monitoring group. The notification of risks is a standing item on the agenda for the EPF meeting. Risks to placement learning are reported and monitored through the Securing Education Standards process.

The Incidents, Decisions and Actions (IDA) Log captures records from visits to clinical placements by Link Lecturers with any concerns or incidents reported during the visit. A new role (Enhanced Personal Tutor) has been introduced to provide intensive working with, and support for, students undertaking the Work Based Learning Programme.

Comments from the Employers were very positive around this aspect of partnership working. One of the Employers had raised concern about disconnection between themselves and the EP: this was explored in the meeting and the issues had been resolved.

An area of good practice noted was the CQC alert system: reports published by the CQC are reviewed to identify any new risks identified relating to clinical placements, or to gain further information about risks previously identified. These are then addressed in partnership between the Employer and the EP: examples were given of where this had been perceived to provide support to the affected clinical areas.

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| 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 governance processes around audit of placements was explored. A robust process is in place to ensure currency of audits and to complete audit of any new clinical placements identified before students are placed in them.

Employer partners described the process available for flexing student placement capacity relating to fluctuations in staffing (and specifically mentor) numbers or areas where intensive action is required to make quality improvements. They noted that reductions in student placement numbers were seen as temporary and had an associated action plan and timeline for reassessment, hence ensuring the revised placement numbers were reinstated appropriately.

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

A concern raised by one Employer about ‘haphazard and inconsistent’ communication was explored and noted to be resolved and relating to one particularly complex situation.

The EP self-assessed three Nursing programmes with an amber rating, recognising that there had been issues around delayed communication with practice partners in relation to outcomes from Fitness to Practice/Professional Misconduct and Unsuitability cases. The Fitness to Practice procedures have been reviewed this year, including the incorporation of RAG rating student performance concerns as used by the Radiography programmes.

HEE recommends that the Education Provider:

Embeds the revised Fitness to Practice procedures including timeliness of communications, checking for noted improvement with Employers through liaison meetings.

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| 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. |
|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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.

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

The educational provider identified that all UCS commissioned programmes embed basic skills, knowledge and professional behaviour throughout the curriculum.

The Employer rating of this element was very positive, and Employer stakeholders in the review meeting also confirmed their satisfaction with student preparation for placement.

Student feedback from the disciplines of Adult Nursing, Mental Health Nursing and Paramedic Science was less positive overall, with concerns being raised about preparation for placement in the areas of the teaching of essential basic professional skills, and for Adult Nursing theoretical input in subjects such as anatomy and physiology. 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, with funding secured to provide additional resources in advance of the 2016-2017 academic year.

Students of Diagnostic Radiography were offered the opportunity to undertake evening simulation sessions at Ipswich Hospital prior to undertaking their first clinical placement. This provision had been very positively evaluated by students, and the new initiative had been formally presented as a novel educational initiative.

HEE commends the Education Provider for:

The provision of evening simulation sessions undertaken at Ipswich Hospital for students of Diagnostic Radiography before their first clinical placement.

HEE recommends that the Education Provider:

Gives further consideration to preparation for practice, standardisation of use of placement assessment documentation and mentor support for placement in Paramedic Science.

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| 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. |
|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

The expected range of quality assurance activity had been undertaken during the review period, and where substantial issues had been identified in any internal or external reviews, these had been communicated through a range of mechanisms within a two week time-frame.

Stakeholders have been involved in all validations and professional body reviews, and verbal reports provided to them prior to publication of written reports.

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| 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 educational provider identified that learner feedback is elicited through an extensive range of specified internal and external activity.

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

The excellent 100% student satisfaction rate achieved in the NSS in both Children’s Nursing and the three year Midwifery course provision was noted.

In 2015 the QIPF Action Plan contained an action requirement to ensure that the response levels to the HEE survey were improved UCS implemented a campaign to ensure that all students were aware of their obligations, participated with HEE in the piloting of the new survey tool, and created a range of opportunities for students to be enabled to complete the resulting redesigned survey. As a consequence, response rates for the HEE survey were significantly improved, with a mean response rate of 89.2% from the courses running at UCS achieved.

Discussion at the review meeting held with the educational provider and external stakeholders identified that there had been some confusion in the Employer response to this item between the provision of feedback from the educational provider to stakeholders on the NSS, internal quality assessment and QIPF outcomes, and other feedback which was related specifically to the management of student placements. When this discrepancy was accounted for, Employer stakeholders were satisfied with the notification of feedback from internal and external quality assurance that had been provided to them.

HEE commends the Education Provider for:

The achievement of the excellent NSS Children’s Nursing and Midwifery scores of 100% student satisfaction.

HEE recommends that the Education Provider:

Explores the reasons for the low NSS scores of 73% for Mental Health Nursing and 75% for the 18 month Midwifery programme.

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

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

Evidence provided demonstrated that students undertaking commissioned programmes were made aware from the outset of the range of employment opportunities available in the east of England. The EP places an emphasis on local recruitment and its strategic aim is to be a community impact University supporting the workforce needs of local Employers.

The EP has ensured that opportunities within the east of England are promoted to students throughout their programmes. The EP provides opportunities for senior Employer colleagues including Directors of Nursing to meet with students and further work is taking place to ensure there is a consistent and formal approach to this engagement.

Mental Health Nursing students were provided with a Professional Advisor during their third year in addition to their mentor to provide guidance on the transition from student to registrant and offer a clear route for the promotion of local employment. This has been positively evaluated by students and advisors and there are plans to roll this out to other programmes.

The EP acknowledged that there was more work to be done on promoting the east of England to Diagnostic and Therapeutic Radiography students. Whilst these programmes recruit nationally and students may wish to return home the panel felt that the EP could make better use of the good practice across other commissioned programmes to increase retention of these graduates in the local area.

HEE commends the Education Provider for:

The allocation of Professional Advisors to 3rd year MH students to provide guidance on the transition from student to registrant and offer a clear route for the promotion of local employment.

HEE recommends that the Education Provider:

Explore the opportunities for applying the good practice across Nursing, Midwifery and ODP programmes to promoting the east of England as a destination of choice for Diagnostic and Therapeutic Radiography 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. |
| | |

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. Employers confirm that they are kept apprised of progress with delivery of the plan.

The EP stated that the Improvement plan had been a positive addition to the QIPF and had enabled them to work methodically through issues raised last year.

HEE noted that the Improvement Plan had directly led to a number of specific improvements including the rolling out of the traffic light system and a more robust approach to risk management and escalation.

Quantitative KPIs

Outcomes for Quantitative KPIs have been calculated based on data submitted at the end of Quarter 4 2015/16. While KPIs may have been subject to discussion and questions at the Annual Review Meeting, the outcomes for the KPIs will not have changed from the information provided.

Table 3- Overall quantitative KPI outcomes:

| | | |
|---------------|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| KPI R2 | Recruitment | Variance between commissioned numbers and actual students recruited per programme (percentage). <i>Numbers of starters/ number of students commissioned.</i> |
|---------------|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|

| R2: Recruitment | | | | |
|---------------------------------------|------------------------|------------|-------------------------|------------|
| | R2: Recruitment | | Regional Average | |
| QIPF Programme Name | %age | RAG | %age | RAG |
| Adult Nursing Degree/Diploma | 81.94 | RED | 97.66 | GREEN |
| Adult Nursing Flexible Pathway Degree | 83.78 | RED | 91.09 | AMBER |
| Childrens Nursing Degree/Diploma | 0.00 | GREEN | 101.33 | GREEN |
| Diagnostic Radiography | 102.04 | GREEN | 100.99 | GREEN |
| Health Visiting | 100.00 | GREEN | 98.99 | GREEN |
| Mental Health Nursing Degree/Diploma | 105.71 | AMBER | 101.28 | GREEN |
| Mental Health Nursing F/P Degree | 1.00 | GREEN | 109.52 | AMBER |
| Midwifery 18 Month | 0.00 | GREEN | 94.44 | AMBER |
| Midwifery 3 Year | 1.00 | GREEN | 101.62 | GREEN |
| Operating Department Practice | 0.00 | GREEN | 100.00 | GREEN |
| Paramedic Science Degree | 78.00 | RED | 90.55 | AMBER |
| Therapeutic Radiography | 1.00 | 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.*

Twelve programmes have been reviewed for recruitment. Eight of these have been rated green. Mental Health Nursing has been rated amber for 5.7% over recruitment against target. Adult Nursing (BSc and Flexible Pathway) has been rated red due to significant under recruitment in quarter 4. This is attributed to a fall in the number of applications, specifically for the West Suffolk site. While this reflects under recruitment against this measure, longer term the University should be commended for their approach to recruitment and the longer term impact on return on investment through the recruitment and retention of a locally based workforce. Paramedic Science Degree has also been rated red however this is primarily attributed to the first intake for this programme in April. Subsequent intakes in March do not reflect any concerns for recruitment.

| | | |
|---------------|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| KPI O1 | Attrition | Attrition as a percentage of the programme. <i>Sum of all (Discontinuances+ Withdrawals+ External Transfers Out +Internal Transfers Out- Internal Transfers Out- Internal Transfers In)/ Sum of all starters.</i> |
|---------------|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| O1: Attrition | | | | |
|-----------------------------------------------|----------------------|------------|-------------------------|------------|
| | O1: Attrition | | Regional Average | |
| QIPF Programme Name | %age | RAG | %age | RAG |
| Adult Nursing Degree/Diploma | 10.56 | AMBER | 6.69 | GREEN |
| Adult Nursing Flexible Pathway Degree | | n/a | 0.00 | GREEN |
| Childrens Nursing Degree/Diploma | 10.53 | AMBER | 7.42 | GREEN |
| Diagnostic Radiography | 0.00 | GREEN | 0.39 | GREEN |
| Health Visiting | 4.35 | GREEN | 6.12 | GREEN |
| Mental Health Nursing Degree/Diploma | 14.13 | AMBER | 8.84 | GREEN |
| Mental Health Nursing Flexible Pathway Degree | | n/a | 6.25 | GREEN |
| Midwifery 18 Month | 0.00 | GREEN | 2.27 | GREEN |
| Midwifery 3 Year | 13.73 | AMBER | 6.87 | GREEN |
| Operating Department Practice | 0.00 | GREEN | 7.07 | GREEN |
| Paramedic Science Degree | 0.00 | GREEN | 6.90 | GREEN |
| Therapeutic Radiography | 6.67 | GREEN | 2.54 | 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).

Six of the ten programmes reviewed against the attrition measure have been rated green. Adult, Children’s and Mental Health Nursing, as well as operating department practice have been rated amber, all of which reflecting a reduced level of performance from the previous year.

| | | |
|---------------|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| KPI L3 | Outturn | The percentage completions on time from the programme against Starters. <i>Number of students that complete on time/ number of starters.</i> |
|---------------|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------|

| L3: Outturn | | | | |
|-----------------------------------------------|--------------------|------------|-------------------------|------------|
| | L3: Outturn | | Regional Average | |
| QIPF Programme Name | %age | RAG | %age | RAG |
| Adult Nursing Degree/Diploma | 83.76 | GREEN | 72.06 | GREEN |
| Adult Nursing Flexible Pathway Degree | | n/a | | n/a |
| Childrens Nursing Degree/Diploma | 75.00 | GREEN | 86.40 | GREEN |
| Diagnostic Radiography | 97.78 | GREEN | 86.52 | GREEN |
| Health Visiting | 84.62 | GREEN | 87.39 | GREEN |
| Mental Health Nursing Degree/Diploma | 64.29 | GREEN | 76.68 | GREEN |
| Mental Health Nursing Flexible Pathway Degree | | n/a | 100.00 | GREEN |
| Midwifery 18 Month | 50.00 | AMBER | 61.29 | GREEN |
| Midwifery 3 Year | 76.19 | GREEN | 69.80 | GREEN |
| Operating Department Practice | 42.86 | RED | 69.47 | GREEN |
| Paramedic Science Degree | | n/a | | n/a |
| Therapeutic Radiography | 66.67 | GREEN | 63.41 | GREEN |

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

Of the nine programmes reviewed for this measure, seven have been rated green. Midwifery 18 months has been rated amber based on the ability of students to complete the programme on time. Operating Department Practice has been rated red with an outturn of 42% however this reflects an intake of only seven students. Of the seven starters, three of these students withdrew and one student transferred to another intake.

| | | |
|---------------|-----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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> |
|---------------|-----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| L4: Standard Progression | | | | |
|-----------------------------------------------|---------------------------------|------------|-------------------------|------------|
| | L4: Standard Progression | | Regional Average | |
| QIPF Programme Name | %age | RAG | %age | RAG |
| Adult Nursing Degree/Diploma | 73.79 | RED | 83.47 | GREEN |
| Adult Nursing Flexible Pathway Degree | | n/a | | n/a |
| Childrens Nursing Degree/Diploma | 88.89 | GREEN | 79.82 | AMBER |
| Diagnostic Radiography | 93.33 | GREEN | 90.12 | GREEN |
| Health Visiting | 89.19 | GREEN | 90.57 | GREEN |
| Mental Health Nursing Degree/Diploma | 70.83 | RED | 86.49 | GREEN |
| Mental Health Nursing Flexible Pathway Degree | | n/a | 100.00 | GREEN |
| Midwifery 18 Month | 100.00 | GREEN | 100.00 | GREEN |
| Midwifery 3 Year | 88.89 | GREEN | 84.13 | GREEN |
| Operating Department Practice | 100.00 | GREEN | 90.28 | GREEN |
| Paramedic Science Degree | | n/a | | n/a |
| Therapeutic Radiography | 93.33 | GREEN | 88.89 | GREEN |

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

Of the nine programmes reviewed for this measure, seven have been rated green. Adult and Mental Health Nursing have both been rated red, with a lower rate of standard progression than in previous years. This is primarily a result of students transferring between years.

| | | |
|---------------|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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. |
|---------------|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| C3: Learner Feedback | | | | |
|-----------------------------------------------|-----------------------------|------------|-------------------------|------------|
| | C3: Learner Feedback | | Regional Average | |
| QIPF Programme Name | %age | RAG | %age | RAG |
| Adult Nursing Degree/Diploma | 85.89 | GREEN | 77.34 | AMBER |
| Adult Nursing Flexible Pathway Degree | | n/a | 87.50 | GREEN |
| Childrens Nursing Degree/Diploma | 92.31 | GREEN | 87.96 | GREEN |
| Diagnostic Radiography | 95.28 | GREEN | 107.87 | GREEN |
| Health Visiting | 92.59 | GREEN | 83.06 | GREEN |
| Mental Health Nursing Degree/Diploma | 82.14 | GREEN | 85.09 | GREEN |
| Mental Health Nursing Flexible Pathway Degree | | n/a | 86.67 | GREEN |
| Midwifery 18 Month | 100.00 | GREEN | 102.70 | GREEN |
| Midwifery 3 Year | 91.49 | GREEN | 83.54 | GREEN |
| Operating Department Practice | 105.88 | GREEN | 92.65 | GREEN |
| Paramedic Science Degree | 92.31 | GREEN | 85.22 | GREEN |
| Therapeutic Radiography | 91.67 | GREEN | 87.20 | GREEN |

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

All KPIs have been rated green. The overwhelming majority of programmes reviewed for this measure have a response rate above average for the region, reflecting the significant effort the university has put in to the completion of the HEE learner survey by their students.

| | | |
|---------------|----------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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. |
|---------------|----------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| E3: Employment of NQHPs | | | | |
|-----------------------------------------------|----------------------------------------|------------|-----------------------------|------------|
| | E3: Employment of NQHPs | | Regional Average | |
| QIPF Programme Name | %age | RAG | %age | RAG |
| Adult Nursing Degree/Diploma | 88.35 | GREEN | 90.83 | GREEN |
| Adult Nursing Flexible Pathway Degree | | n/a | | n/a |
| Childrens Nursing Degree/Diploma | 100.00 | GREEN | 94.74 | GREEN |
| Diagnostic Radiography | 100.00 | GREEN | 96.30 | GREEN |
| Health Visiting | 100.00 | GREEN | 87.68 | GREEN |
| Mental Health Nursing Degree/Diploma | 100.00 | GREEN | 94.05 | GREEN |
| Mental Health Nursing Flexible Pathway Degree | | n/a | 100.00 | GREEN |
| Midwifery 18 Month | 100.00 | GREEN | 89.47 | GREEN |
| Midwifery 3 Year | 100.00 | GREEN | 90.48 | GREEN |
| Operating Department Practice | 100.00 | GREEN | 79.17 | GREEN |
| Paramedic Science Degree | | n/a | | n/a |
| Therapeutic Radiography | 93.33 | GREEN | 92.59 | GREEN |

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

All KPIs have been rated green with seven programmes reporting 100% of students having a known destination. Overall 95% of completing students in the University have a known destination reported, with a significant number of students entering employment in the local workforce partnership area and wider east of England.

HEE recommends that the Education Provider:

1. Refines the recruitment strategy to enable recruitment against target for Adult Nursing and Paramedic Science.
2. Reviews reasons for increasing levels of attrition for Nursing programmes and Operating Department Practice.
3. Reviews standard progression for Adult and Mental Health 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

| UCS | 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 | R | G | G | A | G | R | G | A | G | G | A | G | G | G | G | G | G | G |
| Adult Nursing F/P Deg | R | | | | | | G | G | G | G | G | G | G | G | G | G | G | G |
| Childrens Nursing Deg/Dip | G | G | G | A | G | G | G | G | G | G | A | G | G | G | G | G | G | G |
| Diagnostic Radiography | G | G | G | G | G | G | G | G | G | G | G | G | G | G | G | A | G | G |
| Health Visiting | G | G | G | G | G | G | G | G | G | G | G | G | G | G | G | G | G | G |
| Mental Health Nursing Deg/Dip | A | G | G | A | G | R | G | G | G | G | A | G | G | G | G | G | G | G |
| Mental Health Nursing F/P Deg | G | | | | | | G | G | G | G | G | G | G | G | G | G | G | G |
| Midwifery 18 Month | G | G | G | G | A | G | G | G | G | G | G | G | G | G | G | G | G | G |
| Midwifery 3 Year | G | G | G | A | G | G | G | G | G | G | G | G | G | G | G | G | G | G |
| Operating Department Practice | G | G | G | G | R | G | G | G | G | G | G | G | G | G | G | G | G | G |
| Paramedic Science Deg | R | G | | G | | | G | A | G | G | G | G | A | G | G | G | G | G |
| Therapeutic Radiography | G | G | G | G | G | G | G | G | G | G | G | G | G | G | G | A | G | G |

Appendix 2 – HEE Panel Members

Panel Members

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

Advisory Panel

| Name | Role | Organisation |
|----------------|-----------------------------------------------|--------------------------|
| Sandra Gover | Clinical Learning Environment Manager N&S WP | Health Education England |
| Wendy Kingston | Public & Patient Voice Representative | Health Education England |
| Lynsey Poole | Programme Manager - Education & Commissioning | Health Education England |

Observer

| Name | Role | Organisation |
|----------------|---------------------------------------------|--------------------------|
| Stuart Higgins | Clinical Learning Environment Lead - N&S WP | Health Education England |

Appendix 3 – Education Provider and Employer Representatives

Education Provider Representatives

| Name | Role | Organisation |
|-------------------------|---------------------------------------------------------------|---------------------------|
| Professor Jill Robinson | Executive Dean: Faculty of Health and Science | University Campus Suffolk |
| Richard Lister | Provost | University Campus Suffolk |
| Tim Greenacre | Deputy Provost: Resources | University Campus Suffolk |
| Dr Jane Day | Head of Department: Health Studies | University Campus Suffolk |
| Paul Driscoll-Evans | Head of Department: Nursing Studies | University Campus Suffolk |
| James Nial | Head of Management Information | University Campus Suffolk |
| Rachel Heathershaw | Director of Workforce Development | University Campus Suffolk |
| Heather Passmore | Lead Midwife for Education | University Campus Suffolk |
| Julie Macleod | Director of Pre-Professional Provision | University Campus Suffolk |
| Karen Hayward | Director of Pre-Registration Nursing | University Campus Suffolk |
| Vickie Glass | Lecturer and Course Leader: Mental Health Nursing | University Campus Suffolk |
| Caroline Doolan | Lecturer and Course Leader: Radiotherapy and Oncology | University Campus Suffolk |
| Jane Harvey-Lloyd | Associate Professor and Course Leader: Diagnostic Radiography | University Campus Suffolk |
| Stanley Swanepoel | Lecturer and Course Leader: Operating Department Practice | University Campus Suffolk |
| Lee Cunnell | Senior Lecturer and Course Leader: Paramedic Science | University Campus Suffolk |
| Lois Seddon | Senior Lecturer and Programme Lead: Community Programmes | University Campus Suffolk |
| Carole Edwards | Business and Contract Support Manager | University Campus Suffolk |

Stakeholder Representatives

| Name | Role | Organisation |
|----------------------|---------------------------------------------------|------------------------------------------------------------|
| Sue Pettitt | Clinical Education and Workforce Development Lead | Ipswich Hospital NHS Trust |
| Helen Copeman-Murray | Clinical Education Lead | East Coast Community Healthcare |
| Fiona Whitfield | Head of Nursing and Professional Practice | Suffolk Community Healthcare |
| Trudii Isherwood | Training Manager | Norfolk & Suffolk NHS Foundation Trust |
| Sharon Crowle | Head of Education and Practice Development | James Paget University Hospitals NHS Foundation Trust |
| Diane Last | Clinical Practice and Education Coordinator | West Suffolk Hospital NHS Foundation Trust |
| Mark Gilham | Head of Radiotherapy | Norfolk & Norwich University Hospital NHS Foundation Trust |
| Hannah Offer | Clinical Educator - AHP & Science | Norfolk & Norwich University Hospital NHS Foundation Trust |
| Paul Lewis | Higher Education and Clinical Practice Manager | east of England Ambulance Service NHS Trust |
| Nigel Beeton | Imaging Services Manager; Diagnostic Radiography | West Suffolk Hospital NHS Foundation Trust |

Students

| Name | Role | Organisation |
|---------------------|-------------------------------------------|---------------------------|
| Sarah Weston | BSc Midwifery Student | University Campus Suffolk |
| Sinead Sullivan | BSc Radiotherapy and Oncology Student | University Campus Suffolk |
| Charlotte Schindler | BSc Diagnostic Radiography Student | University Campus Suffolk |
| John Myers | BSc Adult Nursing Student | University Campus Suffolk |
| Lucy Nelson | BSc Mental Health Nursing Student | University Campus Suffolk |
| Louise Shepherdson | BSc Child Health Nursing Student | University Campus Suffolk |
| Joe Fiddaman | BSc Operating Department Practice Student | University Campus Suffolk |
| Daniel Hughes | BSc Paramedic Science Student | University Campus Suffolk |
| David Smith | BSc Paramedic Science Student | University Campus Suffolk |

Service users/patients

| Name | Role |
|-------------------|--------------|
| Alyson Ellis | Service User |
| Anne Spalding | Service User |
| Deloreta Williams | Service User |
| Tel Ager | Service User |
| Sue Peachment | Service User |
| Lucy Whitmore | Service User |
| Hannah Day | 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) (661 of 741 students responded, giving a response rate of 89.2%)
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; (16 Employers responded, across 12 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 11th May 2016 at University Campus Suffolk.
12. Documents submitted by the Education Provider to supplement their self-assessment narrative.