



**Health Education England**

**REPORT OF ANNUAL REVIEW**

**2015-2016**

**UNIVERSITY OF HERTFORDSHIRE**

**Quality Improvement and Performance Framework (QIPF)**

**Developing people  
for health and  
healthcare**

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QUALITY IMPROVEMENT AND PERFORMANCE FRAMEWORK 2015-2016

UNIVERSITY OF HERTFORDSHIRE - ANNUAL REVIEW

REPORTING PERIOD: 01 April 2015 – 31 March 2016

**Executive Summary:**

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

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

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

UNIVERSITY OF HERTFORDSHIRE	TOTAL		
	Overall Total		Score Change on 14/15
QIPF Programme Name	Score	RAG	
Adult Nursing Degree/Diploma	90	GREEN	↑
Childrens Nursing Degree/Diploma	85	GREEN	↑
Clinical Psychology	80	GREEN	↑
Diagnostic Radiography	100	GREEN	↑
Dietetics	100	GREEN	↑
Health Visiting	90	GREEN	↑
Learning Disability Nursing Degree/Diploma	90	GREEN	↑
Mental Health Nursing Degree/Diploma	100	GREEN	↑
Midwifery 18 Month	89	GREEN	↑
Midwifery 3 Year	74	GREEN	↑
Paramedic Science Degree	63	GREEN	□
Physiotherapy 3 Years Degree	95	GREEN	↑
Therapeutic Radiography	100	GREEN	↑

All thirteen of the programmes commissioned by HEE at the University of Hertfordshire, as listed above in Table 1, were RAG rated green overall. One of the programmes was new for the year under review; the remaining twelve showed an overall increase in the total score, with four of the programmes achieving an overall score of 100%. This excellent outcome was achieved in the Diagnostic Radiography, Dietetics, Mental health Nursing Degree/Diploma and Therapeutic Radiography programmes. Three of the programmes received one or two amber ratings for individual qualitative Key Performance Indicators (KPIs); eight programmes received amber ratings and three had one red rating for the quantitative KPIs.

Good progress was noted since the 2014/15 Annual Review in some areas particularly for the KPI relating to recruitment, partnership working and collecting feedback from students and taking action in relation to any required improvements.

The University of Hertfordshire demonstrated an embedded strategy for engaging service users in all elements of the recruitment process and in delivery of some elements of the curriculum, and this was clearly valued by the students, stakeholders and the Service Users.

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

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

**HEE commends the Education Provider for:**

Development of a simulation facility of an outdoor crash scenario for use by Paramedic Science students prior to placement.

Inter-professional learning undertaken between Midwifery and Paramedic Science students to practice simulated birthing procedures in environments such as in an ambulance or car.

Provision of a certificated 'Examination of the Newborn' course within the two midwifery programmes.

Use of simulated clinical problem based scenarios for Clinical Psychology Doctorate students undertaken in specialist simulation laboratories with participation of Service-Users in preparation for clinical placement.

**HEE recommends that the Education Provider:**

Ensure maintenance of adequate staffing levels in relation to student numbers.

Completes the work in partnership with Employers around the development of a generic placement database to provide assurance around compliance with mentorship requirements and triennial review, and provision of sufficient sign off mentors for each placement.

Give further consideration to the impact of Placement Assessment Documentation shared and standardised across a number of academic institutions, and the associated requirement for mentor support and mentor sign-off in Midwifery and Nursing.

Give further consideration to the impact of the timing of University academic assessment and associated hand-in dates on clinical placement learning and assessment.

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

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

The University should work to reduce the number of students transferring to later intakes following the completion of the remaining Diploma Nursing programmes.

The University should adopt best practice for achieving high level of known destinations rated from other Education Providers.

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

## QUALITY IMPROVEMENT AND PERFORMANCE FRAMEWORK 2015-2016

### UNIVERSITY OF HERTFORDSHIRE - ANNUAL REVIEW

#### Introduction

**Table 2: Summary of Qualitative RAG ratings**

UNIVERSITY OF HERTFORDSHIRE	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	MET	MET	MET	MET	MET	MET	MET	MET	MET	MET
Childrens Nursing Deg/Dip	MET	MET	MET	MET	MET	MET	MET	MET	MET	MET	MET
Clinical Psychology	MET	MET	MET	MET	MET	MET	MET	MET	MET	MET	MET
Diagnostic Radiography	MET	MET	MET	MET	MET	MET	MET	MET	MET	MET	MET
Dietetics	MET	MET	MET	MET	MET	MET	MET	MET	MET	MET	MET
Health Visiting	MET	MET	MET	MET	MET	MET	MET	MET	MET	MET	MET
Learning Disability Nursing Deg/Dip	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 18 Month	MET	MET	PART	MET	MET	MET	MET	MET	MET	MET	MET
Midwifery 3 Year	MET	MET	PART	MET	MET	MET	MET	MET	MET	MET	MET
Paramedic Science Degree	PART	MET	PART	MET	MET	MET	MET	MET	MET	MET	MET
Physiotherapy 3 Years Degree	MET	MET	MET	MET	MET	MET	MET	MET	MET	MET	MET
Therapeutic Radiography	MET	MET	MET	MET	MET	MET	MET	MET	MET	MET	MET

## QIPF Qualitative Key Performance Indicators

KPI R1	<b>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.</b>
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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.

All programmes involve employers, service users and students in the recruitment process. The Service User meeting was attended by a highly committed and involved group of people all of whom spoke of the feeling of inclusivity with University processes including recruitment, taught elements, student assessment, and course design, evaluation and revalidation. The Users had been recruited in a variety of ways including direct approaches and responding to fliers in waiting rooms. Training and preparation for recruitment activities were discussed and seen to be robust although there was some variation between the programmes. They stated that when asked for their evaluation of the recruitment process, amendments were made. A Service User Patient Involvement group was discussed: the work plan for this group includes looking at on-going support for, and contact with, Service Users, training, remuneration issues and ensuring consistency across the programmes. They expressed high levels of commitment, enjoyed seeing the product of their work, and felt valued in what they did. Service User involvement appeared to be fully embedded within the programmes discussed.

The EP recruits all students to NHS values. Students are assessed in a variety of ways dependant on the programme including the use of Multiple Mini Interview scenarios, group interviews and face to face interviews for all students. 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.

The Paramedic Science programme was under recruited during the reporting period. The EP described this as a 'blip' as the programme usually recruits well. They felt this might be attributable to new programmes coming on line during the review period but said they had no specific plans to make any changes to their current strategy. The EP reported that it had built stronger relations with the ambulance trust and as a result they were seeing more students requesting east of England as a preference instead of London. The ambulance trust confirmed they felt stronger links would benefit recruitment.

The panel noted the significant work that had been undertaken on ensuring an effective recruitment strategy for all programmes during the review period. In particular HEE congratulate the EP for the communications strategy it has established with the WP which has ensured regular updates and discussion of potential risk areas.

### **HEE recommends that the Education Provider:**

Reviews the reasons for the under recruitment to the Paramedic Science programme and takes action to develop their recruitment strategy as appropriate to ensure targets are met.

### **HEE commends the Education Provider for:**

The strategy for engaging service users in all elements of the recruitment process and the value the EP places on the contribution from these valued stakeholders.

KPI A1	<b>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.</b>
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The University of Hertfordshire described the processes of curriculum review and development which had been undertaken during the course of the year, and the engagement of service providers in this process. This was supported by comments provided by Employers through the Employer survey returns.

Contributions to the taught element of the programmes by Service Users included sharing experiences of being a patient, role playing and lecturing, and some of those present had been involved in student assessment through involvement with OSCEs. The Service Users at the group meeting reported receiving sufficient support to carry out these roles.

Student Survey quantitative feedback demonstrated that students considered the curriculum was up to date, and properly represented current clinical practice with a strong emphasis on the delivery of NHS Constitution and Values. Students consistently supported the statement that information provided within programmes emphasised the importance of delivering a good patient/service user experience. Feedback from the Service User and Carer Review Meeting detailed the way in which service user participation and engagement was embedded and integral to all health courses.

Student qualitative comments within the survey returns related to the delivery of the curriculum produced positive statements on; quality of teaching, approachability and enthusiasm of staff, service user engagement and focus of the curriculum, and the level of support offered for their studies.

Information provided from the Student Survey identified issues with course organisation and management in some areas, but generally very favourable comments about the quality of teaching provided were received. In discussion, students of Midwifery, Radiotherapy and Oncology, and Health Visiting all described their programmes as being very well run.

Some of the changes which had impacted upon the operation of the curriculum were ascribed by students to perceptions of staff being overstretched due to existing vacancies in areas such as Clinical Psychology and Physiotherapy. This of necessity involved some rescheduling to ensure that all elements of programmes could be delivered. The situation was explored in the Education Provider and Employer meeting, and actions taken by staff to ensure that quality was maintained whilst posts were under recruitment were detailed.

A number of areas of innovation were described by students on request at the Student Review Meeting:

Paramedic Science students described a new external simulation provision with crash and train facilities, so that students could explore challenging situations prior to practice placement. Opportunity was also offered for inter-disciplinary learning with Midwifery students using this new facility, to practice simulations in birthing in non-standard delivery situations such as in an ambulance or car.

Midwifery students identified that they had been able to undertake a certificated course in the Examination of the Newborn as part of their qualification. This was explored further at the Education Provider and Employer stakeholder meeting, where this was described as one of very few courses, which also potentially enhanced employability of graduates and addressed a specific service need.



**HEE commends the Education Provider for:**

Development of a simulation facility of an outdoor crash scenario for use by Paramedic Science students prior to placement.

Inter-professional learning undertaken between Midwifery and Paramedic Science students to practice simulated birthing procedures in environments such as in an ambulance or car.

**HEE recommends that the Education Provider:**

Ensure maintenance of adequate staffing levels in relation to student numbers.

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

Evidence around the management of risks identified within practice was submitted ahead of the ARM and assurance given that these were managed proactively so as to minimise the impact on student learning. The governance process for this is through the clinical placement audit system, Link Lecturer visits and meetings at which Education Provider and Employers discuss issues. The Fitness to Practise and Complaints procedures have been updated in year with input from the Employers.

Feedback from the Employers was largely positive highlighting Link Lecturer input (particularly noting their support in response to adverse CQC reports), and good communication and risk management processes. Improvements in year were noted through the use of workshops, communication events and the use of virtual meeting attendance technology.

A Nursing and Midwifery Council visit to one of the Employers found issues with tracking midwifery triennial reviews. The process was not clear and was not being monitored. Through close partnership working between the Education Provider and Employer there is now a robust system in place and monitoring is carried out at the quarterly Directors of Service and Education Meetings. It was noted that Employers had different databases for monitoring purposes: a generic model is being developed.

Identification of sufficient sign off mentors was noted as a challenge within midwifery and was thought to be associated with the number of part time and temporary staff employed. When this was explored within the meeting it was reported that an additional six sign off mentors were now in place.

Student Survey results relating to the Paramedic Science Degree programme were explored: it was noted that communication was now much improved and that students were clear about how to escalate concerns.

**HEE recommends that the Education Provider:**

Completes the work in partnership with Employers around the development of a generic placement database to provide assurance around compliance with mentorship requirements and triennial review, and provision of sufficient sign off mentors for each placement.

KPI P2	<b>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.</b>
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The evidence supplied to HEE prior to the ARM in the Education Provider’s self-assessment, the Employers’ assessments and the Student Survey findings was explored within the meeting and assurance was gained for all programmes.

The evidence detailed variability in the way in which audits of clinical placements were carried out. This was explored across a range of programmes, which demonstrated some variability in line with the diversity of placements used, but a consistent approach of partnership working and audit principles. Employers confirmed that re-audits could be organised when any issues arose in placements. The Practice Placement Co-ordinator worked closely with Employers and reviewed audit findings through placement visits.

The work piloted in Bedfordshire was being used to provide enhanced assurance around mentors’ compliance with educational and update requirements. Clinical Placement audit findings are uploaded to the ARC system to which Employers also have access.

Concerns around the use of the new Practice Assessment Document (PAD) were explored and it was noted that the second iteration of the PAD is now in use. The Education Provider outlined the feedback process in to the London Collaboration stating they felt local feedback was considered and that key issues currently under review were streamlining the document and ensuring more robust ways of assessing students in practice.

The Student Group meeting had elicited positive findings around mentor support in clinical placements.

<b>KPI P3</b>	<b>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.</b>
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The evidence provided prior to the ARM enabled HEE to be assured that any concerns regarding fitness for placement were being responded to in line with processes and time frames mutually agreed by the EP and the Employers, and that the Education Provider and the Employers worked in partnership to resolve any issues.

The EP has processes in place, developed with Stakeholder input, with a framework for appropriate investigation, escalation and management of concerns. Fitness to Practise panels are run in partnership between the Education Provider and Employers.

Feedback from the Employers was largely positive noting robust processes to ensure fitness for placement and timely interventions when concerns about students were raised. The Fitness to Practise and Complaints procedures have been updated in year with input from the Employers.

<b>KPI P4</b>	<b>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.</b>
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HEE were assured by the evidence provided that during the reporting period the EP had effective, mutually agreed processes in place for ensuring employers were informed in advance that all students entering placements had the required Occupational Health (OH) and Disclosure and Barring Service (DBS) clearance.

<b>KPI P5</b>	<b>A representative sample of senior staff from Employers students starting placements demonstrate basic skills, knowledge and professional behaviours as mutually agreed with the EP.</b>
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The Education Provider detailed the way in which basic skills, knowledge and professional behaviour are embedded throughout the curriculum in order to provide adequate preparation for each placement element.

The Employer rating of this element was positive, and Employer Stakeholders present in the Review Meeting confirmed their satisfaction with student preparation for placement.

Student quantitative survey feedback from the disciplines of Adult Nursing, 18 month Midwifery, Dietetics, Paramedic Science and Therapeutic Radiography was less positive overall, so these findings were explored at the Student Review Meeting. All of the students including the disciplines identified above considered that they were well prepared for the practice element of their courses.

Issues raised about the placement experience detailed in the qualitative comments on the student placement were explored in the Student Review Meeting as follows:

Students of Midwifery raised concerns about the availability of trained mentors for assessment using the Placement Assessment Document tool. These concerns were expressed in the Student Survey qualitative feedback, and corroborated at the Student Review Meeting. Students perceived the new documentation to be unwieldy and time-consuming. Most had experienced some difficulty in accessing mentors who were approved to sign-off the required skills.

Students from many of the professional groups described concerns about the timing of University academic assessment hand-in dates and examinations, with a number occurring immediately after the completion of clinical placements. Nursing students identified that this had been fed back to staff through formal quality reporting structures, and that action had been taken to address the problem this year.

In the Student Review Meeting areas of innovation and improvement were explored: Students from a number of disciplines including Adult Nursing and Physiotherapy described positively the experience of undertaking simulated learning opportunities in appropriately equipped skills laboratories. This was supported by comment from the Education Provider and Stakeholder Review Meeting, where staff described the value of enabling students to experience challenging situations in a protected academic environment, prior to meeting similar situations on practice placement.

Clinical Psychology Doctorate students described the innovative experience of simulated clinical practice undertaken prior to placement. Students from all three years of the course working in small groups had been able to address clinical problem-based scenarios, some of which involved contributions from Service-Users. This provided a valuable learning opportunity, and a useful way of experiencing challenging situations prior to meeting similar situations on clinical practice placements. These sessions were discussed at the Education Provider and Stakeholder Review Meeting where it was noted that there was a facility to record these sessions, and then replay them to provide enhanced feedback directly to students.

Students from all areas commended the efficacy of the clinical placement allocation systems experienced within the University, which enabled a good match to be made between placements requested by students and those allocated. This avoided unnecessary travel and enabled due consideration to be given to child or carer responsibilities. It also offered students the ability to experience a placement in the east of England in an area of clinical speciality or specific Trust where they might hope to find employment in the future.

**HEE commended the Education Provider on:**

Use of simulated clinical problem based scenarios for Clinical Psychology Doctorate students undertaken in specialist simulation laboratories with participation of Service Users in preparation for clinical placement.

**HEE recommends that the Education Provider:**

Gives further consideration to the impact of Placement Assessment Documentation shared and standardised across a number of academic institutions, and the associated requirement for mentor support and mentor sign-off in Midwifery and Nursing.

Gives further consideration to the impact of the timing of University academic assessment and associated hand-in dates on clinical placement learning and assessment.

<b>KPI C1</b>	<b>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.</b>
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The Education Provider confirmed that the expected range of quality assurance activity had been undertaken during the review period, and that no substantial weaknesses had been identified in any internal or external reviews.

It was also confirmed by the University of Hertfordshire that in the event of any weakness, systems were in place to ensure that any findings would be notified to all relevant Stakeholders including HEE, within a two week period.



KPI C2	<b>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.</b>
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The Education Provider identified that learner feedback is elicited through an extensive range of specified internal and external activity.

Response rates for the QIPF student survey were explored given that six of the thirteen programmes achieved less than 80%, culminating in an overarching score of 79.4%. The Education Provider stated that this was due to two issues: students that were currently 'resting' had been included in the sample, and adjustments had been made when returns were duplicated. Monitoring of response rates was undertaken and programmes were seen to be green for response rate but this was prior to the adjustments being made.

Response rates pre and post removal of duplicated responses were checked by HEE. The University of Hertfordshire was one of the most affected Education Providers by de-duplication, which decreased their response rate from 89% to 79%. However the response rates for four of the programmes were under the 80% target before duplicated responses were raised (i.e. Adult Nursing, 3 year Midwifery, Clinical Psychology and Health Visiting). Further work is required to ensure optimal response rates despite adjustments made for duplication.

The National Student Survey result for overall course satisfaction for the Paramedic Science programme was discussed. This was attributed to a severe staffing issue that had been resolved.

Employer feedback was mostly positive about receipt of learner feedback. It was explained that the process for providing feedback had been changed to ensure it was received by all relevant staff within the Trust (i.e. to managers of services as well as to the educators).

**HEE recommends that the Education Provider:**

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

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

<b>KPI E2</b>	<b>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.</b>
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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.

HEE noted that the collection of first destination information on newly qualified commissioned students was below the east of England average for a number of programmes.

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. In West Hertfordshire the EP has facilitated the students to meet with the Chief Nurse from the first year of their training and are looking to roll this out to other trusts. Employers meet with midwifery students early in the third year to discuss employment opportunities and the preceptorship offer. Dietetics students reported that they were encouraged from induction to work in the east of England. The EP are promoting the concept of a 'host trust' for nursing programmes as part of the system approach to increasing student retention in Hertfordshire.

The EP holds an annual careers fair to which all employers were invited. The students were positive about the event but said that the organisation could have been improved as for some students the fair was on the first day of their placement. Children's nursing representatives at the student meeting noted that there was no specific information available for their professional group.

The EP endeavours to accommodate all final placement requests for students linked to their career intentions. Students reported that where they had made specific requests for final placements, whilst nothing could be guaranteed, all efforts were taken to facilitate their requests.

**HEE recommends that the Education Provider:**

Develops a more robust strategy for collecting and sharing first destination information for their newly qualified health professionals, ensuring it utilises the best practice in place at other EPs in east of England.

KPI I1	<b>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.</b>

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. The Dean noted that the improvement plan feeds into the strategic business plan and that as well as addressing the specific actions identified at the ARM it had also led to more effective sharing of good practice across programmes.

HEE noted that the Improvement Plan had directly led to a number of specific improvements including the development of the Physiotherapy East of Region Programme Committee to ensure all stakeholders, including those outside the EP's local geography, can effectively engage in delivery and development of the programme whilst reducing the burden for clinicians. The midwifery team have worked in collaboration with employers to improve the learning experience for students.

## Quantitative KPIs

### Quantitative KPIs

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

**Table 3 - Overall quantitative KPI outcomes:**

<b>KPI R2</b>	<b>Recruitment</b>	Variance between commissioned numbers and actual students recruited per programme (percentage). <i>Numbers of starters/ number of commissions.</i>
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<b>R2: Recruitment</b>				
	<b>R2: Recruitment</b>		<b>Regional Average</b>	
<b>QIPF Programme Name</b>	<b>%age</b>	<b>RAG</b>	<b>%age</b>	<b>RAG</b>
Adult Nursing Degree/Diploma	96.95	GREEN	97.66	GREEN
Childrens Nursing Degree/Diploma	100.00	GREEN	101.33	GREEN
Clinical Psychology	0.00	GREEN	100.00	GREEN
Diagnostic Radiography	100.00	GREEN	100.99	GREEN
Dietetics	100.00	GREEN	100.00	GREEN
Health Visiting	0.00	GREEN	98.99	GREEN
Learning Disability Nursing Deg/Dip	100.00	GREEN	90.00	AMBER
Mental Health Nursing Degree/Diploma	98.18	GREEN	101.28	GREEN
Midwifery 18 Month	0.00	GREEN	94.44	AMBER
Midwifery 3 Year	93.75	AMBER	101.62	GREEN
Paramedic Science Degree	80.00	RED	90.55	AMBER
Physiotherapy 3 Years Degree	100.00	GREEN	100.00	GREEN
Therapeutic Radiography	95.00	GREEN	100.00	GREEN

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

Of the thirteen programmes reviewed for this measure, eleven have been rated green. Paramedic Science Degree has been rated red with recruitment of 80% against target. This is primarily attributed to competition for applicants from other locations.

<b>KPI O1</b>	<b>Attrition</b>	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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<b>O1: Attrition</b>				
	<b>O1: Attrition</b>		<b>Regional Average</b>	
<b>QIPF Programme Name</b>	<b>%age</b>	<b>RAG</b>	<b>%age</b>	<b>RAG</b>
Adult Nursing Degree/Diploma	-2.27	GREEN	6.69	GREEN
Childrens Nursing Degree/Diploma	7.41	GREEN	7.42	GREEN
Clinical Psychology	-4.35	GREEN	-2.31	GREEN
Diagnostic Radiography	0.75	GREEN	0.39	GREEN
Dietetics	4.55	GREEN	4.55	GREEN
Health Visiting	-6.25	GREEN	6.12	GREEN
Learning Disability Nursing Deg/Dip	7.04	GREEN	6.50	GREEN
Mental Health Nursing Degree/Diploma	5.00	GREEN	8.84	GREEN
Midwifery 18 Month	0.00	GREEN	2.27	GREEN
Midwifery 3 Year	12.31	AMBER	6.87	GREEN
Paramedic Science Degree	5.71	GREEN	6.90	GREEN
Physiotherapy 3 Years Degree	-0.79	GREEN	-0.52	GREEN
Therapeutic Radiography	-1.72	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 01<sup>st</sup> January 2016 and commencing on or before 31<sup>st</sup> December 2015).

All programmes have been rated green with the exception of Midwifery 3 years, which has been rated amber. It should however be noted that a large number of programmes still have negative attrition reflected in this measure. This is a result of transfers in to programmes where students are repeating elements of their programme. It is anticipated that with the final intake for diploma programmes now completing, this will no longer be reflected going forward.

<b>KPI L3</b>	<b>Outturn</b>	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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<b>L3: Outturn</b>				
	<b>L3: Outturn</b>		<b>Regional Average</b>	
<b>QIPF Programme Name</b>	<b>%age</b>	<b>RAG</b>	<b>%age</b>	<b>RAG</b>
Adult Nursing Degree/Diploma	63.86	GREEN	72.06	GREEN
Childrens Nursing Degree/Diploma	86.67	GREEN	86.40	GREEN
Clinical Psychology	80.00	GREEN	66.67	GREEN
Diagnostic Radiography	75.00	GREEN	86.52	GREEN
Dietetics	83.33	GREEN	83.33	GREEN
Health Visiting	89.66	GREEN	87.39	GREEN
Learning Disability Nursing Deg/Dip	65.00	GREEN	69.23	GREEN
Mental Health Nursing Degree/Diploma	68.00	GREEN	76.68	GREEN
Midwifery 18 Month	63.64	GREEN	61.29	GREEN
Midwifery 3 Year	66.67	GREEN	69.80	GREEN
Paramedic Science Degree		n/a		n/a
Physiotherapy 3 Years Degree	85.71	GREEN	53.73	AMBER
Therapeutic Radiography	60.00	GREEN	63.41	GREEN

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

All programmes have been rated green.

<b>KPI L4</b>	<b>Standard Progression</b>	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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<b>L4: Standard Progression</b>				
	<b>L4: Standard Progression</b>		<b>Regional Average</b>	
<b>QIPF Programme Name</b>	<b>%age</b>	<b>RAG</b>	<b>%age</b>	<b>RAG</b>
Adult Nursing Degree/Diploma	83.45	GREEN	83.47	GREEN
Childrens Nursing Degree/Diploma	76.92	RED	79.82	AMBER
Clinical Psychology	66.67	RED	59.57	RED
Diagnostic Radiography	86.11	GREEN	90.12	GREEN
Dietetics	84.62	GREEN	84.62	GREEN
Health Visiting	89.29	GREEN	90.57	GREEN
Learning Disability Nursing Deg/Dip	80.00	AMBER	89.66	GREEN
Mental Health Nursing Degree/Diploma	91.89	GREEN	86.49	GREEN
Midwifery 18 Month	100.00	GREEN	100.00	GREEN
Midwifery 3 Year	85.71	GREEN	84.13	GREEN
Paramedic Science Degree		n/a		n/a
Physiotherapy 3 Years Degree	87.18	GREEN	53.13	RED
Therapeutic Radiography	83.33	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 twelve programmes reviewed for this measure, nine have been rated green. Children's Nursing has been rated red with 77% of students completing doing so on standard progression. This was a result of a large proportion of the cohort completing in 2015 exiting the programme, resulting in a fall in standard progression. This was mitigated in terms of outturn through transfers in to the programme.

<b>KPI C3</b>	<b>Learner Feedback</b>	The percentage of eligible students who have completed one of the Student Surveys by 27 <sup>th</sup> November in 2015 who are in training on 30 <sup>th</sup> September 2015.
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<b>C3: Learner Feedback</b>				
	<b>C3: Learner Feedback</b>		<b>Regional Average</b>	
<b>QIPF Programme Name</b>	<b>%age</b>	<b>RAG</b>	<b>%age</b>	<b>RAG</b>
Adult Nursing Degree/Diploma	65.48	AMBER	77.34	AMBER
Childrens Nursing Degree/Diploma	76.92	AMBER	87.96	GREEN
Clinical Psychology	53.23	AMBER	83.22	GREEN
Diagnostic Radiography	119.29	GREEN	107.87	GREEN
Dietetics	97.73	GREEN	97.73	GREEN
Health Visiting	75.00	AMBER	83.06	GREEN
Learning Disability Nursing Deg/Dip	66.67	AMBER	76.86	AMBER
Mental Health Nursing Degree/Diploma	81.76	GREEN	85.09	GREEN
Midwifery 18 Month	81.82	GREEN	102.70	GREEN
Midwifery 3 Year	70.97	AMBER	83.54	GREEN
Paramedic Science Degree	82.22	GREEN	85.22	GREEN
Physiotherapy 3 Years Degree	99.22	GREEN	94.87	GREEN
Therapeutic Radiography	83.08	GREEN	87.20	GREEN

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

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



<b>KPI E3</b>	<b>Employment of Newly Qualified Health Care Professionals</b>	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 <sup>st</sup> January 2015 and 31 <sup>st</sup> December 2015.
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<b>E3: Employment of NQHPs</b>				
	<b>E3: Employment of NQHPs</b>		<b>Regional Average</b>	
<b>QIPF Programme Name</b>	<b>%age</b>	<b>RAG</b>	<b>%age</b>	<b>RAG</b>
Adult Nursing Degree/Diploma	68.35	AMBER	90.83	GREEN
Childrens Nursing Degree/Diploma	84.62	GREEN	94.74	GREEN
Clinical Psychology	52.63	AMBER	78.72	GREEN
Diagnostic Radiography	91.67	GREEN	96.30	GREEN
Dietetics	76.92	GREEN	76.92	GREEN
Health Visiting	62.50	AMBER	87.68	GREEN
Learning Disability Nursing Deg/Dip	86.67	GREEN	93.10	GREEN
Mental Health Nursing Degree/Diploma	75.68	GREEN	94.05	GREEN
Midwifery 18 Month	71.43	AMBER	89.47	GREEN
Midwifery 3 Year	54.29	AMBER	90.48	GREEN
Paramedic Science Degree		n/a		n/a
Physiotherapy 3 Years Degree	64.10	AMBER	78.13	GREEN
Therapeutic Radiography	91.67	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.

Five of the twelve programmes reviewed for this measure have been rated amber with other programmes rated green. This is the lowest rate of known destinations in the region. The University should look to adopt best practice for achieving high level of known destinations rated from other Education Providers.

**HEE recommends that the Education Provider:**

1. Works to reduce the number of students transferring to later intakes following the completion of the remaining Diploma Nursing programmes.
2. Adopts best practice for achieving high level of known destinations rated from other Education Providers.
3. Adopts best practice for achieving high response rates for the HEE Student Survey from other Education Providers.

## Appendix 1

**Table 4: Final overall RAG scores for each commissioned Pre-Registration Contract**

UOH	Quantitative						Qualitative											
	R2: Recruitment	C3: Learner Feedback	E3: Employment of NQHPs	O1: Attrition	L3: Outturn	L4: Standard Progression	R1: Recruitment	A1: Course Content	P1: Partnerships	P2: Placement Audit	P3: Fitness for Placement	P4: DBS/OH	P5: Basic Skills	C1: Review Outcomes	C2: Learner Feedback	E2: Employability	I1: Improvement Plan	
Programme																		
Adult Nursing Deg/Dip	G	A	A	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G
Childrens Nursing Deg/Dip	G	A	G	G	G	R	G	G	G	G	G	G	G	G	G	G	G	G
Clinical Psychology	G	A	A	G	G	R	G	G	G	G	G	G	G	G	G	G	G	G
Diagnostic Radiography	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G
Dietetics	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G
Health Visiting	G	A	A	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G
Learning Disability Nursing Deg/Dip	G	A	G	G	G	A	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	G
Midwifery 18 Month	G	G	A	G	G	G	G	G	A	G	G	G	G	G	G	G	G	G
Midwifery 3 Year	A	A	A	A	G	G	G	G	A	G	G	G	G	G	G	G	G	G
Paramedic Science Degree	R	G					A	G	A	G	G	G	G	G	G	G	G	G
Physiotherapy 3 Years Degree	G	G	A	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G
Therapeutic Radiography	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G

## Appendix 2 – HEE Panel Members

### Panel Members

<b>Name</b>	<b>Role</b>	<b>Organisation</b>
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

<b>Name</b>	<b>Role</b>	<b>Organisation</b>
Gareth George	Head of B&H Workforce Partnership	Health Education England
Anita Carter	Clinical Learning Environment Manager - B&H 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

<b>Name</b>	<b>Role</b>	<b>Organisation</b>
Angela Huddleston	Clinical Learning Environment Lead - B&H WP	Health Education England
Abdul Qadir	Apprentice - B&H WP	Health Education England

## Appendix 3 – Education Provider and Employer Representatives

### Education Provider Representatives

Name	Role	Organisation
Richard Price	Dean, School of Health & Social Work (HSK)	University of Hertfordshire
Elaine Gannon	Associate Dean Enterprise (NHS Engagement), HSK	University of Hertfordshire
Jane Say	Pre-registration Nursing Lead, HSK	University of Hertfordshire
Cathy Hamilton	Programme Tutor Midwifery (3 year), HSK	University of Hertfordshire
Lisa Nash	Programme Tutor Midwifery (18 month), HSK	University of Hertfordshire
Jayne Bartholomew	Programme Tutor Physiotherapy, HSK	University of Hertfordshire
Aarthi Ramlal	Programme Tutor Diagnostic Radiography, HSK	University of Hertfordshire
Elaine Parry-Jones	Programme Tutor Radiotherapy, HSK	University of Hertfordshire
Su Boardman	Programme Tutor Paramedic Science, HSK	University of Hertfordshire
Jane McClinchy	Programme Tutor Dietetics, LMS	University of Hertfordshire
Pieter Nel	Programme Director Clinical Psychology, LMS	University of Hertfordshire
Theresa Titchener	Programme Tutor Health Visiting, HSK	University of Hertfordshire
Stephanie Schmeer	Associate Dean Academic Quality Assurance, LMS	University of Hertfordshire
Alan Randle	Associate Dean AQA (Practice Enhancement), HSK	University of Hertfordshire
Lyn Quinlivan	Programme Practice Coordinator Pre-Registration Nursing, HSK	University of Hertfordshire
Jackie Kelly	Head of Department of Nursing (Children's, Learning Disability & Mental Health) and Social Work	University of Hertfordshire
Michele Charles	Head of Department of Adult Nursing & Primary Care	University of Hertfordshire
Karen Beeton	Head of Department of Allied Health Professions and Midwifery	University of Hertfordshire

### Stakeholder Representatives

Name	Role	Organisation
Carolyn Fowler	Deputy Director of Nursing, Education & Patient Experience	East & North Herts NHS Trust
Karen Bowler	Senior Nurse for Education	West Herts Hospitals NHS Trust
Costas Joannides	Education Lead	Herts Partnership University NHS Foundation Trust
Barbara Mortimer	Education Lead	Herts Community NHS Trust
Paul Lewis	Higher Education & Clinical Practice Manager	EoE Ambulance Service

## Students

<b>Name</b>	<b>Role</b>	<b>Organisation</b>
Roshni Patel	Diagnostic Radiography student	University of Hertfordshire
Martin Abraham	Paramedic student	University of Hertfordshire
Ilan Ben-Zion	Clinical Psychology student	University of Hertfordshire
Sophia Ferrari	Health Visiting student	University of Hertfordshire
Nicole Bocarro	Radiotherapy student	University of Hertfordshire
Keira Halloran	Physiotherapy student	University of Hertfordshire
Jennifer Bebbington	Mental Health Nursing student	University of Hertfordshire
Ellie Laverty	Children's Nursing student	University of Hertfordshire
Sian Stuart	Learning Disability Nursing student	University of Hertfordshire
Joanna Cooke	Adult Nursing student	University of Hertfordshire
Simone Bothwell	Dietetics student	University of Hertfordshire
Stephanie Wall	3 yr Midwifery student	University of Hertfordshire
Ines Bosese	18 month Midwifery student	University of Hertfordshire

## Service users/ patients

<b>Name</b>	<b>Role</b>
Frank Couling	SU for Radiography, Nursing, Dietetics
Nikki Diemar	SU Dietetics
Pat Walker	SU Dietetics
Michael Beckham	SU Radiotherapy
Nicky Weisfeld	SU Physiotherapy
Nick Martin	SU Physiotherapy
Caroline Thomas	SU Paramedics

## 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) (1167 of 1470 students responded, giving a response rate of 79.4%)
3. Student Meeting (May 2016)
4. Service User Meeting (May 2016)
5. Self-Assessment completed by Education Providers (Feb 2016)
6. Employer Assessment of Education Providers against QIPF Key Performance Indicators, Survey Evidence, collected by HEE; (26 Employers responded, across 13 professional discipline areas) (Feb 2016)
7. Education Provider Improvement Plans (April 2015 to March 2016)
8. Agendas, Minutes and papers from contract meetings and strategic review meetings (April 2015 to March 2016)
9. Evidence from local engagement via workforce partnerships (April 2015 to March 2016)
10. Performance Datasets from Pre-Registration Education Contract (April 2015 to March 2016)
11. Annual Review Meeting held on 17<sup>th</sup> May 2016 at University of Hertfordshire.
12. Documents submitted by the Education Provider to supplement their self-assessment narrative.