

CASE 2020-2021 Annual Performance Monitoring Review Report

I am very pleased to report another successful APMR cycle, with a total of 21 APMRs received from 20 Higher Education Institutions (HEIs) across the UK. The numerical data is shown in Table 1 and Graphs 1 and 2 below:

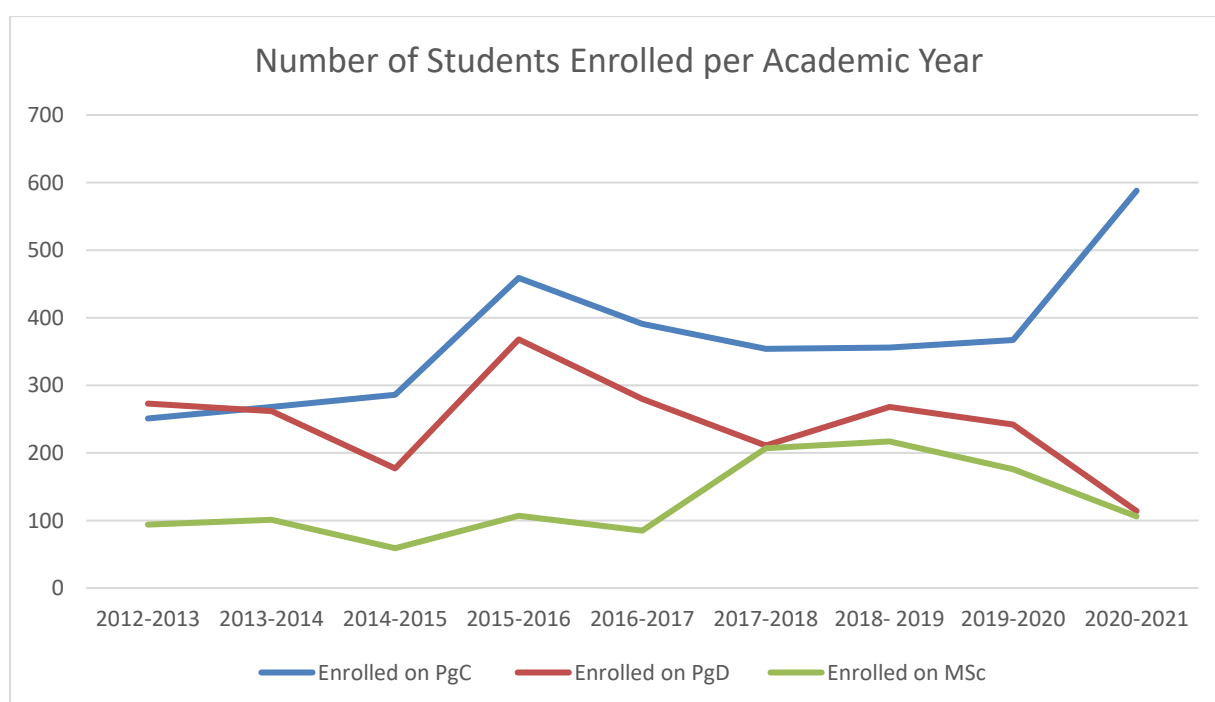
For the 2020-21 round of APMRs, students taking modules for Continuing Professional Development (CPD) purposes were separated out from those taking formal PgC, PgD and MSc awards as it was deemed to be important to distinguish between these groups moving forward.

There was an increase in the number of students enrolled (23) and in the number obtaining awards (149) when compared with the 2019-20 academic year (Table 1); however, this is likely to be due to the impact of COVID-19 on student recruitment, progression and awards throughout 2020.

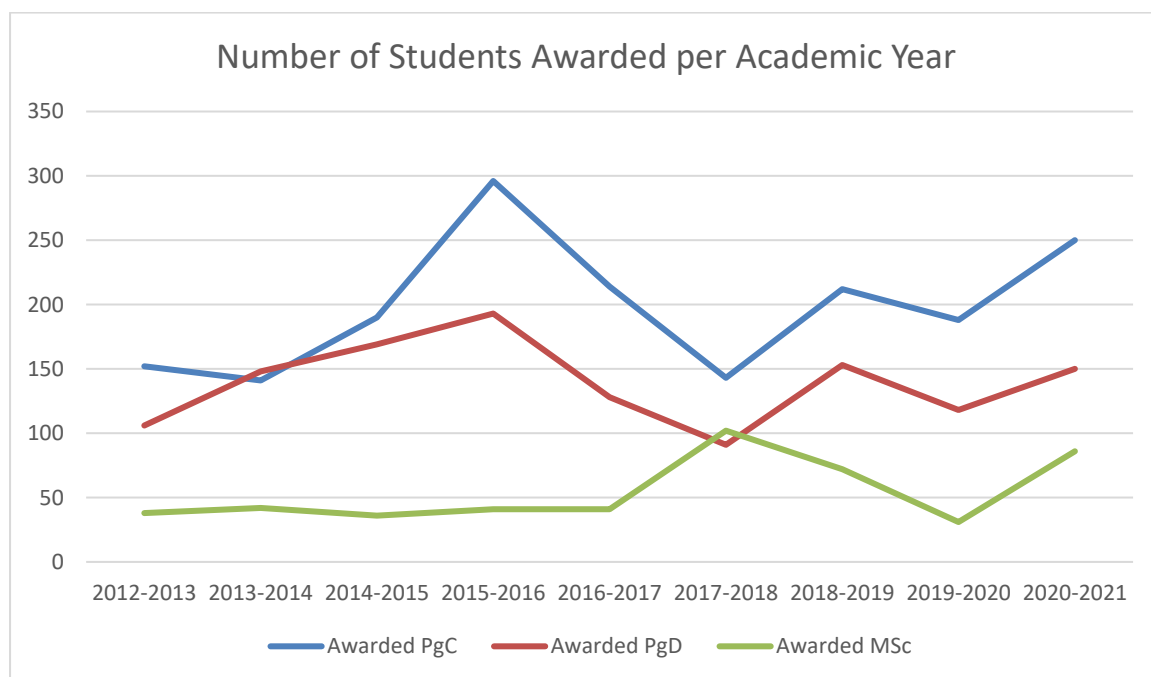
Table 1: Number of Students Enrolled and Awarded over the previous nine Academic Years

	Students Enrolled for CPD purposes	Students Enrolled PgC Award	Students Enrolled PgD Award	Students Enrolled MSc Award	Students Enrolled for Awards total	Students Obtaining Award of PgC	Students Obtaining Award of PgD	Students Obtaining Award of MSc	Students Obtaining Awards Total
2020-21	245	343	114	106	808	250	150	86	486
2019-20		367	242	176	785	188	118	31	337
2018-19		356	268	217	841	212	153	72	437
2017-18		354	211	207	772	143	91	102	427
2016-17		391	280	85	756	214	128	41	383
2015-16		459	368	107	934	296	193	41	530
2014-15		286	177	59	522	190	169	36	395
2013-14		268	262	101	631	141	148	42	331
2012-13		251	273	94	549	152	106	38	296

Graph 1: Number of Students Enrolled during the previous nine Academic Years



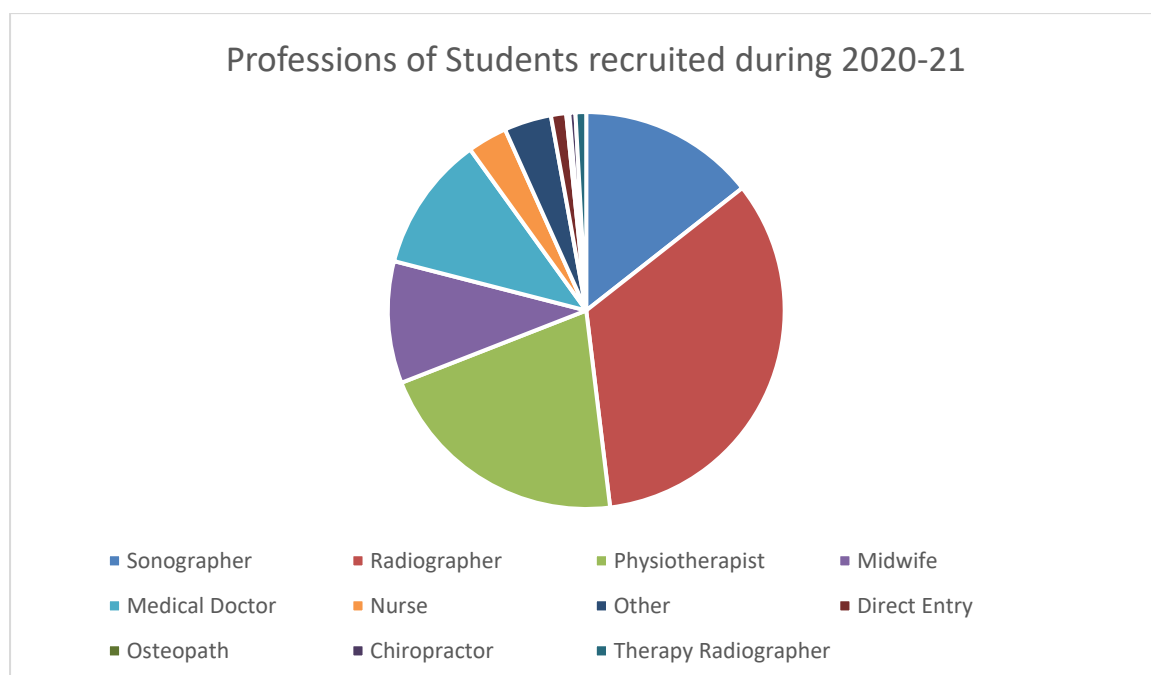
Graph 2: Number of Students Awarded during the previous nine Academic Years



There is a wide range of modules available and students continue to come from a variety of backgrounds; however, we still note difficulties associated with increasing workloads and clinical pressures which can impact negatively on student retention. During the 2020-21 academic year, a total of 78 students (9.6%) required interruptions from their studies and 74 students (9.1%) left without achieving their intended award.

A total of ten professional categories plus 'other' were included with the 2020-21 APMR (Chart 1). From this chart it is clear to see that the majority of students recruited during the 2020-21 academic year were diagnostic radiographers, closely followed by physiotherapists, sonographers, medical doctors and midwives.

Chart 1: Breakdown of Professions of Students recruited during the 2020-21 Academic Year



In order to achieve a greater level of granularity, the 2021-22 APMR has been updated to include all of the ten professions shown in Chart 1 plus the twenty-two professions included as 'others' in recent previous APMRs as follows:

Biochemist
Biomedical Scientist
Chiropractor
Clinical Scientist
Diagnostic Radiographer
Direct Entry Health Professional
Direct Entry Other
Human Biologist
Kinesiologist
Medical Doctor (General Practice)
Medical Doctor (Accident & Emergency)
Medical Doctor (Anaesthesiology)
Medical Doctor (Obstetrics & Gynaecology)
Medical Doctor (Radiology)
Medical Doctor (Vascular)
Medical Doctor (Rheumatology)
Medical Doctor (Sports Medicine)
Medical Doctor (Overseas)
Medical Doctor (Urology)
Medical Physicist
Midwife
Nurse
Nurse (Accident & Emergency)
Nurse (Early Pregnancy Assessment Unit)
Osteopath
Physicians Associate
Physiological Scientist
Physiotherapist
Podiatrist
Sonographer
Therapeutic Radiographer
Vascular Scientist

This data is deemed to be important as it will provide detailed information on the ultrasound student body throughout the UK. Importantly, it may also give an indication of the clinical applications of ultrasound being studied and whether they represent Point of Care Ultrasound (PoCUS) or mainstream ultrasound examinations undertaken by career sonographers.

The 2020-21 APMRs also collected data on staff:student ratios which ranged from 1:6 at best to 1:172 at worst. As this highlights a significant difference between HEIs, it has now become a key area of questioning at validation and revalidation events in order to ensure the sustainability of the programmes/courses, particularly in relation to lone Programme/Course Leads who represent a single point of failure if, for example, they leave, require sick leave or retire.

The SmartSurvey software used from 2018-19 onwards seemed to work well overall; however, there were nine new Programme/Course Leads completing the 2020-21 APMRs. As a result of this, one-to-one online training tutorials were requested and undertaken with six of the new Programme/Course Leads.

In order to streamline the process for the 2021-22 APMRs, the design and content of the 'SmartSurvey' has been improved based on Programme/Course Lead feedback and our own views. The impact of the changes will be evaluated as we progress through the next round of the APMR process. In addition, APMRs for Focused Courses have been created and distributed, and will be collated with the coming month.

Finally, I would like to thank Crispian and Mel for their valuable input to the APMR process and to Sally for working with me to create an improved version of the APMR for the 2021-22 academic year.

Gill Dolbear
CASE Education Officer
15.03.23