

# Developing a novel programme for Transition to Nursing and Graduate Study at Middlesex University London using accreditation of prior learning by Sheila Sobrany, Kevin Corbett and Marion Taylor



## Abstract

There are reportedly many overseas trained nurses (OTN's) working as Healthcare Assistants (HCAs) who, for a number of different reasons, have been unable to register with the Nursing Midwifery Council (NMC). The 26-week Transition to Nursing and Graduate Study Programme at Middlesex University London in 2015 enabled students to enter the final year of the BSc (Hons) Nursing programme after successfully reaching NMC progression point 2. This newly validated programme combines accreditation of prior learning (APL) with traditionally assessed theory and practice placements.

Whilst our novel programme cannot offer a universal panacea to the current nursing workforce problems, it does aim to build on local potential in order to help ameliorate the situation so offering one creative solution to the current staffing crisis. It does this by helping the NHS to capitalise on its human resources by upskilling an existing HCAs within the workforce who are OTN's, in partnership with the local NHS Trusts and funded by Health Education North Central and East London (HENCEL), which is responsible for ensuring high quality professional education is provided across the north central London area.

We will describe the educational processes whereby these students have demonstrably enhanced their existing knowledge, skills, attitudes and academic standards by successfully attaining NMC progression point 2.

We will also critically evaluate the curriculum design and the teaching and learning processes deployed, as well as the difficulties, and the requisite development areas, arising from this new Programme.

For nurse educators organising and delivering this new programme, a number of challenges and lessons have been learnt which are associated with meeting the learning needs of these students and designing such a programme so as to meet the requirements of both the NMC and the Quality Assurance Agency (QAA).



## Transition

The Transition to Nursing and Graduate Study (Accreditation of Prior Learning) module ran for 26 weeks from March-September 2015 at Middlesex University, the School of Health and Education.

Successful completion of the module allows students to join Year 3 of the BSc (Hons) Nursing degree.

The programme is funded by the Health Education North Central and East London (HENCEL) LETB; this new module will run again in 2015-16 with a larger cohort.

On successful completion of a level 5 summative essay students progress into year three of the BSc (Hons) Nursing degree programme.



## Learning teaching and assessment strategy



The Learning, Teaching and Assessment (LTA) strategy that underpins the module was designed to develop the existing knowledge, experience and skills of the student as a registered nurse outside the UK, and as a practitioner within the UK so students could draw on their prior learning from their home country so as to gain experience as novice UK nurses whilst undergoing the transition process.

Formative Assessment : in-class presentation

Summative Assessment (in 3-parts):

1. Drug calculation test (must pass 8/10 questions).
2. Essay (1,800 words) contributing 50%.
3. Practice assessment contributing 50%.

## APEL route and study

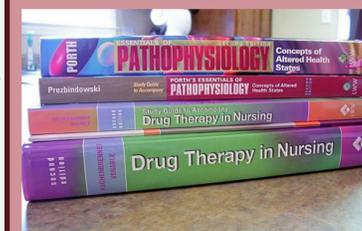
The module supported students with Accreditation of Prior Learning (APEL) based on home registration programmes and provided the theory and practice necessary to make the transition congruent with the NMC Quality Assurance Framework (NMC, 2010).

The students received a module (university) induction and undertook 2 practice placements.

A Practice Assessment Document (PAD) was provided to record their skills assessments on these placements to reach NMC progression point 2 (NMC, 2010).

In order to meet this progression point, the syllabus covered the Code of Conduct (NMC, 2015), role transition and reflection, legal and ethical issues in nursing, NICE (National Institute of Health Care Excellence) guidelines, research governance, the role of the nurse within the inter-professional team in the UK, care planning, and accessing evidence for care.

To achieve NMC Progression point 2 requires students to work independently, with less direct supervision, in a safe and increasingly confident manner. The students also had medicine management input with a drug calculations session in order to pass a drug calculation test (NMC, 2010).



## Shape of Caring



Raising the Bar

The Shape of Caring Review (Willis, 2015); introduced the relaunch Health Education England (HEE) as the National Health Service Engine that strives to deliver better healthcare and workforce for England. It is responsible for the education training and personal development of every member of staff registered nurses and healthcare assistants alike. The HEE's role is to work alongside the local education training boards (LETBs), to recognise and encourage change by intelligent and courageous commissioning and the Nursing and Midwifery Council (NMC) acts in partnership as a catalyst for change.

Currently there is a shortage of Registered Nurses in the UK. Analysis of data from 140 English acute hospital trusts shows that 103 recruited a total of 5,778 nurses from overseas in the 12 months to September 2014 (Lintern 2014).



The cohort was made up of black minority and ethnic students, from the Philippines, Macedonia, India, China and also Ecuador.



## The Code

Professional standards of practice and behaviour for nurses and midwives

- prioritise people
- practise effectively
- preserve safety
- promote professionalism and trust



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