Webinar: Forging new pathways

Phil Kenmore – Head of Health & Social Care Business Development

Good morning everyone, this is Phil Kenmore from the Open University and welcome to our webinar about the Future Nurse curriculum we’re launching in 2020. We’re very pleased you’ve been able to join us this morning and we believe we’ve got well over 150 different employers on the webinar this morning, we hope, so we’re looking forward to taking you through the new curriculum we’re launching next year and all the ways the Open University delivers the nursing degree and the nursing associate programmes.

So I’ll just start with some introductions. I’m Phil Kenmore as I said I’m the Head of HealthCare, Government and Defence in the Open University and I’m joined by Wendy Turner. Good morning Wendy.

Wendy Turner – Associate Head of School for Health, Wellbeing and Social Care

Hello there. So I'm Wendy Turner, I'm Associate Head of School for Health, Wellbeing and Social Care and I specifically look at curriculum. I am a nurse myself. I'm joint registered as a children and young people’s nursing and learning disability nurse. Welcome to our webinar.

Phil Kenmore

So Wendy and I are going to take you through the presentation this morning, joined by a couple of fantastic colleagues in the room who are going to be doing the responses and the chats for you as we go along. So I've got my colleague Janet Webb from our School of Health, Wellbeing and Social Care, who’s the Associate Head of School for Professional Programmes

I've also got my colleague Angela Gill who’s from my Health and Social Care team. And Angela’s doing typing as well as responding to the questions with Jan.

You can ask questions in the chat at any time as we talk along and we'll try to respond to them or Janet and Angela will try to respond to them as we go along and then Wendy and I should talk, we hope Wendy don’t we, for about 45 minutes or so and then at the end of that hopefully there'll be some time for us to actually pick up some of the key questions that have come up and try and answer those ourselves during the conversation. We may get Angela and Jan to talk as well.

So what we’d like to say as well is that we’ve got on the webinar we do understand there are some of you of course who may be here as potential students, as potential
learners, if you’ve got any specific questions relating to your personal application for one of these programmes we won't be answering personal questions obviously on the chat today, we'll obviously try and respond generically as best we can but we will follow up and everybody who has a personal question about their own application will be contacted and we’ll do our best to answer that question for you to help you get on to the programme.

So let’s get started. So we’re just going to say a little bit about how we’re going to take you through this, this morning. We’re going to give you a very brief introduction to the Open University just to give you a sense of who we are and what we do for those that perhaps might not know us too well. We’re going to talk about the OU nursing programme, so the nursing degree, the nursing apprenticeship and of course the nursing associate programme.

We’re going to talk a bit about how the OU delivers our nursing programmes, which is quite different.

Wendy

Yes it is we’re very excited to tell you about that.

Phil

And then we’ll talk a bit about our recruitment and entry criteria and of course also the support that we offer to students which is quite different and quite incredible in terms of the wrap around that we offer for students. So hopefully that's what you’re expecting.

So just start with a little bit about the Open University and I’ll just start with this. So the Open University, as many people will know is 50 years old this year, it's our 50th anniversary. Our mission is to be open to people, places, methods and ideas. And we exist in order to open up education for people. We believe that education should be open to anyone, any time and any place. And that's reflected in the fact that we support many different types of students to study, both for nursing and our other programmes, that perhaps wouldn’t get the opportunity to study at other universities.

The Open University has currently got about 175,000 students. We’re one of the biggest universities in Europe and since we’ve started we’ve had over two million graduates. So we’re certainly got quite a scale in terms of how we operate.

In relation to nursing we’ve been delivering nursing programmes since 2002. We’ve actually got about 1,600, or just over 1,600 students, currently on the programme, of whom about 500 or so are on apprenticeships, both nurse associate and the nursing
degree apprenticeship. We are currently the largest provider of the registered nurse
degree apprenticeship in England; I was going to say the UK then. The Open University
is of course a four nations university and we’ll talk about the work in the different four
nations as we go through this presentation. The apprenticeships are mostly in the
course.

The other thing I think it’s just worth flagging about our nursing programmes is we have
a 91% retention rate which is very high compared to many of the other programmes
delivered ((4:28?)) and we’re very proud of that. And it reflects I think the nature of the
support that we offer students to come all the way through.

In terms of our apprenticeship programmes, which we’ll say a little bit about today, the
Open University has got a 98% satisfaction rate, across all the apprenticeships that we
do. So we’re also a very significant player in apprenticeships and the market for
apprenticeships at the moment.

So let’s talk a little bit about the Future Nurse and about the Future Nurse proficiencies.

**Wendy Turner**

Okay thanks Phil for that great introduction; it gives us a lot of context about how we’re
putting together our Future Nurse curriculum, our Future Nurse programmes and this
reach to lots of students who would not necessarily think of coming into higher
education to become a nurse.

So I’m going to make an assumption that you’re programme familiar with this slide
which comes directly from the Nursing and Midwifery Council. And we’ve included this
right at the start of this presentation because it underpins our Future Nurse programme.
It’s about what we’ve created and it’s also about what people want to become a future
nurses and also from their future nurses as we go forward in 2020.

You’ll be familiar that there are seven platforms around accountable; professional;
promoting health and preventing ill health; assessing needs; planning care; providing
and evaluating care; leading and managing nursing care and working in teams;
improving safety and quality of care and of course coordinating care.

And it’s to remind us that we’ve got this right at the front that the statement that runs
alongside Future Nurse proficiencies is that students must be able to demonstrate a
greater depth of knowledge and the additional, more advanced skills, that are required
to meet specific care needs of people in their chosen field of nursing practice. And that's
really key to us as we move forward with our nursing degree offer.
So what of our nursing degree offer? So our Future Nurse programme prepares students for entry to the NMC Register. And that is as an adult nurse, children and young people’s nurse, learning disability nursing or mental health nursing.

Our nursing degrees and our nurse associates provide students with knowledge and skills and contemporary clinical practice which sets them up for their future careers. It’s supported and it’s facilitated a distance learning programme that's been developed and also run between the Open University and yourselves as our partner employers.

We're really, really pleased to be offering learning disability nursing and children’s and young people’s nursing from 2020, subject to validation in March 2020 with the NMC.

This builds on our extensive experience of already educating and training nurses in adult and mental health nursing. So offering all four of those options which will be degree and degree apprenticeships and with flexible programme lengths, begins to open this up to a wider reach of students and employers.

Phil Kenmore

Fantastic thanks Wendy. And as we go on, when we get a bit further into detail we're going to talk a bit about the curriculum and how the curriculum works. We’re also actually going to talk about the different lengths that are giving those opportunities for students and employers to offer aren’t we?

Wendy Turner

Yes, absolutely.

Phil Kenmore

And we’ve got some stuff about the start dates and so on. So we just wanted to say a little bit about how we develop our curriculum and our courses in partnership, and I mentioned it at the beginning but we are a four nations university, one of the very few that work across the entirety of the UK and we deliver nursing activity in all four nations of the UK. We’ve got very strong business associates so for any nation listening to us in the UK hopefully you've got an opportunity to engage with our local nursing teams about how we work with you.

We work in partnership with employers to develop the curriculum and development our courses. We clearly work in partnership with students, and we also work in partnership with services users and engage service users.
Wendy Turner

So just to give you a flavour of the work that we’ve been doing. So for example our work across nations, we’ve got Scotland doing some fantastic work in developing portfolios of nursing practice, what we call ((PADs?))) We’ve got a trust in Northern Ireland that’s been working on learning materials focusing on, for example, quality improvement science and patient safety.

We have some work going on with practitioners in Wales, which is looking at medicine optimisation and concordance. And it’s also useful to say as well with employers one of our unique selling points, our USP, is that we’ve been working with employers to ensure that our curriculum is an inclusive curriculum.

And Phil also mentioned working with service users, and just to say we’ve been holding events across all four nations with an example I’ll give of that is those events have been with people with learning disabilities, professionals who work with them and services that provide services with them. And we’ve been asking them about what should our curriculum look like? What should it include? How can we reach across in terms of accessibility and understandability?

So we’ve been talking about things with providers about how can we be creative about placement practice in order to meet the needs that for example a learning disability nurse will need to experience as they go through our programme?

We’re also holding student consultation events. We’ve held some already because of course students are key too; they are the people that are going to be undertaking these programmes.

And I’m going to mention the brilliant learning design colleagues expert practice leads, those people that are out in practice and our expert academics that are based in England and also across the four nations that have come together to develop this exciting new curriculum.

Phil Kenmore

So one of the things for those that perhaps don’t know the Open University very well, one of the things that’s different about us of course is that our curriculum and our pedagogy is designed specifically to be delivered in the way that we do for a blended mix of face to face, skills-based learning and of course online learning around the academic, with tutorial support through virtual and other means.
So our curriculum is developed specifically for this medium as opposed to being adapted from a traditional university medium. So for those that don't know us that actually makes quite a difference to how things are delivered.

So we just wanted to say something quite specific to you about the four nations, just so people know that things are different across the four nations. We know that healthcare is one of the devolved parts that work in the four nations. And of course you've got some variations, you've got significant apprenticeship activity going on in England, for example. We've got some great things going on in Scotland and Wales on widening access haven't we?

**Wendy Turner**

We have yeah. And Scotland and Wales have been supported to look at specific programmes of widening access for people who might not consider higher education is for them. And they may be steeped in practice as a healthcare or a social care worker and really want to develop themselves into the nurse of the future but can't, or maybe are held back or are afraid to step into education, and our widening access programmes that we've been running alongside colleagues in Scotland and Wales are really showing some great success and some really great case studies of people, not just becoming a nurse but becoming a leader in their nursing field.

**Phil Kenmore**

And you'll notice from this slide as well, but it's worth just mentioning, that of course we work quite extensively with private, voluntary and independent sector as well. So it's not just the NHS, we have lots of employers who are from PVI as well.

So let's move on and talk a bit about the curriculum itself.

**Wendy Turner**

Okay I've just been alerted that there are a few sound issues. I'm going to talk a little louder, let us know if that's better for you.

Okay so I just want to introduce our new curriculum, the overview of our Future Nurse Degree. You can see that it's run across three levels, level one, two and three and they align with first, it's kind of year, but I don't want to talk in terms of length; the second year and third year undergraduate academic levels.

You can see that we have two modules per level; they make up the 120 credits that the student nurse will be required to attain in order to move into their next level.
The top half of the infographics that you can see, which is Introducing Health and Social Care; Understanding Nursing; Knowledge and Theory and Assimilating Knowledge and Theory, are what we call our theory-based modules where students will be steeped in online learning, looking at developing their critical thinking, looking at developing their knowledge of nursing, A&P, pharmacology, all those things you’d be familiar with.

The bottom line of Introducing Healthcare Practice; Developing Nursing Practice and Becoming an Autonomous Practitioner, as you can see relate to what we call our practice-based modules and that's steeped in our practice-based (hours?)

Our learners will be focusing on their field-specific areas right from the start, right from the point at which they register to become a student with us.

This programme incrementally builds knowledge and skills and things that are based around the NMC competencies and standards.

You can see our final module, which is Becoming an Autonomous Practitioner, is actually field-specific. So it's adults, children and young people, learning disability and mental health. And we've arranged it in that way so that it means the student is awarded their Registered Nurse degree with a field-specific title to that. But as I said just a second ago they will be looking at and focusing on their field-specific area of nursing right from the very start.

Learning materials have been designed across all four fields of practice but with an emphasis on the application of theory to their own field of practice and there are shared learning experiences throughout the whole of the programme through mixed tutorial groups.

It sets the foundations of further study as we go across each level and we are looking at aiming to increase breadth and depth of exposure to their fields of practice alongside the learning that I've explained.

**Phil Kenmore**

Fantastic thanks Wendy that's brilliant. And just to say that of course we're also doing the nursing degree and the nursing apprenticeship, the curriculum for the nursing apprenticeship is effectively the same but obviously runs as an apprenticeship with the variation you would expect in relation to that.

**Wendy Turner**
And the students would take an endpoint assessment having completed all of their study across level one, level two and level three.

**Phil Kenmore**

Excellent thanks Wendy. So we also wanted to say something about the Nurse Associate. We understand and we appreciate this is for England only but we think it's quite important because obviously the numbers of nurse associates are rising very rapidly in England, I think there's about 6,000 now either in post or in training. We know that Health ((Education England 16:37?)) have got a target for 7,500, I think, per year and it's going to be a key part of the NHS in England, the Health ((Education England?)) workforce plans and the NHS plan going forward.

So Wendy do you want to say something about the Nurse Associate?

**Wendy Turner**

Yes thanks I would. So we're really proud about our offers for our Nurse Associate qualification and as you can see there's a mirror of level one to our first level of nurse degree and the change that you'll notice is in the top right-hand corner which is a module called Nurse Associate: theory for practice. And that concurs with the rules and regulations about the amount of credits that nurse associates need to gain and can port into the final level of study to move up to a degree if they so wish.

The Nurse Associate needs functional skills on entry and we would be supporting them to do that, so we're looking at maths and English there.

**Phil Kenmore**

The Nurse Associate doesn't need it on entry.

**Wendy Turner**

Yeah I was just about to say that. Apologies I've just realised my error I've written the wrong thing down. We support students to gain this while they're with us and that makes us quite unique in this offer of Nurse Associate. So we're aware that stepping into becoming a nurse associate, being a little bit worried about level of maths and English, through level one the students are supported and we're very used to doing that support for those students.
So just for absolute clarity then, so in terms of the nursing degree and the nursing degree apprenticeship functional skills are required on entry, as required by the NMC. In terms of the Nurse Associate with the Open University we help develop functional skills during the programme, we do not require it on entry. And we'll say that again towards the end of the webcast.

**Wendy Turner**

Yes thanks for that clarification Phil. So it’s a flexible pathway across and it can be as low as 18.5 hours per week, if you’re thinking about how will this fit in. We already have some nurse associates that are currently on programme and you'll probably be thinking, ‘Mm I wonder if things will change in 2020?’ For those students they will continue as they are. And again just to mention as well the nurse associates will be looking at things like medicine management, pharmacokinetics and all those kind of things that they need to achieve in order to be ready to transfer onto the nursing degree if they so wish.

**Phil Kenmore**

Fantastic thanks Wendy. So what we thought we’d do, we thought it might be useful just to say a couple of things over a couple of slides about transitioning, both nurse associate from an OU course onto OU Nursing, but also from those coming from elsewhere. So we thought we would say a little bit about transition. People often ask questions about this don't they Wendy?

**Wendy Turner**

They do. And it isn't just students that say, how do I move myself across from Nurse Associate onto the final part of the degree, if that's what they want to do. So you can see that we have the Nurse Associate here, as we move to the middle box we've got a module called Understanding nursing: knowledge and theory. This is a module which allows students to create a portfolio that shows their practice around what they've done during their Nurse Associate time. It allows them to gain those credits of 60 which can be transferred into level three of their final nursing degree, if that's what they do.

They will be required to apply for the credits mitigation or credit transfer if they come to us from another provider as well.

**Phil Kenmore**

Okay so let’s just say a bit about other students that might transition in, not necessarily those coming from Nurse Associate, although that does include those, but we also get other people coming with other prior learning.
Wendy Turner

Yeah they do. So for example students might have studied with us the Certificate of Healthcare Practice, or they might come with something called the HAP, the Healthcare Assistant Practitioner. Again they're offered a free bridging module which allows them to develop and show 170 practice hours, some of which they will have done whilst they've taken their role on as a HAP or a healthcare practitioner. And we support them and you would support them within employers to show how those practice hours have developed and to sign those off.

So once that's done and that's signed off they would then move into level two of our nursing model which is Understanding Nursing: theory and knowledge and developing nursing practice, moving into level three.

Again there are options for students who come from another provider using credit migration or credit transfer to come into us at that point as well.

Phil Kenmore

That's fantastic isn't it? So someone coming with the 120 credits and 600 hours of practice they get a free bridging module to get that 170 hours practice registered and acknowledged and then they can transfer straight into level two in the nursing degree. That sounds great doesn't it? So if you’re out there and you’re thinking that's how you would transition in if you want to transition into our nursing degree, either as a nurse associate or from some other healthcare practitioner course and so on.

So what we thought we’d do now is we thought we’d just say a bit about actually how we go about delivering nursing qualifications in the OU, because some of you may not have experienced that or may not understand how the model works. And then we'll go on to talk about how we actually assess students and how we apply the criteria and the start dates and so on.

So we deliver our nursing degree and in fact our Nurse Associate as well, through a range of interactive, tutor-supported, online learning. And you get a whole range of different media to help you for the academic learning, as you would expect. You get books and eBooks. You get interaction with reflective activities – and we'll show one of those in a moment. You also get face to face induction activities and online tutorials.

Wendy Turner

And the induction activities are locally held and hosted so it helps foster a sense of community of learning for the students, who might otherwise feel like they’re on their
own, and indeed they’re not. So we start that right from the start. So it’s locally held and hosted, face to face induction.

Phil Kenmore

And also our online tutorials are excellent. You get access to your tutor online, both as a group and individually. And you can either watch that and engage with those live and/or you can then use them afterwards just to recap and gain further learning.

Wendy Turner

So they’re recorded and they would be as a reusable resource for the students. And you’ll probably be familiar with the NMC’s requirement for hours of learning and those online tutorials comprise required learning. So it means that the students will have to engage with that kind of thing and it enhances what they’re doing. And we’re going to talk to you in a minute about our approach to teaching and learning and how that fits in.

Phil Kenmore

And of course we’ll talk about the different roles that support the student. We’ve got a very strong wraparound of support around the students that work with the OU, but also people do get the opportunity and access to materials on how to learn, especially specifically how to learn digitally and all of those materials are actually free, you can access them anytime in advance through our platform called Open Learn, that’s Open Learn and if you Google that you’ll find that. And interestingly while we’re talking about Open Learn there’s 10,000 hours of free learning on Open Learn, lots of which relates to healthcare-related areas, both in terms of different branches of healthcare but also, as I say, how to learn and how to learn digitally.

So students have an experience don’t they? They have a home page and that outlines the course that they’re on and they have a calendar for how that works?

Wendy Turner

They do, a study calendar, which helps with the planning, it helps them see where particular topics might be coming up, it gives specific and directed advice and support around assessment and assessment time and revision around assessment. So it really is a fantastic planning tool. And you’ll see along the top line that students have forums, they have resources and it’s simply one click away, for example, getting in touch with our fantastic library and asking them about a particular resource or a question around, dare I say, the ‘R’ word, referencing! And we are going to show you an example of what a student might do in terms of a learning activity in a minute.
Phil Kenmore

And it’s interesting of course isn’t it the way that it works is that students have lots of support from the university and their tutors, academic and practice tutors, but also they can support each other and they are facilitated to do that together.

Wendy Turner

Yes very much so. So offering a community of learners is a real key part of this nursing degree and nursing associate.

Phil Kenmore

And it’s interesting again that lots of the students that do study with the OU are people that already perhaps work in NHS trusts and healthcare providers, people that might be ((26:03?)) and so on, but also people who perhaps haven’t done formal academic study either at all or for a long time and so we make sure that people have a very strong support mechanism to bring them into the learning and help them go through the programme.

Wendy Turner

Yeah. And again more of that in a little while.

Phil Kenmore

Okay so let’s just talk a little bit about our teaching and learning approach.

Wendy Turner

Okay so we’re really pleased that we’ve looked at developing specific people for our blended learning online teaching approach that we’re taking an enquiry-based learning approach that is based upon active participation.

For us active participation motivates the student with direct decision-making and applied critical thinking.

Enquiry-based learning allows our students to become competent, reflective and autonomous practitioners. It constructs learning and knowledge in a way that is both contextual and participatory and this gives rise to collaborative study and work and outcomes and develops student’s knowledge, not just as part of a team and developing themselves as a learner, but in context too this is how it works within health and health
and education and health and social care and all those kind of ways in which our future nurses are going to have to work.

It’s a group based teaching approach. It bridges the practice-theory gap, using teaching strategies that require the students to research and enquiry, relate and explain theoretical knowledge to their practice.

Further it guides students in this notion of being competent, reflective and autonomous because they become able to think critically, to problem solve and to respond and that’s exactly what we’re going to want in these fast paced health environments.

It constructs the student’s learning and knowledge. It is contextual and participatory, as I've said, and it emphasises active and cooperative learning.

It’s a group-based teaching approach, which is our last point, and that group-based approach comes from the online tutorials that we’ve mentioned already. It promotes the student’s learning that needs to be practical, it needs to be negotiated and it develops our students within, as I said just a minute ago, the team and within themselves as a leader.

**Phil Kenmore**

Okay great so shall we have a look at something?

**Wendy Turner**

We are, so this slide now I'm just going to introduce an example of an activity that our students would engage with as an online learning sample. So this example we’ve chosen shows how the students will develop their knowledge, they will reflect on their practice and they’re going to need to consider improvements.

So the students will be instructed to watch the following video, which we’re going to show to you in a second. It's only 40 seconds long, for our students it's a couple of minutes we've just given you a snippet. They will be asked to make observations and take notes and there would be a follow-up activity where the students would record their answers and discuss their responses to the answers with their tutor and with their tutor group. And time will be allocated to do that.

So for example in the activity you’re going to watch now, students would be asked for example, how would you respond initially to Sam turning up in your workplace? So if your workplace is A&E or it’s a primary care provision or a walk-in centre, how would you respond? Then they’d be asked to think about what communication skills they
would deploy to understand Sam’s condition? How would they truly understand what’s happening to Sam? They might then be asked, what initial assessment tools should they consider using and why would they consider using them?

We would then go on to extend this activity and ask them to explain the physiology of low blood sugars and how this might present itself physically with someone walking through your door.

And lastly they might say, what steps would you need to take to support developing the skills of people around them, in this case the receptionist, to ensure Sam’s situation wouldn’t happen again?

So that's the kind of things that would be set up for the students to happen. So let's have a look at Sam.

Video Plays

Phil Kenmore

Okay fantastic. So that was just an example, as Wendy said, a very small snippet, that would normally be a two minute video or so, each of our videos is normally about one and a half to two minutes for students to look at, but obviously it’s one example of the rich media that you get in our study materials, and there's lots of different examples of podcasts and videos and so on and so forth. So it’s just to give you a sense of how we would apply that with the student, as Wendy has described.

So we just want to say as well something about how we assess students and the types of assessment processes that we go through just so you understand actually how that works, either if you’re a potential student or an employer.

Wendy Turner

Okay so there are three main ways in which students would be assessed. The first is a tutor marked assessment, it might be an essay, it might be a presentation, it might be a report. And that's handed in online through our online repository there. It would be marked by their tutor who runs their tutor group.

There are also things called interactive computer marked assessment and that would be a bit like an online quiz with instant feedback. So for example we might test drug calculations or numeracy through an interactive computer marked assessment.
And then lastly at the end of each module we have something called End of Module Assessment which brings together the learning that's happened both through theory and the activities that you've just seen a sample of and the practice that the student is engaged in. So you can see that would be in two parts, usually a reflective essay or similar but also, very importantly, the practice portfolio which gives evidence of what students are engaging with and achieving whilst they’re in practice.

We’re really keen that our assessments match up and mirror what's happening in practice. So for example that's why we mention a report. Our students will be writing reports with you while they’re out in practice. That needs to be concise, it needs to be accurate, it needs to be embedded in research, and all those things. And that's why for example the tutor marked assessment might well be a report.

And just to note lastly for apprenticeships only they will have their endpoint assessment.

**Phil Kenmore**

Which follows after the end of the programme doesn’t? It’s got to be within six months, normally three to six months.

**Wendy Turner**

It’s within six months of completion and all their levels.

**Phil Kenmore**

So we just thought also we’d say something about the nature of practice based learning through our programmes and actually how this works, and we’ve got a series of examples here about the way that practice based learning, which is absolutely vital, it’s incredibly important isn't it?

**Wendy Turner**

It’s the underpinning principle of what our students will be doing. So you can see we’ve moved this into five categories here. Firstly to note that the practice based learning is student-centred. The shared curriculum that the students will be studying helps cultivate their independent learning and practice which will be field specific whilst they’re out in practice.

We believe firmly that learning is for practice and it happens in practice, which is integrated throughout the programme from the minute they start with us.
We've mentioned earlier that practice based learning, our modules materials have been developed both by partners, employers and service users. We have developed a clear strategy for building digital literacy, information literacy and numeracy across the programmes throughout the three levels. And that's a key skill for our future nurses.

Phil Kenmore

And it's something that's looking forward in terms of the workforce plan and the planning for workforce transformation across the healthcare services in the UK. I mean digital literacy is absolutely vital isn't it?

Wendy Turner

Absolutely key.

Phil Kenmore

And of course our learning approach completely supports that already.

Wendy Turner

It's completely embedded in that and develops incrementally as we move across levels one, levels two and level three.

And our last point around integration of study skills and support, so the Open University is fantastic at supporting students as they move into higher education and their studies and then the move across the levels and develop themselves. So for each level there are introductory and then incrementally developed study skills and study skills support: how to write an essay; how to write a report; how to use research; how to search for research; how to embed that research in the work that you are doing, both academically, theoretically and then using that out in practice.

Phil Kenmore

And as we've said already that's designed specifically as well for people who may not have had any formal academic interaction for quite a long time and actually perhaps haven't got certain qualifications that others might have.

Wendy Turner

Yeah. And we're very, very successful at doing that.
So I'm just going to make one last point on practice period pathways, which I'm going to guess that some of you are wondering about. So practice period pathways will be different from what they are now, so just to say that from the onset. And part of the reason for that is because the hours of practice have changed and that's to do with NMC and we've inserted 770 hours of practice into each level. So that is equally distributed across level one, level two and level three, it's 770 hours at each level.

It will transfer that that will be three practice learning periods in each level. So that will be nine across the programme. And we've also listened to your feedback as employers and also students who have fed back to us. And we are going to place the core practice base at the end of each level because that helps support the transition for the students and for practice. So that's how our practice period pathways will look.

Phil Kenmore

Fantastic that's really helpful. Thanks.

Okay so we're just going to say something about the three different roles around practice based learning support and assessment and of course many of you will recognise these from the NMC documents, the NMC requirements. We just thought it was worth just making sure that we're clear about what those roles are and how those rules work.

Wendy Turner

Yeah great so three key roles here. Again we're reflecting the NMC terminology here. So we start with the practice supervisor who facilitates the student's learning through independent participation. They'll respond to raise competency and conduct concerns, should there be any – hopefully not. They're going to be supervising and supporting and providing feedback that's so essential to students, while they're out in practice. They will contribute to assessment and progression decisions made by the assessor who we note below. So they're going to be a key person, they're going to be the person that the students get to know out in the field.

Moving on to the practice assessor. The practice assessor will be conducting assessments out in practice, confirming achievement of the learning outcomes. They're be recording the assessments, looking at proficiencies, looking at conduct, looking at multiple sources of evidence that the students will be able to draw from, developed with and supported by their practice supervisor. They're going to be communicating and collaborating with the academic assessor, below, where they'll be looking at student progression and proficiency. And they're going to be assigned to the student for their placement or a series of placements, depending on how that works in each locality.
And lastly we move to the academic assessor who’s going to collate and confirm student achievement, learning outcomes and how they're progressing. They're going to record and make decisions on that achievement, that proficiency, and they will be again drawing from multiple sources of evidence. They’re going to communicate and collaborate with the practice assessors above in terms of agreeing the student progression. There may be a different academic assessor assigned to different parts of the programme, depending on where that student is at that point in their programme.

So I hope that that gives you a flavour of the roles of the practice supervisor, practice assessor and academic assessor.

**Phil Kenmore**

And of course every student will have all of those roles as part of their learning.

**Wendy Turner**

They will have access to that indeed. We can see from the next infographic.

**Phil Kenmore**

Okay so that's a great segue isn't it, that's really good, I didn’t know I’d be doing that. So the next one we just wanted to show you how we wrap support around the student and how it's entirely student-centric and this is very, very important to the OU. And what you can see here in blue for example you can see the primary OU university roles, the practice tutor/academic assessor, we call them practice tutors within the OU. You've got an academic module tutor. You've got staff tutor or local nursing lead. So we have a team that works in every locality in the UK and I do mean the UK. We have a nursing team that works in every locality that's available for local employers and to support local students. And of course we have a student support team based here on campus at Milton Keynes but do support virtually again for every single student.

Employers will provide a link obviously in terms of supporting that student, a practice assessor and a practice supervisor type of role. And of course we encourage students to have peer to peer support and to build a community of learning as Wendy talked about earlier. And we really concentrate on wrapping all of this around the student to ensure success. And that's sort of how we get a 91% success rate in terms of our students on our nursing programmes.

The other thing the OU does incredibly well and it’s a lot of support that perhaps is slightly higher than some, we offer support particularly around everyone gets access to our library of course. We have an IT helpdesk, as you would expect which is available to
students all the time to enable them to support any IT challenges. We have the Student Home which we showed earlier, the front page where students go to access, not only their learning materials but also the forum and other support to help them.

We mentioned the student support team which is available to students to support them in any way that they need support in terms of their learning. We have a module team around each academic module. And of course we offer functional skills, delivery; we have a team that helps people build their functional skills. And we’re very focused on helping people because we will take people who perhaps haven’t had opportunities for education in the past that some have, we will help anybody to build their functional skills to the required level, either pre access to a nursing degree or of course whilst they’re on a nurse associate programme.

Wendy Turner

Thanks for that clarification Phil.

So we’re now going to tell you a little bit about recruitment and selection. So Phil do you want to start with this?

Phil Kenmore

Of course yes. So basically we’ve mentioned a couple of times already our entry criteria are very different. We do not require A levels or UCAS points in the same way as others. We obviously have the NMC requirements around functional skills that we’ve mentioned for the nursing degree. We don’t require functional skills for Nurse Associate in advance. And of course it’s worth saying that the requirement is for functional skills at level two or equivalent, employers often ask us what the equivalents means, one of the challenges is that or equivalent is defined for apprenticeships by the ESFA and it’s their decision whether it’s equivalent or not, unfortunately not ours.

We do have a declaration of health and character element and obviously we do criminal record clearance and occupational health as everyone else.

Wendy Turner

And the application. So it’s a formal application with a personal statement and we’ve listed here that it may include several different things. One of the things that it will include is a way in which service users get involved with the recruitment and selection process. So for example they may set a question which is sent out to the applicant beforehand where the applicant can then give an answer to that and that will be sent to service users to have a look at. So a service user may not be at the interview but they
will have had an opportunity for example to have a look at the response a student might make around that.

We’ve noted that we select for values and experience, not just academic achievements because we know we can support academic achievements across the three levels the students will be with us.

**Phil Kenmore**

And that’s actually really important certainly both for students but also for many employers who’ve got staff already with them and may have been with them in some cases for 20 odd years and they’re saying how can we help these staff move through to become qualified nurse associates or fully qualified nurses? And of course we enable that pathway for people.

**Wendy Turner**

Yeah thank you.

**Phil Kenmore**

Okay so what we’re going to do now is we’re just going to say something about start dates and the patterns because it is quite different in the way we do this and we’re just going to talk a bit about, and this is how we’re going to be doing it from the future nurse programme which starts next October.

**Wendy Turner**

October 2020. We’re counting down to it.

**Phil Kenmore**

We are yes.

**Wendy Turner**

So we’re really pleased to be able to offer two start dates across every academic year. And they will be in October and February. We’re also really pleased to be able to offer both a three year option and a four year option in October.

I’m just going to say a little bit about both. So the three year option has been developed following requires from people like yourselves such as employers or from students who
say, we’d actually like to do the nursing degree and become a nurse within three years. That equates to 164 weeks. It’s a real full on programme, we’re not going to disguise it, that's absolutely how it is. It equates to students being a student for 34 hours per week. They’ll be a full time student. It effectively takes them out of the workplace for the duration of their studies. As I said right at the start of this, this has been developed in response to requests from employers and organisations.

**Phil Kenmore**

And that's interesting isn't it because of course from a delivery of an Open University model traditionally it’s been for people that are working and work part-time, and we'll say a bit about that in a minute, but of course the future in terms of developing high numbers of people through the nursing programmes actually for models such as the OU this will have full-time student model as well

**Wendy Turner**

It does and that moves us really nicely to our four year option which is our traditional and very popular option which allows flexibility for the student and the employer. You can see that runs over 215 weeks, and that equates to 26 hours per week that the student will be a student. So it means that they can continue in employment with you earning some money, gaining extra practice experiences that they may want to do.

So okay to move on to our February route? Okay so our February routes you can see that they are a little longer, so three years seven months and four years six months. That's actually because of the way things like Easter fall, summer falls, those kind of things. It allows an extended programme to meet student and service user’s needs where they kind of think four years is maybe just a bit too long, three years seven months is more doable for themselves and their students.

And very much these decisions will be by yourselves and with the students as well to seek to meet your needs.

**Phil Kenmore**

And we do mention on there of course that if people are using an apprenticeship route of course there is an endpoint assessment which comes after these timelines.

**Wendy Turner**

Yes thank you for pointing that out. There are some real benefits to this. For the three and the four year options in October, all the students will be studying their level one
modules concurrently over a timespan. It means that at the end of level one if a student has opted for the four year programme, and actually they think they want to speed things up, in conjunction with yourselves as an employer you could opt to do that. Equally if they've started on the three year programme and it's not working out for you or it's not working out for the student, they could move across to the four year. So it really offers a huge degree of flexibility.

Phil Kenmore

And that's the sort of flexibility which the OU's really designed for and our model and how we do it, which you're probably far less able to do that in other environments.

Wendy Turner

Absolutely it really, really does respond to what employers are telling us they want but also crucially what students are saying they think they can manage.

A final point to make is by offering both a February and an October start date it means that should a student through unforeseen circumstances need to catch up or to retake a module, they can do that within the same academic year rather than waiting for a whole year for the module to be presented again. So again that's another plus in these new patterns of working

Phil Kenmore

And that could be really important to individual students couldn't it?

Wendy Turner

It really is.

Phil Kenmore

It gives them an opportunity to do that without losing too much time.

Wendy Turner

Absolutely and of course for the employers it still means that their student's going to be on track to qualify as a nurse in a reasonable time.

Phil Kenmore
Yes and of course, I'm sorry Wendy you may have mentioned here the Nurse Associate start dates are also October and February.

Wendy Turner

Yes.

Phil Kenmore

Okay fantastic. So that's the start dates and patters for the future nurse, beginning in October 2020 and so the February we're talking about there will be February 2021, just for clarity. And we can obviously answer some questions on that as well as we go.

So we're finishing up now and we're going to just pick out some key questions from the people that are in the chat. We seem to have done okay on time Wendy, well done there.

Wendy Turner

Oh I know yes.

Phil Kenmore

We just wanted to make the final point and hopefully we've stressed this as we've gone through, the Open University is about being open to people to access education and in this case for nursing and nurse associate, people that may not get the opportunity through other routes, but also now people that want to have a full time route but with this type of approach to learning. We aim to offer, and we do offer, much greater flexibility to learners and employers than perhaps traditional university approaches.

Employers will often use as an addition to maybe a local university provision, so they've often got a local university provision and they'll use the Open University for some additional provision, either for certain types of students or a route so students have a choice, they have a different opportunity.

Wendy Turner

And I think one of the things about our flexible approach is the students stay with you in the workplace and what we are finding through research, through looking at the data, the students that are training with us at the Open University with you as the employer, are staying with you as qualified nurses. And that's a really important point. You are growing your own and they're staying with you. All of the research is showing how
positive and what a difference that is making to developing local services with people that really know what the needs are from a local perspective.

Phil Kenmore

That's brilliant. Thank you Wendy. And I think it would be remiss of me if I didn’t mention at this point that of course if you want to or have to go through procurement to procure your places for nurse students the Open University is on a very wide range of procurement frameworks and if you would like to contact us we’re very happy to talk about which procurement arrangements might be best suited for yourselves. Lots of them now are available nationally in the different nations and so there’s routes which you may not know about or procurement teams, we can just help point you towards that.

Okay so we’ve got a few minutes left let's just pick up Wendy perhaps on some of the questions that have come in. Angela and Janet have been doing an amazing job answering the chat as we go but perhaps we’ll talk about one or two key questions that have come up, so have we got a question that's worth us answering?

Janet Webb

Well we’ve had some enquiries about the practice assessment and it’s really just to clarify that the practice assessment documents that are local to the employer will be used. The Open University doesn’t have its own practice assessment document but it will be the document that's used within that local trust or ((52:15?))

Phil Kenmore

Well that’s fantastic isn't it? So just to confirm again there that the practice assessment document used for students will be the one used in your local region, we don’t enforce one across all. Because obviously the four nations we work nationally and we work across the entirety of England. So each region will often have their own won’t they?

Janet Webb

Yes they will. So for example if you’re working within London you would be assessed with the pan London practice assessment document. If they're in the North East if will be the North East practice assessment document. Scotland has their own and Northern Ireland have their own practice assessment document. That has also recently been approved by the NMC at their approval event. So we'll be using that. It'll be an approval event in Swansea, so we’ll be using that. And Scotland and Wales both have their own as well yes. So I’ve said that haven’t I?
Phil Kenmore

Thank you very much Jan and our local nursing teams, based in each nation or in each geography of England would also know about those so they'll be able to engage with employers directly understanding what those local arrangements are.

So what’s the next general question that we’ve had?

Janet Webb

So we’ve had some queries around the hours that students will be required to do, so if there were to be ((53:29?)) we’re bringing in recognised prior learning into the programme from previous qualifications or just generally if they’re on the apprenticeship but essentially our students, as anywhere else, would have to complete 2,300 hours of practice and 2,300 hours of theory across the programme. So if somebody was to ((53:51?)) in with the nursing associate degree they will only be able to ((?)) in 50% of the nursing degree programme, apprenticeship or non-apprenticeship. So therefore they will have to do the number of hours required and we’ll map what they’ve done previously and using the bridging module to ensure that they achieve by the end 2,300 hours or equivalent bringing in what they’ve done before.

So we’ll be flexible and basically we will look at what each student needs, if they’re ((?)) in to see how many hours in practice they will have to achieve.

In terms of the theory hours if the modules that they’re bringing in amount to 180 modules of our nursing degree apprenticeship or nursing degree then they will do the required modules to ensure they’ve got the required credits which will then equate to 2,300 hours.

Wendy Turner

Thank you Jan.

Phil Kenmore

That's a great explanation Jan thank you. And so just to remind ourselves then that there's that free bridging module to build the extra hours if required which students get access to and we help them therefore to make sure they've got the hours required as Jan’s just reflected there. And we’re very happy to talk to individual employers or individual students about their own personal circumstances and therefore how that would work for them.
Janet Webb

Other queries have been about start dates which we did cover within the webinar so again when the recording is sent out you can relisten to that. But just to clarify the start dates for nursing and the nursing apprenticeship are October and February. But the February programmes are longer in length for those students who need a longer programme to meet their needs. The October start date has got a longer four year programme but also the three year programme for those who want to complete within three years.

Phil Kenmore

And just to reflect as well, as Wendy said, we have the ability for students if they decide at the end of stage one to shift between those timelines if they want to do that which I think is quite unique.

Janet Webb

Other queries have been about entry requirements, so again just to clarify that we require Maths and English in accordance with Nursing and Midwifery Council’s entry requirements for the degree. But for the apprenticeship they will require different and they will do that during the programme.

Angela Gill

Just to add to that I've sent a link of some of the answers to the ESFA which is the government department requirements so you can check whether your Maths and English qualifications meet the requirements of the apprenticeship. With the registered nurse degree apprenticeship they are required at point of application.

For the Nursing Associate they can be delivered and achieved as part of the apprenticeship, however some employers will require those at point of application as well.

Phil Kenmore

But that's an employer decision.

Angela Gill

And that's an employer decision.
Wendy Turner

Thank you for that clarification, particularly around the Nurse Associate.

Phil Kenmore

So again just to reiterate the obvious, obviously from the Open University point of view we do not require A levels and UCAS points, that's not part of our entry criteria, we select from a broader basis of values and experience.

Okay so we're just about out of time, is there one more key question Jan?

Janet Webb

Just a couple of queries about whether or not there'll be any simulation activities. Yes there will be as part of our theory activities we have some simulation activities via clinical skills net that the students will be using and we will also work with employers to avail students of opportunities for simulation in practice learning environments as well.

Wendy Turner

Thank you.

Phil Kenmore

Just to say, I mean that's fantastic because obviously we help employers to do that. Lots of employers have skills labs that they use with our students as part of the delivery in partnership with them. We're also building some fantastic stuff around virtual reality and augmented reality which we're hoping to have in track certainly by another year or year and a half or so. There's some opportunities to demo that with people already.

Okay so we're just out of time, oh we've got one more very quick question.

Janet Webb

People have been asking about inter-professional learning and inter-professional education so just to say that that is embedded within the curriculum and we will be requiring students in practice to have opportunity to work with other practitioners. So yes it is there. We will be addressing it.

Wendy Turner
It absolutely underpins our enquiry based learning approach.

Phil Kenmore

Okay so I think that's us done. I’d like to say thank you to Angela and Janet for helping us with the questions as we went along and the questions at the end. Wendy thank you for your fantastic delivery there.

Wendy Turner

Thank you.

Phil Kenmore

I really appreciate it.

Wendy Turner

It’s been great to have this opportunity to present to you our really exciting Future Nurse Curriculum.

Phil Kenmore

And we hope you enjoyed that. We’d like to thank you all for joining us. As we said there are opportunities to contact us both as individual students and as employers. We’ve got the details on that last slide there. There will be a link to the recording of this webinar coming out to all of you and also available on social media shortly as well. So please do contact us if you’d like any more information we’ll be very happy to talk to you as individuals or as employers. And thank you very much.

Wendy Turner

Thank you.