New Routes into Training - Flexible Nursing Pathway
Introduction

The purpose of this pack is to give guidance on the process to deliver the Flexible Nursing Pathway at local level and to describe the roles and responsibilities of the NHS Service Provider, the student, the Higher Educational Intuition (HEI) and Health Education England (East of England).

What is the Flexible Nursing Pathway?

The Flexible Nursing Pathway provides a route into nursing for staff working in Band 1-4 positions, who may not have been able to access the conventional student pathway, but have completed a healthcare Foundation Degree (FD), such as assistant practitioners. The most frequently cited reason for this group not accessing nursing degree programmes is the need to continue to earn a salary and for this reason we have developed a work based ‘earn as you learn’ pathway, that awards Accreditation for Prior(Experiential) Learning (APEL) into the nursing degree.

The Flexible Nursing Pathway has been designed in response to requests from the NHS Service Providers for a complementary alternative to the conventional three-year degree delivery model for nurse education as currently provided by our local HEI partners.

Why is it different?

The Flexible Nursing Pathway offers the opportunity to gain accreditation for having completed a healthcare FD. The contents of healthcare FDs, primarily designed for trainee assistant practitioners, have been mapped against the Nursing & Midwifery Council’s (NMC) requirements for nursing registration. The mapping has shown that there can be accreditation against the NMC’s requirements enabling the remaining aspects of the Pre-Registration Nursing Degree to be completed in between 18 - 24 months.

Why do we need this pathway?

This Flexible Nursing Pathway provides a ‘grow your own’ route for assistant practitioners and will deliver registered nurses who are already experienced and valued staff who demonstrate the right values and culture for the NHS. The benefit to services is the ability to retain staff whilst training them and growing a local workforce who will stay in post once they have qualified. As the FD has provided credits towards the Pre-Registration Nursing Degree there is a reduction in the amount of time the student attends the HEI compared with traditional students.
What is the Process?

NHS Service Providers and HEIs will need to work together to ensure that they identify the right students and that they are ready to access the Flexible Nursing Pathway. There are some key priorities to ensure a smooth transition for the students concerned and to ensure that a strong agreement between the NHS Service Provider and the HEI underpins the delivery of the programme.

The employment model

It is expected that students on the Flexible Nursing Pathway will continue to be employed by their host organisation and seconded onto the Flexible Nursing Pathway. It is expected that they will be employed by their host organisation as registered nurses upon successful completion.

Starting learners on the Flexible Nursing Pathway

Firstly, NHS service providers need to have had discussions which include their Director of Nursing, Education Liaison Manager and service managers to make sure that there is full support for the students who are to undertake the pathway at all levels of the organisation. This is because the employer must be prepared to continue to fund the employment of the student whilst they study on the flexible nursing pathway. The service manager and the Director of Nursing must both agree that this funding will remain in place for the duration of the period of study.

The students must have completed a fully mapped FD to allow the student to gain credits towards the three year nursing degree.

Each student will be in employment in a clinical placement (their home placement, if this is suitable to the requirements of the curriculum) and will need a mentor assigned to them. Other placements will need to be identified for them to ensure that they are able to fulfil all the NMC requirements of the Pre-Registration Nursing degree (see Appendix 1). Potential students will need to be identified and the NHS service provider will need to work with the HEI to manage the interview processes.

Before interviewing starts

The NHS service provider and the HEI will need to have jointly signed a ‘Concordat’ that sets out the responsibilities of each of the organisations, and the template, which for this can be found in Appendix 2 at the end of this document. This template should be amended for 2017/18 onwards by the contracting parties.

The application process (see Appendix 3)

The NHS Service Provider and HEI will work together to manage the application process but as it is a closed pathway the HEI can only consider candidates which the NHS Service Provider supports. The interview process must be the same as for all other nursing interviews for that HEI.
The recruitment should be managed jointly by NHS Service Provider and HEI selecting people to work for the organisation as a Registered Nurse. HEE (East of England) can supply pre-selection criteria e.g. commitment to learning and resilience to complete the programme.

**Can an individual without a foundation degree be considered for this pathway?**

No, the applicant will be required to hold a suitable FD to enable accreditation against the NMC requirements.

**Current available pathways**

Adult, mental health and learning disability flexible nursing pathways are available.

**Meeting the NMC Standards**

All programmes leading to NMC registration must demonstrate that the NMC standards for pre-registration education (2010) are being transparently attained. The Flexible Nursing Pathway utilises pre-registration nursing programmes which the NMC have validated. Therefore, the systems and processes for managing these standards are already in place. The Flexible Nursing Pathway has been running successfully at the University of Essex since 2013 and they have helpfully developed a ‘How To Guide for HEI Partners’ which is attached at Appendix 1.

**Numeracy and literacy qualifications**

If potential applicants are unsure of their current abilities in numeracy and literacy, then it is recommended that they work with the Education Team within their NHS Service Provider to either arrange for testing and additional support or try some practice numeracy and literacy tests (which can be obtained from HEIs). Some HEIs run short Study Skills courses for individuals hoping to start on Pre-Registration courses across all professions – these are typically two days over a fortnight. Please work with your local HEI to identify how they can support the numeracy and literacy needs of potential applicants to the Flexible Nursing Pathway.

**Mentorship provision**

Flexible Nursing Pathway students receive the same mentoring as other pre-registration nursing students - therefore, mentors and sign-off mentors must have completed a mentor programme, be on the live mentor register, have received annual updates and completed triennial review. Mentors for Flexible Nursing Pathway students will be invited to a briefing about their role before the commencing mentorship duties. This briefing includes:

- An introduction to the Flexible Nursing Pathway
- The student’s experience of ‘learning and working’
- Managing the mentor/mentee relationship over 18 months
- Managing conflicts of interest with students
- Support systems for mentors
Does there need to be a gap between completing the foundation degree and starting the Flexible Nursing Pathway?

No, students can step straight onto the Flexible Nursing Pathway if they have successfully completed the FD which is mapped against the NMC standards and competencies and have been interviewed successfully.

How long will the Flexible Nursing Pathway take to complete?

Once the two year FD has been completed and mapped against the three year nursing degree the Flexible Nursing pathway will take a further 18 months to complete on a normal trajectory of study. In some cases, the pathway will take longer than 18 months as the local FD may not map directly into the nursing degree, which is why we have described the Flexible Nursing Pathway as taking between 18 – 24 months in the pilot stage.
Funding Arrangements

How much will it cost the service organisation?

The NHS Service Provider will be expected to partially fund the student as they move through their education.

Students who commence the pathway before April 2017 will receive the following terms and conditions:

The student will normally be in full-time employment of the NHS service provider and seconded into the educational pathway. It is a requirement that the employer pays the student a minimum of Band 3 point 9 for the duration of the Flexible Nursing Pathway. HEE (East of England) will provide 40% of the salary based on the costs of salary for the Band 3 point 9, although it is at the discretion of the employer if they choose to pay the student at a higher rate in line with their current employment contract. The table below describes how the minimum costs will be met:

<table>
<thead>
<tr>
<th></th>
<th>NHS service provider costs (based on 2015/16 Band 3 point 9 for 18 months)</th>
<th>HEE (East of England) provided costs based on 2015/16 Band 3 point 9 for 18 months</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training fees (8,315 p.a.)</td>
<td></td>
<td>£12,473</td>
</tr>
<tr>
<td>Salary (£21,856 p.a. with on-costs)</td>
<td>£19,670 (60%)</td>
<td>£13,114 (40%)</td>
</tr>
<tr>
<td>Tariff (assuming student completes placement hours in employing organisation)</td>
<td></td>
<td>£2,858</td>
</tr>
<tr>
<td>Total</td>
<td>£19,670</td>
<td>£28,444</td>
</tr>
</tbody>
</table>
Changes to funding in the future

Changes to the funding support offer for 2017/18

2017/18 will be a transition year as we move to the new loan based system, and HEE (East of England) will aim to be able to offer salary support at the same level as in 2016/17. However, previously HEE has also paid the university tuition fees. With the move to the new system these fees will no longer be available from HEE. The changes are detailed in Figure 1 below.

Changes to the funding support offer for 2018/19 onwards

Previously HEE has provided salary replacement for the days when the student is working as a student (i.e. at university or clinical placement) and has also paid the university tuition fees. With the move to a loan based system this funding will no longer be available. The changes are detailed in Figure 1 below:

Changes to Flexible Pre-registration nursing degree funding support offer

Figure 1

<table>
<thead>
<tr>
<th></th>
<th>2016/17</th>
<th>2017/18</th>
<th>2018/19</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student employment contract</strong></td>
<td>Student employed and practices in contracted post for 18 hours per week</td>
<td>No Change</td>
<td>No Change</td>
</tr>
<tr>
<td><strong>Student working as an employee</strong></td>
<td>Student receives AfC point 9</td>
<td>No Change</td>
<td>No Change</td>
</tr>
<tr>
<td><strong>Student salary while working as a student (i.e. at university or clinical placement)</strong></td>
<td>Salary replacement paid by HEE based on AfC point 9</td>
<td>Salary replacement paid by HEE (as this is a transition year HEE hopes to make payments at the 16/17 level)</td>
<td>No salary replacement. See Figure 3</td>
</tr>
<tr>
<td><strong>University tuition fees</strong></td>
<td>Paid by HEE £9,250 per year</td>
<td>Tuition fees no longer paid by HEE. See Figure 2 for options</td>
<td>Tuition fees no longer paid by HEE. See Figure 3 for options</td>
</tr>
<tr>
<td><strong>Employment after the programme</strong></td>
<td>Student would sign an employment contract with sponsoring organisation for three years following registration</td>
<td>No Change</td>
<td>No Change</td>
</tr>
</tbody>
</table>
Support from employers

In 2017, the move to a loan based system puts an additional burden on students to pay for their tuition. Employers can choose to give additional support to their employee during the Flexible Pre-registration Nursing Pathway (see Figure 2)

As the level of support increases, so does the cost to Trusts, however the likelihood of retaining the registered nurse in employment is also likely to increase.

Figure 2

Note: This model is based on the possibility that HEE may be able to assist in the transitional year of 2017/18.
In 2018/19 onwards, the move to a loan based system puts an additional burden on students to pay for their tuition and they will no longer receive salary replacement. Employers can choose to give additional support to their employee during the Flexible pre-registration nursing pathway as indicated in Fig 3:

**Student Tuition Funding 2018/19 onwards**

**Figure 3**

- **Gold Standard – High Trust Support**
  - Trust provides 18 hours employment (service delivery)
  - Trust funds student time of 17.5 hrs
  - Trust funds tuition fees
  
  _This would result in NO student debt_

- **Silver Standard – Mixed Model – Maintenance**
  - Trust provides 18 hours employment (service delivery)
  - Students take out maintenance loan to fund student time
  - Trust funds tuition fees
  
  _This would result in up to £15,375 student debt_

- **Silver Standard – Mixed Model – Tuition**
  - Trust provides 18 hours employment (service delivery)
  - Trust funds student time of 17.5 hours
  - Students take out tuition loan to fund tuition costs
  
  _This would result in £13,675 student debt_

- **Bronze Standard – High Self-Funding**
  - Trust provides 18 hours employment (service delivery)
  - Students take out maintenance loan to fund student time
  - Students take out tuition loan to fund tuition costs
  
  _This would result in up to £27,375 student debt_

**Grow Your Own Model**

Details on a Flexible Nursing Pathway – Grow Your Own Model which details the full model from Care Certificate to registered BSc or MSc nurse can be found in Appendix 4.
Appendix 1 – ‘How to’ Guide for HEI partners and Service Providers
(with thanks to University of Essex)

Introduction
In June 2013 the School of Health & Human Sciences at the University of Essex sought NMC approval on the basis of a major modification to the existing pre-registration nursing programme. The modification was to enable the delivery of a work-based learning pathway to registration. The modification was approved by the NMC.

The following document explains how the modification was presented and outlines the supporting information necessary for successful approval. In the view of the programme lead, approval appeared to be predicated on three factors

- **Partnership** - a critical component of the approval process was the positive relationship between the HEI and the partnership health organisation sponsoring the future students. This relationship was based on co-development from the initial discussion to the point of approval and beyond.

- **Commissioning intention** - successful modification was also assisted by transparent commissioning intent which included:
  - the number of students who would be following this pathway
  - identification of the health organisation who would be sponsoring each student

- **How the pathway will use existing resources** - the University was approved to run a NMC pre-registration nursing programme. The work-based learning pathway utilises as much of the extant provision as possible on the assumption that all such elements ‘borrowed’ from other pathways are approved.

**NMC Standards**
All programmes leading to NMC registration must demonstrate that the NMC Standards for pre-registration Education (2010) are being transparently attained. The systems and processes for managing these standards are already in place to maintain existing pathways as with any other HEI. Consequently, the following discussion will address the exceptions only.

1. **Safeguarding the public** - no exceptions

2. **Equality & Diversity** - the pathway, in academic terms, is defined as ‘closed’. It is only available to applicants from specific health organisations.

3. **Selection, admission, progression and completion** - all applicants must be in employment in a health organisation and sponsored by that organisation.
   - Applicants must hold a Foundation Degree which would enable APEL for entry onto the pre-registration nursing programme in both theory and practice (see modules (5)). APEL claims are, by their nature, unique but must include currency in theory and practice hours
Students must be explicitly sponsored by the named health organisation in order to seek interview for the pathway.

(4) Support for students and educators - It is expected that students on the flexible pathway will continue to be employed by their host organisation and seconded onto the pathway. It is expected that they will be employed by their host organisation as registered nurses upon successful completion. This provides students with continuity of employment and NHS service with return on investment. It is expected that students on the pathway will earn a minimum on Band 3 point 9 for the duration of the programme. The NHS Service Provider is expected to pay 60% of the salary and until April 2017, HEEoE will pay 40%. This equates to £19,858 (including on costs) as a minimum contribution by the host employer.

(5) Structure, design and delivery of the pathway

- Flexibility is incorporated into the pathway to ensure that the maximum amount of APEL is used; this creates, effectively, a unique curriculum for each student; this may be a challenge to academic systems. From the student/tutor perspective self-directed study is channelled by the module guide and clinical assessment.
- Students attend University on a minimum of 12 occasions a year for teaching, supervision and support. The focus is on the student’s opportunities for learning rather than frequent face-to-face teaching engagement with tutorial team. The pathway is supported by a virtual learning environment which contains information about the programme and relevant resources.

Calculation of hours

In a work based learning curriculum the student continues to learn and work simultaneously; such continuity of learning and working is fundamental to the curriculum. To differentiate ‘time as a student’ and ‘time as an employee’ does not, therefore, reflect the continuity of learning that is actually taking place. However, it is necessary to demonstrate that the NMC standards in relation to hours are met within the programme, thus:
The table below is based on the University of Essex model - this may be different for other HEIs so please check on the specific conditions for the applicable HEI.

Table one – All Hours

<table>
<thead>
<tr>
<th>Total NMS hours = 4600</th>
</tr>
</thead>
<tbody>
<tr>
<td>2300 (maximum)</td>
</tr>
<tr>
<td>Attained through APL</td>
</tr>
</tbody>
</table>

Table two - Programme Weeks

| 18 Months’ | 78 |
| Less 9 weeks Annual Leave | 69 |
| **Total Weeks** | **69** |

Table three- 1150 Theory hours

| Induction Week | 40 |
| (7.5 X20) study days | 150 |
| 14 hours X 69 weeks | 966 |
| **Total** | **1156** |

Table four - 1150 practice hours

| (37.5 X 12) Placements 3 placements of 4 weeks | 450 |
| (2 X 7.5 = 15 hours X 57 weeks) home placement | 855 |
| Less (7.5 X 20) study days | -150 |
| **Total (required 1150)** | **1155** |

- 3 placements of 4 weeks where the learner will be 37.5 hours’ supernumerary.
- 53 weeks of 2 days’/week supernumerary, this includes the final 12-week placement.
Award

- As a consequence of APEL (see below) the University of Essex BSc award is based on level 6 credit only
- The award is registerable with the NMC

Accumulating academic credit

- The pathway is constructed using 3 ‘long’ modules which are mapped against the existing BSc Nursing pathway and against the NMC standards 5.6 1 & 5.6.2.
- The three modules connect with NMC Progression Points (i.e. PP1, PP2 & Completion Point) and academic level (i.e. 4, 5 & 6).
- The first module and up to 50% of the second module are APEL-ed based on the Foundation Degree

(6) Practice learning outcomes

- As the range of flexible pathways for pre-registration education expands so too will the variety of mentoring arrangements. The mentor relationship with WBL students is extended over the duration of the programme and mentors need to appreciate the importance of scaffolding learning in theory and practice as well as role transition. Consequently, preparation of the mentor, particularly within the home placement, should be pre-determined by the health organisation and AEI in collaboration.
- Students will have a home placement. This should be the environment where he/she is working prior to joining the pathway. The home placement is where the student spends most of his/her time working with an allocated mentor
- The pathway encompasses four placements experiences. The type of experience is ascertained in conjunction between the health organisation and the HEI and approved by the NMC. However, each student, within their home placement, will already be in a specified placement area; therefore, each student will complete 3 visiting placements each of 4 weeks’ duration.

The organisation of visiting placement is currently led by the HEI in collaboration with the health organisation. It is anticipated that in future, this organisation will be led by the health organisation in collaboration with the HEI.

For example:

<table>
<thead>
<tr>
<th>Mental Health Pathway</th>
<th>Adult Pathway</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acute Assessment</td>
<td>Medical milieu</td>
</tr>
<tr>
<td>Older people assessment</td>
<td>Surgical milieu</td>
</tr>
<tr>
<td>Community/specialist team</td>
<td>Critical care milieu</td>
</tr>
<tr>
<td>Child and Adolescent services</td>
<td>Community/specialist milieu</td>
</tr>
</tbody>
</table>

Whilst on visiting placements students are full-time students.
Outcomes - work/Insight books are used to support student learning in e.g. learning disability and mental health. However, the student is expected to evidence bio-psycho-social understanding of service users throughout the pathway.

Assessment - no exceptions

Resources - no exceptions

Quality assurance - the submission should show explicit evidence of commitment from both the HEI and the named health organisation/s to jointly and proactively manage the pathway. This was demonstrated through a uniquely and collaboratively constructed, jointly signed, ‘Concordat’ covering (for example):

- Recruitment processes
- DBS and Occupational Health held by health organisation
- Managing student performance in academic and clinical setting
- Continued employ during studies
- Sponsorship arrangements e.g. 2 days of study leave per week
- Continuing employment of failed students
- Commitment to mentoring and sign-off mentoring
- Honouring of University’s policies and procedures in relation extension and extenuation

Peter J Martin, University of Essex
March 2015
Appendix 2 – Concordat Template

University of…………..  

NHS service provider………………………………………………………………………..

Concordat Template  

BSc Nursing (Adult) work based learning curriculum

- This concordat is made between University of ……. (University) & (NAME HEALTH ORGANISATION)

- The concordat relates specifically to the BSc Nursing (Adult) (WBL) pathway (pathway) designed by the University for the Trust.

- (NAME HEALTH ORGANISATION) and the University will conjointly manage the recruitment process for (X) students annually.

- The Trust is responsible for DBS and Occupational Health clearance of employees whilst students of the University.

- For the duration of each student’s studies on the pathway, the Trust will continue to employ him/her on his/her current contract.

- For the duration of each student’s studies on the pathway, the Trust will release him/her for 2 days of study leave per week.

- The Trust will honour the University’s policies and procedures in relation to reasonable requests for extension and extenuating circumstances granted by the University.

- The Trust will honour the University’s policies and procedures in relation to progression and professional suitability

- The University and Trust are conjointly responsible for managing student performance.  
  - The University will lead on managing poor performance in relation to the student’s theory and practical preparation for the pathway. The University will bring to the attention of the Education Liaison Manager of the Trust any issues that may compromise the student’s performance and completion of the programme.
  - The Trust will lead on managing poor performance in relation to student’s employment in the Trust. The Trust will report to the Programme Lead any issues occurring in practice that may require referral to a Professional Suitability Group at the University.
The Education Liaison Manager (NAME HEALTH ORGANISATION) & the University Programme Lead will conjointly monitor each learner’s progress. If a learner is noted to be making slower progress than peers, an action plan will be introduced and, if appropriate, time out of the learners contracted hours will be negotiated until the deficit has been addressed.

- In the event of a student failing the programme the Trust will be responsible for managing the re-integration of the student into the role of employee.
- A Steering Group will meet every 6 months with representation from the Trust, the University and the student body; terms of reference to be determined at the first meeting.
- This concordat is written to provide a framework for the effective and efficient delivery of this pathway. The concordat will be reviewed and updated as required by the Steering Group at six monthly intervals to maintain the fitness for purpose of the document.

<table>
<thead>
<tr>
<th>On behalf of the University</th>
<th>On behalf of the Trust</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signed:</td>
<td>Signed:</td>
</tr>
<tr>
<td>Date:</td>
<td>Date:</td>
</tr>
<tr>
<td>Dean of Health</td>
<td></td>
</tr>
<tr>
<td>School of</td>
<td></td>
</tr>
<tr>
<td>University of</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 3

Flowchart showing who can apply, and how to apply for the Flexible Nursing Pathway

Key to Flowchart Shapes:
- Circle = start/endpoint
- Diamond = decision point
- Rectangle = activity
- colours:
  - Blue = employer
  - Yellow = HEI
  - No colour = individual

Abbreviations:
- APEL = Accreditation of Prior Learning and Experiential Learning
- PHENEd = Pre-Registration Nursing Experience

Start

Individual who is currently employed in health or social care and who has a health/social care Foundation Degree applies to employer to enter the Flexible Nursing Pathway

Will Employer invite to interview?

Employer

No

Individual may undertake pre-selection interview with Employer

Yes

Individual receives conditional offer of a place on the Flexible Nursing Programme from HEI

Individual completes their APEL portfolio e.g. Practice Assessment Document (PAD), skills log, and attend any HEI study sessions as required e.g. medication

Individual is assisted to complete PAD and skills log by their mentor

Has individual successfully completed the APEL?

Employer

Yes

Has progression onto the Flexible Nursing Pathway in their registered nursing been agreed?

No

Individual starts the BSc (Hons) Nursing programme at halfway point

Yes

HEI

Employer

No

Employer supports individual to complete APEL process. If individual has not completed or been unsuccessful with APEL portfolio, then they remain within their post within the organisation

HEI

No

Individual also remains in their employed post for 17.5 hours a week

The End

Provide career information, advice and guidance to individuals

Employer

Will Employer support the HEI application?

No

Individual is supported by employer to prepare for HEI selection

Yes

Individual undertakes selection at HEI

Will the HEI support applicant?

No

Yes

Employer

HEI

The End
FLEXIBLE NURSING – GROW YOUR OWN MODEL

An agreed number of candidates to be trained through the stages to gain nurse registration – there will be some elements of stepping on and off - i.e. you may ‘lose’ some trainees after a stage but others, who want to resume their training and /or who meet the competencies and have attained the education level, may join at an appropriate step. The qualifications required at each stage are specified.

<table>
<thead>
<tr>
<th>Qualification level at the end of the stage</th>
<th>Stage 1</th>
<th>Stage 2</th>
<th>Stage 3</th>
<th>Bridging / APL/APEL</th>
<th>Stage 4 BSc</th>
<th>Stage 4 MSc</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nurse Registration/ BSc Degree in Nursing</td>
<td></td>
<td></td>
<td></td>
<td>Higher Apprenticeship (Foundation Degree)</td>
<td>Nurse Registration/ MSc Degree in Nursing</td>
<td></td>
</tr>
<tr>
<td>For candidates who have not acquired all 18 months NMC competencies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advance Apprenticeship (NVQ III) including Higher Care Certificate</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intermediate Apprenticeship (NVQ II) including Care Certificate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Length of time</td>
<td>1 year</td>
<td>18 months</td>
<td>2 years</td>
<td>6 weeks – 6 months</td>
<td>18 months</td>
<td>18 months</td>
</tr>
<tr>
<td>Training Location</td>
<td>Trust &amp; College</td>
<td>Trust &amp; College</td>
<td>Trust/ College/HEI</td>
<td>Trust/ HEI</td>
<td>HEI/Trust</td>
<td>HEI/Trust</td>
</tr>
<tr>
<td>Academic requirements</td>
<td>1 day a month college</td>
<td>2 days a month college Map/ add units for NMC competencies</td>
<td>1-2 days a week in college Map/ add units for NMC competencies</td>
<td>APEL/APL / skills acquisition / Knowledge portfolio to achieve 1st and 6 months of 2nd year NMC competencies of Bsc / MSC Nursing programme</td>
<td>Attend HEI / undertake self study to complete 1,150 hours of theoretical study over an 18-month period + 1,150 practice hours, see practice support</td>
<td></td>
</tr>
<tr>
<td>NHS Entry Bands</td>
<td>1 or 2</td>
<td>2 or 3</td>
<td>2 or 3</td>
<td>2/3/4</td>
<td>3 or 4</td>
<td>2/3/4</td>
</tr>
<tr>
<td>Contract arrangements</td>
<td>Stage 1</td>
<td>Stage 2</td>
<td>Stage 3</td>
<td>Bridging / APL/APEL</td>
<td>Stage 4 BSc</td>
<td>Stage 4 MSc</td>
</tr>
<tr>
<td>------------------------</td>
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<td>---------</td>
<td>---------</td>
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<td>-------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Contract arrangements</td>
<td>P/T &amp; F/T &amp; Bank HCA/ NHS Training contract (Annexe U)</td>
<td>P/T &amp; F/T &amp; Bank HCA/NHS Training contract</td>
<td>P/T &amp; F/T HCA / NHS Training contract</td>
<td>P/T &amp; F/T HCA or Assistant Practitioner</td>
<td>Contract HCA/AP 18 hours per week in employed practice areas. Remaining time as a work based student. Additional financial sponsorship may be available from employer</td>
<td>Contract. HCA, 18 hours per week in employed practice areas. Remaining time as a work based student. Additional financial sponsorship may be available from employer</td>
</tr>
<tr>
<td>Minimal Academic Entry level</td>
<td>5 GCSE A-G, D or above in Maths and English or equivalent</td>
<td>Apprenticeship/ 5 GCSE C or above, including Maths &amp; English or equivalent</td>
<td>Advanced Apprenticeship</td>
<td>Advanced or Higher Apprenticeship/ Foundation Degree</td>
<td>Foundation Degree or Higher Apprenticeship/ portfolio mapped against NMC competencies of year 1 &amp; 6 months of 2nd year RN programme</td>
<td>BSc/BA &amp; Portfolio / completion of NMC competencies mapped against 1st year and 6 months of 2nd year RN programme</td>
</tr>
<tr>
<td>Academic cost</td>
<td>Apprenticeship funding</td>
<td>Apprenticeship funding</td>
<td>£4,400 per year (£8,800 = 2 yrs.) OR Apprenticeship funding</td>
<td>Tuition fees approx £9,250 per year OR Apprenticeship funding</td>
<td>Tuition fees approx £9,250 per year</td>
<td></td>
</tr>
<tr>
<td>Practice support</td>
<td>1 day a month learning day in practice</td>
<td>1 day a week learning day in practice</td>
<td>1 day a week learning day in practice</td>
<td>Mentor Support to achieve skills log, Undertake 1,150 student practice hours to complete all NMC practice competencies. Rotation to 3 areas , other than own field of practice in line with NMC requirements</td>
<td>Undertake 1,150 student practice hours to complete all NMC practice competencies. Rotation to 3 areas, other than own field of practice in line with NMC requirements</td>
<td></td>
</tr>
</tbody>
</table>

*Based on University of Suffolk funding for HEE— others may vary*