

Institution: University of Bolton		
Unit of Assessment: Allied Health Professions, Dentistry, Nursing and Pharmacy		
Title of case study: Title: Supplying the demand: increasing the nursing workforce and addressing NHS patient needs with the design, and implementation of the Bolton Model in Nurse Education.		
Period when the underpinning research was undertaken: 2013-2015		
Details of staff conducting the underpinning research from the submitting unit:		
Name(s): Dr Trish Houghton Dr Jane Howarth Dr Bimpi Kuti	Role(s)(e.g. jobtitle): Head of School of Nursing and Midwifery Dean Senior Lecturer	Period(s) employed by submitting HEI: 2005 - current date
Period when the claimed impact occurred: 2015-to date		
Is this case study continued from a case study submitted in 2014? No		
1. Summary of the impact <p>In a response to workforce demand 'The Bolton Model' of nurse education was designed, developed and implemented, for local NHS Trusts to ensure future supply of nurses. This innovative nursing degree programme was the first Nursing Midwifery Council approved programme not funded by NHS commissioning bodies. The model features in a Health Education England report 'as good practice', has been instrumental within national debates on non-commissioned nursing programmes in England changing the face of nurse education. It's influenced other Higher Education Institutes to develop similar programmes and has been impactful in meeting the demand for nursing numbers across the UK.</p>		
2. Underpinning research <p>The aim was to design, develop and implement the 'Bolton Model' with key beneficiaries through Participatory Action Research. Appreciative Inquiry via one to one interviews, focus groups and surveys were used to engage stakeholders in sharing and construction of meanings from which the innovative model emerged. The 'Bolton Model' was the first self-funded Adult Nursing programme developed through a collaboration with Lancashire Teaching Hospitals NHS Trust to ensure future supply of nurses to care for service users and students were 'Practice Ready. It has since extended to six trusts across the England.</p> <p>A scoping analysis exploring alternative tuition fee funding from the Trust or a third party, such as, the NMC or an NHS research grant, revealed a lack of feasibility given the financial constraints on the NHS. A survey and one to one interviews were conducted with healthcare students, who were using a self-funded top up degree programme as a stepping stone to access pre-registration nurse education, to explore why they had chosen this route (Houghton, 2016). Thematic analysis revealed that they were using the paid Foundation Degree and 'Top Up' programme to increase their chances of enrolling onto a commissioned nursing course (Houghton, & Howarth, 2016a).</p>		

Focus groups found that; the commissioned numbers were not growing quickly enough to meet workforce demand, the Trust staff felt that newly recruited graduate nurses were not 'Practice Ready' with many newly qualified nurses requiring a 12-month preceptorship period, the Trust wanted the students to have a sense of belonging to the organisation so that on qualification they employed and retained and were able to guarantee successful students a job offer on completion (Houghton, T., 2016).

The survey revealed the reasons for choosing 'The Bolton Model' were: Close proximity to home, knowing their placement allocations on application, small cohort sizes, known personally to the academics, several explained "we were not just a number", that they were comfortable to ask questions, intense personal tuition to enable monitoring of progress, and the reputation of the programme. In addition, 60 out of 116 were content with the fee-paying aspect, 37 had applied for nursing courses previously and 66 out of 76 said, "they would choose 'The Bolton Model' over the commissioned course any day" (Houghton, & Howarth, 2016b).

The underpinning factors involved in the development and implementation of The Bolton Model were presented at numerous conferences. Several reports, based on the views of key stakeholders, including staff from the University, NMC, Greater Manchester and NHS partners were written during the development stages of the course of which strengthened the course.

One of these aspects is the innovative inclusion of service user input and the embedding of 'the Patient as Coach Team' (PaCT). This was instrumental in helping nursing students develop a compassionate approach to care and a deeper understanding of the impact this has from the service user / carer perspective. The PaCT was commended by the NMC during the annual monitoring visit in 2016 and evaluated extremely well by students (Kuti & Houghton, 2019).

3. References to the research

Houghton, T., (March 2016) RCN Education Forum international Conference and exhibition: The development of a Non-Commissioned BSc (Hons) Nursing (Adult) programme the first in England in order to meet the workforce needs: Initial reflections. Education Forum International Conference

Houghton, T., and Howarth, J., (April 2016a) NET 2016 International Networking of Healthcare Education Conference - An innovative model of nurse education: Non-commissioned adult nursing programme through collaborative/partnership working.

Houghton, T., and Howarth J., (2016b) NHS England and RCN Conference – Changing Strategic Context: Leading the nursing contribution

NMC approval/validation report July 30th, 2015

NHS Trust project board steering group meeting 20 July 2017

Kuti, B., Houghton, T., (2019) Service user involvement in teaching and learning: students nurse perspective, Journal of Research in Nursing.

4. Detail of Impact

The main beneficiaries of the research are self-funding students who previously may not have had the opportunity to train as a nurse due to the limited number of commissioned places, the NHS, and the national community. Historically, nursing programmes were funded by the government and students would receive a bursary for training. The research has influenced the government's decision to implement a complete overhaul for how nursing bursaries were delivered to nursing students across England. The 'Bolton Model' was used by the Department

of Health (DH) during a parliamentary ministerial debate in January 2016 as a result of the post spending review earlier that year regarding the removal of the bursary system for nurse training (Ana Dignam DH). The Bolton Model features in “Raising the Bar”, an independent review of nurse education by Lord Willis of Knarlesborough. The publication sets out the recommendations on behalf of HEE, which focused on determining if current education and training is fit for purpose. In praise of the Bolton Model Willis (2015, p59) said “The University of Bolton has written a BSc Nursing (Adult) programme which is innovative because the programme sits outside of the normal HENW commissioning process”. The underpinning research influenced the DH and HEE’s decision to introduce a learning support fund for students after finding they were more concerned with finances during the course rather than the tuition fees.

The Bolton Model has helped increase student numbers and addressed NHS staff shortages both locally and across the England. Andrea Boland (2020) from Manchester University NHS Foundation Trust said “The programme has been and continues to be a success. From 2016 19 students were enrolled onto the first cohort, we now have 200 UoB students enrolled on the programme, 2 cohorts have qualified with 80% of cohort 1 and 100% of cohort 2 recruited into band 5 staff nurse posts within the Trust. Attrition data for the UoB programme has been favourable against the national average: 1-2%, versus the national average for attrition from pre-registration nursing programmes, which is almost 24%”.

Several other Trusts and HEI’s across the UK contacted the team asking them to share their experiences and disseminate the key elements, features, design, and successes of implementing the model. One of these was The University of Sunderland who have now developed a similar model of nurse education with their first students graduating in 2019. Sue Brent said, “Our provision is now effectively addressing the need for increased workforce numbers and has greatly enhanced capacity for multi-agency working and partnerships across the city in relation to healthcare provision”. “Bolton were the first institution to provide a viable means of significantly increasing centrally commissioned numbers of graduate nursing professionals at time when traditional models of nursing provision were unlikely to support the year on year increases that the NHS demanded. This effectively challenged the inertia of nursing education and provided an alternative solution to what would have developed into an impending critical shortage of UK nursing staff” (Sue Brent, 10/07/2020). With this need now more critical due to COVID19, over 320 nursing students from the University signed up to work on the NHS frontline to support the fight against the pandemic (UoB press release 23/04/20). The University of Sunderland has also witnessed this impact (Sue Brent, 10/07/2020).

After contacting the team to explore how they could implement the Bolton model and develop their own non-commissioned nursing programme, Darryn Allcorn, Chief Nurse at Northern Devon Healthcare NHS Trust said “I became aware of the work that University of Bolton had developed and started to implement the first Non-Commissioned Nurse education programme through a national article. This was in relation to the unique model being developed with NHS partners. On reading this review it was clear that there was a true sense of partnership and collective willingness to do what was the best for learners and a passion to understand the unique demands the locality was trying to manage. An open transparent can-do attitude meant that here at Northern Devon Healthcare Trust we needed to work with Bolton to help meet our workforce needs using a similar model” (Darryn Allcorn, 06/07/2020). The University, Northern Devon Healthcare NHS Trust and Petroc college have now established an innovative collaborative partnership and deliver the NMC approved Nursing Associate programme and Pre-registration Nursing degree through a Satellite Centre for Nursing at Petroc.

The research has featured in several publications, praising the model for addressing the recruitment shortfall, staff shortages and needs of nursing practice.

5. Sources to corroborate the impact (indicative maximum of ten references)

Osbourne, K., (2015), Self-Funded nursing course aims to address recruitment shortfall, Nursing Standards, 2014, 29, 20: page 9

Osbourne, K., (2015), Self-Funders on Alternative Path to Practice, Nursing Standard, 2015, 29. 28: Pages 64-65

Hezell, W., (2015), Regional staff shortages sparks first self-funded nursing course, Nursing Times, 110, 34: page 6

<https://www.nursingtimes.net/news/education/first-group-of-fee-paying-student-nurses-complete-degrees-05-01-2018/>

Testimonial from Sue Brent University of Sunderland 10/7/2020 outlining the implementation of the Bolton Model into their Nursing programme and wider impact on services in the North East.

Testimonial from Darryn Allcorn Northern Devon Healthcare Trust 6/7/2020 requesting to meet and work with UoB on the Bolton Model.

Testimonial from Andrea Boland Manchester University Foundation Trust 7/7/2020 on the impact of increase in student numbers across Greater Manchester.

Email from Ann Dignam Department of Health requesting discussion and research into student funding.

Kendall-Raynor, P., (2015) Self-Funded degrees on the rise as employers move to fill the staffing gap, Nursing Standard, 2015,30,4: page 7

Willis, L., (2015) Raising the Bar. Shape of Caring: A review of the future education and training of registered nurses and care assistants. Health Education England.
Report from the university of Bolton and strategic partners

Merrifield (2018) First group of fee-paying students nurses complete degrees Nursing Times, <https://www.nursingtimes.net/roles/nurse-educators/first-self-funded-nursing-course-launched-to-tackle-shortage-in-nw-07-01-2015/>