**Template C4**



**Programme Specification**

**Title of Course: Return to Nursing or Midwifery**

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| **Date first produced** | 10/12/19 |
| **Date last revised** | 01/02/22 |
| **Date of implementation of current version** | Sept 22 |
| **Version number** | 2 |
| **Faculty** | Faculty of Health, Science, Social Care and Education |
| **School** | School of Nursing |
| **Department** |  |
| **Delivery Institution** | Kingston University |

This Programme Specification is designed for prospective students, current students, academic staff and employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes and content of each modules can be found in the course VLE site and in individual Module Descriptors.

**SECTION 1: GENERAL INFORMATION**

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| **Award(s) and Title(s):** | Return to Nursing or Midwifery |
| **Intermediate Awards:** | None |
| **FHEQ Level for the Final Award:** | 30 credits at level 6 |
| **Awarding Institution:** | Kingston University |
| **Teaching Institution:** | Kingston University |
| **Location:** | Kingston Hill campus |
| **Language of Delivery:** | English |
| **Modes of Delivery:** | Part time |
| **Available as:** | Free standing module |
| **Minimum period of registration:** | Six months |
| **Maximum period of registration:** | One year |
| **Entry Requirements:** | In accordance with the Nursing and Midwifery Council (NMC) *Standards for return to practice programmes* (NMC, 2019), on entry to the programme applicants must:   * have confirmation of current or previous registration with the NMC as a nurse or midwife; * demonstrate (at interview) the values and capability to behave in accordance with the Code; * have capability in literacy, digital and technological literacy and capability to update numeracy skills to meet the programme outcomes; * have sufficient health and character to enable safe and effective practice, through satisfactory occupational health assessment and criminal record checks; * meet the NMC English as a second language requirements, where appropriate (IELT level 7 in everything except written English at 6.5).   Midwifery applicants must also have an honorary contract with a placement provider confirmed before entry to the programme. Clinical placements for nursing applicants are organised by the Faculty Placements team, unless otherwise agreed.  Intakes are September (for nurses and midwives) and January (nurses only). |
| **Programme Accredited by:** | Nursing and Midwifery Council |
| **QAA Subject Benchmark Statements:** | Not applicable |
| **Approved Variants:** | Only two attempts at the Practice Assessment Document are allowed |
| **UCAS Code:** | None |

**SECTION 2: THE COURSE**

This programme is designed for nurses from all fields of practice (adult, mental health, learning disabilities and children’s nursing) and midwives seeking readmission to the register, who have practiced for fewer than 750 hours in the previous five years, or 450 hours in the three years before their application for readmission to the register.

It is also suitable for nurses and midwives approaching revalidation who have practiced for fewer than 450 hours in the three year period since their registration was last renewed (900 hours if dual registered) or since joining the register.

The focus of the course is on enabling nurses and midwives to regain their confidence and to update their clinical skills, knowledge, numeracy, literacy, digital and technological literacy in a safe and effective way, in order to meet the NMC standards of proficiency for nurses or midwives. A variety of approaches are employed to support learning and assessment, which take into account intended area of practice, personal circumstances and prior learning. Students are expected to undertake a minimum of 150hrs and maximum of 450 hours supernumerary clinical practice in order to achieve the practice-based requirements for the course in addition to any Trust induction.

1. **Aims of the Course**

This course enables participants to:

* meet the standards of proficiency to remain on, or be readmitted to the NMC register;
* regain confidence, and update their skills and knowledge (including numeracy, literacy, digital and technological) to enable them to provide safe, effective, person-centred care.

1. **Intended Learning Outcomes**

On successful completion of the programme, students will be able to demonstrate achievement of the following learning outcomes, mapped against the NMC Standards of proficiency for nurses (NMC, 2018a) or midwifery (NMC, 2019a).

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| **Learning Outcomes** | **NMC (2018) Standards of proficiency for registered nurses** | **NMC (2019) Standards of proficiency for midwives** |
| 1. Reflect critically on and act in accordance with the NMC’s professional standards of practice and behaviour. | 1.1-1.20 | **Domain 1**  1.1-1.27  **Domain 6 (skills)** |
| 1. Examine critically and apply the theories and strategies underpinning health promotion, protection and the prevention of ill health when caring for people. | 2.1-2.12 | **Domain 2**  2.1-2.12  **Domain 3A**  3.1-3.10  **Domain 6** |
| 1. Explore critically and apply the underpinning knowledge and skills required to undertake holistic assessments and to develop person- centred, evidence-based plans of care. | 3.1-3.16 | **Domain 3B**  3.11-3.23  **Domain 3C**  3.24-3.27  **Domain 4A**  4.1.-4.8  **Domain 4B**  4.9-4.11  **Domain 6** |
| 1. Demonstrate evidence-based, safe, compassionate care and work in partnership with people, families and carers to critically evaluate its effectiveness. | 4.1-4.18 | **Domain 3B**  3.11-3.23  **Domain 3C**  3.24-3.27  **Domain 4A & 4B**  4.1.-4.11  **Domain 6** |
| 1. Analyse critically and apply the principles of leading and managing nursing/ midwifery care and collaborating within the interdisciplinary team. | 5.1-5.12 | **Domain 5A**  5.1-5.15  **Domain 5B**  5.16-5.21  **Domain 6** |
| 1. Discuss critically the frameworks, legislation and regulations for clinical governance and quality improvement, and apply these to clinical care. | 6.1-6.12 | **Domain 1**  1.1, 1.2, 1.6, 1.21,  **Domain 6** |
| 1. Explore the nurse’s or midwife’s role in coordinating, leading and managing the complex needs of people across organisations and settings. | 7.1-7.13 | **Domain 5**  5.1.-5.15  **Domain 6** |

Outcomes are assessed through both completion of a case study and a practice based document.

In addition to the programme learning outcomes identified overleaf, the programme of study defined in this programme specification will allow students to develop a range of Key Skills as follows:

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| **Key Skills** | | | | | | |
| **Self-Awareness Skills** | **Communication Skills** | **Interpersonal Skills** | **Research and information Literacy Skills** | **Numeracy Skills** | **Management & Leadership Skills** | **Creativity and Problem Solving Skills** |
| Take responsibility for own learning and plan for and record own personal development | Express ideas clearly and unambiguously in writing and the spoken work | Work well with others in a group or team | Search for and select relevant sources of information | Collect data from primary and secondary sources and use appropriate methods to manipulate and analyse this data | Determine the scope of a task (or project) | Apply scientific and other knowledge to analyse and evaluate information and data and to find solutions to problems |
| Recognise own academic strengths and weaknesses, reflect on performance and progress and respond to feedback | Present, challenge and defend ideas and results effectively orally and in writing | Work flexibly and respond to change | Critically evaluate information and use it appropriately | Present and record data in appropriate formats | Identify resources needed to undertake the task (or project) and to schedule and manage the resources | Work with complex ideas and justify judgements made through effective use of evidence |
| Organise self effectively, agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets | Actively listen and respond appropriately to ideas of others | Discuss and debate with others and make concession to reach agreement | Apply the ethical and legal requirements in both the access and use of information | Interpret and evaluate data to inform and justify arguments | Evidence ability to successfully complete and evaluate a task (or project), revising the plan where necessary |  |
| Work effectively with limited supervision in unfamiliar contexts |  | Give, accept and respond to constructive feedback | Accurately cite and reference information sources | Be aware of issues of selection, accuracy and uncertainty in the collection and analysis of data | Motivate and direct others to enable an effective contribution from all participants |  |
|  |  | Show sensitivity and respect for diverse values and beliefs | Use software and IT technology as appropriate |  |  |  |

1. **Outline Programme Structure**

The course comprises of a 30 credit module with one day per week face-to-face teaching, alongside a placement requiring a minimum of 150hrs and maximum of 450 hours supernumerary clinical practice (the exact number of hours within these limits are to be negotiated between the student, clinical assessor and academic assessor).

Two modes of delivery are offered to suit individual circumstances and discipline:

September cohort teaching dates (for nurses and midwives):

10 full taught days, delivered one day per week

January cohort teaching dates (for nurses only):

14 shortened taught days, delivered one day per week

The pattern of delivery for the clinical placement is negotiated between the student and the placement provider

Full details of the module will be provided in the module descriptor and course handbook.

1. **Principles of Teaching, Learning and Assessment**

**Programme design**

The programme is designed to integrate theory and practice. Students engage with a number of key relationships – service users, their families and carers; lecturers, supervisors and assessors; the learning environment (university and practice); knowledge and evidence. The NMC proficiencies for nursing or midwifery provide the main curriculum themes and the four areas of the NMC Code (prioritise people; practise effectively; preserve safety; promote professionalism and trust) further underpin student development in conjunction with the Chief Nursing Officer’s ‘6Cs’ (care; compassion; competence; communication; courage; commitment). Together these provide a framework within which students will regain knowledge and skills (including numeracy, literacy and IT literacy) to remain on, or re-enter the register.

**Service user, carer, employer and student input to programme design and delivery**

Practice partners, service users and students have contributed to programme design through a series of stakeholder events. These have included curriculum design meetings with local employers, a focus group with graduates of the programme and a service user and carer event to explore the desired attributes of NMC registrants. Emergent themes and feedback from these events have informed the programme development.

Practice partners, service users and carers participate in the delivery of the programme within the classroom. This approach introduces a range of perspectives and assists with integration. The module includes scheduled time for service users and carers to share their lived experience within the taught content and students also receive feedback from service users and carers as part of a formative presentation of their case study, as well as feedback in practice through the nursing Practice Assessment Document (PAD)/ Midwifery Ongoing Record of Achievement (MORA). In addition, an annual stakeholder event, including students, practice partners, service users and carers reviews the quality of the programme and agrees actions. The School of Nursing’s Service User and Carer Involvement strategy provides more detailed information.

**Teaching and learning**

Teaching and learning are delivered through the integration of a variety of face-to-face activities, including interdisciplinary lectures, group work, skills practice and simulation, as well as online activities, supported by the University’s Virtual Learning Environment (VLE). Academic writing and critical thinking skills are developed through ‘The Critical Thinking Skills Toolkit’ activities that have been designed to develop the skills needed to facilitate the student to become a thoughtful, objective and reasoned thinker. This will help students to tackle the academic assignment confidently, understand marking criteria, use evidence, take a reasoned approach, make structured arguments and engage with other points of view.

Students benefit from interdisciplinary learning, both with other NMC professions during the face-to-face scheduled teaching as well as with a variety of health and social care professionals during clinical placement.

The course is divided into 30 hours of inter-disciplinary and 30 hours of discipline specific face-to-face activities, providing students with opportunities to learn from different perspectives relating to core concepts such as professional practice, as well as focussing on profession-specific content and applying knowledge to their own area of practice. The course team includes academic staff members from all fields of nursing and field specific needs are met in a variety of ways. These include keynote lectures on current practice and challenges within each field of practice, as well as a variety of skills and simulation sessions facilitated by field specific lecturers, to ensure scenarios and examples are tailored and relevant for all students. Service User/Carer and Practice Partner facilitated face-to-face activities also include representatives across fields, such as the Baked Bean Company, which uses drama to increase awareness of learning disability challenges. These sessions are aimed at widening perspectives and developing communication and relationship management skills with people across the lifespan and with those who have diverse needs. In addition, the VLE is used to direct students to further field specific leaning with links to additional resources and activities. Students are also guided to develop and apply their knowledge, understanding and skills to their field of practice through completion of a case study assignment and achievement of practice proficiencies.

**Placement learning**

Where an honorary contract is not already in place for a return to nursing student at the point of entry to the programme, a suitable clinical placement is organised by the Faculty Placements team, in negotiation with each student and taking into account intended area of practice, individual needs and preferences. The process of selecting placements is overseen by the School of Nursing Director for Practice Learning and the Course Leader for return to nursing, to ensure the Standards of proficiency for registered nurses (NMC, 2018) can be met.

Return to midwifery applicants are required to have an honorary contract with a placement provider confirmed before entry to the programme. The return to midwifery Course Leader ensures placements provide a sufficient range of learning experiences for the Standards of proficiency for midwives (NMC, 2019) to be met.

All placements are preceded by a timetabled preparation session which introduces the aims of the placement and the nature of learning opportunities, so that students are able to recognise the full potential of learning situations. The session also covers the assessment of practice learning, which is assessed using a Practice Assessment Document (PAD) for the return to nursing students and an equivalent Midwifery Ongoing Record of Achievement (MORA) for return to midwifery students. These documents provide a framework to guide, direct and assess placement learning and are used to assess professional values, competencies and skills relating to the NMC proficiencies/ domains which must be demonstrated for re-entry to the register. They also include sections for the student to record and reflect on their practice placement and any outreach activities they may have undertaken during the placement.

During their practice placement students will regain confidence and skills in providing direct care to service users, families and carers under the guidance and supervision of appropriately prepared practice supervisors, and where appropriate, registered health and social care professionals from other disciplines.

**Assessment strategy**

The course assessments enable students to demonstrate achievement of the learning outcomes and relevant Standards of proficiency for nursing or midwifery (NMC, 2018a; NMC, 2019b). They comprise a 3000 word case study, requiring students to draw on their experience of providing holistic, evidence based care to a person during their placement, as well as completion of the PAD/MORA, which is signed-off by a practice assessor in the placement area and an academic assessor, who is a member of the course team with appropriate equivalent experience. Students are required to pass both the theory and practice to achieve a pass for the course overall.

Both forms of assessment have a formative element which allows students to gain feedback and maximise success at the summative point. For the case study, this comprises a class presentation to outline their plan and develop their ideas in a supportive environment with a member of the course team (usually the Course Leader) and their peers. Students are also provided with feed-forward at the summative points, which clarifies what they need to do to develop their skills in the future, and achieve their full potential. The case study is assessed using an online marking rubric to ensure transparency and facilitate feedback and feed-forward.

1. **Support for Students and their Learning**

Students on the return to practice programme may have been away from formal education for a considerable period of time; may be new to level 6 study and have limited IT skills. Academic skills support is introduced early on the timetable to enable students to refresh their study skills, numeracy and written English. A pre-course diagnostic IT self-test also enables the module leader to offer bespoke IT support as appropriate. In addition to timetabled academic support, the University provides a comprehensive matrix of roles and centralised services which are freely available to students throughout their studies. These include:

* Course (Module) Leader and teaching team: the course team are the primary source for academic support and assignment supervision. They coordinate tutorial support for the formative and summative submissions and ensure appropriate feedback and feed forward is provided. The course team will refer students in need of additional support.
* Specialist Lecturer with a remit for academic support: students can self-refer or be referred by any member of academic staff for one-to-one tutoring to support writing/academic skills; English language development; learning difference needs (e.g. dyslexia).
* Numeracy Support Lecturer: students can self-refer or be referred for one-to-one and group practical support.
* Personal Tutor: every student is allocated a personal tutor (usually the Course Leader) who provides pastoral support and can refer to additional support services where needed.
* Academic Skills Centres: self-referral drop-in centres staffed by specialist academic support lecturers who provide small group and one to one support.
* Canvas: The University uses Canvas as its Virtual Learning Environment which provides a versatile, interactive learning environment.
* IT support: Canvas has its own dedicated 24-hour support available to students. Additional IT support can be accessed via ‘My Kingston’.
* Faculty Student Achievement Officer: This is a non-academic role which provides pastoral support and advice. Students can arrange a one-to-one meeting or attend drop-in appointments. The Student Achievement Officer is able to sign-post students to the wide range of services offered by the University. These include finance, accommodation, disability and dyslexia, health and wellbeing, counselling, faith and spirituality, Union of Kingston University Students.
* Access to world-class libraries, online learning facilities and other learning support. Library support staff offer academic skills development both within the library and also integrated into course delivery.
* Qualified Disability Advisor who gives guidance on reasonable adjustments and support for the student and advises academic staff.
* Confidential counselling and pastoral support, including mental health support services.
* Comprehensive occupational health services.
* Practice learning support: each student is allocated a named practice supervisor who has an overall responsibility for supporting the student and facilitating learning during practice placements. Additional support may also be available locally, such as practice educators and student placement coordinators. All placement areas are supported by a link lecturer: a member of faculty staff who visits the area and provides support to students placed there and their practice supervisor, as required.

1. **Ensuring and Enhancing the Quality of the Course**

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

* Student evaluation surveys
* Moderation policies
* External examiners
* Boards of Study
* Annual consultation with stakeholders (students, practice partners and service users)
* NMC annual review of nursing and midwifery approved programmes
* Health Education England (HEE) monitoring
* Internal subject periodic review

1. **Employability and work-based learning**

As a vocational programme which results in a student’s return to the NMC register, the course is highly orientated towards employment. Employability is embedded in all of the skills sessions and skills and competencies, related to the relevant Standards of proficiency are assessed in the workplace. Careers advice is made available to students throughout the programme by KU Careers & Employability Service - KU Talent. There are also opportunities both within placement learning and university-based learning to meet with past students and local employers.

Once re- registered with the NMC, graduates will be able to apply for registered nursing or midwifery posts, at NHS band 5 or above.

Ongoing career opportunities depend of area of interest, but include further academic study at Masters level and advanced practice roles.

1. **Other sources of information that you may wish to consult**

Nursing and Midwifery Council (2019a) *Standards of proficiency for midwives.* Available at: <https://www.nmc.org.uk/globalassets/sitedocuments/standards/standards-of-proficiency-for-midwives.pdf> (Accessed: 05/12/19)

Nursing and Midwifery Council (2019b) *Return to practice standards* <https://www.nmc.org.uk/globalassets/sitedocuments/education-standards/return-to-practice-standards.pdf> (Accessed: 03/12/19)

Nursing and Midwifery Council (2019c) *Part 3: Standards for return to practice programmes.* Available at: <https://www.nmc.org.uk/globalassets/sitedocuments/education-standards/standards-for-return-to-practice-programmes.pdf> (Accessed: 03/12/19)

Nursing and Midwifery Council (2018a) *Future nurse: standards of proficiency for registered nurses*. Available at: <https://www.nmc.org.uk/globalassets/sitedocuments/education-standards/future-nurse-proficiencies.pdf> (Accessed: 03/12/19)

Nursing and Midwifery Council (2018b) *Standards for Supervision and assessment*. Available at: <https://www.nmc.org.uk/globalassets/sitedocuments/education-standards/student-supervision-assessment.pdf> (Accessed: 03/12/19)