

Template C4



Programme Specification

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

Date first produced	11/10/2019
Date last revised	10/07/2024
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Version number	5
Faculty	Faculty of Health, Science, Social Care & Education
School	School of Education, Midwifery and Social Work
Department	Department of Midwifery
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

Award(s) and Title(s): <i>Up to 10 pathways</i>	Programme Return to Nursing or Midwifery
Intermediate Awards(s) and Title(s): <i>There are 4 Intermediate awards for each pathway</i>	None
Course Code <i>For each pathway and mode of delivery</i>	
UCAS code <i>For each pathway</i>	None

RQF Level for the Final Award:	
Awarding Institution:	Kingston University
Teaching Institution:	Kingston University
Location:	Kingston Hill campus
Language of Delivery:	English
Modes of Delivery:	Part-time
Available as:	
Minimum period of registration:	Part-time - 0.5
Maximum period of registration:	Part-time - 1
Entry Requirements:	<p>In accordance with the Nursing and Midwifery Council (NMC) <i>Standards for return to practice programmes</i> (NMC, 2019), on entry to the programme applicants must:</p> <ul style="list-style-type: none"> • 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).

	<p>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.</p> <p>Intakes are September (for nurses and midwives) and January (nurses only).</p>
Programme Accredited by:	Nursing and Midwifery Council
QAA Subject Benchmark Statements:	Not applicable
Approved Variants:	None
Is this Higher or Degree Apprenticeship course?	

For Higher or Degree Apprenticeship proposals only

Higher or Degree Apprenticeship standard:	n/a
Recruitment, Selection and Admission process:	n/a
End Point Assessment Organisation(s):	n/a

SECTION 2: THE COURSE

A. 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.

B. 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).

Learning Outcomes	NMC (2018) Standards of proficiency for registered nurses	NMC (2019) Standar ds 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	1.1-1.27
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	2.1-2.12
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	3.1-3.10 4.1.-4.11
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	3.1-3.10 4.1.-4.11
1. Analyse critically and apply the principles of leading and managing nursing/ midwifery care and collaborating within the interdisciplinary team.	5.1-5.12	5.1-5.15
1. Discuss critically the frameworks, legislation and regulations for clinical governance and quality improvement, and apply these to clinical care.	6.1-6.12	1.1, 1.2, 1.6, 1.21,
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	5.1.-5.15 6 (inclusive)

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

The programme learning outcomes are the high-level learning outcomes that will have been achieved by all students receiving this award. They must align to the levels set out in the [Sector Recognised Standards in England](#) (OFS 2022).

In addition to the programme learning outcomes, the programme of study defined in this programme specification will allow students to develop the following range of Graduate Attributes:

1. Creative Problem Solving
2. Digital Competency
3. Enterprise
4. Questioning Mindset
5. Adaptability
6. Empathy
7. Collaboration
8. Resilience
9. Self-Awareness

C. 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 supernumerary clinical practice. 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.

Programme Return to Nursing or Midwifery

Level 6							
Programme Return to Nursing or Midwifery							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Return to Nursing or Midwifery	NG6000	30	6				
Optional Modules							

Level 6 requires the completion of

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D. 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, groupwork, 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. Discipline specific and nursing field specific (where appropriate) learning also takes place through directed online activities and tailored skills sessions in the Clinical Skills and Simulation Suite.

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.

E. 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.

F. 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

G. 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.

Work-based learning, including sandwich courses and higher or degree apprenticeships

n/a

H. 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)

I. Development of Course Learning Outcomes in Modules

This table maps where course learning outcomes are **summatively** assessed across the modules for this course. It provides an aid to academic staff in understanding how individual modules contribute to the course aims, a means to help students monitor their own learning, personal and professional development as the course progresses and a checklist for quality assurance purposes.

Module Code	Level 6
	NG6000

Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.