Programme Specification

University of Cumbria

Programme Title and Name of Award	UAwd Return to Practice		
Academic Level	Level 6	**Total Credits**	20
Professional Body Accreditation / Qualification	Nursing and Midwifery Council (NMC) On successful completion of the programme nurses and midwives will be eligible to apply for re-registration with the NMC.		
Date of Professional Body Accreditation	1st December 2020	**Accreditation Period**	Indefinite
UCAS Code	Not applicable		
HECoS Code	100290 Nursing 100288 Midwifery		
Criteria for Admission to the Programme	The University's standard criteria for admissions apply. Please refer to the Applicant Information pages of the University website for more information. Accreditation of Prior Learning (APL) and Recognition of Prior Learning is not applicable for these programmes. Detailed criteria for admission to this programme can be found on the programme webpages Level 6: Nursing https://www.cumbria.ac.uk/study/courses/cpdandshort-courses/return-to-practice-nursing-level-6/ Level 6: Midwifery https://www.cumbria.ac.uk/study/courses/cpdandshort-courses/return-to-practice-midwifery-level-6/ If applicants wish to update and refresh skills, they will be directed on the website to the Health Continual Professional Development Framework to potentially undertake a Negotiated Learning Module. The following additional requirements apply for entry to this programme: Nurses: Previous nursing registration (Part 1 or Part 2) with the NMC which is currently considered to be lapsed (NMC May 2019) or nurses who are not able to meet the requirements of revalidation but still have an active NMC PIN number. Midwifery: Previous midwifery registration with the NMC which is considered to be lapsed (NMC 2019) or midwives who are not able to		

meet the requirements of revalidation but still have an active NMC PIN number.

http://revalidation.nmc.org.uk/what-you-need-todo/practicehours/index.html

Disclosure Barring Service (England, Wales and Northern Ireland) or

Disclosure Scotland or Garda Central Vetting Unit (Republic of Ireland)

Occupational Health clearance

English language requirements (NMC 2019)

On application all applicants must complete a diagnostic assessment form which will be discussed at interview to assess capability for numeracy, digital and technological literacy.

All applicants must have capacity in literacy to meet programme outcomes (NMC 2019). This will initially be assessed via the online applicant statement, through the diagnostic assessment form and confirmation of previous registration with the NMC. Specific updating of academic skills are taught as part of the programme. Students will have access to skills@cumbria and they can arrange literacy tutorials with support staff if required.

All applicants must have capacity for digital and technological literacy to meet programme outcomes (NMC 2019). This is initially confirmed via completion of the online application form and via the diagnostic assessment form. Once an applicant begins the programme they will be introduced to Blackboard. Engagement with a number of activities will demonstrate building knowledge in digital and technological literacy

All applicants must have capacity to update the numeracy skills required to meet programme outcomes (NMC 2019). Applicants will complete a drugs calculation test as part of the interview process and must achieve at least a score of 66%.

Applicants will have had access to the SNAP calculations tool via the website in order to practice calculations prior to interview. The SNAP tool can be freely accessed by students during the programme allowing them the ability to update their numeracy skills.

The results of the diagnostic assessment will be discussed at interview allowing candidates to explore their particular learning needs prior to commencing the programme. When accepted onto the programme a personal learning and development plan will be made for each student in conjunction with your personal tutor. You will have three formal meetings with your personal tutor ensuring that your progression through the programme is being supported.

Applicants will have a face to face interview where it is expected that they will be able to demonstrate the NHS caring values expected of a nurse or midwife. Interviews will be held with a member of the RTP team alongside a service user or Practice Education Facilitator (PEF)or NHS staff member or Head of Nursing. Midwifery applicants will be

interviewed by the Lead Midwife for Education (LME) and another appropriate person as listed above.

As part of the interview process applicants will undertake a group activity to assess communication and interpersonal skills

International applicants require an IELTS certificate that confirms a minimum score of 6.5 in writing alongside a minimum of 7.0 in reading, listening and speaking, so long as the minimum overall score of 7.0. Alternatively, an OET examination certificate that confirms achievement of at least a B grade in the writing, reading, listening and speaking sections. (Access NMC link for more information) English language NMC requirements.

The student's health and character must be sufficient to enable safe and effective practice on entering the programme (NMC 2019). This means that they will to sign a declaration of Good Health and Good Character and declare any outstanding cautions and convictions on commencement of the programme. This may not necessarily preclude applicants from commencing the programme, but they are encouraged to discuss this at an early stage of the process with the Programme Lead. The NMC makes clear the responsibility to report any convictions/ instances which may question fitness to practice. Students for whom issues of good character emerge during the programme may be subject to disciplinary investigations and procedures as appropriate.

Applicants must provide suitable references that meet the NMC requirements: References are reviewed by the Programme Lead and if necessary, further references may be requested, if, for example a reference does not demonstrate suitability or an appropriate values base.

Personal statement

Applicants should demonstrate their motivation for the programme and reflect upon any practical experience that they have gained. Experience in a setting that encompasses caring and/or interpersonal skills in either a formal or informal context is essential. The personal statement should be of suitable length that can demonstrate motivation and reflection of experience.

Interviews

Applicants will be interviewed using the NHS values based recruitment (VBR) (see link below for further information).

http://www.hee.nhs.uk/our-work/attractingrecruiting/valuesbasedrecruitment Places are offered following a successful interview. Practice partner representatives and Service users will also contribute to this process.

All applicants are invited for interview if they meet specific criteria relevant to the programme. These criteria include:

- Providing previous or current registration details (including restriction on practise and removal from the register)

	• Date when last in practice and date when registration lapsed (if relevant)
	This information is checked against the NMC register by the admissions team and any annotations against the name of the potential student is notified to the Programme Lead. Undertaking a Return to Practice programme may be a recommendation given to the student by the NMC as a means of re-entry on to the register in which case this is usually discussed at interview, at which a practice partner is present.
	Any previous removal or suspension from the register is noted and passed to the named NMC official correspondent who initiates a review of the case and with the Programme Lead and practice partners (at interview) to make a decision regarding suitability for entry.
Teaching Institution	University of Cumbria
Owning Institute	Institute of Health
Programme delivered in conjunction with	Local NHS Trusts, private, voluntary and independent organisations who have signed a partnership agreement.
Principal Mode of Delivery	Blended Learning
Pattern of Delivery	Part time
Delivery Site(s)	Fusehill Street, Carlisle
Programme Length	6 months (maximum registration period of 12 months)
Higher Education Achievement Report (HEAR)	Upon successful completion of this programme, you may receive a Diploma Supplement/Higher Education Achievement Report (HEAR).
Exit Awards	There is no exit or interim award
Period of Approval	To be agreed with the NMC

The details of the programme offered for a particular intake year will be as detailed on the programme webpage:

Nursing https://www.cumbria.ac.uk/study/courses/cpd-and-short-courses/return-to-practicenursinglevel-6/

Midwifery https://www.cumbria.ac.uk/study/courses/cpd-and-short-courses/return-topracticemidwifery-level-6/

Cumbria Graduate Attributes

Throughout your studies, you will be provided with the skills and knowledge relevant to the global workplace. All successful graduates of the University of Cumbria will be:

- Enquiring and open to change

- Self-reliant, adaptable and flexible

- Confident in your discipline as it develops and changes over time

- Capable of working across disciplines and working well with others

- Confident in your digital capabilities

- Able to manage your own professional and personal development

- A global citizen, socially responsible and aware of the potential contribution of your work to the cultural and economic wellbeing of the community and its impact on the environment

- A leader of people and of places

- Ambitious and proud

Programme Features

The University of Cumbria provision offers previously registered Midwives, Adult, Mental Health, Learning Disability and Children's Nurses on the Nursing and Midwifery Council register the opportunity to apply to re-join the register. This programme also offers Midwives, Adult, Mental Health, Learning Disability and Children's Nurses who are unable to meet the requirements of revalidation an opportunity to re-join the register. There are ten taught sessions in total with nurses having eight face to face and two online sessions and midwives having nine face to face days and one online session.

This is a flexible, blended learning, six-month long programme with theory and practice running alongside each other. All of our previous students who wished to secure employment have done so. These additional staff are a boost to the Nursing and Midwifery workforce throughout the region and beyond. Currently, Health Education England (HEE) fully fund your return to practice programme and offer a bursary to those living in England. Returnees' not funded by HEE may apply and seek financial support from your home region or self-fund. Returning to education is a considered step for many returnees.

The majority of theoretical sessions are co-taught with all four fields of nursing and midwives. However, midwifery students will have midwifery specific content taught by a midwifery lecturer in a number of sessions. We have face-to-face delivery of academic skills and professional skills during the theory days. These days are held in university and taught by enthusiastic teaching staff with appropriate professional and educational qualifications. You will also engage with PEF's, clinical staff from the NHS and service users. Nurses will attend eight face-to-face theory sessions (midwives 9) and will have access to the same campus facilities as full time students. Nurses will also have two compulsory, tutor lead, online directed study days covering clinical skills, anatomy and physiology and complex care. Midwifery students will have one directed study day on complex care and will attend University for a face to face clinical session on Examination of the Newborn. Theory sessions are from 9am to 5pm. The theory hours total 70 plus 1 hour for a formal individual tutorial. You will be taught alongside returnees from all fields of nursing and midwifery affording interprofessional learning opportunities. When not attending workshops, or engaging with the two directed online study days, you will undertake a mix of directed (29 hours) and self-directed learning (100 hours). Prior to starting your NHS placement, you will undertake e-learning for health training, which

incorporates NHS core skills required for practice such as infection control and moving and handling. A feature of this programme is the provision of online discussion groups (for academic peer support and learning) and a virtual coffee shop (for chatting and getting to know each other).

Having a blended learning approach to teaching, with the opportunity for remote directed and self-study, and a virtual cafe links to the University of Cumbria Carbon Management Plan (2011-2020) and Energy Policy (2016). The University of Cumbria has been ranked as being in the top ten of universities worldwide in global performance tables against the United Nations Sustainable Development Goals (Times Higher Education Impact Rankings 2020).

We work in partnership with Trusts to ensure you have the best possible placement experience. Placements are sourced for you according to your field of nursing or midwifery by a Practice Education Facilitator (PEF) from our partnership Trusts if you are resident in the North West. If you do not live in the North West region, there is information on the website, Further information will be given during the interview day talk and will be discussed at interview. If successful at interview, the Placement Unit will offer further support if needed.

You will be well supported on placement by a Practice Assessor, a Practice Supervisor and a PEF from that Trust and an Academic Assessor from the University of Cumbria irrespective of where you will be in practice. You will be supported by the RTP team in terms of pastoral/tutorial care. At all times, you will be supernumerary in practice affording you the opportunity to experience a range of care settings and the ability to deliver holistic care to the people you will be caring for. Health Education England has recommended preceptorship following re-entry to the register to ease your transition back to practice.

The number of hours that you do in practice will be negotiated between you, your Practice Assessor and Academic Assessor. The hours you will be expected to undertake will depend on how long it has been since you were last in practice, the length of time that you were previously in practice and your previous practice experience. You will have a tripartite meeting with you, your Practice Assessor and Academic Assessor formally, three times during your practice experience. Your hours and progression will be discussed during these meetings. You are expected to do at least two shifts a week in practice to allow for some continuity in your learning. The days and shift lengths are negotiated between you and your academic assessor or practice supervisor.

The theoretical sessions and the practice element run concurrently.

This programme will give you the confidence and competence to return to your professional field. You will have updated your clinical skills, gained proficiency and developed the ability to become a lifelong learner.

Theory and practice time

The programme comprises ten days of study: (Eight face to face and two online for nurses and nine face to face and one online for midwives).

Day 1 - Induction to programme, assessments, NMC Code, library tour, current practice in healthcare, introduction to Blackboard, PAD (Practice Assessment Document) and Midwifery Ongoing Record of Achievement (MORA)* and introduction to the SNAP tool and passwords.

Day 2 - Medicines management and administration, Pharmacology*, optimisation*, ethical, legal and professional contexts of practice, consent, sepsis awareness

Day 3 - Clinical skills day (including basic life support, chest auscultations, handwashing, infection control cannulation, taking blood, ECG and interpretation of findings.

Day 4 - Safeguarding, health literacy, person centred care, e resources, quality of care, women centred care*, quality of care in a midwifery context*.

Day 5 - Patient safety, promoting health, evidence based practice and reflective practice and writing, inequalities in health*, the role of the professional midwifery advocate*, public health in a midwifery context, screening*.

Day 6 – Mental health wellbeing, perinatal mental health* academic writing, referencing, assessing need and planning care, Autism awareness, NIPE screening and competencies*

Day 7 - Clinicalskills.net   Anatomy 3D (ONLINE Nurses) Clinical skills Examination of the Newborn (Face to face Midwives)

Day 8 - Leadership, management and delegation. Promoting health formative presentations (Nurses) and Public Health (Midwives)*

Day 9 - Blackboard: profession specific case studies (complex and additional care) (ONLINE)

Day 10 - NMC revalidation process, employability, module and placement evaluation, individual tutorial. Progression to NMC register.

The majority of face to face theory days have time built in for formal student feedback.

Midwifery students follow the same timetable as the nursing students, but elements of your programme will be taught by a midwifery lecturer. These sessions have been identified by an asterisk. The rest of the sessions are co-taught with all fields of nursing and midwifery developing interprofessional learning skills.

Students returning to the nursing register must undertake at least 150 hours in practice to complete this programme and no more than 450 hours. Actual hours required to meet NMC proficiencies in preparation for eligibility for re-entry to the NMC register are negotiated between the Academic Assessor, Practice Assessor and the student.

Students returning to the midwifery register must undertake at least 250 hours in practice.

Actual hours required to meet NMC proficiencies in preparation for eligibility for re-entry to the NMC register are negotiated between the Academic Assessor, Practice Assessor and the student.

Sickness and absence

The University expects 100% attendance for theory and clinical practice. However, we understand that some students may not achieve this. Any theory (university) days that are missed will be required to be completed in negotiation with the Programme Lead. The University monitors attendance and all sickness and absence very carefully to ensure that students have undertaken the sufficient number of hours and the necessary theory. Full details are available on the website below as part of the placement policy.

UoC Placement Policy for Health Care Professionals | University of Cumbria

Clinical skills and mandatory training

You must complete and pass the NHS e-learning for health training prior to undertaking practice.

This includes K2 for Midwives. Completion of e-learning is an NHS requirement which covers e.g. data protection and will allow Return to Practice students access to NHS IT systems as soon as you start placement. A number of clinical skills (nursing and midwifery) will be taught prior to placement. However, you will learn, and be assessed on, more specific clinical skills relevant to your profession in practice. We have a technological clinical skills package, clinicalskills.net which you will have free access to throughout your programme. Associated with clinical skills is numeracy and you will therefore have free access to SNAP (online numeracy/drug calculations package) throughout your programme.

A numeracy handbook is provided which has been developed from the pre-registrations programme and adapted for RTP students. Additionally, Clinical skills.net, to which nurses and midwives have access covers the following:

Medicines Calculations including:

[Basic mathematics and numeracy skills Part 1: Addition](#)

[Basic mathematics and numeracy skills Part 2: Subtraction](#)

[Basic mathematics and numeracy skills Part 3: Multiplication](#)

[Basic mathematics and numeracy skills Part 4: Division](#)

[Basic mathematics and numeracy skills Part 5: Understanding units of measurement Calculations for medicines administration](#)

Medicines administration, drug calculations, pharmacology, optimisation will also be taught in theory sessions with practical aspects being taught in practice. This combination of theory and practice will allow for your progression in clinical skills throughout the programme.

Service user and carer involvement in your programme

Service user and carer involvement is viewed as an integral part of the programme and we are actively continuing to develop their involvement in:

- Recruitment
- Curriculum development
- Curriculum delivery
- Assessment
- Evaluation and quality enhancement

The Institute of Health has a Patients as Experts Strategic Plan that saw a panel of patients formed to advise and act as consultants in the above aspects for the work of the Institute.

Uniforms: The University provides uniforms free of charge, as appropriate (e.g. not all Learning

Disability or Mental Health students require a uniform), to all student's funded by Health Education England (HEE). Those students who are not funded by HEE will be required to purchase their uniform with full instructions on how to do this from the placement unit. Students are responsible for their own laundry and must provide their own suitable footwear. A plain navy or black three quarter or full-length coat will need to be purchased by the student for those wearing uniform on community placements.

Reasonable adjustments: These should be clearly stated on the Return to Practice Diagnostic.

Assessment Form and will be discussed with the Programme Leader at interview. The University is committed to ensuring that reasonable adjustments are made wherever possible and will support all students in their studies. For placements, there is a 'Dyslexia in the Workplace' assessment and support document that can be discussed with Practice Supervisors/Assessors.

The University of Cumbria is registered under the General Data Protection Regulations (2017) to collect and process your personal data. The University may be required to disclose student data, but will only do so within the terms of this Regulation. Please see the University of Cumbria website for more information.

Interprofessional Learning: Interprofessional Learning (IPL) is a core element of this programme within the Institute for Health and in line with government and Professional Statutory and Regulatory Bodies (PSRB) directives. Within this programme the Interprofessional Learning is addressed in a number of ways:

- Nurses of all fields and midwives learning together in university.
- Guest speakers inputting into sessions that are relevant to your return to practice.

•   Nurses and midwives working with a range of other professionals in practice.

Aims of the Programme

The overall aims of the Programme are:

To provide flexible learning opportunities for lapsed nurses and midwives who wish to re-register and return to practice and nurses and midwives that are not able to meet the requirements of revalidation to re-gain confidence and competence to meet the standards of proficiency in their field of practice (nursing or midwifery).

P1. To ensure that our returning Nurses and Midwives are capable of delivering safe and effective care to the highest standards

P2. To ensure that returning Nurses and Midwives are compassionate, competent and confident

P3. To equip returning Nurses and Midwives to be autonomous practitioners who can make decisions regarding complex care using the best evidence and technology available

P4. To equip returning Nurses and Midwives to deliver a wide range of clinical, care and interpersonal skills underpinned by a systematic knowledge base

Specifically, our aim is to prepare you for eligibility to be re-admitted to the NMC register as a Registered Nurse in your chosen field of nursing or as a Registered Midwife through:

- Achievement of all theoretical and practice learning outcomes
- Achievement of the NMC standards of proficiency for registered Nurses (2018) and Midwives (2019)
- Demonstration of Good Health and Good Character

The programme aims to develop your general professional and specialist interest in, knowledge and understanding of and proficiency of the NMC Platforms for Nurses and NMC Domains for Midwives.

Level Descriptors

Level Descriptors describe in general terms the expected outcomes you will achieve at each level of study as you progress through your programmes. They describe the relative demand, complexity, depth of learning and learner autonomy associated with a particular level of learning and achievement. The University's Level Descriptors are aligned to the national [Framework for Higher Education Qualifications](#) (FHEQ) and are a key mechanism for ensuring the academic standards of the University's provision.

At Level 6: (Usually Year 3 undergraduate), you will be able to demonstrate that you have the ability:

- To critically review, consolidate and extend a systematic and coherent body of knowledge.

- Critically evaluate concepts and evidence from a range of resources.

- Transfer and apply subject-specific, cognitive and transferable skills and problem solving strategies to a range of situations and to solve complex problems.

- Communicate solutions, arguments and ideas clearly and in a variety of forms.

- Exercise considerable judgement in a range of situations.

- Accept accountability for determining and achieving personal and group outcomes.

- Reflect critically and analytically on personal and work place experience in the light of recent scholarship and current statutory regulations.

Programme Outcomes – Knowledge and Understanding and Skills

The programme provides opportunities for you to develop and demonstrate the following:

Knowledge and understanding (these are your learning outcomes for the Module):

1. Act as an accountable practitioner in accordance with the NMC Code and demonstrate understanding of the application of relevant legal, regulatory, and governance frameworks to your own practice

2. Apply knowledge and demonstrate understanding that supports the promotion of health, protection and improvement and prevents ill health

3. Demonstrate underpinning knowledge and skills required in their role to identify and assess need and plan care including complex and additional care

4. Provide and critically evaluate person centred care using relevant evidence

5. Lead and manage nursing or midwifery care and effectively apply the principles of appropriate delegation, and supervision of care provided by others to work in interdisciplinary teams

6. Contribute to improving the safety and quality of care.

7. Confidently co-ordinate care needs as related to their own practice.

External and Internal Reference Points

The following Subject Benchmark Statements and other external and internal reference points have been used to inform the Programme Outcomes:

External Reference Points

QAA Subject benchmark statements: Nursing benchmarks referred to by the QAA are based on the Nursing and Midwifery Council Standards of Proficiency (NMC 2004) and have not been amended as per the NMC Standards for Proficiency (2019) therefore the most relevant subject benchmarks are those provided below.

NMC (2019) Return to Practice Standards

https://www.nmc.org.uk/globalassets/sitedocuments/education-standards/return-topracticestandards.pdf

Part 3: NMC (2019) Standards for Return to Practice Programmes

https://www.nmc.org.uk/globalassets/sitedocuments/education-standards/standards-for-returntopractice-programmes.pdf

Future Nurse Standards of Proficiency for Registered Nurses 2019 (includes platforms 1-7 and Annex A and B) https://www.nmc.org.uk/globalassets/sitedocuments/education-standards/futurenurseproficiencies.pdf

NMC (2019) Standards of Proficiency for Midwives https://www.nmc.org.uk/globalassets/sitedocuments/standards/standards-of-proficiencyformidwives.pdf

Part 3: NMC (2019) Standards for Pre-registration Midwifery Programmes
https://www.nmc.org.uk/globalassets/sitedocuments/standards/standards-for-preregistrationmidwifery-programmes.pdf

Part 1: Standards Framework for nursing and midwifery education 2018
https://www.nmc.org.uk/globalassets/sitedocuments/education-standards/education-framework.pdf

Part 2: Standards for student supervision and assessment 2018
https://www.nmc.org.uk/globalassets/sitedocuments/education-standards/studentsupervisionassessment.pdf

The Code: https://www.nmc.org.uk/globalassets/sitedocuments/nmc-publications/nmccode.pdf

NMC Guidance on Good Health and Good Character

 https://www.nmc.org.uk/education/what-weexpect-of-educational-institutions/good-health-andgood-character-for-aeis/

NMC Fitness to Practise: Fitness to Practise

QAA Standards for work-based and placement learning (2019) https://www.qaa.ac.uk/quality-code/advice-and-guidance/work-based-learning#

Internal Reference Points:

- UoC Strategic Plan

- UoC Learning, Teaching and Assessment Strategy

- UoC Academic Regulations and Academic Procedures and Processes

- University placement policy

- UoC Placement Policy for Health Care Professionals | University of Cumbria

Graduate Prospects

Employability following this programme is very high. All of our students wishing a career in the NHS or private sector have secured employment within their profession and chosen locale. The Programme Lead contacts previous students for this information.

Learning, Teaching and Assessment Strategies employed to enable the Programme Outcomes to be Achieved and Demonstrated

As a student at the University of Cumbria, you are part of an inclusive learning community that recognises diversity. You will have opportunities to learn by interacting with others in a collegiate, facilitative and dynamic learning environment. Teaching, assessment and student support will allow equal and equitable opportunities for you to optimise your potential and develop autonomy.

We seek to create a stimulating and innovative community of learning, whether encountered on campus or at a distance, on placement or in the workplace. Facilitated by our expert practitioner staff, you will experience a learning environment that is well equipped, flexible, and stimulating.

Learning and Teaching

In line with the UoC Learning, Teaching and Assessment Strategy 2012-22 our learning and teaching methods are as follows:

- A variety of teaching and learning methods are used throughout the programme. These are designed to match the programme learning outcomes and to provide every student with some experience of methods best suited to students own learning style. Teaching and learning methods will include: discourse, discussion, debate, small group work, a presentation, reflection-on and in-practice, context-based learning (also referred to as problem-based learning), and flexible, distributed learning (FDL) using Blackboard

- A blended learning approach to theory combined with a clinical placement provides flexibility for learning and engaging with the programme content

- You are encouraged to undertake the Head Start Plus module prior to beginning your study. This is free of charge and will allow you an informative introduction back into education
- Your theory will be taught by motivated staff with appropriate qualifications in learning and teaching linked to the NMC and Advance HE (UoC LTAS 2017-22)
- Your aspiration to be career ready will be developed through interprofessional learning in both the classroom and your clinical placement. Through meeting the NMC proficiencies in nursing or midwifery, you will be ready to meet the needs of the workforce
- Service users and carers are invited to speak to you about their own care experiences
- Clinical staff are invited to speak to you on topics such as sepsis awareness drawing on their NHS practice based knowledge and experience
- Previous RTP students are invited to discuss their experience of the programme with you.

- Practice Education Facilitators (PEF's) are invited to speak to you about their role, changes in the NHS and current practitioner practice

- Academic skills are delivered face-to-face alongside the theoretical sessions to develop your digital and academic capabilities and provide responsive learner support (UoC LTAS 2017-22). These sessions are delivered by qualified Information Services staff

- The programme is co taught at level 6 and affords peer-learning opportunities

- Your face-to-face teaching sessions are supported by distance learning materials on Blackboard providing you flexibility in learning and the ability to enhance your digital capabilities (UoC LTAS 2017-22)

- The final theory day of this programme offers you the chance to update your interview skills, view NHS job specifications and have a mock interview. You are also encouraged to attend any of the University of Cumbria's employability conferences. Employability will also be developed through theory and clinical skills sessions as well as during your placement experience
- You will be given access a clinical skills lab to explore current NHS practice in your profession. Midwives and nurses have their own specific clinical skills lab with the specialist equipment suited to nurses or midwives

- You will have access to clinicalskills.net and Anatomy3D to enhance your clinical knowledge

- You will undertake an NHS placement linked to your profession in order for you to gain confidence and competence in that field. Your experience will allow you to be prepared to join the healthcare workforce (UoC LTAS 2017-22). Your placement experience will take place in an educationally audited clinical area which meets quality assurance expectations for both the NHS and NMC.

Development of NMC Standards for Proficiency and Annex A and B through simulation

These proficiencies are developed through clinical simulation in our high fidelity skills labs and through the use of Clinicalskills.net as well as in practice. Clinicalskills.net enables you to review updated clinical skills procedures online. The practice assessment document (PAD) for nurses is

mapped to the NMC Standards for Proficiency (2019) and Annex A and B and will enable achievement of these proficiencies in practice to be assessed.

Similarly, for Midwifery, the practice assessment document (MORA) is mapped to the NMC Midwifery Standards of Proficiency.

A combination of theory and practice learning to achieve Annex A and B Proficiencies will enable students to identify and plan their learning in conjunction with their Practice Assessor and Academic Assessors. Regular documented meetings with Practice Assessor will enable students to monitor, with their assessor their progress towards achievement. These meetings take place on at least three occasions; on initial deployment in placement, at the midpoint in placement and near the end. This allows for forward planning to meet all outcomes.

For nurses the skills to meet the proficiencies can be assessed in a range of areas of practice, depending on the area you will be returning to. During the Return to Practice (RtP) programme you are expected to provide care for service users and their families (as appropriate) in partnership with other health and social care practitioners, with appropriate supervision and direction as your knowledge and skill increases. The expectations of your professional behaviour and academic knowledge and skill are specific to the programme and are documented in the assessment section.

This RTP PAD is designed to enable you to document evidence that you have achieved the NMC (2019) Standards of proficiency. Within the NMC approved PAD document the following is stipulated 'Where exceptionally a Proficiency cannot be achieved on placement, you can demonstrate achievement through simulation or a professional discussion'. This means that you can use a range of means to demonstrate achievement, particularly if the area of practice that you are returning to does not facilitate a particular skill. However, all proficiencies must be achieved to enable the programme to be completed. Additionally, all Proficiencies once signed as achieved must continue to be demonstrated throughout the placement.

For midwives the skills to meet the proficiencies can be assessed in a range of placements as part of a continuous assessment process and should not be viewed as separate elements but reflect the continuum of care provided in partnership with women and their families. During the Return to Practice (RtP) programme you are expected to provide care for women, their babies and their families in partnership with midwives and other health and social care practitioners, with appropriate supervision and direction as your knowledge and skill increases. The expectations of your professional behaviour and academic knowledge and skill are specific to the programme and are documented in the assessment section. This MORA is designed to enable you to document evidence that you have achieved the NMC (2019) Standards of proficiency for midwives4. In the proficiencies sections there are columns headed 'Reference to evidence' 'Student completion'. Against each proficiency, you should insert the method by which you can demonstrate that you have achieved the required outcome. For example, you could reference the practice episode records (PER) here, or you might have evidenced achievement in another way such as through discussion, demonstration, reflection or simulation.

Your progress is closely monitored by the Practice Assessor through the placement and any issues will be identified early and an action plan put in place to help you achieve. Supervisors feed into the Practice Assessors on a regular basis and this can be seen in the MORA and PAR in the daily sign off required to confirm your hours.

Summative and Formative Assessment

- You can have formative feedback on 500 words linked to summative assessment (UoC LTAS 2017-22)

- You have the opportunity for peer feedback following a non-assessed reflective presentation (UoC LTAS 2017-22

- You will have formative opportunities on your clinical placement for medicines management and other proficiencies as specified in the PAD(Nurses) MORA(Midwives)

- You will undertake a summative assessment (academic) which consists of a 3500-word reflective written piece demonstrating meeting the programme learning outcomes

- Assessment for learning is clearly linked to the NMC (2019) standards required for Return to Practice

- Summative assessment of practice is clearly linked to the relevant NMC standards for proficiency (UoC LTAS 2017-22)

Student Support

We provide responsive learner support that promotes student success. Our approach to learner support is designed to support achievement and progression, champion inclusivity and accessibility, prepare you for opportunities beyond study, and promote independence and resilience, enabling you to achieve your potential.

As a student of the University of Cumbria, you will be taught by academics and expert practitioners who facilitate learning through structured inquiry. You will be provided with access to high quality academic resources through physical and digital libraries and will be supported to develop skills that enable you to become a critical, reflective, discerning and independent learner and researcher.

You will have the opportunity to give face to face feedback on any aspects of the programme during the theory days. Outside of the face to face days, you can contact any member of the teaching team via email, telephone or video link.

Induction

You will have an Induction Day prior to your theory sessions. There will be an introduction to the teaching staff, course, academic assessment, practice assessment, library tour including arranging passwords and ID cards, NMC current guidelines/Good Health and Good Character and NHS update on changes in practice. You will learn about our Personal Tutor support system and will be given information on how to access both academic and personal support. You will be provided with access to the NHS e-learning module. You will be introduced to your Placement Handbook; the Midwifery Ongoing Record of Assessment (MORA) for midwives or the Practice Assessment Document (PAD) for nurses. An introduction to Blackboard and Blackboard Collaborate will also be given during the Induction Day.

Personal Tutoring

You will be allocated a Personal Tutor with whom you will have three formal meetings during the programme. Your Personal Tutor will be proactively involved in the delivery of your programme and will have contact with you throughout your time at the University. They will support your learning and development, including through tutorials, Progress Reviews and other support as outlined in the Personal Tutoring Policy. There will be the opportunity to meet face-to face with your Personal Tutor following each workshop. Further support can be arranged via email, telephone or video call. Students are free to request face-to-face meetings outside of the workshop days. The Personal Tutor for nurses will be the Programme Lead and for midwives will be the Lead Midwife for Education.

Personal Development Planning

The whole programme is designed to develop your personal and professional planning in terms of academia and practice. Personal development is embedded into both the practice and academic elements of the programme and begins with the Return to Practice Diagnostic Assessment Form. Head Start Plus is offered prior to the Induction Day of the programme. Academic skills are delivered

in three face-to-face sessions, to ensure that any developmental or individual learning need of the can be addressed right away. Clinical skills are updated in practice under supervision from your and Practice Assessors and Practice Supervisors. You will however get the opportunity to practice some of these skills in our clinical skills lab under supervision. This ensures that you develop both confidence and competence required by the NMC.

Library and Academic Support (based in Information Services)

The Programme Leader will collaborate with Library and Academic Advisors to ensure that your reading and resource lists are current and items are available via the library discovery tool

OneSearch. In order to maximise access, availability and usefulness, eBooks and electronic journal titles will, in most cases, be prioritised. You can access a wide range of electronic and print content using OneSearch and you can find out more about key texts, databases and journals for your subject by accessing the library's subject resources webpages. Where appropriate, module reading and resource lists will be made available to you electronically using the University's online reading and resource list system.

The Skills@Cumbria service can help support your academic skills and success throughout your programme. The service is delivered by a team of professional Library and Academic Advisors. It includes a suite of online self-help resources accessible 24/7 via the University's website and Blackboard site. It also provides group and individual advice and guidance accessible through and alongside your course and by different means such as face to face, email or virtual. Visit skills@cumbria for more details.

IT and Technical Support

Technology is an invaluable asset when it comes to studying, so it's important you know how to make the most out of the excellent facilities we have available. Our aim is to ensure you can access university electronic resources from anywhere or any device, whether on or off campus. The Student Hub is your one-stop gateway to all university systems, Outlook email, and OneDrive.

Whether you consider yourself a computer expert or you're not confident about your IT skills, we're always around to ensure you get the level of support you need. We have a wealth of information and support available on the website and have a dedicated IT Service Desk where you can talk to someone by phone or log your question online from anywhere, at any time.

Student Support Services

Student Support Services offer a wide range of support, including: careers and employability, financial help, counselling, health and wellbeing and support for disabled students and those with specific learning requirements. We also offer mentoring by trained students which you can request at any point during your studies. We know that you want to get the most out of your programme, make the best use of your time and find or continue in the career you always dreamed of. Access university support and facilities easily and quickly via the website and/or via the Student Services guidance tile on the Student Hub.

In addition to the range of guidance above, you have the opportunity to further develop your personal, academic and professional skills by taking part in a number of initiatives coordinated and delivered by professional services advisers:

Reasonable adjustments

Should these be required you should clearly identify these on the diagnostic assessment form to be discussed with the programme lead at interview. The University is committed to ensuring that reasonable adjustments are made wherever possible and will support you during your studies. There is a 'Dyslexia in the Workplace 'assessment and support document that can be discussed with practice assessors and PEF's. Reasonable adjustments are also made in terms of considering your personal family circumstances/disability/carer responsibilities when allocating you a placement. You would initially highlight any particular request on the return to practice placement request form. Our

return to practice placements unit would then liaise with the PEF in an attempt to meet your practice requests. Whilst our partner Trusts do all they can to facilitate these requests, due to the nature of the service, and the requirement to meet the programme outcomes, this may not always be possible.

Head Start Plus

Head Start Plus is also an online skills development course, designed to support students who are about or who have just started study at level 5 or 6 (2nd and 3rd year undergraduate). This course is particularly recommended to students who may not have studied at HE level for some time or who are transitioning into the higher HE levels. The course provides a useful refresh on academic skills and practice and an insight into the expectations of tutors at those levels.

This course is free and available via the Open Education Platform powered by Blackboard. To access the course, follow the link to https://openeducation.blackboard.com/cumbria and set-up a free account with Open Education. Once logged on, select the course free of charge and work through it at your own pace.

Mature Students' Events

Whether it is a coffee morning, lunchtime gathering or a social event, there are events happening throughout the year to link you up with other mature students who will also be juggling a number of commitments alongside their studies.

Help is at Hand Events

Keep a look out for these interactive events on campus around October and January. You are encouraged to attend these as they showcase the range of support available here and give you the opportunity to talk to people from Finance, Accommodation, the Students' Union, the Wellbeing and Disability Team etc.

Career Ahead+

Career Ahead+ is the University of Cumbria's Employability Award. Completing Career Ahead+ will help you recognise and develop your skills, providing a greater opportunity for you to get the job you want when you graduate. The award is based on what employers look for in an ideal candidate, in relation to skills, knowledge and experience. You will be supported with career direction, gaining experience, and providing all the skills needed to complete the perfect application and be successful in that all important job interview. Contact careerahead@cumbria.ac.uk or visit www.cumbria.ac.uk/careerahead for more information.

Practice Based Support

You will receive practice support from Practice Supervisors and Practice Assessors. You will also receive support by the Practice Education Facilitators (PEF) who are based within NHS Trusts. You will also be allocated an Academic Assessor from your own field of practice/profession who will liaise with your Assessors and PEF when you are in practice. Any reasonable adjustments needed to support you in practice should be shared with your Academic Assessor and Practice Assessor Your Practice Assessor will arrange three formal meetings with you to discuss your progression. There will be an initial meeting, a mid-way meeting and another towards the end of your placement. However, you will be able to request a meeting with your Practice Assessor at any point to discuss your progression in practice.

Returning to the register

On successful completion of the programme, passing both Practice and Theory components you will be required to once again confirm your Good Health and Good Character status to the University. Once your results have been agreed at a Module Assessment Board and confirmed at University Assessment Board your name and details will be uploaded to the NMC as being eligible to register. Readmission can take up to six weeks and it might take longer if the NMC need more information

from you. They can only review your application when you've submitted everything, so you should visit the [RTP NMC Website t](#)o find out what you need to provide. You can't practise as a nurse or midwife until you're readmitted to the register.

Programme Curriculum Map					
Academic Level	**Module Code**	**Module Title**	**Credits**	**Module Status***	**Programme Outcomes achieved**
6	HLLR6010	Return to Practice	20	Core	All

Notes
This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes with the following permitted exceptions due to the requirements of the Nursing and Midwifery Council
Module pass mark: 40% (Undergraduate)
In order to pass this programme both academic and practice elements must be completed, the negotiated hours undertaken and have signed verification by your Practice Assessor that you are competent to re-join the NMC register.
A failed placement will be allowed one further attempt to recoup the fail only. Failure of a second attempt at practice assessment will normally mean discontinuation from the programme (NMC 2018 Standards for nurses) https://www.nmc.org.uk/standards/standards-for-nurses/
NMC (2019) Standards for Midwives https://www.nmc.org.uk/standards-for-midwives/
Students who fail both the original assessment and the reassessment for modules, can apply to retake the module with University of Cumbria, providing that students have engaged with the assessments process, submitted extenuating circumstances, submitted a reassessment, attended any required tutorials and kept the Programme Lead informed of any change in circumstances. There may be mitigating circumstances such as the COVID-19 pandemic which will be taken into account when considering the opportunity to retake the programme.

* **Key to Module Statuses**	
Core Modules	Must be taken and must be successfully passed

Programme Delivery Structure: Part Time - January intake

Module Code	Module Title	Delivery Pattern	Method(s) of Assessment	Approximate Assessment Deadline
		Autumn Semester / Spring Semester / Extended Spring Semester / Year-Long		
HLLR6010	Return to Practice	Semester 2	Written assessment and practical skills	End of programme: July
Students exiting at this point with 20 credits would receive a UAwd Return to Practice				

Programme Delivery Structure: Part Time - June intake

Module Code	Module Title	Delivery Pattern	Method(s) of Assessment	Approximate Assessment Deadline
		Autumn Semester / Spring Semester / Extended Spring Semester / Year-Long		
HLLR6010	Return to Practice	Semester 2	Written assessment and practical skills	End of programme: December
Students exiting at this point with 20 credits would receive a UAwd Return to Practice				

Exceptions to Academic Regulations
The following exceptions to the Academic Regulations apply for UAwd Return to Practice • A failed placement will be allowed one further attempt to recoup the fail only. Failure of a second attempt at practice assessment will normally mean discontinuation from the programme (NMC 2018 Standards for nurses) https://www.nmc.org.uk/standards/standardsfor-nurses/ • Students who fail both the original assessment and the reassessment for modules, (G4.1) may have one further opportunity to retake the module. This is dependent on the student having fully engaged with the programme, submitted EC's at the first attempt, acted on feedback, attended any required tutorials and kept the Programme Lead informed of any change in their circumstances • Programme Length is six months with a maximum registration period of 1 year. (D3.1) • Accreditation of Prior Learning (APL) and Recognition of Prior Learning is not applicable for this programme (C6.2)

Methods for Evaluating and Improving the Quality and Standards of Learning	
Mechanisms used for the Review and Evaluation of the Curriculum and Learning, Teaching and Assessment Methods	• Module Evaluation • Programme Validation and Periodic Review • Annual Monitoring • Peer Review of Teaching • External Examiner Reports • Student Success and Quality Assurance Committee • NMC Monitoring visits • Annual programme meetings with teaching, support staff and Placement Education Facilitators
Mechanisms used for gaining and responding to feedback on the quality of teaching and the learning experience – gained from: Students, graduates, employers, placement and work-based learning providers, other stakeholders, etc.	• Module Evaluation Forms • Placement Evaluation • Personal tutorials • Meetings with External Examiners • Informal feedback from students following each workshop • Regular contact with Practice Education Facilitators • Academic Assessors in practice • University Link Lecturers

Date of Programme Specification Production:	August 2020

Date Programme Specification was last updated:	November 2020
For further information about this programme, refer to the programme page on the University website	