

<b>Final Award and Title</b>	University Award (Level 6): Return to Practice (Nursing) University Award (Level 6): Return to Practice (Midwifery)
<b>Exit Award(s) and Title(s)</b>	N/A
<b>Name of Route / Pathway / Framework</b>	Pathways in Nursing (all fields) or Midwifery
<b>Professional Qualifications</b>	On successful completion of the programme, students will be eligible for re-registration on the Nursing and Midwifery Council Register as either a Registered Nurse, or a Registered Midwife. Note 1: Successful students wishing to return to practice as a Specialist Community Public Health Nurse (SCPHN) will be eligible to re-register initially onto the Nursing register. Once accepted back onto the Nursing register they can subsequently request re-registration and seek re-registration to the SCPHN register.
<b>Programme Accreditation</b>	Nursing and Midwifery Council (NMC)
<b>Modes of Study</b>	Part-time, Flexible & Distributed Learning (FDL), practice based learning
<b>Delivery Sites</b>	Carlisle and Lancaster
<b>Programme Length</b>	6 months (maximum registration period 1 year)
<b>Work Based Learning</b>	Hospital settings, practice settings

## 1. Educational Aims of the Programme

The overall aims of the programme are:

- Aim 1: to provide flexible learning opportunities for nurses, midwives and specialist community public health nurses (Note 1) who wish to re-register and return to practice
- Aim 2: to re-gain confidence and competence to meet the NMC standards of education/proficiency in their field of practice (nursing, midwifery or specialist community public health nursing (Note 1))

## 2. Programme Features and Requirements

Since 1<sup>st</sup> April 2000 all nurses, midwives and specialist community public health nurses who are re-entering practice by virtue of a registered qualification after a break in practice are required by legislation to undertake an approved return to practice programme before renewing or reapplying for registration. A break in practice is recognised when the NMC Practice Standard of 'practising in some capacity by virtue of your nursing or midwifery qualification for a minimum of 450 hours during the three years prior to the renewal of your registration' (NMC 2011, p5) is not met.

All students will need to provide evidence of previous registration within their chosen field, including the date of when they were last in practice and when their initial registration lapsed.

The purpose of this return to practice programme, therefore, is to enable the practitioner to renew registration and to re-enter registered practice with up to date competence, current skills and confidence in order to maintain safe and effective standards of patient and client care.

The programme consists of one 20-credit module that will normally extend over a maximum of a 26-week period, whole time equivalent. Alongside this module, students will undertake the appropriate Qualificatory Practice Unit (QPU) in order to demonstrate achievement of the relevant NMC Standards (NMC 2004, 2009, 2010) required as part of the re-registration application process.

The decision about levels of modules and QPUs to be undertaken will be negotiated on an individual basis.

Nurses and Midwives undertaking this Return to Practice programme may choose to study at Level 5 or 6, although Midwives are expected to undertake the programme at Level 6.

Specialist Community Public Health Nurses whose initial registration has lapsed must study the programme at Level 6, as this is the minimum level required to enable them to ultimately seek re-registration onto the NMC SCPHN register (DH 2011) (Note 1).

The minimum required hours of practice that must be completed during the QPU depends on the Part of the NMC Register that the student ultimately wishes to re-enter.

For a Nurse returning to practice the minimum required hours is 100.

For a Midwife returning to practice the minimum required hours is also 100. However, the Lead Midwife for Education will decide the length of time required in practice by individual returning midwives, based upon how long since registration has lapsed and what experience/education has been undertaken since the midwife formerly practised.

A Nurse/SCPHN returning to practice must undertake a minimum of 150 hours in practice. The hours will rise according to the number of years out of practice as specified in the Health Visitor Return to Practice Framework (DH 2011, p 7). Practice can be undertaken in the specialist field of SCPHN practice, and students will be assessed against the combined NMC Nurse/SCPHN standards (DH 2011). Although the DH 2011 paper has been written in relation to health visiting, these guidelines will be applied to all SCPHN registerable fields of practice.

For all students, the maximum hours that must be undertaken in practice will be determined by the programme leader (or Lead Midwife for Education for Midwifery students) at the start of the programme.

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### **3. Learning Teaching and Assessment**

#### **(i) Learning, Teaching and Assessment approaches, pedagogy and values that underpin LTA design throughout the programme**

A variety of methods and strategies will be used to ensure development and acquisition of key knowledge and skills. They reflect the breadth of practice and the level at which it is delivered. Students will be given opportunities to experience flexible and creative approaches to teaching and learning, which foster independence-based learning.

Learning is based in academic study and in professional practice. Students are actively facilitated to apply and integrate their professional knowledge within their practice and to develop an enquiring critical approach to their study and professional practice.

Acquisition of knowledge and understanding is through a combination of the following:

Use of virtual electronic learning environment

Online and class based workshop activities

Facilitated discussion and debate

Tutorials

Guided study and reading

Work based learning

Reflection on professional practice

#### **(ii) Contexts For Learning**

This programme is practice centred and directed towards the re-gaining of confidence and achievement of professional proficiency. As such, students will be facilitated to develop practical and professional skills as identified in the relevant Standards of Proficiency/Competence within their field of practice. Development of key and transferable skills will particularly be facilitated through the following:

Engagement in inter-professional learning

Critical reflective practice

Portfolio development

Involvement in multi-professional / multiagency working within the workplace environment.

Involvement in partnership working with clients, families, carers.

Record keeping in written and electronic form.

Work based learning is facilitated by a designated Sign-off Mentor or Practice Teacher within an audited relevant working environment, supported by the university.

Tutorial support is available through a Personal Tutor system as well as through access to module and specialist tutorial support.

Additional support to learning is provided by the Academic Skills Centre and Library and Information Services.

Professional, key and transferable skills are developed throughout by methods identified above.

#### **(iii) Learning, Teaching and Assessment Methods**

The academic component of the programme is assessed via a portfolio that integrates the formative patchwork texts. There will be an expectation that students will demonstrate their self-awareness/reflection of care involvement in the care delivery, management and ethical practice of their patient  
Work based assessment of knowledge, skills and attitudes in practice are assessed through completion of a practice profile.

#### **(iv) Formative Assessment**

Students complete 3 patchwork texts during the academic module that are integrated within the summative portfolio assessment. Students will receive peer and tutor feedback and will integrate reflections on an interpersonal interaction with a patient and carer and also the implications of carer policies/guidelines

During practice placement experience undertaken in the Qualificatory Practice Unit, the students will have regular meetings with a mentor where they are encouraged to reflect upon their own practice and on user comments. In addition there is a formal mid-way review meeting with the sign-off mentor or practice teacher to ensure satisfactory and ongoing progress with the student and to identify any issues and implement an action plan as appropriate.

### **4. Programme Outcomes**

The NMC (2011) has identified programme outcomes for any NMC validated Return to Practice programme. These have been taken and adapted to reflect study at either level 5 or level 6 and to meet the learning needs of nurses, midwives, specialist community public health nurses.

**This programme provides opportunities for students to develop and demonstrate:**

#### **(i) Knowledge and Understanding**

**The Level 6 Return to Practice programme aims to develop students who are able to:**

1. Demonstrate a comprehensive knowledge and critical understanding of the current structure and organisation of care, nationally and locally and the influence of health and social policy relevant to their professional practice.
2. Demonstrate systematic knowledge and critical understanding of the requirements of legislation, guidelines, codes of practice and policies relevant to their professional practice.

#### **(ii) Employability Skills**

Embedded within the programme is learning and assessment that is oriented toward developing relevant employability skills that will enable a successful student to meet the standards of proficiency to return to practice. The programme will develop students' ability to

3. Communicate effectively
4. Take responsibility for their learning as a student and as a deliverer of care

5. Work in a team both as a team member and a leader
6. Demonstrate independence and initiative whilst showing awareness of limitations in skills and knowledge and potential hazards associated with actions
7. Demonstrate respect for clients' and patients' individuality, dignity and privacy
8. Conduct relationships in a professional and respectful manner

### **(iii) Qualities, Skills and Other Attributes**

**The Level 6 Return to Practice programme aims to develop students who are able to:**

9. Identify and critically analyse own and others strengths and weaknesses, assess limitations of competence and understand the importance of maintaining and developing professional competence.
10. Demonstrate critical appraisal of relevant literature and research to inform their professional practice
11. Critically implement a range of appropriate and effective communication, teaching and learning skills in a variety of situations, including the ability to function effectively in a team and participate in a multi-professional approach to people's care
12. Assess and analyse need, design and implement evidence based interventions and critically evaluate outcomes in all areas of own professional practice, including the effective delivery of appropriate emergency care

## **5. Level Descriptors**

**At HE Level 6: (Year 3 undergraduate),** students will be able to demonstrate that they have the ability: to critically review, consolidate and extend a systematic and coherent body of knowledge; critically evaluate concepts & 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.

## 6. Curriculum

### Programme Structure: Return to Practice: Nursing

Level	Module Code	Module Title and Module Aims <i>(added under each title)</i>	Credit Points	Core/ Compulsory/ Optional/ Qualificatory *	Notes <i>(eg pre/co-requisites, 'core optional' etc)</i>	Progression/ award requirements
6	HLLR6001	<p><b>Return to Practice</b> This module aims to enable the student to be eligible to renew registration and to re-enter registered practice with up to date knowledge, competence and confidence, in order to maintain safe and effective standards of practice.</p>	20	Core	Must have been on the NMC register in their relevant field of practice (Nursing or Nursing & SCPHN)	Module pass mark: 40%
	HLLR9001	<p><b>Qualificatory Unit of Practice for Return to Practice: Nursing</b> This unit aims to provide opportunities for students to gain experience in the field of nursing practice in order to demonstrate competence/proficiency as aligned to NMC standards for education/proficiency and be eligible for re-registration</p>	Non credit bearing	Core	Must have been on the NMC register as a Registered Nurse.	Must be passed

Module pass mark: 40% (Undergraduate)

(\* ) Note: **Core Modules** – must be taken and successfully passed.

**Qualificatory Unit of study** – *Non-credit bearing pass/fail components that are used to satisfy relevant professional, statutory or regulatory bodies professional components that are not credit bearing and are pass/fail.*

## 6. Curriculum

### Programme Structure: Return to Practice: Midwifery

Level	Module Code	Module Title and Module Aims <i>(added under each title)</i>	Credit Points	Core/ Compulsory/ Optional/ Qualificatory *	Notes <i>(eg pre/co-requisites, 'core optional' etc)</i>	Progression/ award requirements
6	HLLR6001	<p><b>Return to Practice</b> This module aims to enable the student to be eligible to renew registration and to re-enter registered practice with up to date knowledge, competence and confidence, in order to maintain safe and effective standards of practice.</p>	20	Core	Must have been on the NMC register in their relevant field of practice (Midwifery or Midwifery & SCPHN)	Module pass mark: 40%
	HLLR9002	<p><b>Qualificatory Unit of Practice for Return to Practice: Midwifery</b> This unit aims to provide opportunities for students to gain experience in the field of midwifery practice in order to demonstrate competence/proficiency as aligned to NMC standards for education and be eligible for re-registration</p>	Non credit bearing	Core	Must have been on the NMC register as a Registered Midwife.	Must be passed

Module pass mark: 40% (Undergraduate)

(\* ) Note: **Core Modules** – must be taken and successfully passed.

**Qualificatory Unit of study** – *Non-credit bearing pass/fail components that are used to satisfy relevant professional, statutory or regulatory bodies professional components that are not credit bearing and are pass/fail*

### 7. Programme Assessment Map

This map charts the assessment of the Programme Learning Outcomes across the different modules. It is designed to ensure that assessment tasks are focused on demonstrating achievement of the Programme Learning Outcomes including knowledge, understanding, academic and vocational skills, and other qualities.

Complete the table below, adding rows as needed. List all modules and any placements/ work-based learning which are not part of a module. Use the following letters to denote the contribution of each module:

*D* = programme outcome is **developed** in this module

*F* = programme outcome, or aspects of the programme outcome, are **formatively** assessed on this module

*S* = programme outcome, or aspects of the programme outcome, are **summatively** assessed on this module

Module Code	Module Name	Programme Outcome 1	Programme Outcome 2	Programme Outcome 3	Programme Outcome 4	Programme Outcome 5	Programme Outcome 6	Programme Outcome 7	Programme Outcome 8	Programme Outcome 9	Programme Outcome 10	Programme Outcome 11	Programme Outcome 12
HLLR6001	Return to Practice	DFS	DFS						DFS	DFS			
HLLR9001	Qualificatory Unit of Practice: Nursing	DF	DFS	DFS	DFS								
HLLR9002	Qualificatory Unit of Practice: Midwifery	DF	DFS	DFS	DFS								

## 8. Indicative Assessment Calendar

<b>Module Code</b>	<b>Module Title</b>	<b>Method(s) of Assessment</b>	<b>Weighting</b>	<b>Approx assessment deadline (eg mid semester)</b>
HLLR6001	Return to Practice	Portfolio	100%	Mid programme
HLLR9001	Qualificatory Unit of Practice: Nursing	Practical Skills Assessment	Pass/fail	End semester/ programme
HLLR9002	Qualificatory Unit of Practice: Midwifery	Practical Skills Assessment	Pass/fail	End semester/ programme

## 9. Support for Students and their Learning

Each student will be allocated a Personal Tutor (PT), who will provide academic and professional support during the programme.

Work based learning is supported through a tripartite arrangement, with support from a Sign-off Mentor or Practice Teacher and a University link lecturer. Midwives returning to practice will be also allocated a named Supervisor of Midwives who will provide additional support in practice.

Academic Skills are delivered during the first two workshops. These are aimed at developing a range of key skills, such as organisational skills, presentation skills, academic writing, Turnitin, and plagiarism. Support is also available for distance learners via the electronic learning environment Blackboard.

As a student of University of Cumbria, you will have access to Library and Student Services (LiSS) facilities; careers and employability, financial help, counselling, health and wellbeing, support for disabled students and those with specific learning requirements and taught sessions to develop a high level of information fluency, digital skills and academic skills.

Skills interventions from LiSS will be embedded as part of your induction experience and beyond. Typically the interventions have taken the form of workshops but equivalent online input could be chosen through liaison. Embedded induction input will cover IT network passwords, basic intro to Blackboard and webmail, library services and electronic resources (ebooks, ejournals, image collections etc). Later input will cover more advanced information fluency and critical reading and writing skills.

### **Library and Student Services (LiSS)**

Library and Student Services (LiSS) offer a wide range of support, including; access to library learning resources, academic skills, careers and employability, financial help, counselling, health and wellbeing and support for disabled students and those with specific learning requirements. 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 our [help is at hand](#) search.

The Skills@Cumbria service can help support your academic skills and success throughout your programme. The service is delivered by a team of professional Learning Enhancement Advisers within LiSS. 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.

Module leaders will collaborate with LiSS advisers to ensure that your reading lists are current and items are available via the library collections. 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 great electronic and print content using [OneSearch](#) and you can find out more about key texts and journals for your subject by accessing the library's [subject resources webpages](#). Where appropriate, module reading lists will be made available to you electronically using the university's [online reading list system](#).

**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 LiSS Advisers:**

### **Headstart**

Head Start is a self-learning pre-entry module that is completed online and at your own pace. The module gives new undergraduate students an opportunity to prepare for their transition into university and to start to develop the academic skills that will help them become successful students.

All UG students are given the opportunity to register and complete Head Start prior to entry on their main programme of study. If you haven't been able to complete Head Start before starting your course, you can access the module via Blackboard by selecting the Skills@Cumbria tab and then the Head Start tab in the bottom right hand corner. Learning at university, academic writing and referencing are the key topics introduced in the module and previous students have told us how useful they have found the online resources and activities.

### **Career Ahead**

Career Ahead is the University's Employability Award that is accessible to all of our students regardless of level or programme of study. Available free through the Careers Team in LiSS, the award gives students the opportunity to make their graduate CV stand out. Based on what employers look for in an ideal candidate, this award works with students to identify any gaps in their skill set and reflect on their experiences. It also offers the opportunity to participate in exclusive programmes and activities with real life employers. The University of Cumbria's employability award is split into three stages: Bronze, Silver and Gold, with a further Career Ahead + Platinum level. Students' engagement in extra curricula activities such as volunteering, project and charity work and peer mentoring are recognised within Career Ahead. To find out more or to register email [careerahead@cumbria.ac.uk](mailto:careerahead@cumbria.ac.uk).

## **10. Criteria for Admission**

The University's standard criteria for admissions apply. Please refer to the [Applicant Information](#) pages of the University website for more information. For [APL](#), please refer to the University website.

Detailed criteria for admission to this programme can be found on the programme webpage:

<http://www.cumbria.ac.uk/study/courses/cpd-and-short-courses/foundations-in-professional-practice-return-to-practice-midwifery-level-6/>

<http://www.cumbria.ac.uk/study/courses/cpd-and-short-courses/foundations-in-professional-practice-return-to-practice-nursing-level-6/>

The following additional requirements apply for entry to this programme:

This Return to Practice Programme is designed for Nurses, Midwives and Specialist Community Public Health Nurses whose registration with the NMC has lapsed and wish to return to professional practice.

On successful completion of the programme, students will be eligible for re-registration on the NMC Register as either a registered Nurse or Registered Midwife. Successful students

wishing to return to practice as a SCPHN will be eligible to re-register onto the Nursing Register. Once accepted back onto the Nursing Register they can subsequently request re-registration and seek re-registration to the SCPHN register, providing they have met the combined standards set within the Health Visitor Return to Practice framework. Although this paper has been written in relation to health visiting, these guidelines will be applied to all SCPHN registerable fields of practice.

Entry requirements are as follows:

Evidence of first registration with the NMC as a Nurse, or Midwife or SCPHN. There must have been a break in practice of three years or more. Students must provide evidence of their last date in practice and date when initial registration lapsed.

If an applicant had a dual qualification in the UK as a Nurse and a Midwife, they do not need to complete a Return to Practice Nursing Programme before starting their Return to Practice Midwifery Programme.

If an applicant had a dual qualification in the UK as a Nurse and a SCPHN, they will need to complete a Return to Practice Nursing programme and re-register onto the Nursing Register. The module must be studied at level 6 for entry to SCPHN register.

Attendance for an interview, which will be with a University Lecturer and may include a senior representative from practice, or Local Supervisor of Midwives in the case of returning midwives. Members of the local Patients Panel are also invited to attend the interviews. The interview process will include a diagnostic literacy and numeracy test. From the results of these, any identified literacy and numeracy learning needs will be reflected within a student action plan.

Any offer of a place on the programme will be subject to a satisfactory report from the Disclosure and Barring Service.

An applicant must have secured a placement with a NHS Trust or other relevant employer, which has been subject to an educational annual audit of the learning environment, with the support of a Sign-off Mentor or Practice Teacher, prior to interview. Where a placement sits outside the NHS, evidence needs to be provided of employer indemnity insurance. Currently the NHS North West funds the course for those students resident in the North West region.

Occupational Health clearance is required prior to commencement on the Programme.

Students returning to practice for whom English is a second language may be required to provide evidence of passing an International Language Testing System (IELTS) with a score of 7.0.

## **11. Methods for Evaluating and Improving the Quality and Standards of Learning and Teaching**

### **Mechanisms for review and evaluation of LTA, the curriculum and outcome standards**

NMC Monitoring Visits  
 Annual Evaluatory Reports  
 Liaison with external examiners; external examiners reports  
 Student and staff programme evaluation reports

	Operational Course Team meetings. Programme Leadership Team Meetings Peer observation of teaching activities
<b>Committees with responsibility for monitoring and evaluating quality and standards</b>	Programme Quality Committees (PQCs), Faculty Learning, Teaching & Quality Enhancement Committee (FLTQEC), Learning, Teaching & Quality Enhancement Committee (LTQEC)
<b>Mechanisms for gaining (and responding to) student feedback on the quality of teaching and their learning experience</b>	Educational audit of placement environment Placement evaluation forms Programme evaluation forms
<b>Staff development priorities for staff teaching this programme</b>	Development of skills in using electronic learning environment (Blackboard) Ongoing updating of contemporary professional knowledge base. Attendance on CDEPP and staff development programmes.

## 12. Additional Information

Students on this programme must act according to the NMC (2008) Code: Standards of conduct, performance and ethics for nurses and midwives.

Some financial support from NHS NW Strategic Health Authority may be available for Midwives who are accepted onto this Return to Practice Programme.

Placements need to provide the relevant work experience in relation to the route of returning to practice (i.e. in Nursing or in Midwifery) and will be audited to ensure that an appropriate educational learning environment is in place. A tripartite agreement that outlines the level and nature of support offered to the student will be signed by the student, the Sign-off Mentor/Practice Teacher and the Programme Leader.

The University of Cumbria is registered under the Data Protection Act 1998 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 Act. Please see the University of Cumbria website for more information.

## 13. Administrative and Supporting Information

<b>Key sources of information about this programme and its development can be found in the following:</b>	<p><i>Key sources of information about this programme and its development can be found in the following:</i></p> <p>DH (2011) Health Visitor Return to Practice Framework  NMC (2004) Standards of proficiency for specialist community public health nurses  NMC (2008) Standards to support learning and assessment in practice  NMC (2008) The Code: Standards of conduct, performance and ethics for nurses and midwives</p>
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	NMC (2009) Standards for pre-registration midwifery education NMC (2010) Standards for pre-registration nursing education NMC (2011) The Post Registration Education and Practice (Prep) Handbook NMC (2012) Midwives Rules and Standards	
<b>Quality Group:</b>	Lifelong and Inter-professional Learning	
<b>Faculty</b>	Health & Wellbeing	
<b>Teaching Institution</b>	University of Cumbria	
<b>Collaborative Partners</b>	N/A	
<b>Description of type of Collaboration</b>	N/A	
<b>JACS code:</b>	B790	
<b>Programme code (CRS):</b>		
<b>UCAS code: (where applicable)</b>	N/A	
<b>Date of last engagement with external bodies (eg QAA, Ofsted, etc)</b>	Nursing & Midwifery Council reviewed the Return to Practice Programme during 2006/7 and 2007/8. NMC annual monitoring in respect of mentor status.	
<b>Date of Programme Specification validation</b>	March 2013	
<b>Validated period of programme:</b>	Validation period extended to August 2020	
<b>Date of changes to Programme Specification:</b>	<i>Reason for change: (eg minor changes)</i>	<i>Date:</i>
	Web link update	July 2016
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### About Programme Specifications

This programme specification provides a concise summary of the main features of the

programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information is provided in the Programme Handbook and associated Module Guides.

Programme Specifications are written with the student audience in mind and are available to students. In addition, they are used in a number of ways:

- As a source of information for students and prospective students seeking an understanding of the programme.
- For the teaching team to ensure there is a common understanding about the aims and learning outcomes for a programme.
- As a reference point for audit, review and monitoring purposes
- As a source of information for employers, and professional bodies to provide evidence that required skills or abilities are developed by the programme.

For more details about Programme Specifications, refer to the [QAA Quality Code, Chapter A3: The Programme Level](#).

<b>DEFINITIVE DOCUMENT</b>		<b>Date:</b>	
<b>Record of Changes:</b>			
<b>Date</b>	<b>Section(s) affected</b>	<b>Actioned by</b>	<b>SITS updated (Y/N/NA)</b>