



UNIVERSITY OF PLYMOUTH

Faculty of Health

School of Nursing and Midwifery

Programme Specification

Return to Practice: Nursing Associate (Levels 5, 6 and 7)

Return to Practice: Nursing (Adult Health)

Return to Practice: Nursing (Child Health)

Return to Practice: Nursing (Mental Health)

Return to Practice: Nursing (Learning Disability)

Return to Practice: Midwifery

**Return to Practice: Specialist Community Public Health Nurse
(Levels 6 and 7)**

Date of approval: 06/08/20

Proposed date of implementation: September 2020

Year of first award: 2021

A handwritten signature in black ink, appearing to be 'H. L.', written over a faint horizontal line.

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1. Return to Practice final award titles:

Return to Practice: Nursing Associate

Return to Practice: Nursing (Adult Health)

Return to Practice: Nursing (Child Health)

Return to Practice: Nursing (Mental Health)

Return to Practice: Nursing (Learning Disability)

Return to Practice: Midwifery

Return to Practice: Specialist Community Public Health Nurse

UCAS code: N/A

JACS code:

2. Awarding Institution: University of Plymouth

Teaching Institution: University of Plymouth

3. Accrediting body: Nursing and Midwifery Council

4. Distinctive Features of the Programme and the Student Experience

The University of Plymouth's School of Nursing and Midwifery (SNAM) has significant experience in the provision of Health Education England contracted Return to Practice programmes for Nursing, Midwifery, GP Practice Nurses and Specialist Community Public Health Nurses (SPCHN). This new Programme adheres to the NMC Standards for Return to Practice (NMC, 2019), Standards Framework for Nursing and Midwifery Education (NMC 2018), Standards for Nursing Associates (2018), Standards of Proficiency for Midwives (2019) and Standards for Specialist Community Public Health Nursing (NMC, 2004).

The Programme has been collaboratively developed with local employers across the Southwest Peninsular to provide contemporary and flexible approaches in enhancing learning and workplace support for those wishing to return to practice.

The identification of return-to-practice specific placement opportunities, recruitment and selection is carried out in partnership with placement providers. Individual student profiling is used to underpin personalised learning journeys tailored to meet the individual needs of each student.

The programme content will be delivered by an experienced teaching team with expertise in pre and post registration programmes plus placement partner providers from all fields of nursing, nursing associate and midwifery and SCPHN practice. Students are allocated a personal tutor from within this team to provide academic and pastoral support. Within the classroom setting and through the utilisation of digital platforms, a blended learning, inter-professional approach will be implemented to support, and values peer learning.

4.1 Service User Involvement

In recognition of the importance and significant contribution that Service Users can bring to learning, their involvement is embedded throughout the curriculum, from recruitment, contributing to teaching through to advising on assessment strategies. Activities linked to clinical placement, for example, joining patient representation groups in GP practices, making contact with specialist services to follow up patients' needs in the community, finding out more about patient stories from patient opinion service users and carers in a wider capacity, to ensure that students gain an insight into and responding to the patient voice. Our wider patient engagement (WPE) initiative won the 2017 Health Education England Award for hearing the patient voice. The SNAM's WPE Steering Group meets during each academic year to monitor wider patient engagement activity within our programmes.

The range of formative and summative assessments utilised are designed to meet students' learning needs and demonstrate the programme learning outcomes and achievement of the standards and proficiencies required for the area of registrant practice that the student intends to return to.

4.2 Digital Professionalism

Digital professionalism is introduced from week one and reinforced throughout the programme. We aim to ensure that students have the skills needed to be effective learners, using for e.g.: pre- course diagnostic and preparation activities, Digital Learning Environment (DLE), Pebble Pad, webinars, discussion forums, Skype, online surveys & video calls. We also ensure learners understand the growing use of the Internet for e-health, including the benefits and challenges for learners engaging in on-line activities. Our students will be encouraged to use Twitter to develop links with professionals, patient groups, and other students around the world. Our approach to promoting this professional use of Twitter has been researched by SNAM staff (Jones et al 2016; Chudleigh & Jones, 2016; Jones & Trevena, 2017; Jones & Woolman 2017).

5. Subject Benchmark Group(s):

The programme design is informed by the NMC Standards Framework for Nursing and Midwifery Education (NMC, 2018), Standards for Student Supervision and Assessment (NMC, 2018) and the QAA (2014) Framework for Higher Education qualifications in England, Wales and Northern Ireland.

6. Programme Structure

The Programme is structured to provide level 5, 6 or 7 for Nursing Associates; level 6 or level 7 for Nurses, Midwives and SCPHN, depending on previous level of study prior to entry onto the NMC Register or desire to study at level 7 if they hold a degree classification 2.2 or above in a health related subject.

For those returning to practice for dual registration their assessed academic portfolio will reflect both fields/professions.

Level 5 module and credits	
Return to Practice - Nursing Associate	20

Level 6 module and credits	
Return to Practice – Nursing Associate	20
Return to Practice - Nursing	
Return to Practice - Midwifery	
Return to Practice - SCPHN	

Level 7 module and credits	
Return to Practice – Nursing Associate	20
Return to Practice - Nursing	
Return to Practice - Midwifery	
Return to Practice - SCPHN	

There will be 2 cohorts per year commencing in October and March. The modules have an associated 200 hours of learning. The duration of the programme delivery is 16 weeks enabling students to complete both theory and practice hours. Study days will be delivered across the 16 weeks and include 5 face-to-face study days and 4 days of blended learning/independent study. Students required to undertake 900 hours for dual registration or undertaking placement part time may require longer to complete practice hours; the maximum duration for completion is normally 12 months from commencement of the programme. Each case will be reviewed by the programme team and the employer on an individual basis.

The RTP Programme will optimise the use of an appropriate variety of different learning methods and techniques through the utilisation of the underpinning pedagogy of the “flipped classroom”, peer learning, blended learning activities, action learning and a negotiated placement in their preferred area of clinical practice.

The taught component of the programme will consist of:

5 face-to-face study days

1 day of independent study

3 days of blended learning/ intended area of practice focused days

E.g. Field specific – Nursing, Midwifery, SCPHN, GP practice or non -medical prescribing, Nursing Associate.

Example of programme delivery: Placement hours are undertaken throughout the 16 weeks and beyond if attending placement part-time.

Week 1	Week 3	Week 4	Week 5	Week 6
Day 1	Day 2	Field/profession specific	Day 3	Field/profession Specific
Week 7	Week 8	Week 9	Week 10	Week 12
Optional virtual tutorial	Day 4	Field/profession Specific	Directed Study	
Week 13	Week 14	Week 15	Week 16	
Optional virtual Tutorial	Day 5		Submission of Academic Portfolio	

Practice Hours

Return to Practice students are required by the NMC to complete 450 clinical practice hours or 900 hours if dual registered, divided equally between both areas of previous dual registration. Prospective SCPHN may be required to undertake 450 hours to return to nursing or midwifery, as well as 450 hours in SCPHN (NMC, 2019), and will be required to undertake their Nursing/Midwifery placement hours first.

The length of time for completion of practice hours can vary dependent on students undertaking practice as full or part time. Students who are undertaking practice part time to achieve their hours will have the hand in date for the Practice Assessment Document scheduled after completion of the required hours.

Placement providers offer the student either:

Voluntary placement in a care setting agreed between student and placement provider

Or

Paid employment in a placement at Band 2 or 3 pay scale to financially support them whilst undertaking the course and to guarantee seamless employment within the organisation usually for a contractually defined period. The schedule for attendance in placement is flexible and negotiated with the placement provider.

During their practice placement, students will be required to undertake supernumerary practice learning and assessment of practice to confirm they can deliver safe and effective care in their intended area of practice and will be supervised by a suitable Practice Supervisor.

Support in practice will be provided via Practice and Academic Assessors, Employer Return to Practice Lead and Programme Lead as appropriate.

NMC Standards of Student Supervision and Assessment (NMC 2018) are applied to all students.

7. Programme Aims

The programme will enable Nurses, Midwives, Specialist Community Public Health Nurses and Nursing Associates, previously registered with the NMC, to be eligible to re-apply for registration with the NMC.

8. Programme Intended Learning Outcomes (PILO)

These have been developed in partnership with our stakeholders to reflect the NMC professional standards for nursing associates (NMC 2018), pre-registration nursing (NMC 2018), SCPHN (NMC 2004) and midwifery (NMC 2019); and with reference to the Framework for Higher Education Qualifications (FHEQ) Quality Assurance Agency (2014) to ensure that they reflect the appropriate academic level of study and reflect the complexities of the today's healthcare practice.

PILO 8.1 Knowledge and Understanding		
Level 5	Level 6	Level 7
<p>On successful completion the Returnee Nursing Associate should be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate fitness for purpose, practice, professional standing and the academic award in the appropriate field of nursing 2. Demonstrate understanding of theoretical perspectives on nursing practice. 3. Apply a knowledge of bio-psycho-social sciences in the context of nursing and to the care of service users. 4. Demonstrate understanding of legal and ethical frameworks as they apply to health and social care and appraise their application to the care of service users. 5. Demonstrate understanding of the impact of current health and social care policy on the care of service users through knowledge and understanding of the mechanisms through which policy is generated 6. Demonstrate application of relevant health promotion / education to promote wellbeing across the lifespan. 	<p>On successful completion the Returnee Nursing Associate/Nurse/Midwife/SCPHN should be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate fitness for purpose, practice, professional standing and the academic award for nursing/midwifery/SCPHN as appropriate 2. Appraise current theoretical perspectives on nursing/midwifery/SCPHN practice. 3. Apply a knowledge of bio-psycho-social sciences in the context of nursing/midwifery/SCPHN and critically apply this knowledge to the care of service users. 4. Evaluate legal and ethical frameworks as they apply to health and social care and critically appraise their application to the care of service users. 5. Evaluate the impact of current health and social care policy on the care of service users through knowledge and understanding of the mechanisms through which policy is generated. 6. Analyse and interpret relevant health promotion / education to promote wellbeing across the lifespan. 	<p>On successful completion the Returnee Nursing Associate/Nurse/Midwife/SCPHN should be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate fitness for purpose, practice, professional standing and for the academic award in the appropriate field/area of nursing/midwifery/SCPHN practice 2. Critically appraise current theoretical perspectives on nursing/midwifery/SCPHN practice to facilitate evidence-based care. 3. Apply an in-depth knowledge of bio-psycho-social sciences in the context of nursing/midwifery/SCPHN practice and critically apply this knowledge to the care of service users. 4. Critically evaluate legal and ethical frameworks as they apply to health and social care and critically appraise their application to the care of service users. 5. Critically evaluate the impact of current health and social care policy on the care of service users through knowledge and understand to

<p>7. Demonstrate understanding of beliefs and cultural practices of individuals and groups and utilise this to promote equality, respect diversity and recognise and challenge discriminatory practice.</p> <p>8. Use reflective processes for the advancement of nursing care delivery and continuing professional development.</p>	<p>6a. (Midwifery specific) across the reproductive lifespan</p> <p>7. Synthesise knowledge and understanding of beliefs and cultural practices of individuals and groups and utilise this to promote equality, respect diversity and recognise and challenge discriminatory practice.</p> <p>8. Use critical reflective processes for the advancement of nursing/midwifery/SCPHN care delivery and continuing professional development.</p>	<p>facilitate evidence-based practice of the mechanisms through which policy is generated.</p> <p>6. Critically analyse and interpret relevant health promotion/education to promote wellbeing across the lifespan.</p> <p>6a (Midwifery Specific) across the reproductive lifespan.</p> <p>7. Synthesise knowledge and understanding of beliefs and cultural practices of individuals and groups and utilise this to promote equality, respect diversity and recognise and challenge discriminatory practice.</p> <p>8. Use critical reflective processes for the advancement of nursing/midwifery/SCPHN care delivery and continuing professional development.</p>
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PILO 8.2 Cognitive and intellectual skills

Level 5	Level 6	Level 7
<p>On successful completion the Returnee Nursing Associate should be able to demonstrate:</p> <p>1. Awareness of a range of approaches to adult learning and study skills and apply these to learning situations.</p>	<p>On successful completion the Returnee Nursing Associate/Nurse/Midwife/SCPHN should be able to demonstrate:</p> <p>1. Awareness of a range of approaches to adult learning and study skills and apply these to learning situations.</p>	<p>On successful completion the Returnee Nursing Associate/Nurse/Midwife/SCPHN should be able to demonstrate:</p> <p>1. Critical awareness of a range of approaches to adult learning and study skills and apply these to learning situations.</p>

<ul style="list-style-type: none"> 2. The skills of enquiry and research to enable them to evaluate situations to contribute to decision making in the planning, design, delivery and improvement of future care. 3. Judgment in decision-making. 4. Use digital literacy 	<ul style="list-style-type: none"> 2. The skills of enquiry and research to enable them to evaluate complex situations thus contributing to decision making in the planning, design, delivery and improvement of future care. 3. Significant judgment in decision-making. 4. Use digital literacy 	<ul style="list-style-type: none"> 2. The skills of critical enquiry and research to enable them to evaluate complex situations thus contributing to decision making in the planning, design, delivery and improvement of future care. 3. Significant and well-reasoned judgment in decision-making. 4. Use digital literacy
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PILO 8.3 Key and transferable skills

Level 5	Level 6	Level 7
<p>On successful completion the Returnee Nursing Associate should be able to:</p> <ul style="list-style-type: none"> 1. Demonstrate a commitment to values-based behaviours consistent with the relevant professional standards. 2. Develop reflective practice and a lifelong commitment to continuing professional development and other academic and professional activities in order to become adaptable and flexible employees. 3. Demonstrate effective strategies to respond to changing demands. 4. Demonstrate confidence, competence and emotional resilience to consistently exercise personal responsibility and professional 	<p>On successful completion the Returnee Nursing Associate/Nurse/Midwife/SCPHN should be able to:</p> <ul style="list-style-type: none"> 1. Demonstrate a commitment to values-based behaviours consistent with the relevant professional standards. 2. Develop reflective practice and a lifelong commitment to continuing professional development and other academic and professional activities in order to become adaptable and flexible employees. 3. Embrace effective strategies to manage transformational change effectively and respond to changing demands. 4. Demonstrate confidence, competence and emotional resilience to consistently exercise 	<p>On successful completion the Returnee Nursing Associate/Nurse/Midwife/SCPHN should be able to:</p> <ul style="list-style-type: none"> 1. Demonstrate a commitment to values-based behaviours consistent with the relevant professional standards. 2. Develop critical reflective practice and a lifelong commitment to continuing professional development and other academic and professional activities in order to become highly adaptable and flexible employees. 3. Readily embrace effective strategies to manage transformational change effectively and respond to changing demands.

<p>accountability to enable them to supervise and appropriately challenge other nurses and healthcare professionals in the delivery of care.</p> <p>5. Enhance the development of professional knowledge and safe practice of others through peer support, coaching, supervision and teaching.</p> <p>6. Demonstrate the effective use of current and evolving technology to access information, text and data in support of care delivery</p>	<p>personal responsibility and professional accountability to enable them to lead, supervise and appropriately challenge other nurses and healthcare professionals in the delivery of care.</p> <p>5. Enhance the development of professional knowledge and safe practice of others through peer support, coaching, supervision, teaching and research.</p> <p>6. Demonstrate the effective use of current and evolving technology to access information and manipulate text and data in support of care delivery</p>	<p>4. Demonstrate confidence, competence and emotional resilience to consistently exercise personal responsibility and professional accountability to enable them to lead, supervise and appropriately challenge other nurses and healthcare professionals in the delivery of care.</p> <p>5. Enhance the development of professional knowledge and safe practice of others through peer support, coaching, supervision, teaching and research.</p> <p>6. Demonstrate the effective use of current and evolving technology to access information and manipulate text and data in support of care delivery.</p>
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PILO 8.4 Employment related skills

Level 5	Level 6	Level 7
<p>On successful completion the Returnee Nursing Associate should be able to demonstrate:</p> <p>1. Contribution to change, working in partnership with health and social care professionals and agencies, service users, carers and their families</p>	<p>On successful completion the Returnee Nursing Associate/Nurse/Midwife/SCPHN should be able to demonstrate:</p> <p>1. Their role as agents of change working in partnership with health and social care professionals and agencies, service users, carers and their families</p>	<p>On successful completion the Returnee Nursing Associate/Nurse/Midwife/SCPHN should be able to demonstrate:</p> <p>1. Their role as agents of change working in partnership with health and social care professionals and agencies, service users, carers and their families</p>

<p>2. The ability to prioritize their workload to enable efficient and effective use of time and resources in pressured environments</p> <p>3. Take responsibility for personal and professional learning and development.</p>	<p>2. The ability to prioritize their workload to enable efficient and effective use of time and resources in pressured environments</p> <p>3. Take responsibility for personal and professional learning and development.</p>	<p>2. The ability to prioritize their workload to enable highly efficient and effective use of time and resources in pressured environments.</p> <p>3. Take responsibility for personal and professional learning and development.</p>
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PLIO 8.5 Performance and Practical skills

Level 5	Level 6	Level 7
<p>On successful completion the Returnee Nursing Associate should be able to demonstrate:</p> <ol style="list-style-type: none"> Proficiencies required for registration for their chosen area of practice The ability to practice with confidence in accordance with the NMC Code of Professional Conduct. The ability to practice individualised or group patient-centred care in a compassionate, respectful way, maintaining dignity, enhancing wellbeing and communicating effectively with people of all ages. The ability to act in the best interests of people to provide high quality care in diverse health and social care environments, from public health and first point of contact, to 	<p>On successful completion the Returnee Nursing Associate/Nurse/Midwife/SCPHN should be able to demonstrate:</p> <ol style="list-style-type: none"> Proficiencies required for registration for their chosen area of practice The ability to practice with confidence in accordance with the NMC Code of Professional Conduct. The ability to practice individualised or group patient-centred care in a compassionate, respectful way, maintaining dignity, enhancing wellbeing and communicating effectively with people of all ages. The ability to act in the best interests of people to provide high quality care in diverse health and social care environments, from public health and first point of contact, to critical and 	<p>On successful completion the Returnee Nursing Assonate/Nurse/Midwife/SCPHN should be able to demonstrate:</p> <ol style="list-style-type: none"> Demonstrate proficiencies required for registration for their chosen area of practice The ability to practice with confidence in accordance with the NMC Code of Professional Conduct. The ability to practice individualised or group patient-centred care in a compassionate, respectful way, maintaining dignity, enhancing wellbeing and communicating effectively with people of all ages. Competence to act in the best interests of people to provide high quality care in diverse health and social care environments, from public health and first point of contact, to critical and continuing care and end-of-life

<p>critical and continuing care and end-of-life care, appreciating the distinctiveness of all fields of nursing/midwifery/SCPHN.</p> <p>5. An awareness the principles of transactional and transformational leadership when working within a team</p> <p>6. The ability to be proactive in supporting to change in the delivery of sustainable health care.</p> <p>7. The ability to safeguard the public and be responsible and accountable for safe, person-centred, evidence-based nursing practice</p>	<p>continuing care and end-of-life care, appreciating the distinctiveness of all fields of nursing/midwifery/SCPHN.</p> <p>5. An awareness of the principles of transactional and transformational leadership and apply these to leadership and management in supervision of others and the delivery of health care.</p> <p>6. The ability to be proactive to change in the delivery of sustainable health care.</p> <p>7. The ability to safeguard the public and be responsible and accountable for safe, person-centred, evidence-based nursing/midwifery/SCPHN practice</p>	<p>care, appreciating the distinctiveness of all fields of nursing/midwifery/SCPHN</p> <p>5. An awareness of the principles and execution of transactional and transformational leadership and apply these to leadership and management in supervision of others and the delivery of health care.</p> <p>6. The ability to be proactive to change in the delivery of sustainable health care</p> <p>7. The ability to safeguard the public and be responsible and accountable for safe, person-centred, evidence-based nursing/midwifery/SCPHN practice</p>
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9. Recruitment and Admissions

Demand for the programme is variable depending on the decision of an individual wishing to return to practice, however there is a national drive for recruitment to nursing/midwifery and SCPHN practice and HEE funding to support returnees' year on year. Our aim is to recruit a minimum of 10, maximum of 100 students per cohort.

There is a joint recruitment process with local NHS and private, voluntary and independent providers and the University, ensuring selection of the right person for the right post. Placement providers advertise locally via www.nhs.jobs.uk, with the individual adverts signposting prospective returnees to the University 'Return to Practice [website](#)' and vice versa. Information links are also directed from the HEE website.

Prerequisites to study at each level depend on previous exit qualification level. However, possession of a health-related degree at 2.2 or above will normally be required for Level 7 studies. Applicants will be considered on a case-by-case basis and the level of study will be agreed at interview, should the applicant be successful.

Placement Providers shortlist prospective candidates. All candidates are interviewed jointly by the placement provider and the University. Interviewing will utilise value-based recruitment and scoring criteria agreed by placement providers, service users and carers to ascertain the candidate's suitability to meet the requirements of the University and the NMC.

The placement providers' service user group will participate in one of the following:

- Act as panel Members for interviews
- Review the prospective applications and provide questions for interview panel
- The service user group will identify questions they would like to be asked of applicants.

Final decision is made jointly by the University and Placement Provider.

9.1. Numeracy and Literacy tests for Admissions to the Programme

As part of the admissions process to the programme there will be a diagnostic literacy and numeracy test included in the interview. Both these aspects will be timed papers of 10 minutes each and be undertaken on the same day in person by the applicant. The totality of the application and interview will be considered as part of the final decision as to suitability for admission to the programme.

Literacy: A short handwritten presentation reflecting on a video devised and recorded by our service users; designed to evaluate the returnee's values and beliefs as well as identifying applicants who may require additional academic support as part of the admission process and may need to be signposted early to Disability Services.

Numeracy: A diagnostic numeracy test is undertaken consisting of 10 questions of basic numeracy skills and conversion questions (micrograms to milligrams) Feedback will be given to all unsuccessful applicants in preparation for any future applications.

Applicants where English is not their first language must also provide evidence of competence in written and spoken English in accordance with the NMC criteria of an overall score of 7.0, with at least 6.5 in the writing section and at least 7 in the reading, listening and speaking sections.

9.2 Good Health and Good character

The selection process for the programme takes account of the requirement for an applicant to demonstrate that they are of good health and good character (NMC 2019). Potential students are only offered a place subject to:

- A satisfactory occupational health assessment
- An enhanced disclosure and barring clearance
- Confirmation from the NMC of their statement of entry

These checks will be undertaken by the placement provider and reviewed by the University admissions team prior to the enrolment. All checks must be completed and any adjustments in relation to occupational health requirements agreed prior to the student commencing any placement experience. This overrides any local policies and procedures by any placement provider in respect to DBS requirements and adheres to NMC requirements in respect of protection of the public.

9.4 Restoration to the register

Applicants who are applying for entry to the programme as a result of a restoration process will need to declare this on application.

9.5 Students with special needs/ disabilities

If students identify on admission that they have a disability, they will be invited for an introductory meeting with the Programme Lead. This is to enable the student to familiarise themselves with the buildings, and to discuss any requirements that may need to be put in place prior to arriving. Students are also encouraged to contact Disability Services to assess their individual needs and a joint meeting between the student, Disability Services and the programme team may be appropriate.

Disability Services are part of Learning Support and Wellbeing and can advise students on matters relating to disabilities and long-term health conditions whilst studying with the University. This includes support for their academic studies from within the University, including reasonable adjustments in examinations and other aspects of the course. Disability Services can also liaise with the Faculty if difficulties related to a disability are experienced by students. Inclusivity adjustments relating to academic assessment will be made in accordance with University Assessment Policy: <https://www.plymouth.ac.uk/your-university/teaching-and-learning/guidance-and-resources/assessment>

Disability Services information is available at: <https://www.plymouth.ac.uk/student-life/services/student-services/disability-and-dyslexia>

Equality and Diversity Policy is available at:

https://www.plymouth.ac.uk/uploads/production/document/path/7/7108/Equality_and_Diversity_policy_Aug_2016_v.1.1_2_.pdf

Recommended reasonable adjustment for practice learning will be discussed, arranged and implemented by the placement provider and jointly monitored with the programme lead. All adjustments need to be considered in relation to the individual's ability to meet the NMC practice requirements.

10. Progression criteria for Final and Intermediate Awards

At the end of the programme, the Award Assessment Board will ensure that all elements of the programme have been completed and achieved. This will include all theory and practice elements (including assessor confirmation), confirmation of practice hours and good health and character. Designated members of staff with registration on the appropriate part of the NMC register will confirm to the NMC the student's good health and good character based on their self-declaration completed for registration. These include Registered Nurses, the Lead Midwife for Education and Registered SCPHN, who are all responsible for a lead programme role; these individuals have been identified to the NMC.

On successful completion students will be eligible to register with the NMC as a Nursing Associate, Nurse, Midwife or Specialist Community Public Health Nurse; they are required to register with the NMC within a year.

Credits achieved by a student undertaking this programme may be able to be used towards programmes at other institutions.

11. Non-Standard Regulations

Normal University Regulations are followed with specific exceptions, due to the structure and professional nature of the programme: The following non-standard regulations are applied to this programme:

- All elements and components of assessment within the programme must be achieved, with a minimum of 40% for levels 5 and 6, and a minimum of 50% for level 7 for percentage-weighted assessments; in addition, there is a pass mark of 100% in the Numeracy Test.
- There is no compensation within or across modules.
- Successful completion of the programme is defined as the achievement of theory, numeracy, practice and the required number of practice hours: 450 hours or 900 hours for dual registration.

12. Fitness to Practice

The University and the employer have a responsibility to ensure that students are fit to practice and must adhere to regulatory advice provided by the NMC. Programme handbooks and the professional body websites provide information about the standards of behaviour expected. It is the student's responsibility to familiarise him/herself with the provisions and requirements of the relevant professional bodies. Any student departing from the guidance given by regulatory bodies may be subject to consideration by the Fitness to Practice procedure of the Faculty of Health.

13. Transitional Arrangements

There are no transitional arrangements for this programme. Students undertaking a previous Return to Practice programme will be required to complete the previous programme.

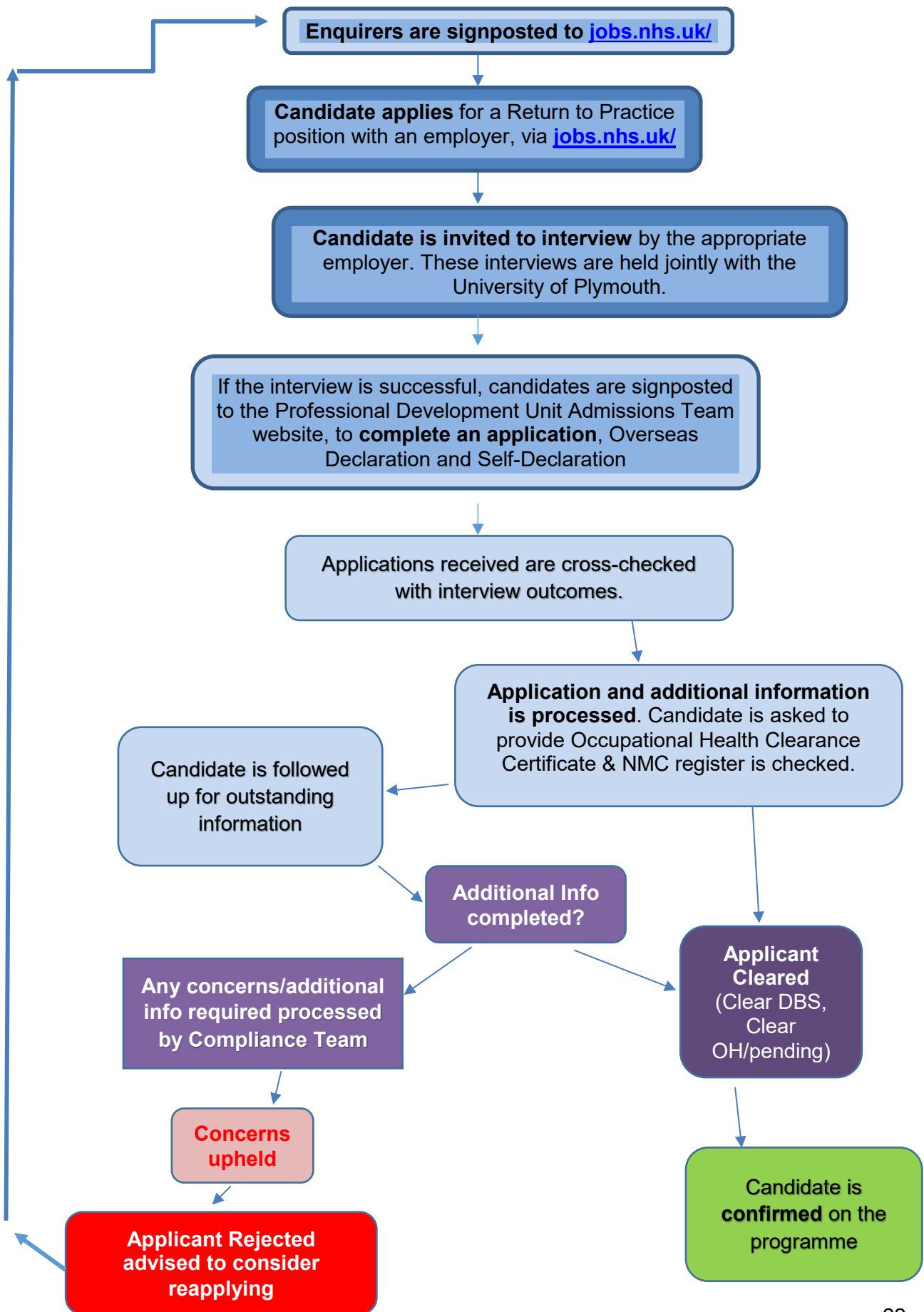
Appendix 1 Mapping of programme to NMC standards for Nursing Associates/Nurses/Midwives and SCPHN

Level 5 Nursing Associate	Level 6 and 7 Nurse	Level 6 and 7 Midwife	Level 6 and 7 SCPHN
Platform 1 Being an accountable practitioner 8.3, 8.4, 8.4	Platform 1 Being an accountable professional 8.3, 8.4, 8.4	Domain 1 Being an accountable, autonomous, professional midwife 8.1, 8.2, 8.3, 8.4, 8.5	Principle 1 Surveillance and assessment of the population's health and wellbeing 8.1, 8.2, 8.3, 8.4, 8.5
Platform 2 Promoting health and preventing ill health 8.1, 8.4, 8.4,	Platform 2 Promoting health and preventing ill health 8.1, 8.4, 8.4	Domain 2 Safe and effective midwifery care: promoting and providing continuity of care and carer 8.1, 8.2, 8.3, 8.4, 8.5	Principle 2 Collaborative working for health and wellbeing 8.1, 8.2, 8.4, 8.5
Platform 3 Provide and monitor care 8.1, 8.3,8.4, 8.5	Platform 3 Assessing needs and planning care 8.1, 8.3, 8.4, 8.5	Domain 3 Universal care for all women and new-born infants 8.1, 8.2, 8.3, 8.4, 8.5	Principle 3 Working with, and for, communities to improve health and wellbeing 8.1,8.2,8.3, 8.4, 8.5
Platform 4 Working In Teams 8.3, 8.5	Platform 4 Providing and evaluating care 8.1, 8.3, 8.4, 8.5	Domain 4 Additional care for women and new-born infants with complications 8.1, 8.2, 8.3, 8.4, 8.5	Principle 4 Developing health programmes and services and reducing inequalities 8.1, 8.2, 8.3, 8.4, 8.5
Platform 5 Improving safety and quality of care 8.1, 8.3, 8.4, 8.5	Platform 5 Leading and managing nursing care and working in teams 8.1, 8.2, 8.3, 8.4, 8.5	Domain 5 Promoting excellence: the midwife as colleague, scholar and leader 8.1, 8.2, 8.3, 8.4, 8.5	Principle 5 Research and development to improve health and wellbeing 8.1, 8.2, 8.3, 8.5
Platform 6 Contributing to integrated care 8.1, 8.2, 8.3, 8.4, 8.5	Platform 6 Improving safety and quality of care 8.1, 8.3, 8.4, 8.5	Domain 6 The midwife as skilled practitioner 8.1, 8.2, 8.3, 8.4, 8.5	Principle 6 Promoting and protecting the population's health and wellbeing 8.1, 8.2, 8.3, 8.4, 8.5
Annex A and B 8.1,8.2, 8.3, 8.4, 8.5	Platform 7 Coordinating care 8.1, 8.2, 8.3, 8.4, 8.5		Principle 7 Developing quality and risk management within an evaluative culture 8.1, 8.2, 8.3, 8.4, 8.5
	Annex A and B 8.1,8.2, 8.3, 8.4, 8.5		Principle 8 Strategic leadership for health and wellbeing 8.1, 8.2, 8.3, 8.4, 8.5
			Principle 9 Ethically managing self, people and resources to improve health and wellbeing 8.2, 8.3, 8.4, 8.5

Appendix 2 Programme Specification Mapping of Award Learning Outcomes

Module Code TBC	Award Learning Outcomes																												Assessment Element(s) and weightings [use KIS definition] E1- exam E2 – clinical exam T1- test C1- coursework A1 – generic assessment P1 - practical	
	8.1 Knowledge & understanding C1, A1								8.2 Cognitive & intellectual skills C1, A1				8.3 Key & transferable skills C1, A1						8.4 Employment related skills C1, A1				8.5 Practical skills E1, A1							
	1	2	3	4	5	6	7	8	1	2	3	4	1	2	3	4	5	6	1	2	3		1	2	3	4	5	6		7
Level 5	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	C1, T1, P1
Level 6	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	C1, T1, P1
Level 7	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	C1, T1, P1

Appendix 3 Admissions Process:



Appendix 4 References

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