

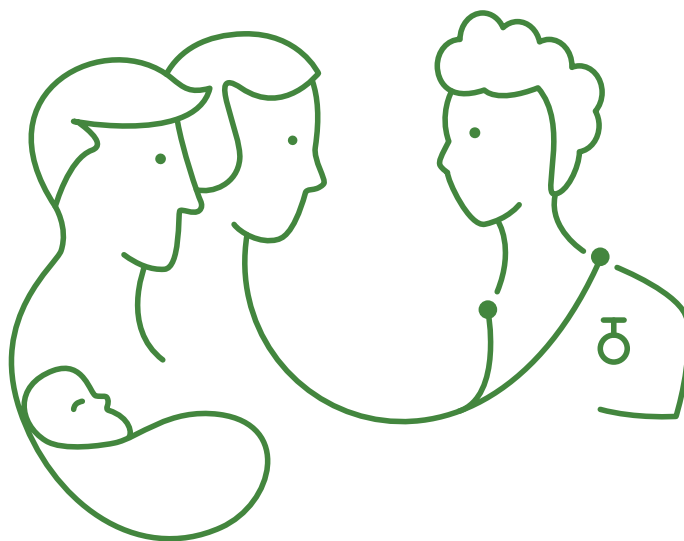
Standards for return to practice programmes

DRAFT – Sept 2018



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Introduction

Our Standards for return to practice programmes set out the legal requirements, entry requirements, programme content, methods of assessment and information on the credits/award for all return to practice (RtP) programmes.

Nurses, midwives and nursing associates seeking [readmission](#) to the register, who have practised for fewer than 750 hours in the previous five years, or 450 hours in the three years before their application for readmission to the register, must successfully complete an NMC approved return to practice programme or pass the NMC test of competence¹ to be eligible to apply for readmission to the register.

Nurses, midwives and nursing associates approaching [revalidation](#) who have practised for fewer than 450 hours in the three year period since registration was last renewed (900 hours if dual registered) or since joining the register, must successfully complete an NMC approved return to practice programme or pass the NMC test of competence² before the date of application for renewal of their registration.

Individuals must complete an approved return to practice programme or pass an NMC test of competence to demonstrate that they meet the required proficiencies to remain on, or be readmitted to, the NMC register.

Public safety is central to our standards. Experienced nurses, midwives and nursing associates returning to practice will be in contact with people throughout their education and it's important they gain confidence and learn in a safe and effective way.

These programme standards should be read with our [Standards framework for nursing and midwifery education](#) and [Standards for student supervision and assessment](#) which apply to all NMC approved programmes. Return to practice programmes must comply with all these standards for an education institution to be approved and to run an approved programme.

¹ Subject to a public consultation | ² Subject to a public consultation

Education providers structure their programmes to comply with our programme standards. They design their curricula around the proficiencies we set. Proficiencies are the knowledge, skills and behaviours that nurses, midwives and nursing associates need in order to practise.

[Students](#) are assessed against these proficiencies to make sure they are capable of providing safe and effective care. We publish [Standards of proficiency for registered nurses](#), [Standards of proficiency for midwives](#), standards for NMC approved [post registration programmes](#) and, from 2019, [Standards of proficiency for nursing associates](#).

Through our [quality assurance](#) (QA) processes we check that education programmes meet all of our standards, that the programme outcomes relate to the expected proficiencies for particular qualifications and that the approved education institutions ([AEIs](#)) and [practice learning partners](#) are managing risks effectively. We monitor risks to quality in education and training using internal and external intelligence; this intelligence gathering includes analysis of system regulators' reports.

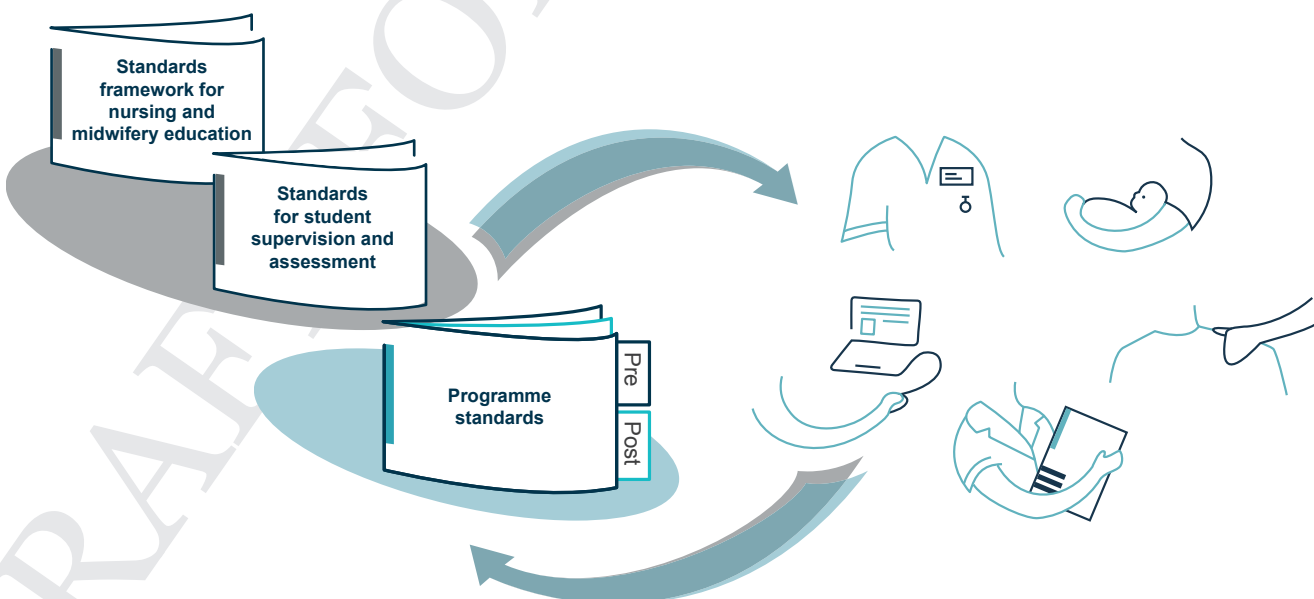
Before a programme can run, we make sure it meets our standards. We do this through an approval process in accordance with our [Quality assurance framework](#).

Overall responsibility for the day to day management of the quality of any educational programme lies with the AEI in partnership with its practice learning partners.

Standards for education and training

Standards of proficiency

for nursing and midwifery professions



Legislative framework

Article 19(3) of the [Nursing and Midwifery Order 2001](#) allows our Council to set standards for those who have not practised for, or during, a prescribed period, for them to undertake such education or training or to gain such experience as it shall specify in standards.

Article 19(4) of the Order states that for standards established under Article 19(3) our approval and enforcement for education and training (Part IV of the Order) can apply.

Returning to, and remaining on, the NMC register

Standards for return to practice programmes follow the student journey and are grouped under the following five headings:

1. Selection, admission and progression

Standards about an applicant's suitability and continued participation in a return to practice programme

2. Curriculum

Standards for the content, delivery and evaluation of the return to practice programme

3. Practice learning

Standards specific to learning for nurses, midwives and nursing associates that takes place in practice settings

4. Supervision and assessment

Standards for safe and effective supervision and assessment for return to practice programmes

5. Qualification or credits to be awarded and information on NMC registration

Standards which state the award and how to apply to rejoin the NMC register for those seeking readmission.

1. Selection, admission and progression

Approved education institutions, together with practice learning partners, must:

- 1.1 confirm on entry to the programme that students are, or were, registered with the NMC
- 1.2 **confirm on entry to the programme that students:**
 - 1.2.1 demonstrate values in accordance with [the Code \(2015\)](#)
 - 1.2.2 have capability to learn behaviours in accordance with the Code (2015)
 - 1.2.3 have capability to develop numeracy skills required to meet programme outcomes
 - 1.2.4 can demonstrate proficiency in the [English language](#)
 - 1.2.5 have capability in literacy to meet programme outcomes
 - 1.2.6 have capability for digital and technological literacy to meet programme outcomes
- 1.3 ensure students' [health and character](#) are sufficient to enable safe and effective practice on entering the programme, throughout the programme and when submitting the supporting declaration of health and character in line with the NMC's [health and character decision-making guidance](#). This includes satisfactory and timely occupational health assessment and criminal record checks
- 1.4 ensure students are fully informed of the requirement to declare immediately any cautions or convictions, pending charges or adverse determinations made by other regulators, professional bodies and educational establishments, and that any declarations are dealt with promptly, fairly and lawfully
- 1.5 ensure the person responsible for directing the educational programme or their designated substitute is able to provide supporting declarations of health and character for students who have completed a return to practice programme
- 1.6 map students' prior learning and experience to standards of proficiency³ and programme outcomes, and
- 1.7 support students throughout the programme in continuously developing their abilities in numeracy, literacy, digital and technological literacy to meet programme outcomes.

³ The NMC publishes standards of proficiency for nurses, midwives and nursing associates

2. Curriculum

Approved education institutions, together with practice learning partners, must:

- 2.1 ensure programmes comply with the NMC [Standards framework for nursing and midwifery education](#)
- 2.2 comply with the NMC [Standards for student supervision and assessment](#)
- 2.3 ensure that programme learning outcomes reflect the relevant standards of proficiency
- 2.4 design and deliver a programme that supports students to return to their intended area of practice
- 2.5 ensure that programmes delivered in Wales comply with legislation which supports use of the Welsh language
- 2.6 state routes within the return to practice programme that allow nurses to be readmitted to, or remain on, the register in one or more of the specific fields of nursing practice: adult, children, learning disabilities and mental health nursing
- 2.7 set out the content necessary to meet the programme outcomes for each field of nursing practice: adult, children, learning disabilities and mental health nursing
- 2.8 state routes within the return to practice programme that allow midwives to be readmitted to, or remain on, the register
- 2.9 state routes within the return to practice programme that allow specialist community and public health nurses (SCPHNs) to be readmitted to, or remain on, the register as specialist community public health nurses
- 2.10 state routes within the return to practice programme that allow nursing associates to be readmitted to, or remain on, the register as nursing associates
- 2.11 set out the general and professional content necessary to confirm the relevant standards of proficiency and programme outcomes for each part of the register
- 2.12 ensure that specific content such as: safeguarding, consent, pharmacology and medicines administration and optimisation is included for the student to be readmitted to, or remain on, the register
- 2.13 ensure the curriculum uses a range of learning and teaching strategies, and
- 2.14 ensure that all return to practice programmes are an appropriate length to support programme outcomes.

3. Practice learning

Approved education institutions, together with practice learning partners, must:

- 3.1 provide practice learning opportunities that confirm students meet the standards of proficiency to deliver safe and effective care in their intended area of practice to a diverse range of people
- 3.2 provide practice learning opportunities that confirm students meet the communication and relationship management skills and procedures in their intended area of practice, as set out in the relevant standards of proficiency
- 3.3 ensure that students experience the variety of practice within their intended area of practice to meet the holistic needs of people
- 3.4 ensure technology enhanced and [simulation](#)-based learning opportunities are used effectively and proportionately to support learning and assessment
- 3.5 take account of students' individual needs, personal circumstances and intended area of practice when allocating their practice learning including making [reasonable adjustments](#) for students with disabilities, and
- 3.6 ensure that students are [supernumerary](#).

4. Supervision and assessment

Approved education institutions, together with practice learning partners, must:

- 4.1. ensure that support, supervision, learning and assessment provided complies with the NMC [Standards framework for nursing and midwifery education](#)
- 4.2. ensure that support, supervision, learning and assessment provided complies with the NMC [Standards for student supervision and assessment](#)
- 4.3. ensure they inform the NMC of the name of the person responsible for directing the education programme
- 4.4. provide students with feedback throughout the programme to support their development
- 4.5. ensure throughout the programme that students meet the required standard of proficiency and programme outcomes to be readmitted, or remain on, the register

- 4.6. ensure that students meet communication and relationship management skills and procedures
- 4.7. assess students to confirm proficiency in preparation for being readmitted to, or remaining on, the register
- 4.8. ensure that all proficiencies are recorded in an ongoing record of achievement which must demonstrate the achievement of proficiencies and skills, and
- 4.9. confirm students' safe and effective practice and suitability to be readmitted or remain on the register.

5. Qualification or credits to be awarded and information on NMC registration

Approved education institutions, together with practice learning partners, must:

- 5.1 ensure that the minimum credits/award for a return to practice programme for nurses and midwives is at bachelor's degree level
- 5.2 ensure that the minimum credits/award for a return to practice programme for nursing associates is at foundation degree level, and
- 5.3 notify students during and before completion of the programme how they apply to re-join the NMC register.

Glossary

Approved education institutions (AEIs): the status awarded by the NMC to an institution, or part of an institution, or combination of institutions that works in partnership with practice placement and work placed learning providers. AEIs will have provided us with assurance that they are accountable and capable of delivering NMC approved education programmes.

Educators: in the context of the NMC Standards for education and training, educators are those who deliver, support, supervise and assess theory, practice and/or work placed learning.

Health and character requirements: as stipulated in NMC legislation (Articles 9(2)(b) and 5(2)(b) of the Nursing and Midwifery Order 2001) 'good health' means that the applicant is capable of safe and effective practice either with or without reasonable adjustments. It does not mean the absence of a health condition or disability. Each applicant seeking admission to the register or to renew registration, whether or not they have been registered before, is required to declare any pending charges, convictions, police cautions and determinations made by other regulatory bodies.

Practice learning partners: organisations that provide practice learning necessary for supporting pre-registration and post registration students in meeting proficiencies and programme outcomes.

Quality assurance: NMC processes for making sure all AEIs and their approved education programmes comply with our standards.

Reasonable adjustments: are where a learner requires reasonable adjustment related to a disability. We also use it to mean adjustment relating to any protected characteristics as set out in the equalities and human rights legislation.

Simulation: an artificial representation of a real world practice scenario that supports student development through experiential learning with the opportunity for repetition, feedback, evaluation and reflection. Effective simulation facilitates patient safety by enhancing knowledge, behaviours and skills.

Student: any individual enrolled onto an NMC approved education programme whether full time or less than full time.

Supernumerary: Students in practice or work placed learning must be supported to learn without being counted as part of the staffing required for safe and effective care in that setting. For apprentices, this includes practice placements within their place of employment; this does not apply when they are working in their substantive role. Placements should enable students to learn to provide safe and effective care, not merely to observe; students can and should add real value to care. The contribution students make will increase over time as

they gain proficiency and they will continue to benefit from ongoing guidance and feedback. Once a student has demonstrated that they are proficient, they should be able to fulfil tasks without direct oversight. The level of supervision a student needs is based on the professional judgement of their supervisors, taking into account any associated risks and the student's knowledge, proficiency and confidence.



The role of the Nursing and Midwifery Council

What we do

We regulate nurses and midwives in the UK. We exist to protect the public. We set standards of education, training, conduct and performance so that nurses and midwives can deliver high quality care throughout their careers.

We make sure nurses and midwives keep their skills and knowledge up to date and uphold our professional standards. We have clear and transparent processes to investigate nurses and midwives who fall short of our standards. We maintain a register of nurses and midwives allowed to practise in the UK.

In July 2018 we became the statutory regulator for nursing associates in England and from [2019, nursing associates](#) will be able to apply to join our register.

These standards were approved by Council at their meeting on (DATE TBC).