



**MODULE SPECIFICATION TEMPLATE**

| <b>MODULE DETAILS</b>  |   |                                     |                                     |                                     |                                     |                                     |                          |                          |         |                          |
|--|---|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--------------------------|--------------------------|---------|--------------------------|
| <b>Module title</b>  | Return to Practice (more than one field of Nursing)   |                                     |                                     |                                     |                                     |                                     |                          |                          |         |                          |
| <b>Module code</b>   | NA6106  |                                     |                                     |                                     |                                     |                                     |                          |                          |         |                          |
| <b>Credit value</b>  | 40  |                                     |                                     |                                     |                                     |                                     |                          |                          |         |                          |
| <b>Level</b><br>Mark the box to the right of the appropriate level with an 'X'     | Level 4   | <input type="checkbox"/>            | Level 5                             | <input type="checkbox"/>            | Level 6                             | <input checked="" type="checkbox"/> | Level 7                  | <input type="checkbox"/> | Level 8 | <input type="checkbox"/> |
|  | Level 0 (for modules at foundation level)   |                                     | <input type="checkbox"/>            |                                     |                                     |                                     |                          |                          |         |                          |
| <b>Entry criteria for registration on this module</b>                              |   |                                     |                                     |                                     |                                     |                                     |                          |                          |         |                          |
| <b>Pre-requisites</b><br>Specify in terms of module codes or equivalent            | <p>The applicants are, or were, registered with the NMC (NMC 2019;1.1) as an adult, child or mental health registrant and wish to return to two fields of practice</p> <p>Or</p> <p>A decision letter from the NMC outlining their qualification has been assessed and accepted by the NMC. This relates to returnees from the European Union (EU) or European Economic Area (EEA)</p> <p>A declaration of any engagement with NMC and/or educational establishment fitness to practice proceedings.<br/>Provide an NMC Statement of entry or of lapse.<br/>DBS and occupational health clearance by start of the module.</p> <p>Note – can only return to fields of practice where previously registered with the NMC.</p> |                                     |                                     |                                     |                                     |                                     |                          |                          |         |                          |
| <b>Co-requisite modules</b><br>Specify in terms of module codes or equivalent      |   |                                     |                                     |                                     |                                     |                                     |                          |                          |         |                          |
| <b>Module delivery</b>   |   |                                     |                                     |                                     |                                     |                                     |                          |                          |         |                          |
| <b>Mode of delivery</b>  | Taught  | <input checked="" type="checkbox"/> | Distance                            | <input type="checkbox"/>            | Placement                           | <input checked="" type="checkbox"/> | Online                   | <input type="checkbox"/> |         |                          |
|  | Other   |                                     |                                     |                                     |                                     |                                     |                          |                          |         |                          |
| <b>Pattern of delivery</b>   | Weekly  | <input type="checkbox"/>            | Block                               | <input checked="" type="checkbox"/> | Other                               | <input type="checkbox"/>            |                          |                          |         |                          |
|  | When module is delivered  | Semester 1                          | <input checked="" type="checkbox"/> | Semester 2                          | <input checked="" type="checkbox"/> | Throughout year                     | <input type="checkbox"/> |                          |         |                          |
| <b>Brief description of module content and/ or aims</b><br>Overview (max 80 words) |   |                                     |                                     |                                     |                                     |                                     |                          |                          |         |                          |
|  | <p>The NMC Return to Practice for Nursing (RTP) Standards (2019) outcomes dictate the requirements for RTP, thus the overall aims of the module are the NMC RTP Standards (2019). To enable lapsed nurses to renew their registration with the NMC and re-enter the nursing register in more than one field of practice. The module seeks to update the nurses competence, knowledge, skills and confidence in order to maintain safe and effective standards of client care.</p>   |                                     |                                     |                                     |                                     |                                     |                          |                          |         |                          |
| <b>Module team/ author/ coordinator(s)</b>   | Gloria Whittaker  |                                     |                                     |                                     |                                     |                                     |                          |                          |         |                          |
| <b>School</b>  | School of Health Sciences   |                                     |                                     |                                     |                                     |                                     |                          |                          |         |                          |
| <b>Site/ campus where delivered</b>  | Falmer  |                                     |                                     |                                     |                                     |                                     |                          |                          |         |                          |
| <b>Course(s) for which module is appropriate and status on that course</b>         |   |                                     |                                     |                                     |                                     |                                     |                          |                          |         |                          |

| Course                           | Status (mandatory/ compulsory/ optional) |
|----------------------------------|--|
| BSc (Hons) Professional Practice | Optional                                 |
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| MODULE AIMS, ASSESSMENT AND SUPPORT |   |
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| <b>Aims</b>                         | <p>This module aims to</p> <ul style="list-style-type: none"> <li>• Enable nurses to be readmitted to, or remain on, the register in one or more of the specific fields of nursing practice: adult, children's and mental health nursing (NMC 2019; 2.6.1)</li> <li>• Embed the NMC Code (2018) at the core of nurses practice.</li> </ul>  |
| <b>Learning outcomes</b>            | <p>On successful completion of the module the student will be able to:</p> <p>LO1 Achieve Part 3 proficiency in the following platforms:</p> <p>Platform 1 Being an accountable professional</p> <p>Platform 2 Promoting health and preventing ill health</p> <p>Platform 3 Assessing needs and planning care</p> <p>Platform 4 Providing and evaluating care</p> <p>Platform 5 Leading and managing nursing care and working in teams</p> <p>Platform 6 Improving safety and quality of care</p> <p>Platform 7 Coordinating care</p> <p>(Platforms 1-7 of the Future Nurse: Standards of proficiency for registered nurses [NMC 2018])</p> <p>LO 2 Demonstrate Part 3 proficiency in communication and relationship management skills (Annexe A of the Future Nurse: Standards of proficiency for registered nurses [NMC 2018])</p> <p>LO 3 Demonstrate Part 3 proficiency in nursing procedures (Annexe B of the Future Nurse: Standards of proficiency for registered nurses [NMC 2018])</p> |
| <b>Content</b>                      | <p>The contents for this module are specified by the Standards for Return to Practice Programme (NMC 2019). The students will be supported to update their abilities in numeracy, literacy, digital and technological literacy to meet programme outcomes (NMC 2019; 1.7). The module complies with the NMC Standards framework for nursing and midwifery education (NMC 2018) and the NMC Future nurse: Standards for student supervision and assessment (NMC 2018). Students will be provided with a field specific placement and allocated a minimum of 150 hours in each placement to complete the Practice Assessment Document (PAD). Both PAD must be completed within one year of commencement.</p>  |

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|                                | <p>The contents meet the programme outcomes for each field of nursing practice: adult, children’s and mental health nursing (NMC 2019;2.7) and enables nurses to be readmitted to, or remain on, the register in one or more of the specific fields of nursing practice (NMC 2019;2.6.1). The content is designed to enable students to return to their intended areas of practice (NMC 2019;2.4).</p> <p>The contents meet the programme outcomes for each field of nursing practice: adult, children’s and mental health nursing (NMC 2019;2.7). The contents are designed to enable students to return to their intended area of practice (NMC 2019;2.4). The student will have a placement within each field (maximum of two) of their return and allocated a minimum of 300 hours to complete both Practice Assessment Documents (PAD).</p> <p><b>Core content – all fields of practice</b></p> <p>Reflective practice<br/> End of Life Care<br/> Promoting health and preventing ill health<br/> Leading, managing and coordinating care<br/> Communication<br/> Wound care update<br/> Mental Health<br/> Learning Disabilities</p> <p><b>Skills sessions</b></p> <p>Basic Life Support<br/> Manual Handling<br/> Infection Control/Aseptic non touch technique - current challenges<br/> Patient assessment/observations/NEWS<br/> Medication management<br/> Catheter care</p> <p><b>Mandatory online study</b></p> <p>National Skills Academy<br/> Safeguarding 1 &amp; 2.<br/> Consent</p> <p><b>Field specific practice placements</b></p> |
| <p><b>Learning support</b></p> | <p>The students can access learning support from the Academic Assessor, Practice Assessor, Practice Supervisor, module leader, personal tutors and the Practice Link Liaison team. Further support is available from the student support and guidance tutor, the Library staff. Students who require additional support and require a Learning Support Plan, these can be accessed via student services. Full details of the support students can access can be found within the course handbook.</p> <p>Each organisation supporting return to practice students within placements have an education point of contact for students who require learning support. These are Practice Education Facilitators, Clinical Workforce Tutors or an individual responsible for education within a private voluntary institution.</p> <p>Indicative reading</p>  |

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|  | <p>Dimond, B. 2011 <i>Legal aspects of nursing</i>, 7th edn, Harlow: Pearson.</p> <p>Esterhuizen, P. &amp; L. Howatson-Jones. 2019, <i>Reflective practice in nursing</i>, 4th edn, London: Learning Matters.</p> <p>Herring, J. 2018, <i>Medical law and ethics</i>, Seventh edn, Oxford: Oxford University Press.</p> <p>Masters, K. 2019, <i>Role development in professional nursing practice</i>, Fifth edn. Burlington: Jones &amp; Bartlett Learning.</p> <p>Nursing &amp; Midwifery Council. 2018. <i>The code: Professional standards of practice and behaviour for nurses, midwives and nursing associates</i>. London: Nursing &amp; Midwifery Council.</p> <p>Key Journals</p> <p>British Journal of Community Nursing</p> <p>British Journal of Nursing</p> <p>British Journal of Wound Care</p> <p>Evidence Based Nursing</p> <p>Journal of Advanced Nursing</p> <p>Journal of Research in Nursing</p> <p>Key Website</p> <p>Nursing and Midwifery Council <a href="http://www.nmc.org.uk">www.nmc.org.uk</a><br/>[accessed online 17/10/19]</p> <p>Health Education England <a href="https://www.hee.nhs.uk/">https://www.hee.nhs.uk/</a><br/>[accessed online 17/10/19]</p> <p>National Institute for Healthcare Excellence <a href="https://www.nice.org.uk/">https://www.nice.org.uk/</a><br/>[accessed online 17/10/19]</p> |
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| <b>Teaching and learning activities</b> |  |
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| <b>Details of teaching and learning activities</b> | <p>The Adult, Child and Mental Health nurses are co-taught within this module. The core content is applicable to each field of nursing. In addition to the taught elements of this module, the students will have bespoke learning opportunities which will be identified by their Academic Assessor and/or Practice Assessor. This could be in the nature of online learning opportunities or access other care experiences outside of the student's field specific placement.</p> <p>Learning and teaching approaches are adopted that promote student engagement these include; blended learning, group discussion, seminars and problem based learning. Simulations are used with key mandatory training and online materials are available for numeracy skills. There are additional learning materials for students who wish to access them via online packages. Students can access IT support to become more digitally literate to enhance "living, learning and working in a digital society (JISC 2013). The RTP team work to ensure that the module is an inclusive learning environment.</p> <ul style="list-style-type: none"> <li>• Discussions and seminars (53 Hours)</li> <li>• Simulation (2 x 3 hours)</li> <li>• Self-directed learning (239 hours)</li> <li>• Tutorial time (2 x 30 minutes)</li> <li>• Academic Assessor meetings (2x 30minutes)</li> <li>• Field specific practice experience (minimum 2 x 150 hours)</li> </ul> <p>Formative assessment</p> |
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|  | <p>a) Numeracy package feedback is online and ongoing.</p> <p>b) In week 7 students will receive written formative feedback within their Practice Assessment Document (PAD) from the Practice Assessor. The Academic Assessor will review PAD and provide written formative feedback within 2 weeks of the midpoint interview.</p> <p>c) The students will present a reflective account to their peers in week 7.<br/>The NMC reflective tool will be used and the focus will be an aspect of care. The presentation will be 15 minutes, with 5 minutes for questions. Peer feedback will be given via a feedback template.</p> |
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| <b>Allocation of study hours (indicative)</b><br>Where 10 credits = 100 learning hours |  | <b>Study hours</b> |
|--|--|--------------------|
| <b>SCHEDULED</b>   | This is an indication of the number of hours students can expect to spend in scheduled teaching activities including lectures, seminars, tutorials, project supervision, demonstrations, practical classes and workshops, supervised time in workshops/ studios, fieldwork, and external visits. | 61                 |
| <b>GUIDED INDEPENDENT STUDY</b>  | All students are expected to undertake guided independent study which includes wider reading/ practice, follow-up work, the completion of assessment tasks, and revisions.   | 239                |
| <b>PLACEMENT</b>   | The placement is a specific type of learning away from the University. It includes work-based learning and study that occurs overseas.   | 300                |
| <b>TOTAL STUDY HOURS</b>   |  | <b>600</b>         |

| <b>Summative Assessment Task 1</b>   |                           |  |                |             |                                |  |
|--|---------------------------|--|----------------|-------------|--------------------------------|--|
| <b>Option 1a</b>   | Primary Mode <sup>1</sup> | Length   | Weighting      | Mark Scheme | Threshold                      | Referral task                            |
|  | Portfolio                 | 1 PAD  | Not applicable | Pass/ Fail  | Assessment task must be passed | Reworking of original task or equivalent |
| Detailed description of content (details of components and any special rules which apply to this assessment) |                           | <p>The students have a practice assessment document (PAD) which is mapped to meet the Future nurse: Standards of proficiency for registered nurses (NMC 2018) (LO 1-3). The student will have placements in those fields of practice that the student wishes to re-register.</p> <p><b>Placement 1</b> – Meets learning outcomes 1, 2, 3. This is a pass/ fail assessment. Students must achieve a pass to achieve the module.</p> |                |             |                                |  |
| <b>Summative Assessment Task 2</b>   |                           |  |                |             |                                |  |

i. <sup>1</sup>Categories as defined by the QAA [Explaining contact hours: Guidance for institutions providing public information about higher education in the UK](#) (2011)

|  |  |        |                |             |                                |  |
|--|--|--------|----------------|-------------|--------------------------------|--|
| <b>Option 2a</b>   | Primary Mode <sup>2</sup>  | Length | Weighting      | Mark Scheme | Threshold                      | Referral task                            |
|  | Portfolio  | 1 PAD  | Not applicable | Pass/ Fail  | Assessment task must be passed | Reworking of original task or equivalent |
| Detailed description of content (details of components and any special rules which apply to this assessment) | <p>The students have a practice assessment document (PAD) which is mapped to meet the Future nurse: Standards of proficiency for registered nurses (NMC 2018) (LO 1-3). The student will have placements in those fields of practice that the student wishes to re-register.</p> <p><b>Placement 2</b> – Meets learning outcomes 1, 2, 3. This is a pass/ fail assessment. Students must achieve a pass to achieve the module.</p> |        |                |             |                                |  |

| <b>Summative Assessment Task 2</b>   |   |            |                |             |                                |  |
|--|---|------------|----------------|-------------|--------------------------------|--|
| <b>Option 3a</b>   | Primary Mode  | Length     | Weighting      | Mark Scheme | Threshold                      | Referral task                            |
|  | Individual Oral Assessment and Presentation   | 30 minutes | Not applicable | Pass/ Fail  | Assessment task must be passed | Reworking of original task or equivalent |
| Detailed description of content (details of components and any special rules which apply to this assessment) | <p>The students will use an aspect of care from their practice as the focus of the Professional Conversation. Students will be informed in advance of the format the discussion will take. Students will be expected to be able to reflect and articulate positive aspects of care and areas where there could be improvement. Reference must be made to the NMC Code, relevant policies, both local and national. There will be questions at the end of the presentation. In attendance will be their academic assessor, practice assessor or nominated person from practice.</p> <p>Meets learning outcomes 1, 2, 3. This is a pass/ fail assessment. Students must achieve a pass to achieve the module.</p> |            |                |             |                                |  |

| <b>TYPES OF ASSESSMENT TASK<sup>3</sup></b> | <b>% weighting</b> |
|---|--------------------|
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ii. <sup>2</sup>Categories as defined by the QAA [Explaining contact hours: Guidance for institutions providing public information about higher education in the UK](#) (2011)

iii. <sup>3</sup> Set exercises, which assess the application of knowledge or analytical, problem-solving or evaluative skills, are included under the type of assessment most appropriate to the particular task.

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| Indicative list of summative assessment tasks which lead to the award of credit or which are required for progression. This information is published on Course-finder for prospective students. |   | (or indicate if component is pass/fail) |
| <b>EXAMINATION</b>  | Written exam  |   |
| <b>COURSEWORK</b>   | Written assignment/ essay, report, dissertation, portfolio, project output, <i>set exercise</i> | Pass / Fail                             |
| <b>PRACTICAL</b>  | Oral assessment and presentation, practical skills assessment, <i>set exercise</i>              | Pass / Fail                             |

| EXAMINATION INFORMATION       |       |
|-------------------------------|-------|
| <b>Area examination board</b> | UGCPE |

Refer to Academic Services for guidance in completing the following sections

| <i>External examiners</i> |                           |                |                  |
|---------------------------|---------------------------|----------------|------------------|
| Name                      | Position and institution  | Date appointed | Date tenure ends |
| Dr. Clency Meurier        | University of Northampton | 30.10.17       | 30.09.21         |
|                           |                           |                |                  |
|                           |                           |                |                  |

| QUALITY ASSURANCE   |     |                                     |    |
|---|-----|-------------------------------------|----|
| <b>Date of first approval</b><br>Only complete where this is <u>not</u> the first version |     |                                     |    |
| <b>Date of last revision</b><br>Only complete where this is <u>not</u> the first version  |     |                                     |    |
| <b>Date of approval for this version</b>  |     |                                     |    |
| <b>Version number</b>   | 1   |                                     |    |
| <b>Modules replaced</b><br>Specify codes of modules for which this is a replacement       |     |                                     |    |
| <b>Available as free-standing module?</b>   | Yes | <input checked="" type="checkbox"/> | No |