### Module Specification Template

#### Module Details

<table>
<thead>
<tr>
<th>Module title</th>
<th>Return to Practice for Nursing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module code</td>
<td>NA6117</td>
</tr>
<tr>
<td>Credit value</td>
<td>20</td>
</tr>
<tr>
<td>Level</td>
<td>Level 4</td>
</tr>
<tr>
<td>Mark the box to the right of the appropriate level with an '*'</td>
<td>Level 0 (for modules at foundation level)</td>
</tr>
</tbody>
</table>

#### Entry criteria for registration on this module

**Pre-requisites**

Specify in terms of module codes or equivalent

- To have qualified as a Nurse in the United Kingdom and to have previously registered with the Nursing and Midwifery Council (NMC 2005)
- Or
  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)

To successfully complete all stages of the required selection and recruitment processes:

- Two satisfactory references; preferably one from most recent employer and one other independent person.
- To have passed numeracy and literacy tests
- Demonstrate English language competency to IELTS 7, if English is not the first language for EU and EEA nurses ([http://www.nhsemployers.org/news/2016/01/nmc-introduces-new-language-requirements-for-overseas-nurses](http://www.nhsemployers.org/news/2016/01/nmc-introduces-new-language-requirements-for-overseas-nurses))
- Normally to have undertaken at least 6 months nursing practice following registration
- To have had successful Occupational Health and DBS clearance
- To have been successful at individual interview
- To produce a valid Statement of Entry to demonstrate the lapsed registration as a nurse with the NMC

The interview schedule is underpinned by Values Based Questions.

- All prospective returnees attend a presentation of the module by the module leader with an introduction to the Service User role from the Service User. This is followed by a question and answer session.
- All prospective returnees sit and pass the literacy and numeracy tests
- Meet with a current RTP student
- Individual interview with module leader and PEF
- The returners practice history and length of time their registration lapsed will be discussed to aid determining if the proposed practice hours require revision for that individual (this is reviewed again at the mid-point interview in practice)
- The practice hours will be not less than 100 hours

**Co-requisite modules**
Specify in terms of module codes or equivalent

| Co-requisite modules | N/A |

**Module delivery**

<table>
<thead>
<tr>
<th>Mode of delivery</th>
<th>Taught</th>
<th>Distance</th>
<th>Placement</th>
<th>Online</th>
<th>Other</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Pattern of delivery</th>
<th>Weekly</th>
<th>Block</th>
<th>Other</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>When module is delivered</th>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Throughout year</th>
<th>Other</th>
<th>3 intakes</th>
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</thead>
</table>

| Brief description of module content and/or aims | The NMC RTP Standards (2016) outcomes dictate the requirements for the Return to Practice for Nursing, thus the overall aims of the course are the NMC RTP Standards (2016). To enable nurses to renew registration and re-enter registered practice with up to date competence, knowledge and skills and confidence in order to maintain safe and effective standards of client care. To establish the concept of lifelong learning. |

| Module team/ author/coordinator(s) | Gloria Whittaker – Senior Lecturer/ Module Leader, SHS, University of Brighton  
Ali Lane - Senior Lecturer, SHS, University of Brighton  (Author)  
Edda Hensler, Lecturer/Practitioner Clinical Skills SHS, University of Brighton  
Angela Jarvis – PEF, East Sussex Healthcare NHS Trust  
David Kerridge – PEF, Western Sussex Hospitals NHS Foundation Trust  
Elizabeth Johnson-PEF, Brighton and Sussex University Hospital  
Edith Naaka-Okereke-PEF, Sussex Healthcare NHS Trust  
John Krohne-PEF, Sussex Community NHS Trust  
Wendy McCarthy-PEF, Sussex Community NHS Trust  
Sally Lancaster, -PEF, (Mental Health), Sussex Partnership Trust  
Sam Taylor- Service User representative |

<table>
<thead>
<tr>
<th>School</th>
<th>School of Health Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site/ campus where delivered</td>
<td>Falmer</td>
</tr>
</tbody>
</table>

**Course(s) for which module is appropriate and status on that course**

<table>
<thead>
<tr>
<th>Course</th>
<th>Status (mandatory/ compulsory/ optional)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSc (Hons) Professional Practice</td>
<td>Optional</td>
</tr>
</tbody>
</table>

**MODULE AIMS, ASSESSMENT AND SUPPORT**

**Aims**
The NMC RTP Standards (2016) ) dictates the outcome requirements for the Return to Practice for Nursing, thus the overall aims of the course are the NMC RTP Standards and the NMC (2010) Standards for Pre-registration and the NMC Code (2015). In enabling nurses to
renew registration and re-enter registered practice with up to date competence, knowledge and skills and confidence in order to maintain safe and effective standards of client care. To establish the concept of lifelong learning.

**Learning outcomes**

The NMC RTP (2016) Standards dictate the outcome requirements for the Return to Practice for Nursing, thus the overall aims of the course are the NMC RTP Standards (2016) and the NMC (2010) Standards for Pre-registration competencies appropriate to the field of practice. (The NMC RTP Standards have been modified for Nursing and level 6 studies, as all undergraduate-nursing programmes now must be at degree level).

The Returnee will be able to:


2. Critically analyse the influences of health and social policy relevant to the practice of nursing

3. Critically analyse the requirements of legislation, guidelines, code of practice and policies relevant to the practice of nursing

4. Critically analyse the current structure and organisation of care, nationally and locally.

5. Critically analyse current issues in nursing, education and practice

6. Critically analyse and use relevant literature and research to inform the practice of nursing.

7. The ability to critically analyse, identify and assess need, design and implement interventions and evaluate outcomes in all relevant areas of practice, including the effective delivery of appropriate emergency care.

8. Critically explore and utilise appropriate communications, teaching and learning skills

9. The ability to demonstrate effective team working and active participation in a multi-professional approach to peoples’ care.

10. To critically analyse strengths and weaknesses, acknowledge limitations of competence and recognise the importance of maintaining and developing professional competence.

**Content**

The NMC RTP Standards (2016) dictate the outcome requirements for the Return to Practice for Nurses thus the overall aims of the course are the NMC RTP Standards (2016) and the NMC (2010) Standards for Pre-registration competencies appropriate to the field of practice.

**Core Content**

**Changes in Healthcare** – Single Assessment Process

Managed Care
Intermediate Care
NICE guidelines
Essence of Care
Public Perceptions/Public Involvement
Ethical Issues
IT Skills
Health Promotion
Communication/Interpersonal Skills
End of life Care
Clinical Governance/Research Governance
Safeguarding
Documentation
Drug Administration/management
National Service Frameworks
Professional policy
Reflective practice
Service user / carer involvement
NMC Code (2015)
NHS Constitution (2013)

Field Specific Content

**Mental Health:**
- Policy/Legislation changes in Mental Health
- Intervention for Mental Illness
- Contemporary Therapeutic Approaches
- Changing Practice
- Risk Assessment

**Child Nursing:**
- Safeguarding and promoting the welfare of children and young people
- Children and young people who are ill
- Children and young people in hospital
- Supporting parents and carers
- Advances in care – Acute/Continuing.

**Adult Nursing:**
- Advances in Care in relation to nurse led initiatives.
- Changing nature of adult nursing.
- Seamless Care
- Integrated Care (Managed Care)

**Learning Disability:**
- Policy/legislation changes in Disability.
- Intervention and therapeutic approaches in Learning Disability
- Changing practice-discussion to take place around the practice skills

<table>
<thead>
<tr>
<th>Learning support</th>
</tr>
</thead>
<tbody>
<tr>
<td>For the duration of the module the module leader assumes the role of personal tutor. The returnees will meet the personal tutor formally and individually at least twice during the programme and record this meeting in the contact record in the AOPP. Appropriate lecturers within the SHS also offer support for field specific returners.</td>
</tr>
</tbody>
</table>
The module leader engages with returnees informally and formally. Each study day through a process known as “communication café” the module leader is available to meet the group informally over a cup of coffee to discuss any issue of concern/reflection, this occurs prior to the study day commencing.

The module leader actively supports all returnees and mentors in practice and is supported by the PEF’s in NHS Trusts and a HEI Senior lecturer has been designated to support the SOM in the Private Voluntary Institutions (PVI’s)

During the practice placement experience, relevant to the part of the register to which re-entry is sought; the returnee is supported and supervised by a SOM. There is excellent partnership working with the module leader and PEF’s this ensures preparation for mentors and hence support for returnees.

The SOM attend an annual mentorship update and RTP is discussed within this, the PEFs are particularly involved with this.

The module leader and/or the PEFs meet with any new mentors whom are not familiar with the RTP module to discuss their role and responsibility in meeting the Standards to support learning and assessment in practice (NMC 2008)

The PEFs are also involved in identifying the SOM’s in practice placement for the returnees.

The module leader will visit individual returnee and mentor during their practice placement and offer support and guidance if necessary.

Further support is available from the student support and guidance tutor (SSGT)

**Indicative Reading**

**General:**


Brooker, M & M Nicholson, 2003 *Nursing Adults, the Practice of Care*, Edinburgh, Mosby


<table>
<thead>
<tr>
<th>Resource</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>NMC, 2016</td>
<td><em>The RTP Standards</em> London NMC.</td>
</tr>
</tbody>
</table>

**Useful Journals:**

- Evidence-Based Nursing (journal)
- Health Education Journal
- Journal of Advanced Nursing
- Nursing Times
- Journal of Research in Nursing
- Professional Nurse

**Mental Health:**


Rogers, A, 2002 *Mental Health and Inequality*, Basingstoke, Palgrave Macmillan


**Useful Journals:**

- Issues in Mental Health Nursing
- Journal of Psychiatric Nursing: Incorporating Community Mental Health Practice

**Community Nursing / General Practice Nurse**


Department of Health 2005 *Supporting People with Long Term Conditions: liberating the talents of nurses who care for people with long term conditions* London: DH

Department of Health 2006 *Our health, Our care, Our say: a new direction for community services*. DH. London


Elsevier.

**Useful Journals**
British Journal of Community Nursing  
Community Nurse  
Independent Nurse  
Nursing in Practice  
Primary Health Care

**Child Nursing:**


Department of Health 2004 *National Health Schools Status – A Guide for Schools* London HMSO

Department of Health 2004 *NSF for Children, Young People & Maternity Services*, London HMSO

Department of Health 2001 *Seeking consent: working with children*. London HMSO

Department of Health 2004 *The Children Act* London, HMSO


NMC 2004 *Standards of Proficiency for Specialist Community Public Health Nurses* London NMC

Smith, L., and V. Coleman. 2010. *Child and family-centred healthcare:*


Warner H. K. 2006 *Meeting the needs of Children with Disabilities*. Oxen, Routledge

**Journals**

Nursing Children and Young People

Journal of Perinatal and Neonatal Nursing

**Learning Disability Nursing:**

British Institute of Learning Disabilities [www.bild.org.uk](http://www.bild.org.uk)


Foundation for people with Learning Disabilities [www.learningdisabilities.org.uk](http://www.learningdisabilities.org.uk)


HEE, Generic Service Interventions pathway: A competency framework to support development of the learning disability workforce

Warner H. K. 2006 *Meeting the needs of Children with Disabilities*. Oxen, Routledge

**Journals**

Some key websites:

- Royal College of Nursing- professional development section: [http://www.rcn.org.uk/](http://www.rcn.org.uk/)


- Dementia: [http://www.rcn.org.uk/development/practice/dementia](http://www.rcn.org.uk/development/practice/dementia)

- [www.dyingmatters.org](http://www.dyingmatters.org)

- [http://www.macmillan.org.uk](http://www.macmillan.org.uk)
### Teaching and learning activities

| Details of teaching and learning activities | To deliver the module, relevant expertise is sought from amongst lecturers across the SHS and from clinical practice areas. For the returnees there are some teacher-led sessions from which a more returnee centred approach can be developed through activities such as workshops, seminar presentations and group work. These activities provide opportunities for discussion and reflection on the development and integration of theory and practice. Learning Contracts, in conjunction with the Assessment of Practice Portfolio will identify individual learning needs.

Returnees are encouraged to develop their IT skills, to facilitate learning and to gain confidence in the use of IT in their practice environment. In addition University of Brighton online Student central will enhance returnee’s information technology skills. Relevant lecture notes, internet resources and a variety of teaching and learning materials, as well as all course documents are available for returnee’s to access. Both lecturers and students can also identify useful web-links. Sharing learning resources in this way will support the returnee’s sense of inclusion and offer additional support.

For the duration of the module the module leader assumes the role of personal tutor and is supported by appropriate lecturers within the SHS. The module leader engages with returnees informally and formally. Each study day through a mechanism known as “communication café” the module leader is available to meet the group informally over a cup of coffee to discuss any issue of concern/reflection. Personal tutorials are organised individually for all returnees whilst on the module with the expectation that at least 2 meetings will take place and recorded in the AOPP. The module leader actively supports all returnees and SOMs in practice and is supported by the PEF in NHS Trusts and a HEI Senior lecturer has been designated to support the SOM in the Private and Voluntary Institutions (PVIs). |

During the practice-based experience, relevant to the part of the register to which re-entry is sought; the returnee is supported and supervised by a SOM. There is excellent partnership working with the module leader and PEFs, which ensures preparation for mentors and hence support for returnees. The SOMs attend an annual update and RTP is discussed within this, the PEFs are particularly involved with this. The module leader and/or the PEFs meet with any new mentors whom are not familiar with the RTP module to discuss their role and responsibility and in meeting the Standard for Assessment and learning in Practice (2008). The PEFs are also involved in identifying the SOM in practice for the returnees.

**Allocation of study hours (indicative)**

<table>
<thead>
<tr>
<th>Study hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SCHEDULED</strong></td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td><strong>GUIDED INDEPENDENT STUDY</strong></td>
</tr>
<tr>
<td>All students are expected to undertake guided independent study which includes wider reading/practice, follow-up work, the completion of assessment tasks, and revisions.</td>
</tr>
<tr>
<td><strong>PLACEMENT</strong></td>
</tr>
<tr>
<td>The placement is a specific type of learning away from the University. It includes work-based learning and study that occurs overseas.</td>
</tr>
<tr>
<td><strong>TOTAL STUDY HOURS</strong></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

**Assessment tasks**

<table>
<thead>
<tr>
<th>Details of assessment on this module</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is assessment of both theory and practice the weighting is identified below. A Pass must be achieved in all assessed components to successfully complete the module.</td>
</tr>
<tr>
<td><strong>Summative Assessment of Theory-100%</strong></td>
</tr>
<tr>
<td>The returnee will write an essay using a structured reflective framework based on an experience from practice. Using critical analysis relate this to the NMC RTP Standards (2016)</td>
</tr>
<tr>
<td>Word count: 2,500</td>
</tr>
<tr>
<td><strong>Summative Assessment of Practice- pass/fail</strong></td>
</tr>
<tr>
<td>Returnees are required to successfully achieve the 7 mandatory and 3 optional skills assessed by a mentor/SOM and the NMC competencies-</td>
</tr>
</tbody>
</table>
assessed by the SOM using pass/fail criteria.

The returnee will be required to produce an AOPP that reflects their personal, professional and clinical development throughout their Return to Practice. The completed AOPP will include:

- a returnee self-assessment learning contract, mid-point and returnee reflection and action plan if required, service user feedback, inter-professional working record, end point interview and returnee reflection, personal tutor contact record
- NMC competencies and skills
- Declaration of achievement of skills/competencies signed by the SOM
- Declaration of Good health and Character signed by the returner
- Returnees must achieve the minimum of 100 hours

In the event that either or both assessments are failed at the first attempt, a second attempt of the failed assessment(s) may be undertaken (see GEAR). A third attempt will only be allowed for the Assessment of Theory component at the discretion of the examination board. There is a maximum of two attempts for the Assessment of Practice component.

Types of assessment task

<table>
<thead>
<tr>
<th>Types of assessment task</th>
<th>Indicative list of summative assessment tasks which lead to the award of credit or which are required for progression.</th>
<th>% weighting (or indicate if component is pass/fail)</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRITTEN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COURSEWORK</td>
<td>Essay</td>
<td>100%</td>
</tr>
<tr>
<td>PRACTICAL</td>
<td>Assessment of Practice Portfolio</td>
<td>Pass/Fail</td>
</tr>
</tbody>
</table>

EXAMINATION INFORMATION

Area examination board UGCPE AEB

Refer to University for guidance in completing the following sections

External examiners

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and institution</th>
<th>Date appointed</th>
<th>Date tenure ends</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patricia Williams</td>
<td>Cardiff University (retired)</td>
<td></td>
<td>31/08/16</td>
</tr>
</tbody>
</table>

1 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.
<table>
<thead>
<tr>
<th>QUALITY ASSURANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Date of first approval</strong></td>
</tr>
<tr>
<td>Only complete where this is not the first version</td>
</tr>
<tr>
<td><strong>Date of last revision</strong></td>
</tr>
<tr>
<td>Only complete where this is not the first version</td>
</tr>
<tr>
<td><strong>Date of approval for this version</strong></td>
</tr>
<tr>
<td><strong>Version number</strong></td>
</tr>
<tr>
<td><strong>Modules replaced</strong></td>
</tr>
<tr>
<td>Specify codes of modules for which this is a replacement</td>
</tr>
<tr>
<td><strong>Available as free-standing module?</strong></td>
</tr>
</tbody>
</table>