The Reality of Revalidation in Practice (RRiP)

**Goal**

This project aims to impact and inform curriculum development and institutional support as well as potentially influencing professional body policies and processes.
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Background

In 2009, the Department of Health proposed an amendment to the NMC's Code of Conduct in relation to the supervision and registration of newly qualified nurses. This amendment, which was subsequently approved, required all new nurses to have a period of supervised practice before they could be registered with the NMC. The purpose of this period was to ensure that new nurses had the skills and knowledge necessary to provide safe and effective care.

Local anecdotal evidence suggests that nurses spend a range of time on supervised practice, and that the experience of the process differs. This aligns with findings from the NMC's evaluation of the pilot (Mori, 2011).
Back Ground

In 2015, the Department of Health reported on serious failings in the Mid Staffordshire Healthcare Trust (Francis, 2015). This resulted in a recommendation that health professionals formalise their renewal of registration through a process of revalidation,
Back Ground

Clinical anecdotal evidence suggests that a range of approaches are being used in nursing and...
The NMC is currently undertaking a three-year evaluation, but no findings are available yet. This project seeks to explore the experiences of those involved in revalidation within the South West Peninsula footprint, intending to develop a pedagogic framework for the preparation of students revalidation and informing professional development and employability.
The Aim of RRIP

This research project aims to examine registrants’ experience of the Nursing and Midwifery Council (NMC) revalidation process in order to identify how best to engage students in preparation for this professional requirement.
AIMS

1. To explore the experiences of nursing and midwifery registrants in the revalidation process, and factors contributing to these;

2. To identify existing curriculum activities which prepare students for revalidation;

3. To devise a pedagogic framework promoting ‘best practice’ in preparing students;

4. To pioneer and disseminate research evidence.
METHODOLOGY

A descriptive exploratory project, using a triangulated mixed method approach in two phases:
Phase One

An online survey:
consisting of closed and open-ended questions
exploring objectives 1 and 2
1. To explore the experiences of nursing and midwifery registrants in the revalidation process, and factors contributing to these;

2. To identify existing curriculum activities which prepare students for revalidation;
Phase Two

Focus groups:
Role/discipline-specific groups
exploring experiences and preparation
of students in greater depth.
This phase will include some
comparison with Medical Revalidation.
Wider Goals

The intention is to enhance employability and professional practice by promoting a pedagogy which inspires positive attitudes to lifelong learning and scrutiny by self and others.
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