Plymouth University

Faculty of Health and Human Sciences
School of Nursing and Midwifery

Return to Practice – Nursing
Level 6

Programme Specification

Date of approval: 30 October 2014
Proposed date of implementation: Jan 2015
Year of first award: 2015

Minor Change approved Oct 15 by ADTL
1. Final award title: Return to Practice - Nursing

Level 6 Intermediate award title(s) None

UCAS code not applicable
JACS code to be allocated

2. Awarding Institution: University of Plymouth

3. Accrediting body: Nursing and Midwifery Council

Date of Approval October 2014

3. Distinctive Features of the Programme and the Student Experience

Plymouth University is the preferred sole provider of choice for all RTPN programmes in Devon and Cornwall offering eligibility to the return to sub part 1 or sub part 2 of the NMC register. The contracted numbers will vary from year to year with a maximum of 105 to a minimum of 65 returnees. It complements the portfolio of Nursing, Midwifery and other health care courses run by the School of Nursing and Midwifery (SNAM) and by the Faculty of Health and Human science (FHHS). The programme supports both local and national workforce developments in health care practice as it has a contemporary, collaborative and flexible approach. It has been developed to enable local employers to meet current and future predictions of skills and manpower shortfall by assisting in meeting the continuing professional development needs of potential returnees to the nursing workforce.

Distinctive features

- The identification of return-to-practice specific placement opportunities carried out in partnership with placement providers,
- Recruitment and selection, and the support and assessment of returnees throughout their learning journey carried out in partnership with placement providers
- Individual student profiling will be used to underpin personalised learning journeys tailored to meet the individual needs of each returnee.
- The centrality of person centred, ‘values based’ care
- A student centred programme enabling choice and equity of opportunity
- Opportunity to enhance/develop subject specific attributes, professional behaviours and demonstrate graduate attributes
- A multi-professional approach to learning and teaching
- A graded approach to placement hours has been agreed based on department of health guidelines
• Agility to respond to external factors influencing future revalidation of healthcare professions
• Curriculum enrichment, flexible learning opportunities and support to develop digital literacy

4. Relevant QAA Subject Benchmark Group(s): The Programme is informed by the Quality Assurance Agency (QAA) Framework for higher education qualifications in England, Wales and Northern Ireland (2008)

5. Programme Structure
This is a 20 credit module at level 6 with an associated 200 hours of learning. The duration of the programme including clinical placements will be 20 weeks from commencement to completion it includes 6 face-to-face study days, 2 days of blended learning and one of independent study. The time limit for completion is 12 months from commencement of the programme. There will be three cohorts per year commencing in September, January and May. Study days will spaced out over 20 weeks enabling returnees to complete the work required in theory and practice over this time. 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” (see http://www.uq.edu.au/tediteach/flipped-classroom/what-is-fc.html), bringing together the taught component, blended learning activities and the placement of the returnees in their preferred provider close to their home. The NMC-required 6 days of delivery will maximise the opportunities available for returnees for face-to-face interaction with teaching staff, to engage with other returnees on the programme, and to share appropriate learning opportunities with third year undergraduate students. Each of these face-to-face workshop and conference days will be focused on current service priorities (for example care of older and frail adults, care closer to home, safeguarding in primary care and mental health). The blended learning will be used to support the activities at the workshops and conferences; returnees will have full flexibility to tailor their independent learning activities to their own needs.

The length of time taken for each Nursing and Health Visiting returnee to meet the NMC requirement of clinical practice hours will vary based on their individual learning and clinical practice needs. This will be established through the initial profiling and ongoing progress monitoring in partnership with the placement provider up to the NMC maximum time of 450 hours of clinical practice. A graded approach to placement hours has been agreed and welcomed by placements providers to enable returnees to have the maximum opportunity to succeed from a personal professional and employment perspective. The hours returned have been agreed with placement providers based on the experience of other universities in relation to hours to be achieved and Health Education England’s review of the RTP programmes nationally (HEE2014)
<table>
<thead>
<tr>
<th>Years not registered</th>
<th>Number of hours required</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-10</td>
<td>100-150</td>
</tr>
<tr>
<td>10-15</td>
<td>250</td>
</tr>
<tr>
<td>15 and above</td>
<td>450</td>
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</tbody>
</table>

4. Programme Aims
The programme will aim to enable nurses,( registered with the NMC on sub part 1 or sub part 2) who registration has lapsed three years or more, to complete a return to practice programme approved by the Nursing and Midwifery Council (NMC) and meet Post-registration education and practice requirements.

5. Programme Intended Learning Outcomes
At the end of the programme the student will be able to:

Prep Standards
1. Critically appraise the influence and impact of current legislation, clinical guidelines, codes of practice and operational policy on practice.
2. Critically analyse and evaluate the current structure and organisation of care, nationally and locally.
3. Examine and assess need, design and implement interventions and critically evaluate outcomes in all relevant areas of practice, including the effective delivery of appropriate and/or emergency care.
4. Participate effectively within a multi-professional team.
5. Demonstrate the ability to critique and review relevant literature and research to inform the practice of nursing.
6. Critically analyse and apply appropriate use of communication, teaching and learning skills.
7. Critically appraise personal strengths and establish development needs through analysis of limitations recognising the importance of maintaining and developing professional competence.
8. Demonstrate competence in relation to practice learning outcomes as identified in the practice portfolio.
<table>
<thead>
<tr>
<th>Knowledge and Understanding</th>
<th>Achieved through:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critically appraise the influence and impact of current legislation, clinical guidelines, codes of practice and operational policy on practice</td>
<td>Teaching and learning methods and strategies that include: Seminars, Peer Learning Lectures, Tutorials, Guided study Independent study/enquiry, Problem based learning</td>
</tr>
<tr>
<td>Critically analyse and evaluate the current structure and organisation of care, nationally and locally.</td>
<td>Assessed through: Coursework, Practice, Simulation and portfolio evidence, achievement of competences</td>
</tr>
<tr>
<td>Examine and assess need, design and implement interventions and critically evaluate outcomes in all relevant areas of practice, including the effective delivery of appropriate and/or emergency care</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cognitive and Intellectual Skills</th>
<th>Achieved through:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critically appraise personal strengths and establish development needs through analysis of limitations recognising the importance of maintaining and developing professional competence</td>
<td>Teaching and learning methods and strategies that include: Seminars, Peer Learning Lectures, Tutorials, Guided study Independent study/enquiry, Problem based learning</td>
</tr>
<tr>
<td>Demonstrate the ability to critique and review relevant literature and research to inform the practice of nursing</td>
<td>Assessed through: Coursework, Practice, Simulation and portfolio evidence, achievement of competences</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key and Transferable Skills</th>
<th>Achieved through:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate competence in relation to practice learning outcomes as identified in the practice portfolio</td>
<td>Teaching and learning methods and strategies that include: Seminars, Peer Learning Lectures, Tutorials, Guided study Independent study/enquiry, Problem based learning</td>
</tr>
<tr>
<td>Critically analyse and apply appropriate use of communication, teaching and learning skills</td>
<td>Assessed through: Coursework, Practice, Simulation and portfolio evidence, achievement of competences</td>
</tr>
<tr>
<td>Participate effectively within a multi-professional team</td>
<td></td>
</tr>
</tbody>
</table>
### Employment Related Skills

<table>
<thead>
<tr>
<th>Examination and assess need, design and implement interventions and critically evaluate outcomes in all relevant areas of practice, including the effective delivery of appropriate and/or emergency care</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate competence in relation to practice learning outcomes as identified in the practice portfolio</td>
</tr>
<tr>
<td>Critically appraise personal strengths and establish development needs through analysis of limitations recognising the importance of maintaining and developing professional competence</td>
</tr>
</tbody>
</table>

#### Teaching and learning methods and strategies that include:
- Seminars, Peer Learning
- Lectures, Tutorials, Guided study
- Independent study/enquiry, Problem based learning

#### Assessed through:
- Coursework, Practice, Simulation and portfolio evidence, achievement of competences

### Practical Skills

| Demonstrate competence in relation to practice learning outcomes as identified in the practice portfolio |

#### Teaching and learning methods and strategies that include:
- Seminars, Peer Learning
- Lectures, Tutorials, Guided study
- Independent study/enquiry, Problem based learning

#### Assessed through:
- Coursework, Practice, Simulation and portfolio evidence, achievement of competences

### 6. Recruitment and Admissions

Demand for the programme is high with the ratio of applicants to places increasing year on year, which helps to ensure that applicants are both well qualified and committed to success.

This is a joint recruitment process with local NHS Trusts, private voluntary and independent providers and the university, ensuring we have a selected the right person for the right post with the right values. Service providers will advertise vacant posts locally which would be suitable and able to support a returnee. This includes a sign off mentor able to supervise and assess the returnee. The programme will be advertised on the university website and also on the Health Education South West website (HESW). **The university is the final arbiter of admission to this programme.**
The university will signpost returnees to vacancies identified by service providers to the programme on enquiry and application to the programme. The University will, in agreement with the service provider, advertise any vacancies connected to RTP on the University website.

The programme lead will undertake shortlisting with service providers, who will send out a university application form alongside the placement provider requirements for interview. This shortlisting and subsequent interviewing will utilise value-based assessment and scoring criteria agreed by service providers, service users and carers to ascertain the candidate’s ability to meet the requirements of the University and the NMC for Return-to-Practice criteria.

All candidates will be interviewed by both the placement provider and the university, with the university having the final decision on the candidate’s suitability for the programme. All candidates will undertake a numeracy and literacy test prior to a face to face interview.

6.1. Numeracy and Literacy tests for Admissions to the Programme

As part of the admissions process to the programme and in the implementation of values based recruitment, there will be a literacy and numeracy test. This will be part of the interview. Both these aspects will be timed papers of 20 minutes each and be undertaken on the same day in person by the returnee prior to the interview. The papers will be marked prior to interview and the totality of the students application and interview will be considered as part of the final decision as to suitability for admission to the programme.

Literacy – 20 minutes

The broad topic of the literacy paper will be given in advance which will be based on the six 6’s as applied to nursing. The students will be required to write 150 -200 words on an aspect of the Six C’s as applied to nursing.

An example will be

Why do you think compassion is important in Nursing?

The potential student should be able to demonstrate

- They have read around the topic of the six C’s (25%)
- An understanding of why this aspect is important to nursing (25%)
- Correct grammar, syntax and spelling and sentence construction (25%)
- Logical presentation of the topic. (25%)
The pass mark for this will be 40% in line with the pass mark for undergraduate programmes, students who have not met the criteria for a pass may be considered through the totality of their application but this will provide feedback for the applicant on areas for improvement in future applications to RTP programmes.

This will identify students who may require additional academic support as part of the admission process and may need to be signposted early to Disability assist support.

**Numeracy - 20 minutes**

This will be a paper consisting of 10 questions and consist of basic numeracy skills and a conversion questions (micrograms to milligrams)

The pass mark for this will be 80%, students who have not met the criteria for a pass may be considered through the totality of their application but this will provide feedback for the applicant on areas for improvement in future applications to RTP programmes.

Returnees will be selected having met entry criteria for the programme, and have satisfied both the university and the service provider through the interview that they possess the right values and motivation to complete the programme. Feedback will be given to all unsuccessful applicants in preparation for any future applications

**6.3 Good Health and Good character**

The selection process for the nursing programme takes account of the requirement for an applicant to demonstrate that they are of good health and good character (NMC 2010a). 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 [www.nmc-uk.org](http://www.nmc-uk.org)

These checks will be undertaken by the placement provider prior to the students commencing the programme. All checks must be completed and any adjustments in relation to occupational health requirements agreed prior to the student commencing any placement experience. No student is to go into practice before all DBS checks have been completed, returned and checked by the University admissions team prior to confirmation of admission to the programme. 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.

**6.4 Restoration to the register**

Those applicants who are applying for entry to the programme as a result of a restoration process will need to declare this on application [www.nmc-uk.org](http://www.nmc-uk.org).
7. Progression criteria for Final and Intermediate Awards: Not Applicable

8. Exceptions to Regulations:
   • Successful completion of the module is defined as the achievement in all elements of the modules.
   • Owing to the professional nature of the programme, students are permitted two attempts only at practice elements of the programme.
   • Successful completion of all the practice learning experiences
### Learning Outcomes

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>SEEC Descriptors (level 6)</th>
<th>NHS Knowledge and Skills Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critically appraise the influence and impact of current legislation, clinical guidelines, codes of practice and operational policy on practice.</td>
<td>Knowledge base Ethical issues Analysis</td>
<td>C2 – L2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ML-L1</td>
</tr>
<tr>
<td>Critically analyse and evaluate the current structure and organisation of care, nationally and locally</td>
<td>Knowledge base Analysis Evaluation Application</td>
<td>C2 – L1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C4 – L2</td>
</tr>
<tr>
<td>Examine and assess need, design and implement interventions and critically evaluate outcomes in all relevant areas of practice, including the effective delivery of appropriate and/or emergency care</td>
<td>Knowledge base Analysis, evaluation, application. Information management Autonomy &amp; Communications Problem Solving Application of skills</td>
<td>C3 – L3</td>
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<td></td>
<td></td>
<td>C5 – L2</td>
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<tr>
<td></td>
<td></td>
<td>C6 – L2</td>
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<td></td>
<td></td>
<td>HWB 1 - 7 – L2</td>
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<tr>
<td></td>
<td></td>
<td>ML-L2</td>
</tr>
<tr>
<td>Participate effectively within a multi-professional team</td>
<td>Group working Learning resources Communications</td>
<td>C1 – L3</td>
</tr>
<tr>
<td></td>
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<td>ML-L2</td>
</tr>
<tr>
<td>Critique and review relevant literature and research to inform the practice of nursing</td>
<td>Knowledge Base Analysis, synthesis, evaluation and application Information management.</td>
<td>C2 – L2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C4 – L2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LK3 – L1</td>
</tr>
<tr>
<td>Critically analyse and apply appropriate use of communication, teaching and learning skills</td>
<td>Analysis &amp; application Group working Information management Communications</td>
<td>C1 – L4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>G1 – L3</td>
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<tr>
<td></td>
<td></td>
<td>ML-L2</td>
</tr>
<tr>
<td>Critically appraise personal strengths and establish development needs through analysis of limitations, recognising the importance of maintaining and developing professional competence and lifelong learning</td>
<td>Learning resources, Self evaluation Information management Problem solving</td>
<td>C1 – 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>G1 – 2</td>
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<tr>
<td></td>
<td></td>
<td>ML-L2</td>
</tr>
<tr>
<td>Demonstrate competence in relation to practice learning outcomes as identified in the practice portfolio</td>
<td>Application of skills Autonomy in skill use</td>
<td>HWB 1 – 7 – L2</td>
</tr>
<tr>
<td></td>
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<td>ML-L2</td>
</tr>
</tbody>
</table>
Mapping of Return to Practice 6 against
QAA Academic and practitioner standards

The following statements are commensurate with the Degree academic award and are the threshold standard for entry to the professional register.

<table>
<thead>
<tr>
<th>The following statements are commensurate with the Degree academic award and are the threshold standard for entry to the professional register.</th>
<th>Portfolio</th>
<th>Practice assessment</th>
<th>Theory Assessment (depending on subject choice and clinical area)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1 Working as a professional in health care: expectations</strong></td>
<td></td>
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</tr>
<tr>
<td>1.1 Manage oneself, one’s practice and that of others in accordance with the <em>Code of Professional Conduct</em>, and critically evaluate own abilities and limitations</td>
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<td>●</td>
<td>●</td>
</tr>
<tr>
<td>1.2 Select and apply knowledge and skills to complex and unexpected situations</td>
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<td>●</td>
<td>●</td>
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<tr>
<td>1.3 Implement strategies to promote and evaluate partnership working</td>
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<td></td>
<td>●</td>
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<tr>
<td>1.4 Anticipate potential stressful situations and participate in minimising risk</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>1.5 Recognise the complexity of the professional ethical and legal framework and its impact on nursing care decision making</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>1.6 Demonstrate sound clinical judgement across a range of situations and critically evaluate the effectiveness of clinical judgements across a range of professional care contexts.</td>
<td>●</td>
<td>●</td>
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</tr>
<tr>
<td>1.7 Participate in a range of quality assurance and risk management strategies to create and maintain a safe environment</td>
<td>●</td>
<td>●</td>
<td></td>
</tr>
<tr>
<td>1.8 Provide appropriate levels of guidance, role-modelling and support to others in the delivery of health care</td>
<td>●</td>
<td>●</td>
<td></td>
</tr>
</tbody>
</table>
The following statements are commensurate with the Degree academic award and are the threshold standard for entry to the professional register.

<table>
<thead>
<tr>
<th>1.9 Critically analyse roles within the multi-professional team and propose ways to strengthen patient-centred care.</th>
<th>Portfolio</th>
<th>Practice assessment</th>
<th>Theory Assessment (depending on subject choice and clinical area)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Principles and concepts; application</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.1 Demonstrate critical understanding of research-based knowledge and the application to practice</td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>2.2 Contribute to the development of protocols to guide the provision of quality care and minimise risk</td>
<td>•</td>
<td>•</td>
<td></td>
</tr>
<tr>
<td>2.3 Capitalise on the potential for health improvement for patients, clients and groups through the development of health education/promotion strategies</td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>2.4 Articulate and justify decision-making and problem-solving processes associated with nursing practice</td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>2.5 Use relevant theoretical and research evidence to inform a comprehensive, systematic assessment of the physical, psychological, social and spiritual needs of patients, clients and communities</td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>2.6 Monitor and update priorities within a changing environment and communicate appropriately</td>
<td>•</td>
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<td></td>
</tr>
<tr>
<td>2.7 Formulate and document a plan of nursing care in partnership with and the consent of patients, clients and where appropriate, their carers and families</td>
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</tr>
</tbody>
</table>
The following statements are commensurate with the Degree academic award and are the threshold standard for entry to the professional register.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Portfolio</th>
<th>Practice Assessment</th>
<th>Theory Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.8 Demonstrate an ability to critically challenge the nursing care delivered taking into account the dynamic social, cultural, spiritual, legal, political and economic factors</td>
<td></td>
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<tr>
<td>2.9 Critically evaluate research findings and suggest changes to planned care; Critically evaluate outcomes of nursing and other interventions, adjusting care accordingly</td>
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</tr>
<tr>
<td>2.10 Contribute with skill and confidence to effective multi-professional/multi-agency working.</td>
<td></td>
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</tr>
</tbody>
</table>

3. Subject knowledge, understanding and associated skills

<table>
<thead>
<tr>
<th>Statement</th>
<th>Portfolio</th>
<th>Practice Assessment</th>
<th>Theory Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Demonstrate knowledge and understanding of the subjects underpinning nursing through application to a range of practice settings</td>
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</tr>
<tr>
<td>3.3 Use knowledge and understanding of the subjects underpinning nursing to provide creative solutions to health care situations</td>
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</tr>
<tr>
<td>3.2 Discuss the social and political contexts - within which the provision of health and social care takes place</td>
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<td></td>
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</tr>
<tr>
<td>3.2 Critically examine the impact of political and social contexts on the provision of health care</td>
<td></td>
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<tr>
<td>3.3 Understand the differences in beliefs and cultural practices of individuals and groups and recognise and challenge discriminatory practice</td>
<td></td>
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</tr>
</tbody>
</table>
The following statements are commensurate with the Degree academic award and are the threshold standard for entry to the professional register.

<table>
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<tr>
<th>Statement</th>
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<th>Theory Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.5 Confidently present information orally, in writing and, where appropriate through the use of technology, to provide coherent and logical arguments in the support of decision-making</td>
<td>⬤</td>
<td>⬤</td>
<td>⬤</td>
</tr>
<tr>
<td>3.5 Critically evaluate research findings, suggest changes to practice and contribute to health care research to inform practice development</td>
<td>⬤</td>
<td>⬤</td>
<td>⬤</td>
</tr>
<tr>
<td>3.6 Engage in, and disengage from therapeutic relationships through the creative use of theories and skills, demonstrating ethical discernment and clinical judgement</td>
<td>⬤</td>
<td></td>
<td>⬤</td>
</tr>
<tr>
<td>3.7 Use practical skills and knowledge with confidence and creativity to enhance the quality of care</td>
<td>⬤</td>
<td>⬤</td>
<td>⬤</td>
</tr>
<tr>
<td>3.8 Critically analyse and interpret data and appraise the value for care delivery and management</td>
<td>⬤</td>
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</tr>
</tbody>
</table>
Statement of Compliance

The following statement of compliance is made by Faculty of Health and Human Sciences in conjunction with, and endorsed by Health Education South West (Educational Commissioner) in relation to the development of the following programme:

Return to Practice - Nursing

The programmes comply with the Nursing and Midwifery Council requirements for the recording of the qualification.

Confirmation is given that, currently, sufficient resources, in both academic and practice settings, have been identified to enable the programmes to be effectively delivered for the intended number of students.

Dr Ann Humphreys (HEI) (Date) 30th August 2014.

Clare Chivers (Commissioner) (Date) 04th August 2014