

## PROGRAMME SPECIFICATION

### University Advanced Diploma Return to Nursing Practice

1.	<b>Awarding Institution / Body</b>	University of Worcester
2.	<b>Teaching Institution</b>	University of Worcester
3.	<b>Programme accredited by</b>	<b>Accredited by the Nursing and Midwifery Council:</b> HESC3050
4.	<b>Final Award</b>	University Advanced Diploma Return to Nursing Practice
5.	<b>Programme Title</b>	University Advanced Diploma Return to Nursing Practice
6.	<b>Pathways Available</b>	None
7.	<b>Mode and / or Site of Delivery</b>	Taught modules at UW and competency based clinical practice
8.	<b>Mode of Attendance</b>	Part time
9.	<b>UCAS Code</b>	N/A
10.	<b>Subject Benchmark Statement and / or Professional Body Statement</b>	<ul style="list-style-type: none"><li>• <a href="#">QAA(2008) FHEQ</a></li><li>• Nursing and Midwifery Council Standards (2010)</li><li>• Nursing and Midwifery Council Return to Practice Specific Outcomes (NMC 2008)</li></ul>
11.	<b>Date of Programme Specification Preparation / Revision</b>	May 2014 August and October 2014 – amendment to regulations Revised September 2015 Revised June 2016 amendment to delivery hours and regulation updates.

#### 12. Educational Aims of the Programme

The over-arching educational aims are to enable students to demonstrate they are working to NMC standards and within the Code of Conduct (2015). The students should be able to demonstrate clinical competence, sound judgement, personal responsibility and initiative in unpredictable professional environments drawing on evidence based learning to support practice.

#### 13. Intended Learning Outcomes and Learning, Teaching and Assessment Methods

##### Subject Specific Learning Outcomes

The subject specific learning outcomes are based on the NMC standards for Return to Nursing Practice.

On successful completion of the Award students will be able to:

1. Critically reflect on the influence of health and social care policy relevant to the practice of nursing;
2. Discuss the requirements of legislation, guidelines, codes of practice and policies

relevant to the practice of nursing;

3. Evaluate the current structure and organisation of care, nationally and locally;
4. Critically reflect on current issues in nursing education and practice;
5. Critically appraise relevant literature and research to inform the practice of nursing;
6. 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;
7. Demonstrate the importance of appropriate communication, teaching and learning skills;
8. Critically appraise the role of an effective team and participation in a multiprofessional approach to people's care;
9. Identify strengths and weaknesses, acknowledge limitations of competence, and recognise the importance of maintaining and developing professional competence.

### **Teaching and Learning Methods**

The teaching and learning methods employed across the modules reflect the University Learning, Teaching and Assessment Strategy (UW, 2010) that encourages students to be engaged, resilient, lifelong learners who are critically aware, problem solving and enquiring. The strategy seeks to ensure that, through approaches to learning, teaching and assessment, our graduates have the best opportunities possible to achieve these attributes and capabilities.

The educational experience offered is flexible and student focused to enable individuals to take full advantage of the opportunities that part-time university based study offers them. Teaching methods are designed to encourage student participation and utilise their existing knowledge and skills and facilitate development of individual learning styles and critical reflective abilities. The use of technologies to enhance the student experience is fully integrated. The methods of assessment are designed to enhance learning and build confidence in not only their academic ability, but their skills and competence in practice. The module is underpinned throughout by adult learning principles emphasising student engagement with learning and promoting self-directed autonomous learning.

### **Return to Nursing Practice**

Competence for Return to Practice and the learning outcomes (module learning outcomes as written in the module descriptor) are achieved by successful completion of the essay and portfolio of evidence; in addition successful completion of competency based clinical practice and assessment. The outcomes are not listed or mapped as they are achieved in one module.

The Return to Practice programme includes 12 University study days within a 6 month period. Students will commence practice based learning in an approved placement environment organised by the Work Based Learning Support Office at the University. This will be for a minimum of 100 hours dependent on how long the student has been out of practice and to enable the achievement of the placement learning competencies. The decision of how long a student requires in practice will be decided by the programme leader and practice colleagues. Prior to placement learning, mandatory training and clinical skills will be delivered via simulation in the Universities state of the art simulation suites. Further clinical skills will be developed via simulation whilst the student is learning on placement to support their development and enhance competence.

## 14. Assessment Strategy

The assessment strategy is based on 4 key principles:

*Adaptability:* all the assessment items allow the student to match their interests, needs and discipline. All the provision requires completion of a portfolio of evidence which enables the students to individually create and adapt their evidence to meet their own needs.

*Utility:* Students are encouraged to use topics which will enable them to explore issues and questions from their own practice with a view to enhancing practise.

*Learning:* The portfolio of evidence encourages critically reflective accounts of the students practice. The essay encourages analysis of practice based experiences to ensure learning is grounded in practice. Formative assessment includes a presentation regarding the essay plan where peers have an opportunity to provide feedback to enhance confidence and ultimately, learning.

*Practice focused:* Students are able to utilise practice situations as a context or contribution for any of their learning either through working with their mentor, role play and simulation. Practice underpins all their assessments and is explicit within their portfolio of evidence, competency document and essays.

The module has formative assessment which helps students prepare for the summative assessment, presented in the module descriptors. This enables module leaders to identify issues with students' academic development early and also enables students to self-assess and ensure they are preparing appropriately for the assessment. Feedback is directly linked to learning outcomes and assessment criteria.

The Return to Nursing Practice module utilises the UG level descriptors for assessment of the assignment, competency document and portfolio of evidence.

Assessment method grid:

Assessment methods (summative)	HESC3050
Clinical Competence Portfolio	√
Essay	√

## 15. Programme Structure and Requirements

The University Advanced Diploma Return to Nursing Practice requires the successful completion of one module that equates to 40 credits at level 6:

Module code	Module title	Credits	Status
HESC3050	Return to Nursing Practice	40	M

Following the award of University Advanced Diploma Return to Nursing Practice the student will be able to register with the Nursing and Midwifery Council. This will be registerable after the award has been confirmed at an examination board and will be processed by the University. There is no opportunity to achieve the award without all elements of the assessment being completed successfully.

The University Advanced Diploma Return to Nursing Practice has to be completed within a maximum of 1 year from the programme start date.

Progression to a top-up degree is possible by undertaking further modules within the Professional Development for Health Sciences programme.

## 16. QAA and Professional Academic Standards and Quality

The following sources have been used throughout course planning. The NMC Standards for Pre-Registration Nurse Education domains provide the learning outcomes to enable achievement of the framework.

- [QAA\(2008\) FHEQ](#)
- Nursing and Midwifery Council Standards (2010)
- Nursing and Midwifery Council Return to Practice Specific Outcomes (NMC 2008)
- Health Education England Nursing Return to Practice (HEE 2014)
- Health Education West Midlands A toolkit for a good RTP product and getting the process right (HEWM 2014)

## 17. Support for students

Student's access to and progression through the module is informed by partnership mechanisms between the student, the stakeholders and the University. Students accessing modules will have diverse needs that require support whilst upholding the ethos of lifelong learning, advocated in health and social care sectors.

A full range of pastoral and academic support services are available for students which can be accessed via the [Student Homepage](#).

The University has a [Diversity and Equality Policy](#), together with equality schemes and action plans promoting equality in relation to race, disability, gender, age and sexual orientation. Progress in implementation is monitored by the Diversity and Equality Committee.

The [Disability and Dyslexia Service](#) within Student Services provides specialist support on a one to one basis. Reference should be made to the University policy, procedure and guidance on [Arrangements for Disabled Students](#).

Student learning support is available within both the IHS and the University as a whole:

- Prior to commencing the course, students are invited to attend an induction day that will familiarise them with the University, the IHS and the modules. They can meet representatives from Student Services, Registry and ILS and hear more about their services as well as meeting the course team.
- Programme handbooks and module guides provide more detailed information in respect of the programme and individual modules. In addition, there is an area of Blackboard where students can gain more information in respect of their studies.
- Feedback on assessment items via electronic feedback report forms.
- Registry Services manage student records with student specific information in respect of modules being undertaken, results and contact information readily available via the SOLE pages.
- Information and Learning Support provide an information desk to assist with IT and Library related issues. Subject specific librarians are available to provide subject specific advice and information guides.

### Additional Student Support

Module leaders and academic tutors provide an exceptional level of individual academic support and encouragement to students. Tutoring is at the heart of supporting students personally, professionally and academically. Throughout the programme students are encouraged to maintain regular contact with the course team with email being the communication tool of choice. All tutorial contact is recorded in writing with a copy made available for the student.

The team are always aware of the competing pressures on students and the difficulties of returning to study alongside a busy job and family. Tutorial support is personal and flexible and proactive; it is tailored to the particular needs of students. Students are expected to attend tutorials; if they are unable to attend tutorials can be offered via telephone, email or Skype by prior arrangement with the tutor.

### **Study Skills Support**

Developing effective study skills are an essential element in achieving academic success. Study skills advice sheets have been developed to assist students to plan and carry out coursework assessments. Study skills workshops are free sessions open to all students on a self-referral basis on a range of topics including essay writing.

The University provides a diverse range of study skills support including maths support, a writer in residence, online support for students returning to study and referencing.

### **Practice Learning Support**

The Work Based Learning and Support Office (WBLSO) are responsible for the allocation of practice learning experiences. The Applied Professional Studies Unit has its own WBLSO member of staff to manage placement bookings, availability and support.

Once individual practice learning areas have been allocated they are released to students via the University website. The WBLSO are also responsible for monitoring and collating student attendance.

The Practice Facilitator/Educators are affiliating to each practice learning environment, their role is to ensure students have access to a quality learning experience facilitating achievement of their learning objectives. They are responsible for auditing each area ensuring a quality learning environment and confirming an appropriate number and level of mentors are available to support and assess students. They work closely with mentors and can be contacted for advice or to raise concerns. Additionally they provide annual mentor updates; they have a particular role in providing additional support for weak and failing students.

All students are supported by an appropriately qualified and updated mentor who meets NMC (2008) Standards to Support Learning and Assessment in Practice. They have primary responsibility for supervising, providing guidance and assessing student in the practice learning environment. Students are always supernumerary and will spend at least 40% of their experience working with their mentor. In addition, they will have the support of an experienced sign-off mentor who will confirm the student is competent and fit for re-registration on successful completion of the programme.

The module leaders role in the practice learning environment is to provide support for students and mentors via tripartite strategies particularly the involvement in formative assessment and action planning and having an increased involvement in the support of students struggling to meet practice learning expectations.

Opportunities also exist for simulated learning and state of the art simulation suites utilising a wide range of simulation mannequins of various degrees of complexity from basic models to high fidelity patient simulators. These provide students with the opportunity to practice a range of

essential and complex nursing skills in a safe environment with opportunities for feedback on their performance.

## **18. Admissions Policy**

The University aims to provide fair and equal access to university education to all those who have the potential to succeed or benefit from it. Admissions to Return to Practice are made in line with the University's [Diversity and Equality Policy](#). Applications will be scrutinised by the module leader to ensure appropriateness of student choice in relation to their length of lapsed registration and their chosen area of practice.

No international students can access this programme.

### **Entry requirements:**

Prior to commencing the programme students must show evidence that they have previously been registered with the NMC. In addition students must:

- Be able to work in a clinical area for a minimum of 100 hours over a pre-arranged period of time.
- Secure Disclosure and Barring Service clearance.
- Be of good health and good character in accordance with the [NMC \(2010\) Good Health and Good Character: guidance for approved education institutions](#).

### **Admissions selection/criteria**

Applications received are scrutinised and shortlisted against set criteria which include both education and professional requirements. Candidates who meet the criteria for admission are invited to attend for interview. The interview process includes a face-to-face interview for candidates. In addition, candidates are required to undertake literacy and numeracy testing as required by the NMC 2010. Academic and practice learning partners interview potential students and in partnership a selection decision is made against set criteria.

Academic and practice learning partners can access training in the principles of selection, anti-discriminatory behaviour and equal opportunities through the University of practice partners employing institution.

Those candidates who meet all the criteria for entry and are successful at interview are offered a place conditional upon satisfactory occupational health and Disclosure and Barring Service screening.

### **Recognition of Prior Learning**

Usually RPL is considered on an individual basis and to this end the Institute of Health and Society has a senior lecturer with primary responsibility for RPL procedures. All RPL students are also subject to all other entry requirements and a successful interview.

Details of acceptable level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University webpages. Information on eligibility for recognition of prior learning for the purposes of entry or advanced standing is also available from the University webpages or from the Registry Admissions Office (01905 855111).

Further information on Recognition of Prior Learning can be found at <http://www.worcester.ac.uk/registryservices/941.htm>

## **19. Methods for Evaluating and Improving the Quality and Standards of Teaching and Learning**

- Students evaluate modules at the end and midway in the classroom. Collated evaluations are placed online with the module leaders' response and action plan and uploaded onto the students Blackboard. Evaluations are reviewed by the course leader and in course committees by the whole team. The collated student evaluations are made available to the Education Leads at the local NHS Trusts.
- Annual Evaluation Reports
- External Examiner Reports
- Peer Observation of Teaching
- Course Committee
- Post exam board moderation
- Staff IPR leading to scholarly activities such as research, publication and conference presentations.
- Overall course evaluation takes place via classroom evaluations and at course committee.

## **20. Regulation of Assessment**

The regulation of assessment adheres where appropriate to the University's [Taught Courses Regulatory Framework](#) (2015). Re-registration is contingent upon evidence that you have met the NMC standards and academic requirements, including evidence of a sign-off in practice by a sign-off mentor and the programme lead confirming your good health and character in support of their self-declaration.

### **Requirements to Pass the Module**

- The module is assessed using a variety of assessment activities which are detailed in the module specification.
- The minimum pass mark is D- for the module.
- Students are required to submit all items of assessment in order to pass the module.
- Full details of the assessment requirements for the module, including the assessment criteria, are published in the module outline.

### **Submission of assessment items**

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations see [Taught Courses Regulatory Framework](#) (2015)

### **Retrieval of Failure**

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade, unless the failure was due to non-attendance.
- Reassessment items that are passed are graded at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the theoretical element of the module; if the practice learning element is failed only one reassessment attempt is permitted.
- If the practice learning element of the module is failed, this will be reviewed by the practice placement team and an agreed amount of additional placement time will be offered. This reassessment will normally take place in the original practice learning environment.
- Failure in the original and reassessment opportunity will result in withdrawal from the programme.

## 21. Indicators of Quality and Standards

The University underwent a QAA Institutional Audit in March 2011. The audit confirmed that confidence can be placed in the soundness of the institution's current and likely future management of the academic standards of its awards and the quality of the learning opportunities available to students. The audit team highlighted several aspects of good practice, including the student academic representative (StARs) initiative, the proactive approach which supports the student experience for disabled students, the comprehensiveness of the student online environment (SOLE), the wide range of opportunities afforded to students to enhance their employability, the institution's commitment to enhancement, and the inclusive approach to working with its collaborative partners.

## 22. Employability and Graduate Destinations

- Return to Practice sits in the Professional Development in Health Sciences programme and there is an opportunity to top-up the University Advanced Diploma Return to Nursing Practice to an Honours or non-Honours degree by undertaking further modules.
- The overall emphasis of the Applied Professional Studies Unit provision is on promoting professionalism and clinical governance throughout the healthcare environment. We work closely with local NHS trusts to ensure that our Continuing Professional Development provision is both current and relevant. We can therefore be sure that our courses will enhance practitioner's employability in an increasingly competitive employment market.
- The Head of IHS, the Head of Quality Assurance or the Head of Applied Professional Studies and representatives of the local NHS Trusts meet as the Commissioning Workforce Group to monitor the delivery of the contracted provision aspects of the programme. In addition, APS feedback to the NHS Trusts at regular intervals during and after modules on attendance of Trust sponsored staff as well as their results. Feedback from the Commissioning Workforce Group meetings is discussed at course committees and individually with module leaders.

**Please note:** This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module outlines and the course handbook. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.