UNIVERSITY OF ULSTER
FACULTY OF LIFE AND HEALTH SCIENCES
SCHOOL OF NURSING

SCHOOL OF NURSING
RETURN TO PRACTICE NURSING PROGRAMME

PROGRAMME HANDBOOK

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SURGERY HOURS

Practice Learning Office

Rm MG230A
Magee campus

Monday-Thursday:	8.45am to 5.00pm
Friday:	8.45am to 4.00pm
Open for Students*:	**10.30am - 12 midday and 3.00pm - 4.00pm (Mon – Fri)**

Helen Houston	Executive Assistant (Practice Learning)	**Email:** **Tel No:**	H.Houston@ulster.ac.uk 028 7167 5532
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School Office

Rm MG230B
Magee campus

Monday - Thursday:	8.45am to 5.00pm
Friday:	8.45am to 4.00pm
Open for Students*:	**10.30am - 4.00pm (Mon – Fri)**
Open on Submission Days:	**9.00am - 12 midday**

Isobel King	Clerical Assistant	**Email:** **Tel No:**	I.King@ulster.ac.uk 028 7167 5571
Moira McLaughlin	Clerical Assistant	**Email:** **Tel No:**	MB.McLaughlin@ulster.ac.uk 028 7167 5136

***These are the times students can attend in person.**
A telephone answering service and email contact are available 24 hours daily, seven days weekly for contact outside of these hours.

WELCOME AND INTRODUCTION

On behalf of The School of Nursing at the University of Ulster we would like to welcome you to this programme. We hope that you find your time with us both interesting and enjoyable, as well as achieving your aim of returning to practice nursing.

Registration with the Nursing and Midwifery Council (NMC) is essential for all nurses to work in the United Kingdom (UK). NMC maintain a Register of all nurses who have fulfilled the registration requirements. The Register is at the heart of the NMC's role in safeguarding the health and wellbeing of the public.

The NMC (2008) have set Post Registration Education and Practice (Prep) standards, which all nurses must meet in order to maintain registration. The Prep (practice) standard requires that nurses must have worked in some capacity by virtue of their nursing or midwifery qualification during the previous three years for a minimum of 450 hours within the last three years. NMC registration is lapsed after a break in practice of three years or more (NMC 2008). If unable to comply with this practice standard, nurses have to successfully complete an approved Return to Practice programme to allow them to renew their registration.

The NMC have listed their requirements for a Return to Practice Nursing programme in their revised Prep Handbook (NMC 2011). According to this an approved Return to Practice Nursing programme will be not less than five days in length. The length and nature of the course will be determined by the education provider and the particular individual. This will take into account their registration history, previous levels of knowledge and experience, and consideration of any relevant experience undertaken while they have been out of professional practice.

This programme is designed to update and develop professional competence and work in partnership with clients, patients and other members of the health and social care team to enable individuals to be eligible for readmission to the NMC when registration has lapsed after a break in practice of three years or more.

It has been designed to fully update the competencies and skills needed in key areas of professional nursing practice which are:

- Adult Nursing
- Children's Nursing
- Learning Disabilities Nursing
- Mental Health Nursing

ADMISSION REQUIREMENTS AND SELECTION

Prospective students must complete an application form and return it to the University. An offer of a place on the programme is dependent on the following criteria being met in full:

1. Lapsed registration after a break of three years or more (or nurses whose registration will have lapsed by the time the course completes will be considered on an individual basis).

2. Verification of initial NMC registration.

3. Attendance at an interview.

4. Relevant standards for Good Health and Character (including ACCESSNI Enhanced Disclosure (CRB)).

5. Occupational Health clearance.

6. Applicants for whom English is not their first language must have evidence of English at Level 7 IELTS or above or equivalent.

7. Grade C in GCSE Maths and English or equivalent.

PROGRAMME STRUCTURE AND REQUIREMENTS

This programme will normally last for 15 weeks and will combine theory and practice to facilitate the achievement of learning outcomes (see Figure 1). It will consist of an initial induction/registration day followed by an introductory week of theory followed by three further study days in university while undertaking practice learning experience.

Figure 1 - Programme Structure

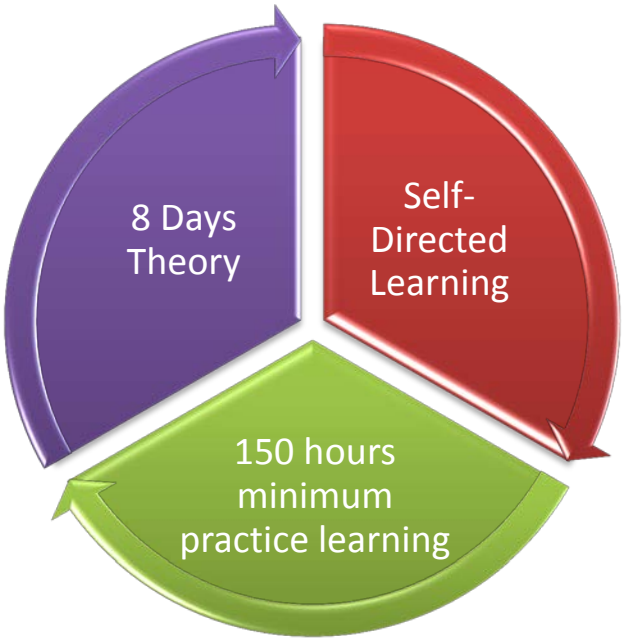

Table 1 indicates the flow of students between the University and the practice learning setting.

Table 1 - Programme Flow

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Location	University	Practice learning	Practice learning	Practice learning and University	Practice learning	Practice learning	Practice learning	Practice learning and University	Practice learning	Practice learning	Practice learning	Practice learning and University	Practice learning	Practice learning	Practice and Submission Date for Portfolio/Coursework

All components of the programme must be completed within 26 weeks.

Students must undertake two modules concurrently, that is, one theory and one practice based at either Level 5 (Diploma) or Level 6 (Degree)**.** It is only on successful completion of two modules at either Level 5 or 6 (please note both modules must be taken at the same Level) that they will have met the requirements for a 'Return to Practice Nursing programme' and be eligible to register with the NMC.

The two modules at Level 5 and 6 are credit bearing only and designed for students who have previously studied to certificate Level 4 and Level 5 respectively.

Teaching and Learning Methods

A range of teaching/learning methods are used to enable students to develop knowledge and understanding related to these learning outcomes and to provide the foundation for other learning outcomes below. Methods used include lectures, tutorials/discussions, guided reading and use of supporting online material.

Assessment Methods

Assessment methods require students to demonstrate the application of knowledge to practice through course work, for example, essays and portfolio development and numeracy testing. A mix of formative and summative assessment is used.

The theoretical module at Level 5 or 6 will be assessed through submission of a 2000 word essay submitted in week 15. The pass mark is 40%. Level 6 assessment will be distinguished through a higher level of critical analysis which is reflected in the assignment title and the weighting of marking (please see undergraduate feedback sheet).

The practice learning module will be assessed by completion of a portfolio which also includes two mandatory pieces of reflection, marked by the link lecturer. The portfolio is awarded a pass or fail grade only.

These methods of assessment will demonstrate that the student has met the nine NMC Outcomes:

1. An understanding of the influence of health and social policy relevant to the practice of nursing and midwifery
2. An understanding of the requirements of legislation, guidelines, codes of practice and policies relevant to the practice of nursing and midwifery
3. An understanding of the current structure and organisation of care, nationally and locally
4. An understanding of current issues in nursing education and practice
5. The use of relevant literature and research to inform the practice of nursing and midwifery
6. The ability to 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. The ability to use appropriate communications, teaching and learning skills
8. The ability to function effectively in a team and participate in a multi-professional approach to people's care
9. The ability to identify strengths and weaknesses, acknowledge limitations of competence and recognise the importance of maintaining and developing professional competence

Students who are unsuccessful will be referred to the Board of Examiners and notified of the decision taken.

SUPPORT AND RESOURCES

You are expected to make use of the available support and resources to help you achieve the learning outcomes for this module, including:

- Learning Resource Centre (LRC)
- Blackboard Learn (BBL)
- Module Teaching Staff
- Studies Advisor
- Option leader.

Resource material to support the module is available on BBL and you will also be directed to additional reading at each lecture and tutorial. The LRC provides a variety of learning materials for you to use, these will assist you in your learning. BBL should not be the only source you use to support achievement of the module outcomes. It is expected that you will undertake additional independent study and research to enhance your knowledge and understanding.

Students are advised to download the student survival guide and nursing handbook from the University website. THIS IS ESSENTIAL. It provides many policies and procedures which are essential for academic study. These can be found at the following websites;

www.ulster.ac.uk/studenthandbook

and specifically for nursing:

www.science.ulster.ac.uk/nursing/handbooks

Please also be aware that the LRC has a help desk for library issues (Athens account passwords, inter-library loans, subject librarian) and also a help desk for Information Technology (IT). These individuals are excellent resources in helping you with using these services. Please be aware that accessing many of the web-based materials can be unsuccessful from Hospital websites and home computers due to 'firewalls'. Therefore some material will have to be downloaded on campus. This can be done at any of the three main campuses (Jordanstown, Magee, and Coleraine).

You are encouraged to access the following sites to search for literature and to print from online journals via yours athens account (account details available from the library) (Log in at www.athens.ac.uk and search through OVID online):

- Medline (Ovid)
- CINAHL
- Cochrane Database
- BNI (British Nursing Index)
- Science Direct (for printing from journals online, full text)
- http://www.ulst.ac.uk/library/electronic/fulltextejsa.htm (for full text journal articles)

Module monitoring will take place at the end of each module. Please ensure that you provide feedback on the specific module being evaluated. This information is very valuable in ensuring the programme continues to improve and respond to student needs and concerns. At the end of the programme an overall evaluation will take place.

We want you to enjoy studying at the University of Ulster and wish you every success in the completion of this programme and in your further studies.

QUALITY ASSURANCE

The School of Nursing aims to be responsive to health service needs and to feedback from a wide range of sources, and aims to be innovative in continually improving quality. A number of methods are used to obtain feedback and modify the programme accordingly:

- Staff/student consultation meetings involving Ulster staff and service staff enabling students to raise any issues of concern related to their programme and to discuss ways of continually improving the programme. Minutes of these meetings are forwarded to the Course Committee for consideration.
- Programme will be kept under review by module monitoring.
- Regular Course Committee meetings are held.
- Student performance in theoretical assessment is monitored.
- University/Faculty/School strategies support quality of teaching and learning.
- The programme will be included in the normal Annual Programme Management System within the School.
- An External Examiner ensures that the quality and programme provision meets the required standards. Their key functions are to contribute to the assurance of the standards of the award and the fair treatment of students. They are involved in the moderation and approval of assessments both in the theoretical and practice modules and in the moderation of the marking undertaken by internal examiners.

Fitness for Practice

Students whose attendance, health or behaviour in academic or practice learning settings is considered unsuitable for entry to the profession will be referred to the Fitness for Professional Practice Committee (as specified in Ordinance XLIV, 2010-2011) and may be withdrawn from the programme. This process may be instigated at any time in the academic year. If possible, the situation shall be resolved in discussion with the student before referral to this Committee.

If students are withdrawn from practice learning at the request of the clinical area or at the instigation of the academic supervisor written evidence of the circumstances leading to this indicating clearly the grounds for withdrawal must be obtained. If appropriate, their clinical assessment form shall be completed as far as possible. These documents may provide grounds for referral to the Fitness for Practice Committee or for failure of practice learning to be dealt with through the normal examination processes.

CREDIT ACCUMULATION AND TRANSFER (CATS) AND ACCREDITATION OF PRIOR LEARNING (APL)

It is envisaged that students will not be permitted to be accredited for previous learning for either of these two modules. This is due to the lapse in their NMC registration and the necessity to meet NMC outcomes for returning to the register which are met across both modules. However, those students who wish to proceed further in their academic studies within the BSc(Hons) Health and Wellbeing programme may be allocated credit for previous relevant study. In order to gain such credit, students may apply for APL, when they are required to present evidence of their learning as a portfolio of work relevant to the Programme Learning Outcomes with a reflective analysis of their experience and learning.

The procedure for identifying the CATS points which a student can be allowed is as follows:

- Students complete a CATS form and pay the requisite fee.
- The completed form is considered by the CATS Coordinator against the learning outcomes for the programme the student is entering, based on the database.
- Credit permitted is confirmed by the CATS Board of the School.
- The student is then informed what credit they will be permitted and what modules they are required to complete.

DISABILITY SERVICES

Disability Services at the University of Ulster is committed to developing an inclusive environment for all students. The School of Nursing encourages you to disclose any disability or medical condition to ensure that appropriate support is arranged for you.

All applicants who have a disability are encouraged to make early contact with the Option Leader to discuss where they might need assistance in order to meet the programme requirements. Where reasonable adjustments are identified by Disability Services or Occupational Health, processes are in place within the School to apply agreed reasonable adjustments in both theoretical and practice learning components of the programme.

Discussions about how the requirements could be met, through making *'reasonable adjustments'* within the scope of the , Disability Discrimination (Northern Ireland) Order 2006 enables both you as an applicant and the School to come to a realistic decision about progressing. Practice learning providers would be involved in making such decisions because of the implications of making adjustments to practice environments where this may be required.

INTRODUCTION TO PRACTICE LEARNING AND PORTFOLIO

This practice learning portfolio is central to your development to return to nursing practice as a Registered Nurse. It provides the information you need to take full advantage of your practice experience in developing the knowledge and skills to be a safe competent practitioner. It is the basis for your interaction with your Sign-Off Mentor and enables you to record your development through this programme.

The portfolio is also an important tool in providing evidence to demonstrate how you have combined theoretical knowledge gained in practical application in practice.

The primary responsibility for your learning during this programme is yours. Your Sign-Off Mentor and Link Lecturer will help you and you should use the range of resources available. It is important to ensure that you gain experience regularly throughout the programme so that you develop and consolidate your knowledge and skills and your application within the context of your nursing practice. Therefore it is important that you complete this portfolio concurrently with your classroom based activities, reading and self directed study.

Practice Learning Experience

Practice learning is central to the development of the abilities you need to provide such care. In practice, you are expected to demonstrate the integration of theoretical knowledge with practical skills.

Practice learning experience is based mainly on the principles of primary nursing, which gives you the experience of working intensively with relatively small numbers of people. This facilitates you in the development of meaningful interaction skills in addition to providing the climate for supervision and feedback. You will be able to reflect upon your therapeutic potential and develop confidence and competence in assessing needs, planning, providing and evaluating care.

Practice learning areas are required to meet educational standards as detailed by the Nursing and Midwifery Council (NMC 2008) and therefore practice learning must take place within an approved practice learning environment. All practice learning environments which provide experience for student learning must be audited for educational purposes on a two yearly basis.

Location of Practice Learning Experiences

The programme is commissioned by the Department of Health and Public Safety Northern Ireland (DHSSPSNI). The five Health and Social Care Trusts alongside the Independent Sector will provide the learning experience during the programme.

The five trusts are:

- Belfast Health and Social Care Trust
- South Eastern Health and Social Care Trust
- Southern Health and Social Care Trust
- Northern Health and Social Care Trust
- Western Health and Social Care Trust.

Practice learning experience will be negotiated with practice learning providers through the School of Nursing Practice Learning Office. All details of practice learning experiences are notified to students through the use of the InPlace website. All students will find user guides and short tutorial videos for using InPlace on the School's Practice Learning Resource Page, found at:

http://www.science.ulster.ac.uk/nursing/placement/practice_learning.php

Please click the "more>>" button under Practice Learning Resources to enter the resource area. Access details (case sensitive) are:

Username: nursing
Password: 1resource

Access to InPlace can be found at:

https://inplace.ulster.ac.uk

Enter your **Login Details**

You may wish to save this to your “favourites” on your web browser. InPlace can also be found on the School’s webpage under Practice Allocations:

http://www.science.ulster.ac.uk/nursing/placement/practice_allocation.php

Once you log in for the first time, you will be prompted to agree with the Terms of Service to use the system. This is because the system will contain student information needed to allocate practice learning experiences and to communicate details of students to practice partners.

Students accept a place on the programme on the condition that they cannot self-select the location for practice learning. All practice learning allocations are provided in consultation with Queen’s University, Belfast and the Open University following a process of mapping to ensure that care facilities are not exceeding their Student capacity numbers.

Students are not permitted to secure any practice learning experiences. Practice learning allocations may only be secured by the Placement Office.

Every endeavour is made to place Students as geographically close to their home address. Students with extenuating or special circumstances will be given consideration; however, this does not guarantee placements outside the zoned region. Students should be aware that they are likely to have to travel to placement facilities for the majority of their programme.

Ensuring Quality of Practice Learning

The University Link Lecturer visits the Student in the practice learning setting for at least initial, intermediate and final meetings. These visits are subject to both Student and Mentor appraisal via an on-line evaluation process as described below. Students who experience difficulty may have additional contact for extra support, guidance and teaching. Every effort is made to ensure that all three parties, Student, Sign-Off Mentor and Link Lecturer, are present at these meetings. During visits, the Link Lecturer normally meets with both the Student and the Sign-Off Mentor to clarify objectives, monitor progress and assess written work, which includes care assessments, plans and evaluations, and reflections. The Lecturer also ensures that the practice learning facility is educationally driven by identifying opportunities for Students to enhance their learning, and agreeing these with their Sign-Off Mentor. The practice learning assessment is carried out as a tripartite exercise normally with all three parties at an agreed date.

Practice learning is evaluated on an ongoing basis and if problems arise the Link Lecturer liaises with the Sign-Off Mentor and Student to rectify the situation. A Practice Education team also exists in Health and Social Care Trusts, and so a Practice Education Facilitator may be involved in managing

problems that may occur. If necessary the appropriate manager is approached, but this is a very rare occurrence. All practice learning experiences are formally evaluated through the InPlace website. A Sign-Off Mentor evaluation is completed electronically to help develop, monitor and feedback the quality of the learning environment. Student feedback on their practice learning experience is submitted through the InPlace website. It is essential that Students and Sign-Off Mentors submit such feedback in order for the School and Practice Placement Partners to continually maintain and/or ensure the quality of placements.

Sign-Off Mentor Information and Register

For this programme, only a Sign-Off Mentor who is annotated as a Sign-Off Mentor on the local register may make the final assessment of proficiency to return someone to the NMC live register. As part of the practice learning supervision, the Sign-Off Mentor must reflect frequently on student progression and record this in the portfolio:

> *"Sign-Off Mentors must have time allocated to reflect, give feedback and keep records of Student achievement in their final period of practice placement. This will be the equivalent of an hour per Student per week. This time is in addition to the 40% of the Student's time to be supervised by a Sign-Off Mentor."* (NMC, 2008; p 34).

Signature Log

Any person who signs or initials anything in your portfolio must enter their information into the Signature Log. This is essential to ensure that any signatures can be traced, and is your responsibility to maintain.

Mitigating Circumstances

Mitigating circumstances will be considered in the allocation of practice learning allocations. However, we cannot guarantee that all Students will be within easy travelling distance of their allocated facility. (Please note that *'having a family'* is not normally considered to be an extenuating circumstance). Mitigating circumstances will only be considered when the Student has gone through the correct channels for applying for such consideration.

Students who feel they have mitigating circumstances must meet with their Option Leader within the first week of commencing the programme to discuss the submission of a Mitigating Circumstances form. The Option Leader will then liaise with the Academic Coordinator for Practice learning. The form must be supported with evidence. The Academic Coordinator for Practice learning will manage any submitted mitigation and a decision will be made as to whether it has been accepted. Accepted circumstances are then ranked in order of priority.

Hours of Duty on Practice Learning

When undertaking practice learning, Students will be allocated to *either* day *or* night duty on any of the days of the week (including weekends). Practice learning hours represent contact time with patients and in such breaks do not contribute to these. In order to maximise their learning, Students need to work with their Sign-Off Mentor as closely as possible and be willing to work 12-hour shifts. <u>In order to achieve this, Students will normally work 15 hours per week.</u> This is the preferable approach to gaining your practice learning experience as it enables continuity of meaningful contact with your Sign-Off Mentor. You may only request specific hours of off-duty for very exceptional circumstances and with the agreement of your Sign-Off Mentor.

Study Day Attendance

Students are required to attend the induction/registration day and **all** study days throughout the programme.

RESPONSIBILITIES OF STUDENT, SIGN-OFF MENTOR AND LINK LECTURER

THE STUDENT

Safety

You have a responsibility to minimise risk to your patients and, thus, must ensure that you follow the Uniform Policy issued by the School.

At the beginning of your practice learning you **must** ensure that you are properly orientated to the practice learning setting in relation to Health and Safety, roles and responsibilities of team members, and emergency procedures.

Completion of Practice Requirements

- You must provide your portfolio to your Sign-Off Mentor within the first two days of Practice learning. You must maintain this portfolio for the duration of your programme.
- You are responsible for ensuring that all necessary parts of the portfolio for your practice learning are completed appropriately.
- At the beginning of each practice learning experience, and no later than the end of the first week, you must make an opportunity to discuss your Learning Outcomes and your Learning Contracts with your Sign-Off Mentor. Identify with him/her the experiences you will need to meet your outcomes.
- During your practice learning, you should review your Learning Contracts on an ongoing basis, in consultation with your Sign-Off Mentor and Link Lecturer.
- If you wish to achieve additional Learning Outcomes on a particular practice learning experience, these should be clarified with your Sign-Off Mentor and Link Lecturer so that they can be entered in your Learning Contract or Additional Activities Log.
- Following completion of your portfolio, you should submit it with all sections and signatures completed to the relevant School of Nursing Office. Until this is done, your practice learning is incomplete.

Professional Performance

Throughout your work with people, well or sick, you must conform to the *The Code Standards of Conduct, Performance and Ethics for Nurses and Midwives* (NMC, 2008) and the NMC (2009) *Guidance on Professional Conduct for Nursing and Midwifery Students*.

- You have a responsibility to maintain confidentiality and to respect and value those with whom you interact. If you feel that information you have acquired should be passed on to a professional you should obtain the person's permission to do so. Circumstances may arise, e.g. suspected child abuse, where safety considerations may outweigh the duty of confidentiality. In completing this portfolio and in work submitted you must also maintain confidentiality: patients and relatives real names and addresses must not be used. You must not include any information in your coursework that links with a practice learning Facility or Person. To do so will be viewed as a breach of confidentiality.

- You have a responsibility to ensure you maintain all of your portfolio documentation in a safe and professional manner. As this contains signatures and information pertaining to practice areas, this information should only be used for the purposes outlined in this portfolio. The material should not be circulated to anyone other than those specified.

- If you are uncomfortable with any of the activities associated with your practice learning experience or other aspect of the programme, it is essential that you raise these issues with the Practice Learning Lead and/or Programme Lead as soon as possible.

Practice Learning Attendance

Practice learning will consist of a minimum of 150 hours nursing practice in the relevant field of practice. It will normally be completed in 15 weeks but cannot exceed 200 hours within 26 weeks in total.

You have *'supernumerary status'* throughout the programme. Supernumerary means that you will not, as part of your programme of preparation, be contracted by any person or body to provide nursing care. Therefore, Students are not counted in the staffing numbers within the practice learning facility/area. However, a record of your duty/attendance must be recorded in your Portfolio and on the practice learning Facility Off-Duty. The programme has been designed to ensure that you meet the number of hours required by the NMC. Therefore you must ensure that you complete the required programme hours before you can be deemed to have completed the programme.

During practice learning you will be expected to gain experience on all days of the week (including weekends) over the full 24 hours. This will ensure that you gain experience of the full round-the-clock, seven day per week nature of health care. Hours on duty do not include breaks. You should aim to be on duty with your Sign-Off Mentor and, to achieve this; you must be prepared to work 12-hour shifts (unless you have a formal recommendation/requirements from Occupational Health not to do so after assessment). It is important, however, that your shift pattern at all times facilitates achievement of Learning Outcomes. Requests for specific off-duty should only be made for special events. Requests to permit you to undertake paid employment elsewhere **should not** be made.

Absence

If you are unable to attend planned practice learning for any reason **you must** inform the practice facility and the Executive Assistant (Practice Learning) at the Magee Campus of your absence before the time you would be expected on duty. Also, you must complete the Student Sickness / Absence Record Form which is in this portfolio. This form must be submitted at the end of your practice learning along with this completed portfolio. You will continue to be marked absent until you inform the Practice Learning Office that you have returned to practice learning. It is good practice to inform the practice learning area immediately you are fit for duty. Please remember that any sickness/absence is recorded and the number of days of absence and number of episodes of sickness/absence is normally requested by prospective employers as part of a reference.

THE SIGN-OFF MENTOR

To maximise your practice learning, you will be allocated to a Sign-Off Mentor who is on the Live Mentor Register. The role of the Sign-Off Mentor is follows:

General

- To facilitate your learning by acting as a good role model for the delivery of high quality holistic person-centred care.
- To be professionally accountable for his/her teaching, supervising and assessing of Students.
- To be enthusiastic about her/his role and committed to maximising the potential for practice learning.

Support and Supervision

- To support and guide you through the practice learning.
- To ensure that you are allocated to work alongside them on all planned shifts. This is necessary for the Sign-Off Mentor to have sufficient knowledge/insight into your needs, progress and achievement of competencies.
- To participate in pre-arranged regular meetings with you to discuss progress.
- To work with you and supervise your practice, offering constructive feedback.
- To participate in the negotiation of your Learning Contracts for your practice learning.
- To advise on aspects of the nursing process and authenticate completed documentation.

Assessment

- To familiarise herself/himself with assessment methods used within the portfolio.
- To complete the relevant sections on the portfolio (see documents to be completed).
- To effectively inform and counsel you if you are unable to achieve competence in certain area and to indicate this to you and the Link Lecturer as early as possible. An action plan must be developed should this occur.
- To complete the assessment of competency achievement within a tripartite final assessment.
- To contact the Link Lecturer as soon as any problems or difficulties arise.

ROLE OF THE LINK LECTURER

The School operates a link lecturer system with an identified member of staff allocated to each practice learning facility. Link lecturers are allocated through discussion and agreement with the Academic Coordinator for Practice Learning and/or Head of School, taking into account the link lecturer's knowledge, skills, interests, professional background and resources within the School.

The role and responsibilities of the link lecturer are as follows:

Promoting effective learning

- Clarify the learning outcomes and their achievement for student, mentor/sign-off mentor and others, as required.
- Maintain accurate and appropriate records as required.
- Monitor student's progress, development and achievement of learning outcomes.
- Recognising that practice learning experiences vary from student to student, the link lecturer will support and advise mentors/sign-off mentors and student in ensuring that necessary measures are taken to make effective use of the learning potential in the practice learning setting, which may include teaching in the practice learning setting (as appropriate).

Quality assurance

- Assure quality practice learning experiences through educational audit and monitoring of the quality of the learning environment in collaboration with practice partners.
- Be available to support and advise students and mentors/sign-off mentors in relation to challenges to student learning within the practice learning setting.
- Contribute to mentor/sign-off mentor updating processes in response to quality assurance and enhancement issues relevant to the provision of the programme.
- Visit the practice learning environment to assure, in collaboration with practice partners, that Standards to Support Learning and Assessment in Practice (SLAiP) (NMC, 2008) are being met.
- Ensure resource files are maintained and updated as necessary in collaboration with practice partners.

Assessment

- Contribute to assessments in practice along with students, mentors/sign-off mentors and other appropriately prepared persons as appropriate in order to maximise interrater reliability and accuracy.
- Agree alternative arrangements with students and mentors/sign-off mentors if all three parties will not be present at the assessment; advise others of same as appropriate.
- Forward the outcome of summative assessments to the appropriate member of School Staff in a timely manner.

Evaluation

- Advise the Course Director and/or Academic Coordinator for Practice Learning as appropriate of any successes as well as issues concerning students.

- Collaborate with the Academic Coordinator for Practice Learning and the Practice Education Team or manager for the practice learning facility regarding issues which may impact on students' learning experiences or performance, including feedback questionnaires.

- Encourage students and mentors/sign-off mentors to complete evaluation questionnaires.

UNIFORM AND DRESS CODE POLICY

As a University of Ulster Nursing student on practice learning you are required to dress in a manner which is likely to inspire public confidence. Therefore, please ensure that you adhere to the following policy and behave in a professional manner at all times. Link lecturers should follow the general principles and those principles relating to non-uniform clothing.

General

- Students are required to wear their name badge at all times except where the practice learning provider has a policy stating otherwise.
- Wearing jewellery including rings, earrings and body jewellery is not normally permitted as this poses a health and safety risk to yourself and the people in your care. Students must check the policy in each practice learning environment, which normally permits a wedding ring and stud earrings to be worn.
- Finger nails should be short and clean, false nails or nail varnish is not permitted.

Uniform

- For most experiences you are required to wear the University of Ulster uniform. This is a white tunic with blue and green trim, navy (uniform) trousers and navy or black shoes (not trainers) and socks. Shoes must be *'closed in'* and safe for moving and handling of people and equipment.
- You should where possible change into and out of uniform at the workplace. Where practice learning facilities have appropriate changing facilities these should be used.
- Students who are permitted to wear a uniform for experience outside hospital should ensure the tunic is covered completely when travelling.
- Students should not be coming from practice learning facilities to the University in their uniform.
- Students should not go shopping, socialising or undertake other activities not related to practice learning in uniform.
- Students must change as soon as is practical if uniform or clothes become visibly soiled or contaminated with blood or body fluids.
- When in uniform hair should be worn above the collar. Long hair must be secured.
- A clean uniform should be worn for each shift.

Dress code for when uniforms are not worn

In the instance that students are undertaking a practice learning experience where they have been advised by the staff/mentor in that setting not to wear a uniform, the following principles must be followed:

- Smart, moderate, clean laundered, clothing safe for moving and handling of people and equipment should be worn
- Denim (of all colours), shorts, baseball caps, ripped style or clothing with overt slogans which may be perceived as offensive are not permissible (ie clothing should be as plain as possible).
- Midriff, thigh and shoulder should not be on show and no underwear should be visible.
- Navy or black shoes and socks must be worn. Shoes should be closed in smart, clean, well maintained and have an appropriate professional appearance and safe for moving and handling of people and equipment.

Laundering your uniform

- Uniforms must be carried separately from other items – clean and dirty uniforms must not be transported together.
- Hand washing uniform is ineffective and unacceptable.
- Wash separate from other items, in a washing machine.
- Wash in laundry detergent in the quantities advised by the manufacturer.
- Dry quickly, or tumble dry, and iron.
- Store in a plastic bag, to prevent contamination with dust or other pollutants.

The company who manufacture the uniform advise:

- Polo shirt – wash at 40^0 C, do not dry clean, do not use chlorine bleach, tumble dry low heat, wash with like colours.
- Jacket – wash at 30^0 C, do not iron, wash inside out, close all fasteners, wash separately.
- Tunics – wash at 60^0 C, can be washed up to 85^0 C, do not use chlorine bleach, we would recommend this garment is washed inside out with like colours.
- Trousers – wash at 60^0 C, can be washed up to 85^0 C, do not use chlorine bleach, we would recommend this garment is washed inside out with like colours.
- Do not use powders with optical brighteners as this will affect colour.

Etiquette

Students are expected to follow the NMC *Guidance on Professional Conduct for Nursing and Midwifery Students* (2011). This includes issues surrounding consent, use of social network sites, and good health and good character.

Use of mobile phones

If you carry a mobile phone or other wireless communication device ***you must turn it off*** while in practice learning settings. The mentor and manager may grant exceptions to this on a one off basis where a student needs to receive an urgent message. This must be by prior arrangement. Electronic devices, including phones with cameras are not permitted to be switched on in any practice learning setting.

GUIDELINES ON REFLECTION

The reflection process has developed over time and is used widely in nursing. It is widely recognised as an invaluable learning method, providing fresh insights that enable practitioners to enhance health care practice and thus improve the quality of care. The reflective process develops awareness of thoughts (intellectual), feelings (affective), and actions or omissions (behaviour), relating to a particular experience or area of practice.

Reflections are a personal account of your experiences. The information recorded will help you focus on your thoughts, feelings and actions in practice, with a view to improvement. Take time to reflect on the following:

- How do you feel about the practice learning area in which you are working? Is it suited to the learning needs of the programme?
- Do you feel that you are receiving adequate supervision and support from your Sign-Off Mentor and your Link Lecturer.
- This is an intense programme, therefore, if you feel you are not making progress please contact your Link Lecturer as soon as possible.
- Note any specific issues that have arisen from your practice learning experience for discussion in class.

To facilitate professional development, select events and situations which are of particular significance to you. The following criteria may assist this process:

- Events which are a particularly good example of your practice, outlining reasons why you deem this to be so.
- Events that are meaningful, perhaps in terms of representing a key decision or dilemma.
- Events that have not gone well including an analysis of why this was so.
- Situations where you feel frustrated by lack of knowledge, skill or resources.
- Events about which you feel unhappy, these might involve moral or ethical dilemmas.

Rather than describing events and situations, the focus needs to be on analysing the effect that the experience(s) has had upon you. Be reasonably succinct in what you write but use extra sheets if you need to. The following modified stages of Gibbs (1988) model (on next page) may be useful in writing your reflection on practice but should not be followed slavishly.

Reference

Gibbs, G. 1998. *Learning by Doing: A Guide to Teaching and Learning Methods*. Oxford: EMU.

Context
What happened
Describe the events as objectively, accurately and concisely as you can. Who was involved? Where did it happen?
Thoughts
What were your thoughts?
At the time?
Afterwards
Feelings
What were you feelings or emotions; both positive and negative
At the time?
Afterwards
Evaluation
How well did things go?
Were things satisfactorily resolved?
Analysis
What were the factors that affected the outcome?
What helped and what hindered?
Can you explain the event?
Why did it happen?
How did it happen?
Reframe
What might have been some alternative actions?
What might you have done differently (even if it went well)
Could negative events been avoided?
Could positive events be made even more effective?
Future Actions
What will you do if you encounter this kind of situation again?
What will you do in the future to increase the likelihood of similar positive outcomes and minimise negative ones?
What do you need to learn?
How might you learn this?

MODULE OUTLINES

AND

READING LIST

MODULE TITLE:	Current Perspectives for Return to Practice.
MODULE CODE:	NUR 344
YEAR OF INTRODUCTION/ REVISION:	2011/2012
MODULE LEVEL:	5
CREDIT POINTS:	20
MODULE STATUS:	Optional
SEMESTER:	1/2
LOCATION:	Magee/Jordanstown
E-LEARNING:	Blended learning
PREREQUISITE(S):	120 credit points at Level 4. Must meet all NMC requirements for the programme i.e. NMC registration has lapsed after a break in practice of three years or more (NMC 2008) Students must also undertake Return to Practice in Health Care.
MODULE CO-ORDINATOR(S):	Gallagher; RE
TEACHING STAFF RESPONSIBLE FOR MODULE DELIVERY:	Gallagher; RE and Team.
HOURS:	
	Lectures 16 hrs
	Seminars 5 hrs
	Tutorials 5 hrs
	Practicals 10 hrs
	Independent study (including assessment) 164 hrs
TOTAL EFFORT HOURS:	200
ACADEMIC SUBJECT:	Nursing

RATIONALE

Registration with the Nursing and Midwifery Council (NMC) is essential for all nurses to work in the United Kingdom (UK). They maintain a register of all nurses who have fulfilled the NMC registration requirements. The register is at the heart of the NMC's role in safeguarding the health and wellbeing of the public.

The NMC have set Prep standards which are professional and legal requirements, which all nurses must meet in order to maintain registration. The Prep (practice) standard stipulates that nurses must have worked in some capacity by virtue of your nursing or midwifery qualification during the previous three years for a minimum of 450 hours, or have successfully undertaken an approved return to practice course within the last three years. If unable to comply with this practice standard, nurses have to successfully complete an approved return to practice programme to allow them to renew their registration. The programme must be validated by the NMC.

This module will provide the theoretical underpinning for current practice by updating students' knowledge of the key issues as identified in the NMC learning outcomes.

AIM

The aim of this module is to safeguard the health and wellbeing of the public by ensuring that students have been updated in their knowledge base for current nursing practice.

(NMC 2008)

LEARNING OUTCOMES

A successful student will be able to:

KNOWLEDGE AND UNDERSTANDING

K1 List the components of health and social policy relevant to the practice of nursing.
K2 Acknowledge the requirements of legislation, guidelines, codes of practice and policies relevant to the practice of nursing.
K3 Describe the current structure and organisation of care both nationally and locally.
K4 Recount current issues in nursing education and practice.
K5 List the components of interprofessional knowledge.

INTELLECTUAL QUALITIES

I1 Discuss the impact of health and social policy on person/client care.
I2 Review the significant legislation, policies and regulations in current practice.
I3 Outline current structures and organisation of health care.
I4 Discuss the current issues within education and practice.
I5 Discuss the strengths and challenges presented by interprofessional knowledge and practice.

PROFESSIONAL/PRACTICAL SKILLS

P1 Practice in a manner as required by the Code.
P2 Demonstrate communication, teaching and learning skills.
P3 Demonstrate the ability to contribute effectively in a team and participate in an interprofessional approach to people's care.
P4 Demonstrate the ability to identify personal strengths and weaknesses, acknowledge limitations of competence.
P5 Recognize the importance of maintaining and developing professional competence.

TRANSFERABLE SKILLS

T1 Use of relevant literature and research to inform the practice of nursing.
T2 Show enhanced communication and interpersonal skills for practice across the fields of practice.
T3 Demonstrate numeracy and literacy skills for practice.
T4 Exemplify the contribution lifelong learning makes to employability.
T5 Construct a portfolio of evidence.

CONTENT

Themes of study will include:

Health and social policy issues which will provide an update on current developments in the field and how this relates to nursing practice and changes to health care structures.

Professional practice and legislation will provide an overview of developments such as NMC regulations, Codes and new laws governing practice.

Research and evidence informed practice will introduce the student to definitions and the benefits to practice of evidence informed practice.

Organisation and management of nursing care will focus on updating knowledge and skills in relation to planning care, moving and handling, infection prevention and control, administration of medicines, early warning systems (field specific), basic life support and interdisciplinary working.

Communication, teaching and learning will provide an update on health promotion and patient teaching, caring for patients with cognitive impairment and bereavement management.

Portfolio development will introduce the student to the importance of maintaining a portfolio for practice and assessment and will include; learning contracts, reflection and evidence of competency attainment.

TEACHING AND LEARNING METHODS

Face-to-face interaction will remain the main method of teaching.

Lectures will update existing knowledge and orientate to students to sources of information which will be essential to enable them to link theory to current practice.

Tutorials will be designed to update knowledge in field specific areas, for example, mental health legislation to mental health students.

Practical sessions will provide the necessary update of knowledge of core skills such as moving and handling and life support. Blended learning will involve on-line resource in order for the student to access course documents, use on-line material and interact with other students and staff.

Blended learning will involve an on-line resource for the student to access course documents, other material and interact with other students and staff.

ASSESSMENT

100% Coursework

Learning outcomes will be assessed through the submission of formative and summative coursework.

Formative: in weeks 4, 8 and 12 students will have structured guidance on their essay plan and development for final submission.

Summative: Students will choose one aspect of clinical practice that has changed since they last practiced and discuss how evidence informed practice, relevant legislative and contemporary issues that have influenced this change. Word limit: 2000 words.

Pass Mark: 40%

SUMMARY DESCRIPTION

This Level 5 module will prepare students to safely practice as a registered nurse through revisiting and updating their knowledge, skills and professional attributes in order to safeguard the health and wellbeing of the public.

MODULE TITLE:	Return to Practice in Health Care.
MODULE CODE:	NUR 345
YEAR OF INTRODUCTION/ REVISION:	2011/2012
MODULE LEVEL:	5
CREDIT POINTS:	20
MODULE STATUS:	Optional
SEMESTER:	1/2
LOCATION:	Magee/Jordanstown
E-LEARNING:	Blended learning
PREREQUISITE(S):	120 credit points at Level 4. Must meet all NMC requirements for the programme i.e. NMC registration has lapsed after a break in practice of three years or more (NMC 2008)
CO-REQUISITE(S):	Students must also undertake Current Perspectives for Return to Practice.
MODULE CO-ORDINATOR(S):	Gallagher; RE
TEACHING STAFF RESPONSIBLE FOR MODULE DELIVERY:	Gallagher; RE and Team.
HOURS:	150 hours minimum in practice setting. Independent study 50 hrs (including assessment)
TOTAL EFFORT HOURS:	200
ACADEMIC SUBJECT:	Nursing

RATIONALE

This practice learning module will allow students to effectively demonstrate their ability to assess, plan, deliver and evaluate patient care. It will bring together their updated theoretical knowledge and skills. In particular, as previously registered nurses they will be expected to demonstrate that they have renewed their clinical competence in order to safeguard the health and wellbeing of the public.

AIMS

- Ensure that students meet the Prep standards (NMC 2008) for renewal of professional registration.
- Prepare students for their role in the management of people/clients care as registered nurses.
- Provide opportunities to consolidate their learning experiences.

LEARNING OUTCOMES

A successful student will be able to:

KNOWLEDGE AND UNDERSTANDING

K1 Give examples of relevant legislation, policies and regulations in practice.
K2 Apply the knowledge and skills to 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.

INTELLECTUAL QUALITIES

I1 Discuss the complexity of contemporary care environments in relation to the planning and delivery of care.
I2 Demonstrate problem-solving skills in managing care to meet person/family needs.
I3 Show effective communication skills in the holistic assessment, planning, implementation and evaluation of care.

PROFESSIONAL/PRACTICAL SKILLS

P1 Manage one's self and always act in a manner as required by the Code.
P2 Ensure the person/family is treated at all times with dignity, compassion and respect.
P3 Reflect on their strengths and weaknesses, acknowledge limitations of competence, and recognize the importance of maintaining and developing professional competence.
P4 Demonstrate key skills in relation to literacy, numeracy and information technology.
P5 Administer medicines safely and appropriately within law, policies and procedures.
P6 Maintain a safe environment by using risk assessment strategies and quality assurance mechanisms.
P7 Delegate duties appropriately to others, taking into account competency of staff.
P8 Demonstrate effective clinical judgment, and where appropriate, seek expert advice.
P9 Formulate, manage and document a holistic plan of nursing care to meet the needs of patients/clients, their families and other health care professionals.
P10 Effectively function as a team member/leader and participate in multi-disciplinary approaches to people/family care.
P11 Utilize opportunities to promote the health and well being of people/family.
P12 Respond effectively to emergency situations.

TRANSFERABLE SKILLS

T1 Practice in a fair and anti discriminatory way using interpersonal skills to develop therapeutic relationships.
T2 Show awareness of current evidence informed practice as well as incorporation into practice.
T3 Demonstrate the ability to maintain accurate record keeping.
T4 Demonstrate appropriate communications, teaching and learning skills.
T5 Demonstrate clinical judgment across a range of care contexts.
T6 Work as an effective member of the team through listening, negotiation and leadership.

CONTENT

Practice Learning

Practice learning will consist of a minimum of 150 hours nursing practice in the relevant field of practice. It will normally be completed in 15 weeks but cannot exceed 200 hours within 26 weeks in total.

During this experience, each student will be allocated to a Sign-Off Mentor who will have been familiarised with the learning outcomes for the programme. The Sign-Off Mentor will work closely with the student to facilitate the integration of theory and practice and ensure that their educational needs are met. The expectation is that students will move through the following stages:

Weeks 1:	induction, familiarisation with work setting.
Week 2-15:	taking responsibility for managing care for groups of people/clients, gradually increasing in size and complexity of needs, including participation in team discussions.

TEACHING AND LEARNING METHODS

During the practice learning experience, each student will be allocated to a named Sign-Off Mentor who will have been familiarised with the outcomes for the module and will work closely with the student to facilitate the integration of theory and practice and ensure that the student's educational needs are met. The practice learning experience will be managed through a portfolio booklet, through which the student will be directed in achieving learning outcomes through learning contracts, ongoing formative feedback, and a clinical assessment at the end of the practice learning period. This is required to provide evidence that the Nursing and Midwifery Council outcomes for this element of practice have been achieved. Students will be taught face- to -face by their Sign-Off Mentor/others. Students may also avail of in-service training as available.

The Link Lecturer will be responsible for visiting the student on three occasions during their practice learning and will liaise with the Sign-Off Mentor for the purpose of monitoring the student's performance.

ASSESSMENT

100% Coursework

All learning outcomes will be assessed through a portfolio using formative and summative methods.

Formative assessment: opportunity to discuss progress at initial and mid -way review.

Summative assessment: on completion of portfolio in week 14/15 which will demonstrate the achievement of learning outcomes through a variety of sources of evidence.

The portfolio is awarded a pass or fail grade only.

SUMMARY DESCRIPTION

This practice learning module will provide students with the opportunity to demonstrate practice competence to meet the Nursing and Midwifery Council Prep Standards (2008) required to re-enter the NMC register.

MODULE TITLE:	Contemporary Knowledge for Return to Practice.
MODULE CODE:	NUS 518
YEAR OF INTRODUCTION/ REVISION:	2011/2012
MODULE LEVEL:	6
CREDIT POINTS:	20
MODULE STATUS:	Optional
SEMESTER:	1/2
LOCATION:	Magee/Jordanstown
E-LEARNING:	Blended learning
PREREQUISITE(S):	120 credit points at Level 5 or 6. Must meet all NMC requirements for the programme i.e. NMC registration has lapsed after a break in practice of three years or more (NMC 2008)
CO-REQUISITE(S):	Students must also undertake Return to Practice Nursing.
MODULE CO-ORDINATOR(S):	Gallagher; RE
TEACHING STAFF RESPONSIBLE FOR MODULE DELIVERY:	Gallagher; RE and Team.
HOURS:	

Lectures	16 hrs
Seminars	5 hrs
Tutorials	5 hrs
Practicals	10 hrs
Independent study (including assessment)	164 hrs

TOTAL EFFORT HOURS:	200
ACADEMIC SUBJECT:	Nursing

RATIONALE

Registration with the Nursing and Midwifery Council (NMC) is essential for all nurses to work in the United Kingdom (UK). They maintain a register of all nurses who have fulfilled the NMC registration requirements. The register is at the heart of the NMC's role in safeguarding the health and wellbeing of the public.

The NMC have set Prep standards which are professional and legal requirements, which all nurses must meet in order to maintain registration. The Prep (practice) standard stipulates that nurses must have worked in some capacity by virtue of your nursing or midwifery qualification during the previous three years for a minimum of 450 hours, or have successfully undertaken an approved return to practice course within the last three years. If unable to comply with this practice standard, nurses have to successfully complete an approved return to practice programme to allow them to renew their registration. The programme must be validated by the NMC.

This module will provide the theoretical underpinning for current practice by updating students' knowledge of the key issues as identified in the NMC learning outcomes.

AIM

The aim of this module is to safeguard the health and wellbeing of the public by ensuring that students have been updated in their knowledge base for current nursing practice.

(NMC 2008)

LEARNING OUTCOMES

A successful student will be able to:

KNOWLEDGE AND UNDERSTANDING

K1 Discuss the components of health and social policy relevant to the practice of nursing.
K2 Recognise and articulate the requirements of legislation, guidelines, codes of practice and policies relevant to the practice of nursing.
K3 Explain the current structure and organisation of care both nationally and locally.
K4 Identify current issues in nursing education and practice.
K5 Appraise relevant literature and research that informs practice.
K6 Evaluate the role of interdisciplinary knowledge.

INTELLECTUAL QUALITIES

I1 Critically discuss the impact of health and social policy on person/client care.
I2 Debate the significant legislation, policies and regulations in current practice.
I3 Articulate current structures and organisation of health care.
I4 Debate the current issues within education and practice and implications for their practice.
I5 Review the strengths and challenges presented by interprofessional knowledge and practice.

PROFESSIONAL/PRACTICAL SKILLS

P1 Practice in a manner as required by the Code.
P2 Demonstrate effective communication, teaching and learning skills within a person-centred context.
P3 Demonstrate the ability to show leadership through effective participation in teamwork using a collaborative interprofessional approach to the care of people and their families.
P4 Reflect upon their personal strengths and developmental needs, acknowledging limitations of competence.
P5 Evaluate the importance of maintaining and developing professional competence.

TRANSFERABLE SKILLS

T1 Identify and integrate relevant sources of evidence into practice.
T2 Develop and foster therapeutic relationships through enhanced communication and interpersonal skills.
T3 Demonstrate numeracy and literacy skills for practice.
T4 Articulate the contribution life long learning makes to employability.
T5 Demonstrate personal and professional development in the construct a portfolio supported by a range of evidence.

CONTENT

Themes of study will include:

Health and social policy issues which will provide an update on current developments in the field and how this relates to nursing practice and changes to health care structures.

Professional practice and legislation will provide an overview of developments such as NMC regulations, Codes and new laws governing practice.

Research and evidence informed practice will introduce the student to definitions and the benefits to practice of evidence informed practice.

Organisation and management of nursing care will focus on updating knowledge and skills in relation to planning care, moving and handling, infection prevention and control, administration of medicines, early warning systems (field specific), basic life support and interdisciplinary working.

Communication, teaching and learning will provide an update on health promotion and patient teaching, caring for patients with cognitive impairment and bereavement management.

Portfolio development will introduce the student to the importance of maintaining a portfolio for practice and assessment and will include; learning contracts, reflection and evidence of competency attainment.

TEACHING AND LEARNING METHODS

Face-to-face interaction will remain the main method of teaching.

Lectures will update existing knowledge and orientate to students to sources of information which will be essential to enable them to link theory to current practice.

Tutorials will be designed to update knowledge in field specific areas, for example, mental health legislation to mental health students.

Practical sessions will provide the necessary update of knowledge of core skills such as moving and handling and life support. Blended learning will involve on-line resource in order for the student to access course documents, use on-line material and interact with other students and staff.

Blended learning will involve an on-line resource for the student to access course documents, other material and interact with other students and staff.

ASSESSMENT

100% Coursework
Learning outcomes will be assessed through the submission of formative and summative coursework.

Formative: in weeks 4, 8 and 12 students will have structured guidance on their essay plan and development for final submission.

Summative: critically analyse and discuss any significant change in legislation, codes and policies which you have observed since you last practiced as a nurse. Word limit: 2000 words.

Pass Mark: 40%

SUMMARY DESCRIPTION

This Level 6 module will prepare students to safely practice as a registered nurse through revisiting and updating their knowledge, skills and professional attributes in order to safeguard the health and wellbeing of the public.

MODULE TITLE:	Return to Practice Nursing.
MODULE CODE:	NUS 519
YEAR OF INTRODUCTION/ REVISION:	2011/12
MODULE LEVEL:	6
CREDIT POINTS:	20
MODULE STATUS:	Optional
SEMESTER:	1/2
LOCATION:	Magee/Jordanstown
E-LEARNING:	Blended learning
PREREQUISITE(S):	120 credit points at Level 5 or 6. Must meet all NMC requirements for the programme i.e. NMC registration has lapsed after a break in practice of three years or more (NMC 2008)
CO-REQUISITE(S):	Students must also undertake Contemporary Knowledge for Return to Practice.
MODULE CO-ORDINATOR(S):	Gallagher; RE
TEACHING STAFF RESPONSIBLE FOR MODULE DELIVERY:	Gallagher; RE and Team.
HOURS:	150 hours minimum in practice setting.
	Independent study (including assessment) 50 hrs
TOTAL EFFORT HOURS:	200
ACADEMIC SUBJECT:	Nursing

RATIONALE

This practice learning module will allow students to effectively demonstrate their ability to assess, plan, deliver and evaluate patient care. It will bring together their updated theoretical knowledge and skills. In particular, as previously registered nurses they will be expected to demonstrate that they have renewed their clinical competence in order to safeguard the health and wellbeing of the public.

AIMS

- Ensure that students meet the Prep standards (NMC 2008) for renewal of professional registration.
- Prepare students for their role in the management of people/clients care as registered nurses.
- Provide opportunities to consolidate their learning experiences.

LEARNING OUTCOMES

A successful student will be able to:

KNOWLEDGE AND UNDERSTANDING

K1 Appraise relevant legislation, policies and regulations in practice.
K2 Demonstrate logical thinking in the application of the nursing process, including the effective delivery of appropriate emergency care.

INTELLECTUAL QUALITIES

I1 Evaluate the challenges in relation to the planning and delivery of care in contemporary practice.
I2 Demonstrate the ability to proactively identify and address challenges in collaboratively managing person-centred care.
I3 Critically analyse and show effective communication skills in the holistic application of the nursing process.

PROFESSIONAL/PRACTICAL SKILLS

P1 Manage one's self and always act in a manner as required by the Code.
P2 Demonstrate the application of key ethical principles to ensure dignity, compassion and respect for the person and their family.
P3 Reflect upon their personal strengths and developmental needs, acknowledging limitations of competence in the practice learning setting.
P4 Demonstrate key skills in relation to literacy, numeracy and information technology.
P5 Administer medicines safely and appropriately within law, policies and procedures.
P6 Implement a risk assessment approach to maximise safe and appropriate care.
P7 Demonstrate awareness insight and accountability in the delegate duties to others.
P8 Demonstrate proactive decision making based upon sound clinical judgement, seeking advice/support as appropriate.
P9 Formulate, manage and document evidence-informed plans of care to meet the needs of people and their families in partnership with relevant health care professionals.
P10 Demonstrate the ability to function effectively as a team member through participating in a multi-professional approach care.
P11 Create and utilize opportunities to promote the health and well being of people/family.
P12 Recognise, initiate and carry out emergency procedures effectively.

TRANSFERABLE SKILLS

T1 Practice in a fair and anti discriminatory way using interpersonal skills to develop therapeutic relationships.
T2 Identify and integrate relevant sources of evidence to enhance practice.
T3 Demonstrate effective communications, teaching and learning skills, including the ability to maintain accurate record keeping.
T4 Demonstrate clinical judgement across a range of care contexts.
T5 Work as an effective member of the team through listening, negotiation and leadership.

CONTENT

Practice Learning

Practice learning will consist of a minimum of 150 hours nursing practice in the relevant field of practice. It will normally be completed in 15 weeks but cannot exceed 200 hours within 26 weeks in total.

During this experience, each student will be allocated to a Sign-Off Mentor who will have been familiarised with the learning outcomes for the programme. The Sign-Off Mentor will work closely with the student to facilitate the integration of theory and practice and ensure that their educational needs are met. The expectation is that students will move through the following stages:

Weeks 1:	induction, familiarisation with work setting.
Week 2-15:	taking responsibility for managing care for groups of people/clients, gradually increasing in size and complexity of needs, including participation in team discussions.

TEACHING AND LEARNING METHODS

During the practice learning experience, each student will be allocated to a named Sign-Off Mentor who will have been familiarised with the outcomes for the module and will work closely with the student to facilitate the integration of theory and practice and ensure that the student's educational needs are met. The practice learning experience will be managed through a portfolio booklet, through which the student will be directed in achieving learning outcomes through learning contracts, ongoing formative feedback, and a clinical assessment at the end of the practice learning period. This is required to provide evidence that the Nursing and Midwifery Council outcomes for this element of practice have been achieved. Students will be taught face- to -face by their Sign-Off Mentor/others. Students may also avail of in-service training as available.

The Link Lecturer will be responsible for visiting the student on three occasions during their practice learning and will liaise with the Sign-Off Mentor for the purpose of monitoring the student's performance.

ASSESSMENT

100% Coursework
All learning outcomes will be assessed through a portfolio using formative and summative methods.

Formative assessment: opportunity to discuss progress at initial and mid -way review.

Summative assessment: on completion of portfolio in week 14/15 which will demonstrate the achievement of learning outcomes through a variety of sources of evidence.

The portfolio is awarded a pass or fail grade only.

SUMMARY DESCRIPTION

This practice learning module will provide students with the opportunity to demonstrate practice competence to meet the Nursing and Midwifery Council Prep Standards (2008) required to re-enter the NMC register.

READING LIST

Generic reading to all fields of practice:

NMC. 2008. *The Code: Standards of Conduct, Performance and Ethics for Nurses and Midwives*. London: NMC.

NMC. 2008. *The Prep Handbook*. London: NMC.

NMC. 2008. *Standards for Medicines Administration*. London: NMC.

NMC. 2008. *Standards to Support Learning and Assessment in Practice*. London: NMC.

NMC. 2009. *Record Keeping Guidance for Nurses and Midwives*. London: NMC.

Barrett, D., Wilson, B. and Woollands, A. 2012. *Care Planning – A Guide For Nurses (Second Edition)*. London: Pearson Education ltd.

Required reading: Learning Disability

Guidelines and Audit Implementation Network. 2010. *Guidelines on Caring for People with Learning Disabilities in General Hospital Settings*. DHSSPS, Belfast.

Gates, B., and Barr, O. 2009. *Oxford Handbook of Intellectual Disability Nursing*, London: Oxford University Press.

Jukes, M. 2009. *Learning Disability Nursing Practice*. London: Quay Books.

Priest, H., and Gibbs, M. 2004. *Mental Health Care for People with Learning Disabilities.* London: Churchill Livingstone.

Recommended reading: Learning disability

Atherton, H., and Crickmore, D. 2011. *Learning Disabilities Towards Inclusion.* 6th Edition. Edinburgh: Elsevier Ltd.

Grant, G., Ramcharan, P., Flynn, M., and Richardson, M. 2010. *Learning Disability: A Life Cycle Approach to Valuing People.* 2nd Edition. London; Open University Press.

Read, S. 2005. *Palliative Care for People with Learning Disabilities*. London: Quay Books.

Tuffery-Wijne, I 2010. *Living with Learning Disabilities, Dying with Cancer. Thirteen Personal Stories*. London: Jessica Kingsley Publishers.

Required reading: Mental Health

Barker, P. ed. 2003. *Psychiatric and Mental Health Nursing. The Craft of Caring.* London: Arnold Publishers.

Department of Health, Social Services and Public Safety 2010. *Delivering Excellence: Achieving Recovery*: *A Professional Framework for the Mental Health Nursing Profession in Northern Ireland (2010-2015).* Northern Ireland: DHSSPS.

Kirby, S.D., Hart, D.A., Cross, D., and Mitchell, G. 2004. *Mental Health Nursing. Competencies for Practice.* Basingstoke: Palgrave Macmillan.

Norman, I., and Ryrie, I. 2009. *The Art and Science of Mental Health Nursing*. Oxford: Open University Press.

Recommended reading: Mental Health

Beauchamp, T.L., and Childress, J.F. 2001 *Principles of Biomedical Ethics*. Oxford: University Press.

Carson, V.B. 2000. *Mental Health Nursing: The Nurse-Patient Journey.* 2nd Edition. Philladelphia: WB Saunders.

Egan, G. 2002. *The Skilled Helper: A Problem-Management and Opportunity-Development Approach to Helping.* 7th Edition. Belmont: Thomson/Brooks/Cole.

National Institute for Mental Health in England. 2004. *The Ten Essential Shared Capabilities- A Framework for the Whole of Mental Health Workforce*. London: DH.

Required reading: Children's

Bee, H., and Boyd, D. 2010. *The Developing Child.* 12th Edition. Boston: MA Pearson.

Coyne, I., Timmins, F., and Neill, F. 2010. *Clinical Skills in Children's Nursing*. Oxford: Oxford University Press.

Hockney, M.J., and Wilson, D. 2010. *Wong's Nursing Care of Infants and Children.* 9th edition. Mosby.

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Appendix 1

NMC OUTCOMES MAPPED TO MODULE LEARNING OUTCOMES

	Mapped to Module Learning Outcomes	
NMC Outcome	**Theory Module**	**Practice Module**
1. An understanding of the influence of health and social policy relevant to the practice of nursing and midwifery.	K1, I1, I2	K1
2. An understanding of the requirements of legislation, guidelines, codes of practice and policies relevant to the practice of nursing and midwifery.	K2	K1, I1, P5, P6
3. An understanding of the current structure and organisation of care, nationally and locally.	K3, I3,	I1
4. An understanding of current issues in nursing education and practice.	K4, I4	P2, P3, P4
5. The use of relevant literature and research to inform the practice of nursing and midwifery.	K5, T1, T5	T2
6. The ability to 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.	P2	K2, I1, I3, P6, P9, P12, T3
7. The ability to use appropriate communications, teaching and learning skills.	T2,	T4, P11, T3
8. The ability to function effectively in a team and participate in a multi-professional approach to people's care.	I5, P3	I2, P7, P8, P10, T5, T6
9. The ability to identify strengths and weaknesses, acknowledge limitations of competence and recognise the importance of maintaining and developing professional competence.	P1, P4, P5, T3, T4, T5	P1, P2, P3, P4, P5, P7, P8, T1, T5