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<th>BASIC / PROGRAMME DATA</th>
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<tbody>
<tr>
<td>Originating institution(s)</td>
</tr>
<tr>
<td>Award(s) and title(s)</td>
</tr>
</tbody>
</table>
| External reference points(s) | - Framework for Higher Education Qualifications  
- Prep Handbook (NMC 2011)  
- Standards for pre-registration nursing education (NMC 2010) |
| Professional, Statutory and Regulatory Body (PSRB) links | Nursing and Midwifery Council |
| Place(s) of delivery | Bournemouth University |
| Mode(s) of delivery | Part-time |
| Credit structure | 20 credits level H (ECTS 10) |
| Duration | Min: 16 weeks  
Max: 52 weeks |
| Date of original approval(s) | August 1999 |
| Date of first intake | September 2014 |
| Student numbers | Maximum 24 students |
| Professional accreditations or exemptions | Re-entry to the Nurses part of the Nursing and Midwifery Council’s register |
| Date and version number of Programme Specification | January 2017 Version 5.2-0918 |

Regs151601 - This Programme Specification was amended in September 2015 to update the assessment regulations. It takes effect from September 2015 and applies to all current students and new enrolments.
1.1. Aims of the Document

The aims of this document are to:

- Define the structure of the Return to Practice (Nursing) Programme
- Identify programme level and learning outcomes
- Articulate the regulations governing the award

1.2 Progression routes

The credits students gain from this programme can be used as CPD credits towards BSc (Hons) Professional Practice

2. Academic and Professional Contexts

The Return to Practice (Nursing) programme has been delivered at Bournemouth University since 1997. It is designed for nurses who have had a break in practice of three years or more to regain their professional registration. On successful completion students return to Part 1 of the NMC register - either Adult, Child, Mental Health or Learning Disabilities depending on their initial qualification. The programme is available to nurses who have lapsed registration on either level 1 (RN) or Level 2 (EN).

The programme remains very similar to those reviewed in 2004 and 2009 as the NMC stipulate the course content and this has not changed (NMC 2011). Its principle is to prepare nurses to become confident and competent practitioners to safely reactivate their registrations. Although the content is little changed, this review seeks to align the practice elements with the Standards for pre-registration nursing education (NMC 2010); and will also be delivered at level H (6) – this now being the minimum academic level for nursing programmes. It comprises a single 20 credit unit which incorporates both theory and practice and builds on students’ previous professional experience, knowledge and skills. The majority of up-dating takes place in the clinical environment with students attending university on six occasions only.

The programme is distinctive in that it is flexible in both its means of delivery and its length. Clinical content is delivered in practice by practice experts, with generic underpinning theory delivered on-campus by academic staff. Practice is assessed via a clinical practice profile verified by a sign-off mentor and theoretical elements are assessed by essay. Students who have been away from the profession for some time can take up to one year to complete, whilst others who have only recently left the profession may complete in less time.

In recent years the NHS has funded the programme, and for 2013 this has continued. It is hoped the local education and training boards (LETBs) will honour this in future years.

3. Aim of the Programme

The programme aim is taken from an English National Board (1996) statement, and was the overall aim in the original document, but it still remains relevant:

To enable the practitioner seeking to renew registration to re-enter registered practice with up-to-date competence, current skills and confidence in order to maintain safe and effective standards of patient and client care (ENB 1996).
4. Intended Learning Outcomes

A Subject Knowledge and Understanding
This programme provides opportunity for students to develop and demonstrate knowledge and understanding of:

A1 Explore the influence of health and social policy, current structure and organisation of care, nationally and locally relevant to the practice of nursing
A2 Critically understand the requirements of legislation, guidelines, codes of practice and policies relevant to the practice of nursing

B Intellectual skills
This programme provides opportunities for students to:

B1 Debate current issues in nursing education and practice
B2 Critically analyse relevant literature and research to inform the practice of nursing

C Practical skills
This programme provides opportunities for students to:

C1 Assess need, design and implement interventions and evaluate outcomes in all relevant areas of practice, including the effective delivery of appropriate emergency care

D Transferable skills
This programme provides opportunities for students to:

D1 Show competence to function effectively in a team and participate in a multiprofessional approach to people’s care
D2 Competently demonstrate the ability to use appropriate communications, teaching and learning skills
D3 Critically identify strengths and weaknesses, acknowledge limits of competence, and recognise the importance of maintaining and developing professional competence

5. Learning and Teaching Strategies and Methods

Throughout the programme students will be encouraged to take responsibility for their learning. In order to make the most of the range of experiences within the group a variety of teaching and learning strategies will be utilised in the classroom setting. These will include emphasis on facilitating active learning through discussion, debate and reflection. The study days (6 in total) may be considered more face-to-face intensive than normal for courses based in higher education – this is due to the short duration of the course and the climate in which the students originally gained their qualification. The taught sessions are augmented by time spent in a clinical area where they consolidate existing skills and learn new skills under the supervision of a sign-off mentor (NMC 2010).

All practice placement areas must have an up-to-date educational audit from an HEI. If this is not carried out by Bournemouth University, sight must be seen of the audit documentation undertaken by the University which covers the area’s audit. All placements must also have a sign-off mentor (entered on the institution’s data base) to support the student. This is verified by a Learning Agreement signed by the placement which accompanies the student’s application form.
6. Assessment Strategies and Methods

ILO B2 will be assessed by an essay of 2500 words where students are asked to examine the research base for one aspect of nursing care and compare and contrast the recommendations found with the practice observed during their clinical placement.

ILOs A1, A2, B1, C1, D1, D2, D3
Completion of a clinical practice portfolio (2500 word equivalent)

References:
English National Board (ENB). 1996. Return to Practice - Guidelines for Programmes Leading to the Renewal of Registration and Re-entry to Registered Practice London: ENB


7. Programme Diagram

8. Admissions Regulations

The regulations for this programme are the University's Standard Undergraduate Admission Regulations with the following exceptions:

- verification of lapsed registration with the NMC (undertaken prior to student acceptance on the programme)
- satisfactory outcome of interview with their placement area and attendance on an induction/orientation programme which includes manual handling, safeguarding, and basic life support training
- DBS (CRB) check undertaken by placement provider
Either:
Recruitment by NHS Trust for participation in the programme
Or:
Self-referral with responsibility for negotiation of a clinical placement

The student must negotiate a clinical placement in an NHS Trust or in the Independent Sector. If they are employed (Health Care Assistant Grade) they will be in possession of a contract, but if they have negotiated a clinical placement for experience rather than remuneration, they must hold an Honorary Contract. The placement must be able to provide a sign-off mentor and have an educational audit. Confirmation of all this is required before the student is offered a place on the programme.

9. ASSESSMENT REGULATIONS

The regulations for this programme are the University’s standard undergraduate assessment regulations with the following approved exceptions which align the programme with the Nursing and Midwifery Council (NMC) requirements:

Pass Mark
A pass will be awarded where the overall unit mark is at least 40%.
The unit is assessed by two formal elements – coursework 1 and coursework 2.
Coursework 1 is assessed on a pass/fail basis.
The pass mark for coursework 2 is 40%.
All formal elements and sub-elements of assessment must be awarded a pass for candidates to pass the unit.

Compensation
Compensation does not apply.

Awards
To be eligible for the award of credit and to meet the requirements for NMC re-registration, students must have demonstrated 100% attendance for the theoretical sessions of the programme, and undertaken 150 hours in clinical practice. In order to re-enter the register students must also have received ‘sign-off’ within their profile by a designated Sign-Off Mentor. Students who fail to attend for the required amount of time will have to make up the deficit on another available session within another programme or by means of individually negotiated learning contracts.

In addition, the Period of Registration for the programme is approved by the University as follows:

Period of Registration
The minimum period of registration is 16 weeks. The maximum period which a student may take to complete the programme is one year from first registration.
### 10. Matrix Table

Matrix table showing the relationship between ILOs for a programme and its constituent units

<table>
<thead>
<tr>
<th>Units</th>
<th>Programme Intended Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A 1</td>
</tr>
<tr>
<td>____________________________</td>
<td>-----</td>
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<tr>
<td>Return to Practice (Nursing)</td>
<td>√</td>
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<tr>
<td>L E V E L</td>
<td></td>
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<tr>
<td>H</td>
<td></td>
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</table>

### A - Subject Knowledge and Understanding

**A1** Explore the influence of health and social policy, current structure and organisation of care, nationally and locally relevant to the practice of nursing

**A2** Critically understand the requirements of legislation, guidelines, codes of practice and policies relevant to the practice of nursing

### B - Intellectual Skills

**B1** Debate current issues in nursing education and practice

**B2** Critically analyse relevant literature and research to inform the practice of nursing

### C – Subject-specific/Practical Skills

**C1** Assess need, design and implement interventions and evaluate outcomes in all relevant areas of practice, including the effective delivery of appropriate emergency care

### D - Transferable Skills

**D1** Show competence to function effectively in a team and participate in a multiprofessional approach to people's care

**D2** Competently demonstrate the ability to use appropriate communications, teaching and learning skills

**D3** Critically identify strengths and weaknesses, acknowledge limits of competence, and recognise the importance of maintaining and developing professional competence
### Programme Profile

<table>
<thead>
<tr>
<th>School</th>
<th>Partner institution (where applicable)</th>
<th>Programme</th>
<th>Mode(s) of study</th>
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<tbody>
<tr>
<td>HSC</td>
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<td>Return to Practice (Nursing)</td>
<td>Part-time</td>
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</table>

<table>
<thead>
<tr>
<th>Unit identification</th>
<th>Unit name</th>
<th>Prog year *</th>
<th>Core / option</th>
<th>HESA Subject Code</th>
<th>CC 1</th>
<th>CC2</th>
<th>No of credits **</th>
<th>Level</th>
<th>Assessment ***</th>
<th>Element Weightings</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Return to Practice (Nursing)</td>
<td>1</td>
<td>Core</td>
<td>B700</td>
<td>103</td>
<td>100</td>
<td>20 6</td>
<td></td>
<td></td>
<td>Pass/fail 100%</td>
</tr>
</tbody>
</table>
PRE-REQUISITES AND CO-REQUISITES
None

AIMS:
The aim of the programme is to enable the practitioner seeking to renew registration to re-enter registered practice with up-to-date competence, current skills and confidence in order to maintain safe and effective standards of patient and client care (ENB 1996).

INTENDED LEARNING OUTCOMES
Having completed this unit the student is expected to:

1. Explore the influence of health and social policy, current structure and organisation of care, nationally and locally relevant to the practice of nursing
2. Critically understand the requirements of legislation, guidelines, codes of practice and policies relevant to the practice of nursing
3. Debate current issues in nursing education and practice
4. Critically analyse relevant literature and research to inform the practice of nursing
5. Assess need, design and implement interventions and evaluate outcomes in all relevant areas of practice, including the effective delivery of appropriate emergency care
6. Competently demonstrate the ability to use appropriate communications, teaching and learning skills
7. Show competence to function effectively in a team and participate in a multiprofessional approach to people’s care
8. Critically identify strengths and weaknesses, acknowledge limitations of competence, and recognise the importance of maintaining and developing professional competence.

LEARNING AND TEACHING METHODS
The unit normally consists of 6 taught days where a variety of teaching and learning methods are used - lectures, seminars, student presentations and open learning. The taught sessions are augmented by a minimum of 150 hours spent in a relevant clinical area under the supervision of a sign-off mentor.
ASSESSMENT

**Summative Assessment**
Outcomes 1-3, 5-8 will be assessed by coursework 1 (Pass/Fail)
Outcome 4 will be assessed by coursework 2 (1000%)

A pass will be awarded where the overall unit mark is at least 40% and the mark in each separate element of the unit assessment is not less than 40%.

**Indicative Assessment**
Coursework 1 - outcomes 1-3, 5-8 will be assessed via a clinical practice portfolio (2500 word equivalent) (pass/fail)
Coursework 2 - outcome 4 will be assessed by an essay (2500 words) (100%)
• Functional Assessment of Behaviour
• Rights of people with learning disabilities to live a full, meaningful and rewarding life in an inclusive and valuing society
• Strategies for addressing the risks faced by people with a learning disability and promoting service user resilience
• Approaches in promoting community presence

Children’s Part of the Register

• Changing focus of child health care today
• Differing ways of delivering care that may be used in child health nursing
• The Healthy Child Programme; the current focus of child health in the community.
• Process of planning care for children and their families
• Family Centred Care
• Empowerment of children recognising the right of children and young people to be active participants in decisions about their own care and treatment
• Support in the community with reference to the Community and Public health policy
• The Children Act (2004)
• Principles for Children and Young Peoples Policies and Services (DH 2004)
Community care provision for disabled children, young people and those with complex health needs

INDICATIVE KEY LEARNING RESOURCES

All parts of the Register


LEARNING DISABILITY NURSING:


**MENTAL HEALTH**


**CHILDREN’S NURSING**
