

## Return to Practice



**Level 6 module 20 Credits**

##### March 2020 cohort

Course Leader: Michaela Brown.

[michaela.brown@shu.ac.uk](mailto:michaela.brown@shu.ac.uk)

**CONTENTS**

A Message from your Module Leader

Module Aims and Learning Outcomes

Schedule of the Taught Sessions

The Module Blackboard Site

Assessment of the module, marking, moderation and feedback

**A MESSAGE FROM YOUR COURSE LEADER**

Hello and Welcome to Sheffield Hallam University. I am the course leader for the Return to Practice programme. The team and I look forward to meeting you all and facilitating your learning over the duration of your course.

**The information below sets out some of the details of the course. Additional and supplementary information is on the blackboard site for the module. You are only in University for short periods of time. If you are unsure about any aspect of your learning, please contact the course leader or member of support staff. We hope you take advantage of the learning opportunities and successfully return to practice.**

You can make an enquiry or issue through MyHallam: <https://www.shu.ac.uk/myhallam/help-and-support>.

Alternatively, Hallam Help can be contacted via email [hallamhelp@shu.ac.uk](mailto:hallamhelp@shu.ac.uk), by phone on 0114 225 2222, or at any Hallam Help Point across campus.

**MODULE DESCRIPTOR**

|  |  |
| --- | --- |
| **TITLE** | Return to Practice |
| **MODULE CODE** | 66-6752-00N |
| **LEVEL** | 6 |
| **CREDITS** | 20 |
| **ECTS CREDITS VALUE** | *10* |
| **FACULTY** | *College of Health, Wellbeing and Life Sciences* |
| **DEPARTMENT** | *Nursing and Midwifery* |
| **SUBJECT GROUP** | *Nursing* |

**MODULE AIM**

To prepare qualified nurses, whose NMC registration has lapsed, to return to professional practice.

**LEARNING OUTCOMES**

1. Evaluate the effectiveness of contemporary care delivery models, the impact of health and social care policy on service provision and the role of the nurse in maximising well-being and improving health outcomes to deliver clinically effective compassionate care.
2. Demonstrate critical awareness of ethical and legal issues in contemporary professional practice, consider the impact of own belief and values and those of others on service user experiences.
3. Demonstrate clinical effectiveness, taking a service user centred approach in working positively within a multi-disciplinary context, drawing on evidence-based sources of information, ensuring effective communication to meet complex needs in a safe effective and non-discriminatory way.
4. Critically appraise personal strengths and weaknesses, acknowledging limitations of competence and recognising own role in educating and supporting others whilst maintaining, developing and evidencing professional competence, as a requirement for subsequent revalidation advancement of practice and lifelong learning.

**INDICATIVE CONTENT**

**Taught Sessions through a blended learning approach and student self-directed study.**

Service user centred approaches to care

Social policy to include inequality, the family and the determinants of health and promoting population health

Legislation, national and local policies including NICE guidelines, record keeping, confidentiality, safeguarding, legal issues and advocacy

National and local structure of health care services, systems of organising care, clinical governance, resource management, and social enterprise

Current issues in nursing including professional issues such as accountability, Practice Supervision and Assessment, management and leadership

Searching and retrieving sources of information and evidence to underpin evidence-based practice

Collaborative communication, teaching and learning

Clinical proficiencies relevant to contemporary practice, measuring the impact of practice

Assessment of health need and wellbeing regarding individuals, groups, communities and Population, multi-cultural communities, Public Health, Community development. Health promotion, emergency care, early intervention

Social and behavioural theories relating to health and health promotion

Child development, mental health and wellbeing

Working in partnerships with patients, carers, families, the multi-disciplinary team and across statutory and third sector agencies

Best Wishes **Michaela**

**SCHEDULE OF SESSIONS**

**Below is the timetable of the sessions you will explore following the Mandatory Training study day, within this module.**

Applicable to **all fields** of nursing:

**Return to Practice Timetable September 2020**

|  |  |  |  |
| --- | --- | --- | --- |
| **09/10/2020**  **Online** | **16/10/2020**  **Online** | **23/10/2020**  **Online** | **30/10/20**  **Online** |
| **10.00-11.00**  **Contemporary Issues in Mental Health Nursing**  **Angela Glaves**  **Online Live Zoom** | **10.00-1100**  **Inequalities in Health**  **Pat Day**  **Online Live Zoom** | **10.00-1100**  **Hard to reach groups**  **Pat Day**  **Online Live Zoom** | **10.00-1200**  **Contemporary Issues in Learning Disability Nursing**  **Charlotte Nutting**  **Online Live Zoom** |
|  |  |  |  |
| **1200-1300**  **Contemporary issues in Long Term Conditions Care/Frailty**  **Julie Skilbeck**  **Online Live Zoom** | **11.30-1230**  **Contemporary Issues in Children's Nursing**  **Child Nursing Team**  **Online Live Zoom** | **11.30-1330**  **Resilience and adapting in contemporary Nursing Practice**  **Sara Morris Docker**  **Online Live Zoom** | **Self-directed study BB materials**  **Assignment Prep** |
|  |  |  |  |
| **13.30-15.00**  **Safeguarding Adults**  **Safeguarding Children**  **Michaela Brown**  **Janet McAleavy**  **Online Live Zoom** | **13.00-1500**  **Medicines Management**  **Michaela Brown**  **Online Live Zoom** | **14.00-1500**  **Contemporary issues in End of Life care**  **Michaela Brown**  **Online live Zoom** | **13.00-15.00**  **Consolidation of theoretical learning**  **Michaela Brown/Janet McAleavy**  **Online live Zoom** |
| **1500-1600 Optional Group Tutorial**  **zoom** | **1500-1600 Optional Group Tutorial**  **zoom** | **1500-1600 Optional Group Tutorial**  **zoom** |  |

**THE MODULE BLACKBOARD SITE**

The purpose of the Blackboard site is to support and enhance your learning while you undertake your programme of study.  There are several important things that you need to know about the module as well as how to use this site:

**Announcements**

Changes which need to be made to the module will be announced, whenever possible, in the ‘Announcements' feature of the Blackboard site. This includes informing you when we have added important new material to the site such as links to web pages or contact details; or if we have added new information in the 'Module Documents' or 'Assessment' sections.

**Module Documents**

In this section you can access useful module documents (like this module handbook) and information about its organisation.

**Staff Details**

Within this tab you can find details of the module team, the lecturers who will facilitate your learning within the sessions. You will use this area to find the contact details of your allocated marker.

**Learning Materials**

The learning materials relevant to your study sessions and for you to undertake further self-directed study relevant to your personal and professional learning.

**Assessment**

This is where you can find out about your assessment, for this module it will be a 2000-word assignment on safeguarding relevant to your field/s of practice. All the assessment details will be available in this tab, including the submission date. Please access the detailed assessment guidelines for detailed clarification of what is required.

**Reading List Online**

The Reading List Online is where you will find identified resources to aid you in your learning and module assessment, it may be added to as more useful sources are identified.

**THE MODULE ASSESSMENT: An exploration of the principles of Safeguarding.**

**This is how the module's learning outcomes will be assessed:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Task No.** | **Description of Assessment Task** | **Assessment Task Type**  **Coursework (CW) Written Exam (EX)**  **Practical (PR)** | **Word Count or Exam Duration** | **Task Weighting %** |
| 1 | Reflective assignment | Written Assignment (CW) | 2000 words | Pass grade 40% Weighted to 100% of the overall grade for the module. |
| 2 | Practice Assessment Document | Coursework (CW) | NA | Pass/Fail |

**MARKING AND MODERATION**

**Ensuring fairness and equity in the assessment process**

Following submission your assignment will be marked by your assigned marker (unless due to unforeseen circumstances this is changed). You will then receive your mark and feedback 15 working days after.

During this period in order to enhance consistency of marking, the University requires all marking teams to undertake a marking standardisation exercise. The aim of this exercise is to ensure that the markers have a consistent view of the criteria and are applying it fairly and equitably during the marking process.

The submissions are then moderated by another module team to ensure fairness, equity and consistency throughout. This will then allow your marks to be released.

**MODULE PASS MARK**

In order to pass this module, you need to achieve an overall mark of at least 40%

Following first-sit assessment, **In-Module Retrieval (IMR)** will be offered to students achieving below 40% for the written assessment task.

IMR means that you will have an opportunity to resubmit a reworked version of your original assignment, following feedback, within a short space of time (usually 5-10 working days) in order to achieve a pass grade. The maximum mark available is 40%

If you decide not to participate in the In-Module Retrieval attempt or you do not achieve the required minimum pass mark of 40% you will be referred which means you will have an opportunity to resubmit an assignment during the reassessment period.

**ACADEMIC CONDUCT**

At Sheffield Hallam University we are committed to developing a culture of good academic conduct and to ensuring that all assessments are conducted fairly and equitably. Academic conduct plays an important role in your intellectual and professional development, as well as in your successful transition to returning to the professional register, employment and future careers. It is also an ethical standard by which the academic community operates. It ensures that:

* your work is your own;
* you have acknowledged explicitly any material that has been included from other sources;
* collaboration has been appropriately acknowledged;
* all of your findings, conclusions or data will be presented based on appropriate and ethical practice.

Any attempt to gain an unfair advantage over another student in the completion of assessment, or to assist someone else to gain an unfair advantage, shall be considered as a breach of the Code of Academic Conduct and investigated as suspected academic or severe academic misconduct.

For further information on academic conduct please read [Academic Conduct Regulation](https://students.shu.ac.uk/regulations/conduct_discipline/Academic%20Conduct%20Regulations%202018-19.pdf).

Correct referencing is a very important element in academic conduct, please utilise [SHU Referencing Help](https://libguides.shu.ac.uk/referencing).

**READING LIST ONLINE**

Please access the [Reading List Online](https://rl.talis.com/3/shu/lists/B8EB472D-B4B1-22AD-2151-16CCD395A2F7.html?lang=en-US&login=1) (RLO) for support resources.