

Module Details	
Module Title	Return to Practice for Healthcare Professionals
Module Code	PRP6007-C
Academic Year	2020/1
Credits	30
School	School of Nursing and Healthcare Leadership
Subject Area	Professional Practice
FHEQ Level	FHEQ Level 6
Pre-requisites	N/A
Co-requisites	N/A

Contact Hours	
Type	Hours
Tutorials	30
Lectures	50
Directed Study	70
Clinical Placement	150

Availability	
Occurrence	Location / Period
BDA	University of Bradford / Semester 1
BDA	University of Bradford / Semester 2

Module Aims
1. To provide qualified health professionals with an opportunity to update knowledge, skills and competencies enabling them to return to professional practice 2. To enable the student to critically analyse and assess practice and implement changes

Outline Syllabus
Development of academic skills to include: literacy/study skills, report writing, numeracy skills, portfolio development, personal and professional development, development of reflective practice. Essential Clinical Education to include: resuscitation, risk management, moving and handling of self, load and patients, infection control, use of electronic data bases and on-line sources of information, Professional Development to include: frameworks for care, planning and delivery of appropriate care including users and carer involvement, legislation, guidelines, Codes of Practice, current policies in the NHS nationally and locally, Equality and Diversity issues in practice, occupational standards, clinical competency recording & clinical governance. Management aspects: leading people and teams, care management and organisational change, management skills in care, managing resources effectively, information technology and health care. Development of Teaching and Learning skills: teaching others, effective learning skills, personal learning profile. Research aspects: understanding research, evaluating research for change, application of research to clinical practice. Using evidence based practice.

Learning Outcomes	
Outcome Number	Description
1.1	Critically analyse, discuss and apply relevant health and social policy, legislation and professional Codes in relation to contemporary practice.
1.2	Critically evaluate current issues, arguments, assumptions and data to make informed judgements about the structure and organisation of care nationally and locally
2.1	Critically assess need, plan and implement appropriate care and evaluate the outcome of the care or intervention
2.2	Apply knowledge of interprofessional working and work effectively as part of a multi professional team to care for patients and clients in order to meet NMC/HCPC requirements.
2.3	Demonstrate a systematic understanding of equality and diversity when working with patients, clients, carers, colleagues, and the public in general.
3.1	Apply appropriate problem solving, teaching and learning skills to inform clinical practice and personal development.
3.2	Reflectively apply initiative and personal responsibility in independent learning to maintain professional standards through critically reviewing and utilising research

Learning, Teaching and Assessment Strategy
N/A

Mode of Assessment				
Type	Method	Description	Length	Weighting
Summative	Coursework	Report OR Reflective Essay - 3000 word maximum	N/A	100%
Summative	Examination - Closed Book	Numeracy - 100% pass mark	1 hour	0%
Summative	Clinical Assessment	Completion of clinical practice document to meet NMC Proficiencies and skills, minimum practice hours - Pass/Fail	6 hour	0%

Reading List

To access the reading list for this module, please visit <https://bradford.rl.talis.com/index.html>

Please note:

This module descriptor has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but minor changes may occur given the interval between publishing and commencement of teaching. Upon commencement of the module, students will receive a handbook with further detail about the module and any changes will be discussed and/or communicated at this point.

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