



Programme Specification

A statement of the knowledge, understanding and skills that underpin a taught programme of study leading to an award from
The University of Sheffield

1	Programme Title	Nursing (Adult)
2	Programme Code	NURU149
3	JACS Code	B740
4	Level of Study	Undergraduate
5a	Final Qualification	BMedSci (Hons)
5b	QAA FHEQ Level	6
6a	Intermediate Qualification	Not applicable
6b	QAA FHEQ Level	Not applicable
7	Teaching Institution (if not Sheffield)	Not applicable
8	Faculty	Faculty of Health
9	Home Department	School of Allied Health Professions, Nursing and Midwifery
10	Other Department(s) involved in teaching the programme	None
11	Mode(s) of Attendance	Full-time
12	Duration of the Programme	3 years
13	Accrediting Professional or Statutory Body	Nursing and Midwifery Council
14	Date of production/revision	September 2023

15. Background to the programme and subject area

The BMedSci (Hons) in Nursing (Adult) programme has been developed by the School of Allied Health Professions, Nursing and Midwifery in response to a period of sustained reform of UK health services, health education and changes in funding. The purpose and importance of nursing within a complex and evolving health care system is clearly described within the NHS Long Term Workforce Plan (2023) (www.longtermplan.nhs.uk, accessed 18th September 2023) which confirms the central role nurses will continue to play in the delivery of healthcare services. Shifting patterns of disease and population demographics have successfully brought fundamental changes to the purpose, organisation and resourcing of health and social care. Professional groups engaged in care delivery and management are being asked to accommodate new concepts and ways of working that challenge past perceptions, roles and conventions. Against this backdrop of reform, the future expectations for nursing are being crafted, with nursing being identified as having a significant role in achieving the goal of a flexible, person centred, cost effective and efficient health service. This is reflected in the NMC Standards Framework for Nursing and Midwifery Education (2023) that sets a vision for the 'Future Nurse'. (www.nmc.org.uk/standards-for-education-and-training/standards-framework-for-nursing-and-midwifery-education/, accessed 18th September 2023).

Current views and policy documents for the NHS all confirm the central role nurses will play in the reform and future management of care services. All emphasise the emergence of nurses as leaders, managers and coordinators of care, engaged as members of multidisciplinary teams, prepared and empowered to lead change and clinical decision making. Alongside preparation for competent practice, nurses also need to be equipped with a range of intellectual and managerial skills that will deliver the confident and creative practitioner envisaged. The nature of healthcare is rapidly evolving with care delivery increasingly focussed on primary and acute care services, supported by a plurality of service providers with the patient as an informed consumer of services.

The programme comprises 50% theory and 50% practice as stipulated by the NMC (2023, point 2.9) Standards for pre-registration nursing programmes. (www.nmc.org.uk/globalassets/sitedocuments/standards/2023-pre-reg-standards/new-vi/standards-for-pre-registration-nursing-programmes.pdf, accessed 18th September 2023). The programme will include opportunities for nursing students to work with students from other professions and

faculties to facilitate the development of clinical skills and understanding of professional roles within the context of inter-professional working practice. In directing the development of a professional and competent practitioner, learning will incorporate clinical and health care management skills underpinned by a critical understanding of policy, theory and the health care evidence base. The theoretical aspects of the programme are delivered using a problem-based learning approach. This teaching method utilises students' previous learning and experience, enabling them to be proactive in their learning to work in partnership with patients, academic staff and practice placement assessors and supervisors, and facilitates the development of the skill of critical analysis in combination with the original and innovative thought expected within Degree level study.

The School of Allied Health Professions, Nursing and Midwifery has a successful history in the delivery of both pre-registration and post-graduate programmes and in the Research Excellence Framework (2021) the School sustained its position in the top third of UK Universities (<https://www.sheffield.ac.uk/snm/research> accessed 18th September 2023). The School also has well established links with local health providers and a successful track record in co-ordinating high quality practice placements for students.

The BMedSci (Hons) in Nursing (Adult) aims to prepare students for the complex world of health care practice and to be able to tolerate the uncertainty integral to this working environment. In doing so you will develop an understanding of how the NHS and health and social care organisation's function and interrelate, how policy and organisational factors impact on and influence the engagement and performance of all those involved and, importantly, you will develop the technical, intellectual and interpersonal skills necessary to engage actively and competently in multi-disciplinary, inter-agency care delivery.

Throughout this programme you will come into contact with and work alongside highly skilled, experienced and respected practitioners and academics, some of whom receive national and international attention for their contribution to nursing and medicine. You will benefit from working with and caring for a range of patients and their families in a variety of health and social care contexts and you will be afforded opportunities to actively participate in care pathways and case management.

Care pathways across a range of clinical specialities and population groups are emergent features of the NHS. With care delivery becoming increasingly focussed on primary care services, your understanding of the role of nursing within multidisciplinary, multi-agency working is paramount. Students' clinical base will be within a specific 'locality' offering experiences in community, secondary and acute care settings enabling students to follow patients across the health community. This will afford you a consistent and continuous relationship with team working, organisation and management. You will, of course, work in other contexts of care, but your Trust base will as far as possible remain constant throughout the programme. This should allow you to gain a clear understanding of the local services/agencies and organisations which support and deliver care to the local population and enable you to develop links across all these with regards to supporting the patients in whose care you will be participating and managing.

According to NHS Digital (2023) there is currently a shortage of around 43,600 nurses so career prospects are excellent (<https://digital.nhs.uk/data-and-information/publications/statistical/nhs-vacancies-survey/april-2015---december-2022-experimental-statistics> accessed 18th September 2023). The School of Allied Health Professions, Nursing and Midwifery is currently working with Hospital Trusts to look at how students can best be recruited and supported to meet the specific requirements of each Trust and guarantee employment at the end of the programme.

The programme also reflects the University Graduate attributes <https://www.sheffield.ac.uk/sheffieldgraduate>

16. Programme aims

1. To enable students to engage with practice in the field of Adult nursing and develop a range of skills, knowledge, attitudes and values commensurate with the role of the nurse in the 21st century.
2. To enable students to critically appraise the theoretical and empirical elements of nursing, developing the academic skills that link theory to practise.
3. To enable the student to achieve all the requirements as stated in the Nursing and Midwifery Council's (2023) Standards for Pre-Registration Nursing.

17. Programme learning outcomes

Knowledge and understanding:		Platform
K1	Critical understanding of relevant ethical and legal frameworks.	1
K2	Critical understanding of the impact of professional, political and national/local health service policies/standards/guidance on the nature of nursing practice and care delivery.	1
K3	Critical understanding of the application of theory and evidence-based practice that informs person-centred nursing care and management of patients across all stages of life and within a range of care settings.	3
K4	Critical understanding of the nursing contribution to inter-professional working and organisational leadership.	5 & 7
K5	Critical application of problem-solving techniques in theory and practice.	3 & 4
K6	Critical understanding of safe and quality care management in a range of settings.	6
K7	Critical understanding of professional accountability.	1
K8	Critical understanding of the best available evidence in the delivery and management of nursing.	4
K9	Across a range of audiences, demonstrate a critical understanding of teaching and learning within the nurse's role; and the importance of being a positive role model.	5

Skills and other attributes:		Platform
S1	Access and critically analyse relevant research, literature and policies/standards/guidelines and their impact upon practice in order to develop coherent evidence-based arguments.	1
S2	Demonstrate competence in communication and relationship management skills across all patient groups, within team working and classroom settings.	Annexe A
S3	Ability to reflect upon and manage complex issues systematically and creatively, make informed judgements and communicate conclusions clearly.	1
S4	Apply relevant knowledge to manage issues systematically, making sound judgements in assessing, planning implementing and evaluating nursing interventions and have the ability to manage change.	3
S5	Have the ability to manage oneself and others working in the context of continual change and challenging environments.	2, 3
S6	Possess the professional values, attitudes and emotional intelligence to adapt behaviour appropriately when working with people.	1
S7	Demonstrate initiative and competence in managing and coordinating patient care needs whilst assuming responsibility and being accountable for safe professional nursing practice.	1, 5, 7
S8	An ability to evaluate empirical and published information and produce original written reports and assignments and demonstrate the ability to meet deadlines.	1, 4
S9	Apply relevant knowledge to improve and maintain the mental, physical and behavioural health and wellbeing of people, families, communities and populations within a local, national and global context.	2
S10	Demonstrate the safe and effective standard required for undertaking nursing procedures whilst delivering holistic care.	Annexe B
S11	Demonstrate the critical development of resilience and lifelong skills for learning.	1
S12	Demonstrate the ability to work in partnership with people to optimise health and wellbeing.	2
S13	Possess the skills and knowledge to competently lead care.	5

18. Teaching, learning and assessment

Development of the learning outcomes is promoted through the following teaching and learning methods:

Theoretical component

You will spend 50% of your programme learning via the following methods.

Lectures (LO K1-9 S1, 2, 3, 4, 5, 6, 8, 9, 13)

Lectures will be the main form of delivery in part 1. This will ensure that you receive and take on board essential factual information to prepare you for the role of the nurse in the practice learning environment.

Peer Assisted Study Sessions (PASS) will be used during part 1 to support the acquisition of transferable skills, partnership working, and a deeper understanding of learning and to promote confidence and a sense of community and belonging during the transition to University phase.

From part 2 onwards teaching will be supported by problem-based learning activities as noted below.

Seminars (LO K1-9 S1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12, 13)

These are either staff or student led and are used throughout the programme but will vary depending on the module undertaken. They are designed to reinforce information imparted through lectures by allowing students to work through, analyse, understand and respond to that information. They are used to enable students to make the link between theory and practice. Online, this will be via discussions on Blackboard as well as live discussions using Blackboard Collaborate. Peer Assisted Study Sessions (PASS) will be used in Part 1 to support the acquisition of transferable skills, partnership working, and a deeper understanding of learning and to promote confidence and a sense of community and belonging during the transition phases.

Online study (LO K1-9 S1, 2, 5, 6, 8, 11) Lectures will be supplemented, but not replaced by, online study materials and sessions in order that you can develop knowledge acquired through lectures further.

Independent Study (LO K1-9, S1-13) Independent study is used: to assimilate and clarify material explored in lectures, to prepare for seminars, to prepare for assessments and to generally examine literature pertinent to the unit outcomes.

Problem based learning (LO K1-9, S1-13) From part 2 of the programme you will be introduced to the concept of problem-based learning. You will be introduced to problems and scenarios and will work in groups to present novel and creative solutions. You will be supported by teaching staff who will deliver fixed resource sessions and oversee feedback.

Clinical skills sessions (LO K3, 4, 6, 7, 8, S2-6) Evidence based practice sessions will be delivered by appropriately skilled teachers. The School of Allied Health Professions, Nursing and Midwifery have access to a clinical skills facility, and this is used to develop your clinical skills competence throughout the programme using simulation, patients as educators and the experience of multi-professional training.

Practice component

Practice Learning (LO K3-8, S1-13) You will spend 50% of your programme in the clinical practice area. You will be supported by Practice Supervisors and Practice Assessors. You will collate evidence to demonstrate learning and will be continually assessed out in practice to strengthen the links between theory and evidence-based practice.

All students are allocated a personal tutor and academic assessor at university and a practice supervisor and practice assessor whilst in the clinical environment. They will meet the student on a regular basis at pre-arranged times. These meetings provide the student, tutor, mentor and assessor the opportunity to discuss the student's academic and clinical progress both face to face and digitally.

19. Reference points

The learning outcomes have been developed to reflect the following points of reference:

Documents:

NHS Long Term Workforce Plan (2023) Available at: www.longtermplan.nhs.uk, (accessed 21st September 2023).

NMC Standards Framework for Nursing and Midwifery Education (2023). Available at: www.nmc.org.uk/standards-for-education-and-training/standards-framework-for-nursing-and-midwifery-education/, (accessed 21st September 2023).

NMC (2023) Standards for pre-registration nursing programmes. Available at: www.nmc.org.uk/globalassets/sitedocuments/standards/2023-pre-reg-standards/new-vi/standards-for-pre-registration-nursing-programmes.pdf, (accessed 21st September 2023).

NMC (2018) Future nurse: Standards of proficiency for registered nurses. Available at: <https://www.nmc.org.uk/standards/standards-for-nurses/standards-of-proficiency-for-registered-nurses/> (Accessed 21st September 2023).

NMC (2019) Realising Professionalism: Standards for Education and Training Part 2: Standards for student supervision and assessment. Available at: <https://www.nmc.org.uk/standards-for-education-and-training/standards-for-student-supervision-and-assessment/> (Accessed 21st September 2023).

NMC Standards for Education and Training (2023). Available at: <https://www.nmc.org.uk/standards-for-education-and-training/> (Accessed: 20th September 2023).

QAA (2019) Benchmarks for Health Studies Programmes. Available at: <https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-health-studies.pdf> (Accessed: 21st September 2023).

NMC (2018) The Code. Available at: <https://www.nmc.org.uk/standards/code/> (Accessed: 21st September 2023).

NMC (2021) Revalidation. Available at: <https://www.nmc.org.uk/revalidation/> (Accessed: 21st September 2023).

University of Sheffield (2019) The Sheffield Masters' Graduate (online) Available at: <https://www.sheffield.ac.uk/sheffieldgraduate> (Accessed 21st September 2023).

20. Programme structure and regulations

The BMedSci (Hons) Nursing leads the student to a registrable qualification as an Adult nurse. The programme is a full-time attendance programme lasting 3 years during which the student gains experience of a wide range of client care experiences and contexts. The programme is fifty percent theory and fifty percent practice and follows a programme level approach where all modules credit bearing, and non-credit bearing are interlinked and encourage progression throughout the three Parts. This equates to 2375 hours of theory and 2375 hours of practice resulting in a programme that is 4750 long based upon a 37.30 hour week. For the practice element of the programme the student is attached to a 'Home' Trust area from which practical experiences are planned, co-ordinated and directed. Experiences are based upon the student following the patient and family through 'their' health journey and experience within the multi-agency and multi-professional services. The remaining fifty percent of the programme is spent in studying the theory that informs nursing practice.

The structure and content of the programme are determined by the Statutory Instruments that govern programmes leading to a registrable qualification in professional Adult nursing.

Part 1:

SNM148 Academic Skills and Digital Capability for Healthcare Information Skills and Digital Literacy for Healthcare

SNM149 Anatomy and Physiology for Nursing

SNM150 Health and Nursing 1

SNM151 Health and Nursing 2

SNM152 Professional Practice Year 1

Students who successfully complete all elements of part 1 of the programme may progress to part 2

Part 2:

SNM2244 Research Methods and Evidence Based Practice for Nursing

SNM3272 Professional Practice Year 3

SNM2246 Caring for People with Long Term and Complex Care Needs

SNM2247 Caring for People with Acute and Short-Term Needs

SNM2248 Pharmacology and Medicines Management for Nursing

Students who successfully complete all elements of part 2 of the programme may progress to part 3

Part 3

SNM3269 Transitions to Professional Nursing Practice 1

SNM3270 Transitions to Professional Nursing Practice 2

SNM3271 Developing Nursing Practice

SNM3272 Professional Practice Year 3

A student who successfully completes all elements of parts 1, 2 and 3 of the programme of study is eligible for the award of BMedSci Nursing (Adult) and registration with the Nursing and Midwifery Council as a nurse of adults.

Detailed information about the structure of programmes, regulations concerning assessment and progression and descriptions of individual modules are published in the University Calendar available on-line at <http://www.sheffield.ac.uk/calendar/regs>.

21. Student development over the course of study

Students will be supported in the development of knowledge, skills and attitudes through a range of experiences which promote independent learning.

In Part 1 of the programme students are introduced to reflective and analytical concepts through classroom and supervised placement experiences which will cement their understanding of the role and contribution of nursing within contemporary health and social care. The earlier stage of the programme is carefully planned to ensure that students are inducted fully to the underlying principles of learning and the on-line environment. This will help students to develop competence and confidence in planning, innovation and self-motivation.

Parts 2 and 3 of the programme continues to develop specific knowledge and skills in the nursing care and management of adults within multi-professional, multi-agency practice, providing opportunities for students to develop care delivery, management and coordination skills. Research appreciation, methodologies, design and methods are threaded through the programme enabling students to critically examine the evidence underpinning their practice. In addition student engagement in problem based learning and inquiry based learning will be developed to help students to develop further competence and confidence in planning, innovation, self-motivation but additionally there will be a greater focus on problem solving and decision making; the very skills which underpin independent professional action and which foster leadership in practice.

In each part, students will complete proficiencies within the Practice Assessment Document that will enable them to develop into independent, autonomous practitioners on Registration with the NMC after successful completion of the programme.

Structured support and supervision are key features within the programme; as the student progresses through each of the modules there is a shift from high to low intensity through the Parts, reflecting the increasing independence of the learner within the learning process.

In addition to the development of discipline-based knowledge and understanding, the programme also develops a range of intellectual and transferable skills. Reflective, analytical inquiry into practice through reading, presentations, group work, digital literacy and module assessments develop critical awareness, ability to synthesise evidence-based literature and materials and ability to produce succinct reports. Technical and organisational competence are gained through the range of planned clinical practice experiences, as these support the development of an individual who is proficient and adept in holistic care that encompasses excellence in clinical and interpersonal skills and professional behaviours.

22. Criteria for admission to the programme

Detailed information regarding admission to programmes is available from the University's On-Line Prospectus at <http://www.shef.ac.uk/courses/>.

- Prior knowledge of the adult nurse's role ideally developed as a result of work experience linked to the care of adults with health needs. Experience from a range of clinical and social care settings is recommended.
- Three A levels BBB or equivalent. A level General Studies accepted.
- BTEC Diploma/Extended Diploma qualifications in relevant subjects.
- Access courses in a relevant subject (require 60 credits overall, 45 of these at level 3: of these 45 level 3 credits at least 15 must be at distinction and 30 at merit or distinction).
- 5 GCSE'S grade A* - /9 - 4 (or equivalent) which must include:
- English language.
- Where IELTS is presented as evidence of literacy, the following must have been achieved:
- An overall score of at least 7 including 7 in each of speaking, listening and reading and at least 6.5 in writing.
- Where USEPT is presented as evidence of literacy an overall score of 70 must be achieved.
- Science.
- Science units gained on a BTEC or OCR National Diploma or extended Diploma are accepted.
- Science credits gained on Access to Higher Education Diplomas (at least 12 credits at level 2 or 6 credits at level 3).
- Mathematics or
- Numeracy at level 2 in the National Qualifications Framework.
- Open College Network GCSE mathematics equivalence.
- Key Skills level 2 application of number.
- Evidence of studying access credits in mathematics or numeracy at level 2 or above.
- Other equivalent qualifications will be considered on an individual basis.
- Satisfactory Occupational Health and DBS checks.
- Work experience or academic reference. Additional references may be requested.
- Insight into the nature of nursing and health care provision and the role of the nurse.
- Values based individual interview and small group work.

Conditional offers may be made to applicants ahead of the completion of required academic criteria and/or satisfactory Occupational Health and Criminal Record checks.

23. Additional information

The programme is run on a full-time basis - 50% of which is spent in clinical practice. It has 11 credit bearing modules and 6 non-credit bearing modules spread over 3 parts. Students will need to have successfully completed all modules of Part 1 before they can progress onto Part 2. The same applies at the end of Part 2 before they can progress onto Part 3. Having completed all the requirements of the programme at the end of Part 3, the student will be entitled to apply for admission to the professional register as an Adult Nurse with the Nursing and Midwifery Council.

All elements of assessment must have been passed prior to each progression point.

This specification represents a concise statement about the main features of the programme and should be considered alongside other sources of information provided by the teaching department(s) and the University. In addition to programme specific information, further information about studying at The University of Sheffield can be accessed via our Student Services web site at <http://www.shef.ac.uk/ssid>.