



The  
University  
Of  
Sheffield.

## 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

### Programme Details

1. Programme title	Nursing (Adult) (4 year Apprenticeship route)
2. Programme code	NURU153
3. QAA FHEQ level	Level 6
4. Faculty	Health
5. School	Allied Health Professions, Nursing and Midwifery
6. Other schools providing credit bearing modules for the programme	None
7. Accrediting Professional or Statutory Body	Nursing and Midwifery Council
8. Date of production/revision	August 2024, January 2025

Awards	Type of award	Duration
9. Final award	BMedSci (Hons) in Nursing (Adult)	4 years
10. Intermediate awards	Certificate of Higher Education in Health Studies (from 2022)	Only for apprentices who do not complete the programme but are successful at completing Part 1 of the Programme (120 credits level 4)
	Diploma of Higher Education in Health Studies (from 2022)	Only for apprentices who do not complete the programme but are successful at completing Part 2 of the Programme (120 credits at level 5)

## Programme Codes

11. JACS code(s) <i>Select between one and three codes from the <a href="#">HESA website</a>.</i>	B700		
12. HECoS code(s) <i>Select between one and three codes from the <a href="#">HECoS vocabulary</a>.</i>	100290		

## Programme Delivery

13. Mode of study	Part-time
14. Mode of delivery	Mixed

## 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](http://www.longtermplan.nhs.uk), (accessed 2<sup>nd</sup> August 2024) 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 (2018) that sets a vision for the 'Future Nurse'. ([www.nmc.org.uk/standards-for-education-and-training/standards-framework-for-nursing-and-midwifery-education/](http://www.nmc.org.uk/standards-for-education-and-training/standards-framework-for-nursing-and-midwifery-education/)), accessed 2nd August 2024).

The BMedSci Nursing (Adult) is the mandatory academic qualification for the Registered Nurse Degree Apprenticeship (4-year route) programme provided by The University of Sheffield and was developed by the School of Nursing and Midwifery in response to a demand from our practice partners to offer an alternative route to become a registered nurse. Universities and Colleges Admissions Service (UCAS) figures show that the number of applications to nursing degrees has dropped by a third since the bursary was removed. Although there has been an increase in applications since the pandemic, this has since declined and applications are now back to pre-pandemic levels, potentially affecting our ability to meet workforce targets in the future. There is already evidence that there is a significant deterrent to mature entrants in particular in part, due to cost-of-living pressures. The drop in applications from mature entrants is particularly concerning given that mature graduates are more likely to remain in the profession.

Locally our NHS partners are seeking to upskill their workforce (South Yorkshire and Bassetlaw Integrated Care System and national workforce strategy). In 2017 the University worked in partnership with HEE to implement a pilot Nursing Associate programme. This became an Apprenticeship and was reapproved in 2019 to reflect the NMC Standards (2018). Since then, Nursing Associates have been able to RPL50% of the BMedSci Nursing programme and become Registered Nurses. They have been able to join the standard 3-year programme and complete the final 18 months, however, employers have requested a return to the 4-year programme where students complete the final 2 years, with 4 days spent on the programme and 1 day a week is spent in their workplace as a Nursing Associate. We are therefore proposing a 4-year BMedSci (Hons) Nursing (Adult) apprenticeship

programme to facilitate the 2-year RPL opportunity to become a Registered Nurse.

The apprentices on this programme will work towards achieving the Registered Nurse Degree Occupational standards (2018) which are aligned to the NMC Future Nurse Standards of Proficiency (2018). The requirements for the apprenticeship End Point Assessment are set out in the Registered Nurse Degree Apprenticeship Standard Assessment Plan which was updated in 2021.

## 16. Programme aims

BMedSci (Hons) Nursing (Adult) Apprenticeship aims to:	
<b>A1</b>	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 21 <sup>st</sup> century.
<b>A2</b>	To enable students to critically appraise the theoretical and empirical elements of nursing, developing the academic skills that link theory to practise.
<b>A3</b>	To enable the student to achieve all the requirements as stated in the Nursing and Midwifery Council's (2018) Standards for Pre-Registration Nursing.

## 17. Programme learning outcomes

<b>Knowledge and understanding</b>		
On successful completion of the programme, students will be able to demonstrate knowledge and understanding of:		
		<b>Links to Aim(s)</b>
<b>K1</b>	Critical understanding of relevant ethical and legal frameworks.	A1
<b>K2</b>	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.	A1
<b>K3</b>	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.	A1, A2
<b>K4</b>	Critical understanding of the nursing contribution to inter-professional working and organisational leadership.	A1, A3
<b>K5</b>	Critical application of problem-solving techniques in theory and practice.	A1, A2
<b>K6</b>	Critical understanding of safe and quality care management in a range of settings.	A1, A3
<b>K7</b>	Critical understanding of professional accountability.	A1, A3
<b>K8</b>	Critical understanding of the best available evidence in the delivery and management of nursing.	A2
<b>K9</b>	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.	A1, A3

<b>Skills and other attributes</b>		
On successful completion of the programme, students will be able to:		
<b>S1</b>	Access and critically analyse relevant research, literature and policies/standards/guidelines and their impact upon practice in order to develop coherent evidence-based arguments.	A2, A3
<b>S2</b>	Demonstrate competence in communication and relationship management skills across all patient groups, within team working and classroom settings.	A1, A3
<b>S3</b>	Ability to reflect upon and manage complex issues systematically and creatively, make informed judgements and communicate conclusions clearly.	A1, A3
<b>S4</b>	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.	A1-A3
<b>S5</b>	Have the ability to manage oneself and others working in the context of continual change and challenging environments.	A1, A3
<b>S6</b>	Possess the professional values, attitudes and emotional intelligence to adapt behaviour appropriately when working with people.	A1, A3
<b>S7</b>	Demonstrate initiative and competence in managing and coordinating patient care needs whilst assuming responsibility and being accountable for safe professional nursing practice.	A1, A3
<b>S8</b>	An ability to evaluate empirical and published information and produce original written reports and assignments and demonstrate the ability to meet deadlines.	A2
<b>S9</b>	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.	A1-A3
<b>S10</b>	Demonstrate the safe and effective standard required for undertaking nursing procedures whilst delivering holistic care.	A1, A3
<b>S11</b>	Demonstrate the critical development of resilience and lifelong skills for learning.	A2, A3
<b>S12</b>	Demonstrate the ability to work in partnership with people to optimise health and wellbeing.	A1, A3
<b>S13</b>	Possess the skills and knowledge to competently lead care.	A1-A3

## 18. Learning and teaching methods

**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 teaching and support 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 teaching and support 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. Assessment and feedback methods

There are a range of assessment methods through the programme that support the student to develop a range of skills and knowledge to meet the NMC requirements.

These are the same modules and assessments as recently approved by the NMC and the University for the 3-year BMedSci Nursing (Adult) programme in 2024.

Feedback is via standard University processes and following the [Principles of Quality Feedback](#)

Opportunities for students to meet with tutors for advice and feedback is available along with feedback following assessments, including feed forward to support them in future assessments.

## 20. Programme structure and student development

The BMedSci (Hons) Nursing leads the student to a registrable qualification as an Adult nurse. The programme is a part-time attendance programme lasting 4 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 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.

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.

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.

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

## 21. 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
  - Maths
  - Science subject
- 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 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 maths and English.
- 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.

## 22. 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](http://www.longtermplan.nhs.uk) (accessed 2<sup>nd</sup> August 2024).

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/](http://www.nmc.org.uk/standards-for-education-and-training/standards-framework-for-nursing-and-midwifery-education/) (accessed 2<sup>nd</sup> August 2024).

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](http://www.nmc.org.uk/globalassets/sitedocuments/standards/2023-pre-reg-standards/new-vi/standards-for-pre-registration-nursing-programmes.pdf) (accessed 2<sup>nd</sup> August 2024) .

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 2<sup>nd</sup> August 2024).

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 2<sup>nd</sup> August 2024).

NMC Standards for Education and Training (2023). Available at: <https://www.nmc.org.uk/standards-for-education-and-training/> (Accessed: 2<sup>nd</sup> August 2024).

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: 2<sup>nd</sup> August 2024).

NMC (2018) The Code. Available at: <https://www.nmc.org.uk/standards/code/> (Accessed: 2<sup>nd</sup> August 2024).

NMC (2021) Revalidation. Available at: <https://www.nmc.org.uk/revalidation/> (Accessed: 2<sup>nd</sup> August 2024).

University of Sheffield (2019) The Sheffield Masters Graduate (online) Available at: <https://www.sheffield.ac.uk/sheffieldgraduate> (Accessed 2<sup>nd</sup> August 2024).

## 23. Additional information

The programme is run on a part-time basis - 50% of which is spent in clinical practice. It has 11 credit bearing modules and 3 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.

The NMC stipulates in the Standards for Pre-Registration Nursing programmes Part 3 that we must:

*1.5 permit recognition of prior learning that is capable of being mapped to the Standards of proficiency for registered nurses and programme outcomes, up to a maximum of 50 percent of the programme.*

This does not align with the University guidance of up to 90 credits and therefore to ensure we meet the NMC standards a special regulation is needed and has been in place previously. RPL processes are in place to map previous learning to meet the above standard.



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>.