



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	NURT112
3	JACS Code	B700
4	Level of Study	Postgraduate
5a	Final Qualification	MMedSci
5b	QAA FHEQ Level	7
6a	Intermediate Qualification(s)	PG Dip - NURT116 PG Cert - NURT117
6b	QAA FHEQ Level	7
7	Teaching Institution (if not Sheffield)	Not applicable
8	Faculty	Faculty of Medicine, Dentistry and Health
9	Department	Nursing and Midwifery
10	Other Departments involved in teaching the programme	None
11	Mode(s) of Attendance	Full-time
12	Duration of the Programme	2 years
13	Accrediting Professional or Statutory Body	Nursing and Midwifery Council
14	Date of production/revision	March 2020, May 2020, March 2021

15. Background to the programme and subject area

The purpose and importance of nursing within a complex and evolving health care system is clearly described within the NHS Long Term Plan (2018) (www.longtermplan.nhs.uk, accessed 4.2.2019) which confirms the central role nurses will continue to play in the delivery of healthcare services. Nurses have a key role as managers and coordinators of care, are engaged as members and leaders of multi-disciplinary teams, and are empowered to lead change and clinical decision making. The nature of healthcare is rapidly evolving with care delivery increasingly focussed on primary care services, supported by a plurality of service providers with the patient as an informed consumer of services. The 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 challenging two year programme is designed to give graduates in a health related discipline the opportunity to gain registration with the Nursing and Midwifery Council (NMC) as an Adult Nurse with a Master's Degree.

The programme comprises 50% theory and 50% practice as stipulated by the NMC (2018) Standards for pre-registration nursing programmes (www.nmc.org.uk/standards/standards-for-nurses/standards-for-pre-registration-nursing-programmes/ accessed 4.2.2019) . The programme will include opportunities for nursing students to work with students from other schools 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 mentors, and facilitates the development of the skill of critical analysis in combination with the original and innovative thought expected within Masters' level study.

The School of Nursing and Midwifery has a successful history in the delivery of both pre-registration and post-graduate programmes and in the Research Excellence Framework (2014) the School sustained its position in the top third of UK Universities (<https://www.sheffield.ac.uk/snm/research> accessed 7.2.2019). 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.

16. Programme aims

- 1- To enable students to engage critically in current research, policy and practice in the field of Adult nursing and develop a range of clinical skills and knowledge commensurate with entry to the professional register.
- 2- To enable students to critically appraise and evaluate the theoretical and empirical elements of nursing, developing academic skills linking theory to practice.
- 3- To provide an environment which develops students' leadership and problem solving skills in contemporary health care settings.

17. Programme Learning Outcomes Mapped against NMC (2018) Future Nurse: Standards of Proficiency for Registered Nurses

Programme Learning Outcomes -Knowledge and understanding:		Platform
K1	Critical and reflective knowledge and understanding of ethical and legal frameworks on the provision of anti-discriminatory and fair practice.	1
K2	Critical and reflective knowledge and understanding of the impact of professional, political and national / local health service policies on the nature of nursing practice and care delivery.	1
K3	Critical and reflective knowledge and understanding of the application of theory that informs the nursing care of patients within a range of health care settings.	3
K4	Critical and reflective knowledge and understanding of the nursing contribution to inter-professional working and organisational leadership.	5&7
K5	Critical and evaluative application of problem solving techniques in theory and practice.	3&4
K6	Critical and reflective knowledge with demonstrable understanding of safe and quality care management across a range of settings.	6
K7	Critical and reflective knowledge and understanding of professional accountability and the importance of being a positive role model.	1
K8	Critical reflective knowledge and understanding of the best available evidence in the delivery and management of nursing care.	4
K9	Critical and evaluative knowledge of the application of research methods.	4
K10	Demonstrate a critical understanding of teaching and learning within the nurses role across a range of settings.	5
K11	Critically analyse and apply relevant knowledge and strategies 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

Skills and other attributes:		
S1	Ability to locate, review and reflect upon relevant literature and policy through synthesis of research and its impact upon practice and develop coherent evidence based arguments.	1
S2	A high level of competence in communication and interpersonal relationships, in both patient care and classroom setting.	Annexe A
S3	Ability to deal with complex issues systematically and creatively, make informed judgements and communicate conclusions clearly.	1
S4	Apply relevant knowledge to a range of situations related to needs assessment.	3
S5	Deal with issues systematically and creatively, making sound judgements in assessing, planning, implementing and evaluating nursing interventions, and have the ability to manage change.	2 &3

S6	Possess the professional attitudes that accompany their practice and that they adapt their behaviour appropriately to a variety of user groups.	1
S7	The ability to take initiative in managing and coordinating a nursing service, assume responsibility and be accountable for their professional nursing practice.	5 & 1 & 7
S8	An enhanced ability to evaluate empirical and published information and produce original written reports and assignments and to plan realistically to meet these needs.	1&4
S9	An enhanced ability to identify own learning needs and to plan realistically to meet these.	1 & 5
S10	Critical development of lifelong skills for learning.	1
S11	The ability to articulate critical understanding of the professional standards and the development of resilience required of registered nurses.	1
S12	A high level of competence in the organisation of a long study at M level 7 and management of their own time and work.	
S13	Demonstrate the safe and effective standard required for undertaking nursing procedures whilst delivering holistic care.	Annexe B
S14	Demonstrate the ability to work in partnership with people to optimise health and wellbeing.	2

18. Teaching, learning and assessment

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

Parts 1, 2 and 3 of the programme comprises 50% theory and 50% practice as required by the Nursing and Midwifery Council. Students are encouraged to develop as active and independent learners by way of the following methods:

Theoretical component

The programme uses problem based learning (PBL) which is a structured approach encouraging deep and meaningful learning as within the context of team working. Students work in groups; they are given 'triggers' which are often clinical scenarios and, with the help of a facilitator (which is usually a lecturer or a clinician), identify and discuss what they already know about the subject, identify what they need to know, and identify ways of meeting these learning needs. The facilitator continues to work with the students through the whole process and is present when the students present their findings to other group members. This encourages the student to acquire not only in-depth knowledge of subject areas, but also lifelong learning skills. It also enhances their team working skills while addressing problems and scenarios based on nursing situations in the 'safe' environment of the classroom (K1-11; S2-7, 9-11, 14).

This style of learning is supported by classroom focussed and blended learning, offering the opportunity to gain knowledge and skills from academics and expert clinicians on more complex topics whilst developing their personal digital portfolio.

Student led seminars require either individuals or groups of students to prepare presentations to their peers which are then discussed further in the classroom. While a small subset of the whole cohort may be involved in making the presentation, their peers are expected to prepare for the session by reading around the assigned topic and engaging in the classroom discussion.

Students are able to access on-line learning resources through the online learning environment and are expected to engage in a range of on-line collaborative activities and discussions. The learning resources have been developed to provide students with opportunities for student reflection on material in light of their own professional contexts. On-line teaching resources include material specifically written for the units, power-point presentations, directed readings and video material.

Practice component

Practice placements provide students with the opportunity to relate theory to practice and to develop their skills, knowledge and attitudes. Whilst on placements students have regular periods of study in the Division of Nursing and Midwifery which support the problem based learning style of the programme.

Clinical skills and mandatory training in preparation for clinical placement is facilitated within the university

setting using a variety of teaching styles including simulation, dedicated Faculty clinical skills suite at Samuel Fox House, patients as educators and experience of multi-professional training.

All students are allocated a personal tutor and academic assessor at university and a clinical placement supervisor and clinical placement assessor, each of whom will meet the student on a regular basis at pre-arranged times. These provide the student, tutor, mentor and assessor with the opportunity to discuss the student's academic and clinical progress both face to face and digitally.

Opportunities to demonstrate achievement of the learning outcomes are provided through the following assessment methods:

In order to permit students to register with the professional body at the end of the programme s/he must be successful in summative assessments of both academic and practice aspects of the programme. Summative assessments are ones which formally assess whether the student has attained the key knowledge, skills and other attributes required by the University and the Nursing and Midwifery Council to merit an academic award of a specified standard and professional registration.

Formative assessments are a way of providing students with feedback on their progress towards meeting the formal requirements. Students are given the opportunity to discuss the development of work for summative assessment in both the practice placement and the School of Nursing and Midwifery. Each student is allocated a personal tutor, who is a member of the academic staff of the School of Nursing and Midwifery; they provide guidance and general support throughout the students' progress on the programme. Practice placement mentors / assessors provide support during the development of skills in the placement setting. The latter is supplemented by a system of University of Sheffield tutor support staff and personal tutors.

Assessment of clinical practice requires the student to achieve nursing competence at progressively more demanding levels across the two year programme (K1-9, S1-9). Assessed clinical placements comprise 50% of the programme time and expose the student to direct experiences of care management and delivery across the 24 hour period. The final assessment placement requires students to demonstrate that they have acquired the knowledge, skills and attributes required for professional nursing registration. This aspect of the programme is conducted by experienced members of the practice team with support from University of Sheffield practice tutors and personal tutors.

The student's progress is formatively assessed at a midpoint interview during each placement and this allows the student and practice staff to plan any further action required to enable the student to achieve success in their summative assessment at the conclusion of the placement.

Assessment of academic units In recognition of the transferable skills that our graduates will require in their professional practice as registered nurses, the following are included as assessment techniques (K1-9, S1-9).

Written assignments:

- 5000 word patchwork essay designed to enable the student to critically analyse the influences on an individual's health, including lifestyle, environmental, socioeconomic factors and physiological changes within the context of contemporary adult nursing practice. (LO K1-4,7,8, 11. S1,3,4,6,9,10,11 & 14).
- 12000 word Critical Analysis of Professional Practice designed to enable the student to conduct a systematic literature review relating to contemporary adult nursing practice.
 - Part 1A 3000 word Adult Nursing: Critical reflection
 - Part 2B 3000 word Systematic Literature Searching
 - Part 3C 3000 word Systematic Selection of Research for Critical Analysis
 - Part D 3000 word Critical Analysis of Evidence Base
 - 1A, 2B & 3C are formatively assessed at the end of Units 1,2 & 3 respectively. All parts are summatively assessed (1A+2B+3C+4D) within Unit 4 (LO K2,3,5, 6,7, 8,9,11. S 1-14)
- 5000 word essay designed to enable the student to critically analyse the altered pathophysiology and medicines management of the acutely unwell patient (LO K1-8,11. S1-3,5-9, 11).
- 4500 word assignment that critically analyses the evidence base of the Poster produced for presentation. (LO K1-8 S 1-3, 5-9,11).

Invigilated health numeracy examination:

You will undertake an invigilated health numeracy examination in order to ensure safety in drug calculations in Unit 1 of the programme. An 80% pass mark is required. (LO K3,7,8, S 4,6)

Invigilated written examination:

This is utilised to allow you to demonstrate skills of assessment, prioritising care and application of evidence to care needs. (LO K 1-8,11. S 1, 3-9, 11, 14).

Observed Structured Clinical Examination:

This will be used to demonstrate competence in a simulated environment in the assessment of the acutely unwell patient. (LO K 1-8, 11 S1-14).

Presentation:

Poster presentation in Unit 4 assesses your skills in developing a conference quality poster and presenting this to peers, academics and clinical partners. (LO K1-9, S1-12).

Delivery of a teaching session in Unit 4 provides formative feedback on skills of planning and assessing learning (LO K10, S2,6,9, 14).

Practice Assessment Document (PAD)

You will be assessed in practice in order to ensure that you are both safe, compassionate and uphold professional values in care delivery and management. This includes assessment on your care delivery and medicine management (LO K 1-11 S1-14).

19. Reference points**The learning outcomes have been developed to reflect the following points of reference:**

NMC (2018) The Code <https://www.nmc.org.uk/standards/code/> (accessed 21.3.2020)

NHS (2018) Long Term Plan www.longtermplan.nhs.uk (accessed 21.3.2020)

NMC(2018) Future nurse: Standards of proficiency for registered nurses
<https://www.nmc.org.uk/standards/standards-for-nurses/standards-of-proficiency-for-registered-nurses/>
(accessed 21.3.2020)

NMC (2018) Realising Professionalism: Standards for Education and Training Part 1: Standards Framework for nursing & midwifery education <https://www.nmc.org.uk/globalassets/sitedocuments/education-standards/education-framework.pdf> (accessed 21.3.2020)

NMC (2018) Realising Professionalism: Standards for Education and Training Part 2: Standards for student supervision and assessment. <https://www.nmc.org.uk/standards-for-education-and-training/standards-for-student-supervision-and-assessment/> (accessed 21.3.2020)

NMC (2018) Realising Professionalism: Standards for Education and Training Part 3: Standards for pre-registration nursing programmes. <https://www.nmc.org.uk/standards/standards-for-nurses/standards-for-pre-registration-nursing-programmes/> (accessed 21.3.2020)

QAA (2016) UK Quality Code for Higher Education: Part A Setting and Maintaining Academic Standards. Subject Benchmark Statement, Health Studies. https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-health-studies-16.pdf?sfvrsn=779ff781_8 (accessed 21.3.2020)

University of Sheffield (2019) The Sheffield Masters Graduate (online) Available at:
<https://www.sheffield.ac.uk/sheffieldgraduate> (accessed 21.3.2020)

20. Programme structure and regulations

Successful completion of the Programme means that the student is eligible to Register as an Adult Nurse with the Nursing and Midwifery Council. It is a 2-year full time programme which enables the student to gain experience of working with a wide range of patients and service users in a range of care contexts. For fifty percent of the programme the student is attached to a placement locality 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

Unit 1 Foundations in Health and Nursing

Unit 1A Critical Analysis of Professional Practice Part 1A. Assessed as complete/not complete

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

PART 2

Unit 2 Developing Nursing Practice: Caring for People with acute and short term care needs

Unit 2B Critical Analysis of Professional Practice Part 2B. Assessed as complete/not complete

Unit 3 Developing Nursing Practice: Caring for People with long term and complex care needs

Unit 3C Critical Analysis of Professional Practice Part 3C. Assessed as complete/not complete

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

PART 3

Unit 4 Transitions to practice: managing and organising care

Unit 4C Critical Analysis of Professional Practice Part 4D. Summative assessment of 1A+2B+3C+4D

A student who successfully completes parts 1, 2 and 3 of the programme of study is eligible for the award of MMedSci Nursing (Adult) and registration with the Nursing and Midwifery Council as an Adult Nurse.

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>. (Accessed 21.3.2020)

21. Student development over the course of study

Students are 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, blended learning and supervised placement experiences which cement their understanding of the role and contribution of nursing within contemporary health and social care. The early stage of the programme is carefully planned to ensure that students are inducted fully to the underlying principles of Problem Based Learning and the on-line environment. Student engagement in problem based learning and inquiry based learning will help students to develop competence and confidence in planning, innovation, self-motivation, problem solving and decision making; the very skills which underpin independent professional action and which foster leadership in practice. Structured support and supervision are key features within the programme; as the student progresses through each of the Units there is a shift from high (Unit 1) to low intensity (Unit 4) reflecting the increasing independence of the learner within the learning process.

Parts 2 and 3 of the programme continue to facilitate the development of specific knowledge, skills and professional requirements 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 to the development of discipline based knowledge and understanding, the programme also enables students to develop a range of intellectual and transferable skills. Reflective, analytical enquiry into practice through reading, seminar presentations, group work, on line tasks and unit assessments develop skills of critical analysis, the ability to synthesise evidence based literature and materials, and the 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> (Accessed 21.3.2020).

Prospective students **must** hold a bachelor's degree by the date of the commencement of the programme which will be in a cognate discipline. This is a statutory requirement; the Admissions Tutor / Programme Leader is responsible for applying the requirement. Prospective students **must** also demonstrate experience of working 650 verified hours within a setting that has relevance to health care in either paid or voluntary capacity, preferably in a direct care setting.

The following GCSEs or their equivalents are also required:

Mathematics

English

Science

Offers for places on the Programme are always conditional upon health clearance, the outcome of the mandatory DBS checks and a successful value based interview.

23. Additional information

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> (Accessed 21.3.2020)