



**College of Health, Wellbeing and Life Sciences**

**Department of Nursing and Midwifery**

**Programme Handbook**

**Return to Practice (Nursing & SCPHN)**

## **i. Purpose:**

This handbook is an important source of information about the University, its services and faculties as well as the programme itself. It can be found on your organisational site on Blackboard. You will also find information that is available via **MyHallam**, your default homepage on any University PC web browser. You will be issued with a login account at the time of enrolment.

## **ii Our student Charter**

Our student charter was developed jointly by the University and Sheffield Hallam Students' Union. It is an example of the working partnership which exists between our staff, students and student representatives. The charter embodies our commitment to delivering a high-quality student experience and sets out the expectations and responsibilities we have for our community of students and staff. A copy of the University Student Charter can be found [here](#).

## **iii. Attendance Statement**

The following statement has been agreed to communicate the University's expectations on student attendance and to encourage you to gain the most from the planned learning activities on your programme.

It is essential that you take responsibility for your learning by engaging fully with your programme and that as a minimum you should:

- Attend punctually all scheduled and timetabled learning and teaching activities and sessions, unless unable to do so for reasons of illness or other extenuating circumstances.
- Engage with and participate in all learning activities.
- Submit all assessments by scheduled hand in dates.
- Reflect on and act on feedback on assessed work.
- Undertake independent learning in support of teaching delivery as directed by academic staff.

## **Arrangements for recording and monitoring attendance**

In addition, as **nursing** students you are required to document your engagement with academic learning and to log placement hours within your Practice Assessment Documentation to enable you to demonstrate meeting the professional body requirements. (Future Nurse: Standards of proficiency for registered nurses NMC 2018, Standards for Specialist Community Public Health Nurses NMC 2004).

During placement you are required to adhere to the service provider guidelines alongside notification to the university with regard to any absence. Your attendance on placement is verified by placement Practice Supervisors.

If you have a problem with attendance on the programme you will meet with an appropriate member of University staff and an action plan may be implemented. Where attendance does not improve disciplinary procedures will ensue or if appropriate Fitness for Study/Practice Procedures will be followed see

[https://students.shu.ac.uk/regulations/assessment\\_awards/index.html](https://students.shu.ac.uk/regulations/assessment_awards/index.html)

### What happens if you are unable to attend a placement shift?

You are required to attend additional hours on placement guided by "Students Working Hours in Practice" document on the Placement Website.

<https://www3.shu.ac.uk/hwb/placements/documents/201809NMWstudentworkinghours.pdf>

We will monitor your attendance and offer support to help you improve your attendance where necessary.

### Sickness and Absence

We have specific procedures for reporting sickness & special leave: This information is on your organisation site

Please notify the University and/or Practice on the first day or your period of sickness / special leave and confirm your date of return. **You must report your absence before the start of your shift or timetabled University session. Please note; it is imperative you contact the placement area to inform them of your sickness; they will worry about you if you do not arrive when expected.**

### Reporting absence

You should report both 'Practice Placement Absence' and 'Taught Session Absence' by completing the [Student Absence Form](#). If you are not currently logged into Google Drive, clicking on the link will require you to log in using your email address as per the below example (**username@my.shu.ac.uk**). This will then take you to the Sheffield Hallam University login page where you would login using your single sign on Sheffield Hallam University login details. The HWB Student Absence Google Form will then open for your completion.

New Google Form [Student Absence Form](#)

Example Email Login username@my.shu.ac.uk

The image shows a Google Forms login interface. On the left, the Google logo is at the top, followed by 'Sign in to continue to Forms'. Below this is an input field for 'Email or phone' containing the text 'b2058763@my.shu.ac.uk', which is circled in red. There are links for 'Forgot email?' and 'Not your computer? Use InPrivate windows to sign in. Learn more'. At the bottom left is a 'Create account' link. A blue 'NEXT' button is positioned below the email field. On the right, the Sheffield Hallam University logo is displayed. Below it is a grey box containing instructions: 'Please enter your username and password to access the SHU systems relevant to your area of work or study. Your username and password should be the same as those you currently use to log into SHU applications.' There is a link for 'Forgotten your password?'. Below this are two input fields: 'Username' containing 'b2058763' and 'Password' containing '\*\*\*\*\*', both circled in red. A 'Logon' button is at the bottom of this section.

### University Regulations:

As a student at Sheffield Hallam University you agree to abide by the University regulations upon enrolment to the University. Please note regulations can change during the year and the latest version can be found on MyHallam. You should therefore read this handbook in conjunction with these Academic Regulations and Student Policies, which can be found at the foot of the page online at <https://students.shu.ac.uk> under Rules and Regulations.

Please note the Return to Practice Programme is regulated by Professional Body Standards set by the Nursing and Midwifery Council and is therefore exempt from some of the University regulations (NMC 2019)

### **Exemption from Assessment Regulations are:**

Task 01 Assessment - Students must achieve a mark of 40% or more. Compensation cannot be applied to this module under PSBR.

The Return to Practice programme contains a minimum number of 150 practice hours. Competency in clinical practice is viewed as a pass/fail measure and we do not grade practice, therefore this module, which contains assessment of practice has to be presented as non-standard in order for the students to pass the module.

### **v. Disclaimer:**

While every effort has been made to ensure the accuracy of information contained in this handbook at the time of production, information can change. If this is the case these changes will be communicated to you in a timely manner and links are provided where appropriate to sources of current online information.

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### **Introduction and Welcome from Michaela Brown, Return to Practice Programme Lead:**

Dear Return to Practice student,

I am delighted to welcome you to the Department of Nursing and Midwifery at Sheffield Hallam University as you commence the Return to Practice Programme. I hope you are excited as you begin your journey to return to your chosen field/s of nursing.

Over the course of your programme, you will be able to spend time learning and engaging in the wide range of opportunities which are available to you whilst studying in the department. There is a wealth of information and resources on the blackboard site so please take the time to navigate your way through this.

Nursing is a rewarding career and during the programme and upon return to your professional register/s, you will work with teams of highly skilled committed and inspirational professionals from a wide range of clinical backgrounds. Nursing is a very demanding profession and you will be able to bring, and build upon your professional, clinical and academic skills with the support of the course team and our collaborative clinical partners. The new range of skills you acquire will equip you for the exciting practice environments in the current health-care arena.

Please familiarise yourself with the contents of the handbook and the module guidance and assessment regulations to ensure that your progress and success is achieved whilst you study with us.

You are welcome to contact me, and/or your Academic Advisor, at any point during the programme and you will have regular field-specific Academic Advisor sessions throughout your course of study and clinical placement experience.

I hope that this heralds the return of an exciting and rewarding career for you and am really looking forward to meeting you and supporting you on your Return to Practice Journey.  
Kindest Regards,

Michaela and the programme team.

### **A message from your Sheffield Hallam Students' Union Education Officer**

I was elected to represent you and your views as your Education Officer. I hope you'll enjoy being part of your programme and I'll be working closely with your programme representatives, so if you ever need any help or advice on anything associated with your programme and your education then get in touch at [uuseducation@shu.ac.uk](mailto:uuseducation@shu.ac.uk). If you want to share any of your experiences on your programme or are facing any problems then come and talk to me as the Students' Union is here to support you. I'm based in the HUBS but you can also contact me via email, on Facebook or via Twitter @hallameducation. I look forward to meeting you soon!

Sheriff Muhammed  
*Education Officer, Sheffield Hallam Students' Union*

## **2. Programme Information:**

2.1 Programme Aims and Learning Outcomes; consistent with the Definitive Document

### **Aim**

The aim of this course is to prepare qualified nurses, whose NMC registration has lapsed, to reapply to professional registration as safe, competent and accountable practitioners who are able to provide person and relationship centred care to service users in their field of Nursing Practice. This will be achieved through proficiencies within the Future Nurse: Standards of proficiency for registered nurses, including annexe A/B (NMC 2018), and/or if applicable, Standards for specialist community public health nurse (NMC 2004).

**Upon completion of the programme/module, the individual RtP Student should be able to:**

<b>LO Ref</b>	<b>Learning Outcomes</b>
1.	Apply a critical approach to the application of contemporary health and social care theories, models and principles; explore and apply legal, national and professional guidelines in relation to delivering clinically effective and inclusive person and relationship-centred care (Future Nurse NMC 2018) and/or if applicable, Standards for SCPHN (NMC 2004).
2.	Be cognisant with the professional values in meeting the principles of The Code (NMC 2018) when demonstrating safe, effective and compassionate care to diverse people and cultures in promoting health

	and preventing ill health in accordance with the standards for proficiency (NMC 2018, SCPHN 2004).
3.	Critically understand and apply contemporary legislation in relation to safeguarding, capacity and consent, and be fully conversant in the application of the principles of pharmacology (uses, effects and action of drugs to the safe administration of medicines), medicines management and medicines optimisation (NMC 2018).
4.	Gather a comprehensive portfolio of evidence to demonstrate achieving proficiency, in assessing, planning, implementing, evaluating, co-ordinating and leading person-centred care. This will be evidenced by communicating effectively with individuals and groups (Annexe A, Future Nurse, NMC 2018) within their field of nursing, and/or if applicable, Standards for SCPHN (NMC 2004).

## 2.2 Key programme contacts and their responsibilities including those external to the University e.g. PSRBs/accrediting bodies

<i>ACADEMIC LEAD FOR THIS PROPOSAL</i>	<b>Michaela Brown</b>
<i>HEAD OF DEPT</i>	<b>Susan Wakefield</b>
<i>DEPT QUALITY LEAD</i>	<b>Bridget Crofts</b>
<i>SUBMISSION DOCUMENT AUTHORISED TO PROCEED TO VALIDATION BY</i>	<b>Susan Wakefield</b>
<i>EXTERNAL EXAMINER</i>	<b>Dr Karen Whittaker</b>

The programme is approved by the Nursing and Midwifery Council

## 2.3 Academic Calendar and key programme dates

The university works to an academic calendar. Nursing is a non-Standard programme so you will only use the academic calendar in relation to your Timetabled weeks. You can find the academic calendar via a link at the bottom of My Hallam

<https://My.Hallam.shu.ac.uk/webapps/portal/frameset.jsp>

## 2.4 Programme timetable

Here is your programme plan:

### Overview of Programme Structure (Diagram format)

#### Return to Practice

<b>Academic week</b>	<b>Study days</b>	<b>Assessment</b>
47	Pre programme Study day	OH and DBS commence Introduction to SHU and RtP Programme Student self-assessment Nursing numeracy capability
9	5 Study Days	Clinical placement allocation commences
10	1 Study Day	

17		Submission of summative assessment
20		Internal moderation and unratified Feedback
21		External moderation commences
22		IMR submission of summative assessment
25		Unratified capped feedback
28		End point for completion of clinical placement First summative practice assessment
29		Confirmation by Academic Assessor
32		Department Assessment Board

Anticipated completion

		Refer submission of summative feedback
		Refer summative practice assessment

The RtP Student will undertake a minimum of 150hrs for each part, and we recommend a minimum number of 15 clinical hours per week. This is based on an individual's needs established through their previous experience, interview process and self assessment, in collaboration between Academic Assessor, Practice Assessor and RtP Student.

Duration	Hours
For each part	Usually 150 – Up to 300
Retrieval Placement if Required	150 hours Maximum

Please be assured that we will only make changes where absolutely necessary and a full explanation will be given at the time and in advance of any changes. This will be explained during your Induction session. We would recommend that you refer to this document on the live website:

<https://www3.shu.ac.uk/hwb/placements/nursing/index.html>.

During your theory learning weeks, you will follow a timetable which will be made available on your pre-course study day. As a self-directed learner, you are expected to undertake independent study in relation to your academic professional, personal and clinical development to supplement all taught sessions.

## **2.5 Programme outline including curriculum details, module structure and options by level of study from the Definitive Document.**

This is an exciting and innovative programme which, on successful completion, will enable you to return to your chosen unique field of nursing whilst practising effectively as a member of integrated care teams. The programme leads to professional re-registration with the Nursing and Midwifery Council.

You will build upon your existing skills to become a highly effective nurse, with a strong sense of professional identity and be confident to work collaboratively with others.

The programme emphasises the integration of contemporary work-based practice, theory and research-based practice. You will be taught by inspiring and passionate staff from the College of Health, Wellbeing and Life Sciences, our practice partners and service users. The programme is designed to develop the key values and attributes that are attractive to employers and, most importantly, an essential part of being a professional nurse.

### **Studying at Graduate level (PSBR) and Employability**

The NMC specify that this programme should be taught at graduate level, reflecting Level 06 Study. This depth of critical analysis, enables RtP Students to explore, compare/contrast and differentiate evidence based papers in order to apply to clinical practice. This will facilitate them to develop the ability to critically practice in a highly reflective level. Higher Order Thinking Skills (Bloom 1956) need to be nurtured within clinical practice, so RtP Students can apply these readily to the clinical interface. In addition, the programme has an emphasis on developing the following graduates attributes:

**Confidence** - *The ability to demonstrate confidence in their abilities, clearly understand and articulate their strengths and values.* This enables the student to become a professional who is fully compliant with The Code - Professional standards of practice and behaviour for nurses and midwives (NMC 2018). They will possess a strong grounding in the professional role but have the confidence to refer when activities fall beyond the scope of their practice or to challenge when care falls short of expectations.

**Creativity** - *The ability to offer additional options and perspective to a challenge. They are motivated by challenge and demonstrate critical thinking to overcome indecisiveness.* As a key player in the inter professional team the students will develop into practitioners who actively lead from the front in creatively addressing problems in the ever-changing landscape of health and social care.

**Resilience** - *The ability to recover quickly from knock backs and maintain focus under pressure and changing circumstances.* In the pressured arena of care delivery practitioners need to be resilient to ensure they are flexible and adaptable to the constant environment of change that they encounter on a daily basis. Focusing on this attribute will produce practitioners who are able to withstand these pressures and will ultimately impact positively on the retention rates within the profession.

**Integrity** - *Act with integrity. Makes decisions consistently and accepts responsibility for actions. Makes ethical decisions and considers context before acting.* Integrity is a central attribute of nurses. When dealing with peoples physical and/or mental health wellbeing they must always act in the patients best interests using ethical theory to guide decision making and underpin their non-discriminatory practice in line with The Code (NMC 2018).

**Curiosity** - *Are always looking to learn more. The ability to look beyond the obvious, independently appraising information and seeking to improve the performance of themselves and others.* Reflection is a professional requirement. Nurses are constantly reviewing their personal and professional practice with a desire to improve and enable higher quality of care and service delivery. Reflection is also a central requirement of the evidence nurses need to provide annually to enable re- registration with the NMC.

**Globally minded** - *Are culturally literate. The ability to operate effectively with people from different backgrounds and cultures and use appropriate behaviour to recognise cultural difference.* Within South Yorkshire the majority of nurses graduating since 2009 are SHU alumni. They work locally to transform the lives of those they care for. Being globally minded will ensure future students continue to meet the needs of patients from diverse cultures within the region in a non-discriminatory and culturally sensitive manner. It is also the intention of the programme to promote this quality in graduates to extend their practice beyond the local level



to the national and global stage where they can impact and transform the quality of care and service.

These principles are embedded in the programme learning outcomes and the assessment of practice.

This bespoke programme prepares students to meet the needs of service users in different settings, relevant to the field in which they wish to return, ensuring that they will be competent to practice as a Registered Nurse according to the standards set out by the Nursing & Midwifery Council (NMC). Through bespoke clinical experiences on placement, students will regain real life experience which will enable the RtP Student to re-develop the key values and attributes that are attractive to employers and, most importantly, an essential part of being a professional nurse.

Clinical proficiency, leadership, management, and research are essential skills for the nursing profession, and you will build upon and further develop these skills as you progress through the programme. These skills will equip you to lead, innovate and shape healthcare upon return to your professional register/s.

The placement you experience will enable you to (re) learn your clinical and interpersonal skills. Our placement partners work closely with us to enable you to develop your confidence, resilience and proficiency across the programme.

As a student in the Department of Nursing and Midwifery we invite you to be actively involved in the development of your programme. Your views are valued and we regularly work with students to improve the programme and the student experience.

The programme is designed to promote active and independent learning; You will be effectively supported in your studies on campus and in placement by a range of staff offering guidance and advice ensuring that you learn effectively, and your individual learning needs are met, including any reasonable adjustments for disability.

## **Programme Design and Structure**

### **Adult Field of Nursing**

Adult nursing has a wide scope of practice which has, and continues to, develop in response to policy drivers and service development. Roles within the profession are diverse and cover the needs of people in primary, secondary and tertiary sectors working in close collaboration with professionals from health and social care. The contexts of care delivery are also developing and most adult nursing now takes place in community settings with a strong emphasis on public health interventions. Acute care deals with increasing degrees of complexity and in some areas super complexity often accompanied by advances in digitally assisted health care.

Students need a highly developed tool kit to enable them to address the bio/psycho/social needs of those they care for. This includes not only a wide range of practical skills but also highly formed communication skills to enable them to engage therapeutically with people aged from 16 upwards to meet physical and mental health needs, and still have insight into the needs of children and those with learning disability. A large number of patients will be older people, often with complex physical and cognitive care needs. Adult nurses are also required to meet European Directive 2005/36 evidencing knowledge and experience of caring for children, those with learning disabilities, mental health nursing and maternity care.

Adult nurses need to be emotionally intelligent and resilient leaders to enable them to collaborate effectively. The integrated curriculum and enhanced exposure to learning 'with, from and about' other professionals will enable the formation of a rounded professional capable of truly collaborative, compassionate person-centred care. This insight enables the adult nurse to assist in care navigation enabling those we care for to receive seamless care.

### **Child Field of Nursing**

Children's nurses make up a significant group of staff in the health care sector. The work that children's nurses undertake is with children and young people with chronic, long-term, and sometimes life limiting conditions; acute illnesses; congenital abnormalities; learning disabilities, and health promotion activities. Caring for children and young people with these varied conditions, requires a seamless and integrated approach to working with other health professionals, who may also be involved in their care. This integrated approach serves to offer these children, and their families, safe and effective care and is vital in today's continuing evolving health care system.

Relationships are central to children's nursing and the children's nursing student will be given opportunity to develop the adaptability necessary to work with a wide range of the needs of children, young people and their families in many different environments and to work with many different health professionals. Examples of the range of this diversity can be seen in the work done by children's nurses who may work with acutely ill children in a critical care setting; working alongside physiotherapists, occupational therapists, radiographers etc. and with the police, emergency services, aid workers, social workers and protection agencies in any number of specialties.

Children's nurses need to be confident and competent in specialist medical and surgical care, critical care and increasingly in community setting. This may involve taking on increasingly diverse roles that may have been traditionally the domain of other professional groups, e.g. endoscopy, interventional radiology, behavioural therapies, minor surgery, diagnosing and treating minor injuries. As a result, many registered children's nurses will develop leadership roles early in their career journey, requiring them to become strong positive role models and confident practitioners. An integrated approach to teaching and learning serves to develop skills and attitudes necessary to fulfil these roles in response to the specific, evolving needs of children, young people and their families.

The challenges faced within this field of nursing can be great, however it is extremely rewarding. Children's nursing students will be guided towards the knowledge required for safe and effective practice in the field, together with a respect and understanding of other health professions which influence and impact on the care of children and young people.

### **Mental Health Field of Nursing**

Mental health nurses make up a significant group of staff in the health and social care sector and have a wide scope of practice. The work that mental health nurses undertake is with people living with a range of acute and long-term health needs. Caring for people living with these varied conditions, requires a seamless and integrated approach to working with other health professionals, who may also be involved in their care. Therefore, mental health nurses can work in community, hospital, residential and in specialist teams across the health and social care sectors. This integrated approach serves to offer individuals, their families and carers, safe and effective care which is vital in today's continuing evolving health care system.

Mental health nurses need to be confident and competent in building, maintaining and ending therapeutic relationships with people who may be at their most distressed and vulnerable. We aim to prepare students with a range of interpersonal skills, models and approaches to meet the care standards set out in the mental health field of practice ensuring a dynamic,

compassionate and thoughtful registrant emerges from their training. The student will develop skills and techniques from the approaches of recovery, cognitive and behavioural therapies, and solution focussed interventions. The student will gain a working understanding of the therapeutic relationship through directed and constructive feedback and reflection.

There is a strong foundation and expectation for multi and interdisciplinary working in mental health nursing and as opportunities for employment are usually with integrated teams, preparing students for this environment will be essential. Recovery-based approaches are built on a strong foundation of integration, mutual respect and awareness of other professions, service users and relatives, so working towards this level of involvement as a student will be important. The challenges faced within this field of nursing can be many but are extremely rewarding. For example, the assessment and management of risk is an essential component of their work. Therefore, mental health student nurses will be guided towards the knowledge required for safe and effective practice in the field, together with a respect and understanding of other health professions which influence and impact people in their care.

### **Learning Disability Field of Nursing**

Learning Disability nurses are able to lead extensively across health and social work/care issues utilising psychological science and communication models to ensure high quality service provision for people of all ages with complex needs, The professional values, attitudes, behaviours and skills required of the nurse when developing therapeutic, compassionate, ethically sound and effective relationships within a legal context, where advocacy anti-oppressive practice, empowerment and inclusion are crucial to the service user relationship.

In addition, the programme will ensure practitioners play key roles in providing evidence-based nursing, which meets the exacting standards of current practice requirements. The qualified practitioner will both, enable people to take control of their own health and social well-being, and promote and exercise professional authority in appropriate ways. They will help to shape the new services and address emerging priorities for our nation's health and social wellbeing. They will promote continuous improvements in quality of care in partnership with service users and carers. The application legal knowledge in practice contexts including the appropriate use of professional authority. The requirement to respond to ethical tensions in practice and apply psychological and social theories to formulate and implement interventions that address needs, risks and strengths. Engagement with enabling employment, leisure and education opportunities for vulnerable people that addresses diversity and cultural competence. To facilitate Interagency/partnership working and enable good governance that includes safe and accountable practice.

The student will be competent in the theory and practice of risk assessment and management and will understand current legislation and policy frameworks related to risk management and the role of the multi-professional team in client safety. The student will develop understanding and competence through working within inter-professional teams, clinical placements and uni-professional education. This will support students to celebrate the uniqueness of the learning disability nurse and develop their confidence in the role within the multi-disciplinary team.

### **Specialist Community Public Health Nurse**

The focus of the SCPHN role has changed dramatically in recent years in order to meet the needs of children, young people and families. The main priority is now children's emotional wellbeing. Rates of mental health disorders have risen sharply in children and adolescents. Referrals to child and adolescent mental health services are on the increase and services are struggling to cope with the demand. Emphasis in SCPHN work is now on attachment, parenting and vulnerability.

They have also taken overt leadership roles within the trusts and manage delegation of work priorities. Corporate caseloads have enabled more skill mix and health visitors and school nurses are responsible for much of the highly complex work with families. There is commitment to the public health role of SCPHNs and integration into local authorities have offered more opportunities for collaborative community interventions.

### **Location/context**

A variety of services provided by local employers including: acute, chronic, community, at home services, private, voluntary, and independent providers.

The placement circuit covers a wide geographical area and may include learning in NHS, Local Authorities and private, voluntary, and independent organisations delivering acute, primary and community care, social care and public health services.

You will be allocated a placement where you will learn, alongside registrants and non-registrants from various professions, how to provide excellent quality person - centred care. You will be encouraged to engage fully as a team member in order to enhance your sense of belonging and build confidence and professional identity. You remain supernumerary throughout the placement learning experience and are actively encouraged to explore learning opportunities in services other than your placement to meet your individual learning needs as deemed appropriate. Arrangements for these visits will be negotiated between yourself, Supervisor(s) and the individual supporting your learning in the place to be visited.

### **Employability**

Nursing is an exciting and challenging career that enables the RtP Student to return to work locally, nationally and internationally across a range of sectors such as clinical practice, education, research and industry. This programme will prepare the RtP Student to meet the needs of service users in all these different settings, ensuring that they will be competent to practice as a Registered Nurse for their field according to the standards set out by the Nursing & Midwifery Council (NMC 2019).

This programme is designed to prepare RtP Students to return to Nursing with the latest knowledge, skills, behaviours and attitudes required of a professional nurse to work in an intense healthcare system. Through valuing their past experience, and offering suitable contemporary practice on placement, they will gain real life experience to rehearse, relearn and learn the appropriate skills. Within this module, they will be provided with excellent support from field specific academics who can support their ambitions, as RtP Students are considered highly employable by local collaborative partners, and the national arena, within public and private healthcare trusts.

Following completion, we will support their early application to rejoin the NMC register. Lifelong learning is pivotal in Nursing and we will continue to support RtP Students through a wide range of continuing professional development (CPD) programmes and opportunities.

Examples of career opportunities by field of nursing:

All fields: management, education and clinical research roles

Child: Specialist children's nurse in cystic fibrosis/metabolic bone disease/ oncology and late effects/ ADHD and behaviour/epilepsy/cerebral palsy, Community children's nurse

Adult: Specialist care e.g., Diabetes nurse specialist, Advanced nursing practice, integrated care co-ordinators, district nursing, practice nursing, health visitors, public health nurses and nurse consultants

Mental health: Perinatal and maternal mental health practitioners, outreach specialist working in youth offending and forensic services, dementia care, acute inpatient and recovery teams specialist roles e.g. eating disorders specialists.

Learning disability: specialist practitioner for LD and Autism, working in the Neuropsychiatric Service, Safeguarding team

Specialist Community Public Health Nurse: working with children and families Outreach nurse (e.g. for children requiring long term IV/TPN/home ventilation etc). Health visitors and public health nursing

## **2.7 Resources online and programme specific resources, including specialist facilities.**

You will develop information literacy and governance (IL) skills which will equip you for success in both academic and professional contexts. The programme expects you to actively engage with IL sessions provided by student support services to suit individual needs e.g. academic writing skills, finding and using evidence, critical appraisal, referencing, numeracy skills and information governance. See link below

[https://MyHallam.shu.ac.uk/webapps/portal/execute/tabs/tabAction?tab\\_group\\_id=303\\_1](https://MyHallam.shu.ac.uk/webapps/portal/execute/tabs/tabAction?tab_group_id=303_1)

IL sessions are also embedded in the programme. This programme seeks to:

- Maximise the use of electronic learning materials, including access to MyHallam/BlackBoard, the University's virtual learning environment (VLE) and various innovative online Information learning packages. Engaging with these will facilitate flexibility, in learning and help enhance learner autonomy evidenced through a Personal Professional Development Portfolio (PPDP).

## **2.8 Programme specific information such as exemptions to regulations, PSRBs and HSE requirements.**

The programme is quality assured by the NMC and is constructed against its standards, as such you can be assured that once you have successfully completed the programme with 20 credits you will have met all NMC requirements.

## **2.9 Support arrangements including arrangements for the provision of academic advice, student support and careers advice.**

RtP Students access the programme from a wide entry gate and this support commences during the recruitment process. Open days offer insight into the programme and facilities at SHU. Applicants have the opportunity for one to one meetings with Staff, Students, and Practitioners to enable them to make an informed decision about studying at SHU. Applicants are provided with concise and supportive information to enable them to successfully complete the application. Once a place is offered we undertake pre programme days. The aim of this day is to provide the Student with further information and advice on pre programme study. A dedicated web site is available to enable applicants to prepare for their study and provides insight into the type of topics covered so they can assess their learning needs prior to commencement.

The diverse nature of the Student Body is recognised within the Department by the establishment of focused support groups for mature Students, male Students and those from minoritised backgrounds.

Applicants are supported in the recruitment process. They attend for recruitment events including interview with academic staff, practice partners and service users. All interviewers have had training in equality and diversity and a record is held of this.

In addition to these roles RtP Students also have access to:

**Programme Leader** has primary responsibility for the operation, management and review of the learning process. In order to effectively undertake that role they will liaise on a regular basis with the Academic Advisor, Academic Assessor, Administrative and Student Support Team, Practice Partners and RtP team. They will also meet with Student groups periodically to seek their views and to listen to the student lived experiences of the programme and co-produce action plans.

**Field Lead.** Their role is to ensure the currency of their due regard field of nursing.

**Senior Academic Advisers (SAA)** are responsible for the co-ordination and development of academic advice within the department and contribute to its enhancement across the University. The SAA will have a key role in increasing the quality and consistency of academic advice across their department. The SAA will have oversight of Academic Advisors issues within the department, they will ensure development needs of academic advisers are identified and coordinate developmental training for them. The SAA will act as a point of contact for Academic Advisors providing advice on academic tutoring matters and signposting them to central university support and services were needed.

**Field specific Academic Advisors (AA)** will support each RtP Student in their personal and professional development until completion of the programme. They will ensure that the Students are engaging with the academic and professional requirements of the programme and support the Student in applying theory to the practice setting and encourage reflection. Academic Advisors provide a persistent personal point of contact and ongoing support as students' progress through their programme, transitioning from induction, into and between levels of study, to and from placements and into employment or further study. Academic Advisors also provide pastoral support at the point of contact in relation to academic progress and, where appropriate, refer the student to specialist support services. Students will contact their Academic Advisor prior to initial, mid-point and final practice interviews to review their professional development. More information can be located at [https://students.shu.ac.uk/shuspacecontent/support\\_for\\_learning/academic-advising](https://students.shu.ac.uk/shuspacecontent/support_for_learning/academic-advising)

### **Supporting learning in practice**

This transformative programme, enabling Students to re-apply for registration, incorporates a range of content and mechanisms that are designed to protect and promote individual and independent learning, social-emotional competence and a sense of professional and community wellbeing.

Students continue to develop their personal and professional portfolio in preparation for NMC registration, employability and lifelong learning/revalidation. The culture of belonging also needs to flow through periods of practice learning to ensure effective personal and professional development involving:

- Supportive peer relations - peer support groups will be encouraged
- Meaningful interaction between field specific staff and students
- Individual development of professional knowledge, confidence and identity towards success (HEA 2012)

Students gain a sense of belonging through early socialisation into the profession facilitated by work based experience, reflection on experience with field specific Academic Advisors and the extensive support mechanisms listed below. Reflection enables the student to 'make

sense' of their world and how they are developing through experience and learning embedding the professional values and behaviours by linking theory to practice.

Practice experience needs to be relevant to the student interests and future goals. Students will have a strong sense of autonomy and self direction in selecting learning that meets their needs and supports the sense of belonging. During practice placement students will remain supernumerary however they need to be integrated fully into the team so that they can appreciate where they belong and develop the necessary professional knowledge, skills and behaviours.

Expectations, purpose and value of the practice learning experiences will be transparent and effectively communicated to students. Students will actively engage in person centred care undertaking learning activities that promote the achievement of the programme learning outcomes and the proficiencies (NMC 2018).

Students also need to appreciate the wider context of care delivery and should be encouraged to actively seek learning experiences away from, but linked to, the current allocated practice area. This will broaden the students understanding of the person's journey through health and social care services. Students will be guided in this activity by Practice Supervisors but will take an independent approach to organising their own learning experiences.

In accordance with NMC directive, this document adheres to the Standards for Student Supervision and Assessment (NMC 2018, Part 02 SSSA).

### **Effective Learning Environment**

The Nursing and Midwifery Council expect a safe, positive, inclusive and equitable learning environment, which has been examined and inspected collaboratively by SHU (AEI) and their practice partners biennially (every 2 years):

- The RtP Student is supernumerary in clinical practice for the duration of their placement and through a process of self-assessment against all the appropriate standards and proficiencies/principles. They develop an agreed plan of practice learning outcomes which guide the Practice Supervisor(s) and the Practice Assessor with regards to the level of supervision they require commensurate with their individual academic and clinical skills self-assessment. The evidence gathered must demonstrate independent practice with minimal supervision by the final interview.
- The RtP Student is placed in a suitable clinical setting to be able to rehearse and (re)learn the knowledge and skills safely. Their clinical practice is undertaken with suitably trained Practice Supervisors who act to coach, facilitate, guide and support whilst promoting an emerging responsibility for learning in the RtP Student's behaviour and attitude to professional practice, person centred care and intra/interprofessional communication.
- The RtP Student engages and becomes immersed in the holistic relationship centred care of the service users within their care whilst gathering evidence to demonstrate proficiencies/principles using the skills of self-reflection, and through gaining testimonies from service users and/or their families (with permission from Practice Supervisor), and testimonies from health care professional as witness accounts.
- In each practice area there will be a named individual who will act as a '**go to**' person. This person's title will vary dependent upon the practice area but will be identified to RtP students at orientation to the practice area as someone they may *go to* if they have any concerns regarding patient safety, their support or learning experience in practice. They will be independent of the assessment process and of the teams involved in supervising. The RtP Student escalates points of concerns who has a duty of care to investigate, manage and escalate these to the appropriate person promptly.

- The RtP Student can expect an objective assessment, undertaken by a suitably trained Practice Assessor who must be a Nursing registrant with an appropriate equivalent experience for the student's field of practice (NMC 2018, SSSA). They will be working within the boundaries of the appropriate Standards (NMC 2018, NMC 2004), and must have undergone additional training in order to understand the RtP Student's curricula, module outcomes and individual placement outcomes.
- The RtP student is assessed continually during their clinical placement experience and can expect open and honest feedback about their knowledge, skills, behaviours and attitudes, and constructive feed-forward (how to improve). An action plan, underpinned by the principles of SMART (Specific, measurable, achievable, realistic, time-orientated) will be initiated promptly if required so the student has the opportunity to improve within the remaining time to final assessment. The RtP Student can expect support in order to professionally manage this experience, and in response there is an expectation that Student's respond proactively with a constructive attitude to seek improvement, reflective of their professional behaviours.

### **Supervision of Students**

**The Nursing and Midwifery Council** expect safe, positive, inclusive and equitable Supervision, by suitably prepared registrants from the NMC, and any registered professional within Health and Social Care:

- The Named Practice Supervisor is clearly identified to the RtP Student so they can facilitate and support the student within their practice environment; creating opportunities for learning, offering testimonial evidence of knowledge, skills, behaviours and attitudes, and verifying the evidence of service users and their families.
- The named Practice Supervisor will be knowledgeable about the RtP Student's self-assessment and individual programme outcomes, and maintain the appropriate support and supervision during guided participation, active participation or with minimal supervision, as they are accountable for patient safety and the care delivered by the supernumerary RtP Student during clinical placement.
- The RtP Student can work alongside many Practice Supervisors in order to gain a depth and breadth of appropriate experience. They must have contemporary evidence-based knowledge and experience within their field of clinical practice and offer transparent feedback on the student's strengths and weaknesses so they can benefit from their professional expertise.
- The Practice Supervisor(s) will proactively encourage the RtP student to be independent in their learning, supporting them to seek the most of opportunities for experience within care.
- The Practice Supervisor(s) will provide witness accounts through testimonies of the student's performance, and may contribute to their assessments to aid the decision-making process
- The named Practice Supervisor will escalate points of concern as appropriate to the Practice Assessor and Academic Assessor, documenting this appropriately.

Practice Supervisors will be supported in their roles by:

- **The Learning environment manager**, who is responsible for the allocation of all RtP students and maintenance of the learning environment to ensure a positive experience and support of supervisors.
- **Practice learning support team** - consists of experienced Practice and Academic Assessors, collaborative clinical practice partners and the SHU Link Teams. Where Practice Supervisors are concerned that RtP students are not collating sufficient/appropriate evidence of achievement or are causing concern regarding their performance, behaviours or patient safety issues they can contact the above team who will action plan for achievement with the student. Where appropriate students will be referred to the Fitness to Practise processes.



## Assessment of Students

The **Nursing and Midwifery Council** expect safe, objective and comprehensive assessment of knowledge, skills, behaviours and attitudes by one or a series of suitably prepared Nurse registrant with appropriate equivalent experience for the student's field of practice (NMC 2018, Part 02 SSSA)

- A nominated Practice Assessor is an appropriately prepared registrant from the same part of the register with appropriate equivalent experience for the RtP student's field of practice.
- The Practice Assessor will be knowledgeable about the RtP Student's self-assessment and individual programme outcomes, in order to undertake a fair and transparent judgment on their performance against the proficiencies/principles of the appropriate Standards (NMC 2018, NMC 2004)
- The Practice Assessor will review all the evidence, having observed care and liaised with Practice Supervisors as appropriate and reviewed all reflective and testimonial evidence to inform their decision.
- They will undertake an objective assessment against the appropriate proficiencies/principles (NMC 2018, NMC 2004), and clearly document these findings within the appropriate Practice Assessment Document.
- Students returning to Adult/Child/Learning Disability/Mental Health Nursing, will be assessed based on the evidence the student independently collates and using the England RtP Practice Assessment Documentation (RtP PAD). This is an assessment tool has been developed by the PAN England Return to Practice Learning Group and is used by 17 universities working collaboratively to produce a coherent person-centred assessment tool. The development was informed by the PAN London approach (Funded by HEE) to assessing practice which has received positive evaluation from current students and those assessing their learning.

A nominated **Academic Assessor**, liaising with the Practice Supervisor(s)/Practice Assessor will collate and confirm the RtP student's performance with regards to their achievement of proficiencies/principles.

- The nominated Academic Assessor will not have a role as Practice Supervisor or Practice Assessor for the RtP student they assess.
- The Academic Assessor will maintain contemporary knowledge and expertise relevant to the appropriate proficiencies/principles they are assessing and confirming
- Working collaboratively with the outcomes from the Practice Assessor decision, the Academic Assessor works to verify and validate the process of assessment in order to recommend the outcome according to the University processes.

## Preparing and Supporting the transition and roles/responsibilities of supervision and assessment

Practice Supervisors, Practice Assessors and Academic Assessors will be prepared for their roles by undertaking Preparation for Supervision/SSSA Transition Training. This will be facilitated collaboratively between the practice partners and the SHU Clinical Link Teams. There are:

1. Regional resources available for individual trusts to access
2. Interactive electronic resources (Google Site) for Students, Academics and collaborative partners to access

They will receive ongoing support from the **SHU Link Teams** who have a positive working relationship with collaborative partners within all our region's trusts. They have dedicated/allocated time to undertake duties which focus upon:

- Undertake Educational clinical audits in collaboration with practice partners
- Support individual students during their clinical placement experiences

- Provide SSSA Transition training through the delivery of reflective workshops with practice partners
- Provide ongoing support to Practice Supervisors and Practice Assessors within clinical settings
- Support and attend meetings of concern, objectively supporting the RtP student and the Practice Assessor to develop and facilitate SMART actions plans.

**Service users and/or carers** will be invited to provide students with formative feedback. Confidentiality will be maintained and requests for testimonies on performance will be overseen by the Practice Supervisor.

Students who require additional support for specific health/learning needs will access a **disability co-ordinator** prior to placement. They will review the students learning needs and develop a practice learning statement which should be shared with all practice Supervisors to ensure effective support.

Oversight of the quality of both theoretical and practice aspects of the programme is overseen by:

**Internal Moderation** will be undertaken by a small team consisting of mixed field academics who will review the written assignment and the Practice Assessment Documents. An audit Template will be created for the PADs.

**External examiners** who hold due regard for the field they are examining. External examiner registration and revalidation is checked annually to ensure currency. Practice elements of the programme are also reviewed annually through visits to practice areas and meetings with students, Supervisors and Assessors.

### Programme diagram (Level 06)

<b>Programme diagram</b>
Return to Practice (Nursing and SCPHN)
<b>Module diagram</b>
Semester 01
Return to Practice (Nursing and SCPHN) Programme

3. **How to get the most out of your programme:** Approaches to teaching that you can expect within the University are:

The programme is designed to support the RtP Student to actively re-engage in field specific learning, able to work alongside peers who will equally share their emerging knowledge. Approaches to learning, teaching and assessment move beyond behaviourism and cognitivism to constructivism seeking a re-awakening of higher order thinking skills which translate to clinical practice, a critically analytical approach to evidence based care and a critically reflective nature exploring professional events to gain further experiential learning. Central to the teaching approach is the facilitation of incremental learning which builds on RtP Students' existing knowledge, enabling deep and meaningful knowledge acquisition and understanding of all areas, especially those deemed personal priorities, mandatory and gold standard practices. There will also be preparation for readiness in relation to advancing skills (Annexe B). The Seven platforms and two annexes (NMC 2018) are embedded within this module as they have to demonstrate depth for their field/s of nursing:

1. Being an accountable professional
  2. Promoting health and preventing ill health
  3. Assessing needs and planning care
  4. Providing and evaluating care
  5. Leading and managing nursing care and working in teams
  6. Improving safety and quality of care
  7. Coordinating care
- Annexe A: Communication and relationship management skills  
Annexe B: Nursing procedures

If they are seeking to return to SCPHN, the key principles are ingrained by experts in the field within field specific session:

- Preparation: fitness for practice
- Service: fitness for purpose
- Recognition: fitness for award
- Responsibility: fitness for professional standing

And the domains

- Search for health needs
- Stimulation of awareness of health needs
- Influence on policies affecting health
- Facilitation of health-enhancing activities

All knowledge, skills, behaviours and attitudes underpin the proficiencies/principles in relation to professional values (The Code, NMC 2018). This is explicit across the theoretical and practice elements.

The RtP Student will experience a blended approach to learning and teaching as you experience and engage with remote and physical learning experiences through the five stage model (Salmon 2020), *Access and Motivation, online socialisation, information exchange, knowledge construction and development*. Both theoretical and practice placements are agile learning environments able to show flexible and adaptable learning.

Flexible theoretical Learning will be blended to include:

- Self-Directed and Independent learning
- Generic and field specific Tutor-facilitated sessions, either through electronic interfaces or face to face as appropriate to the facilitation of the topic
- Preparation for practice learning, through simulation and clinical skills rehearsal
- Technology enhanced learning including anatomy and physiology electronic resources, interactive virtual learning environments, e-workbooks, electronic medicines calculations resources, and clinical skills simulations
- Individual and group tutorials with field specific Academic Advisers
- Supervision and facilitation of learning through the self-assessment skills analysis and reflection upon personal and professional development.

Practice Learning will include:

- Direct care giving experience with the service users for field(s) to which they wish to return
- Working alongside suitably prepared practice supervisors: supervision and facilitation of learning through reflection on practice

- Record of skills development
- Professional portfolio, including assessment of NMC proficiencies

During your learning experiences, theoretically and whilst on placement you will be supported by academics, practice staff, support staff and peers undertaking a variety of roles which include:

- Programme Lead
- Academic teaching team: predominantly field specific academics to optimise theoretical learning
- Field specific Academic Advisers
- Learning Environment Manager
- Suitably prepared Practice Supervisors
- Peer support
- Link Team Academics
- Assessment by a suitably prepared objective Practice Assessor
- Confirmation of assessment by a suitably prepared field specific Academic Assessor

You will complete the programme following successful achievement of assessments addressing the learning outcomes for the module. This is achieved through a written assignment and assessment of proficiency in practice.

### The approach to Assessment and Feedback in the Programme

There are two summative assessment tasks to complete

Task No.	LO Ref	Assessment Task Description	Assessment Task Type Coursework (CW) Written Exam (EX) Practical (PR)	Word Count or Exam Duration	Task Weighting %
1	1,2,3	Reflective assignment	CW	2500	Pass grade 40%  Weighted to 100% of the overall grade for the module.
2	1,2,3,4	Practice Assessment	PR	Pass/Fail	Pass/Fail

#### Task 01: Written assignment (2500 words)

The RtP Student will critically reflect on an experience in their professional practice. This clinical experience will form the basis for exploring contemporary health and social care theories, models, and principles to clinically effective and inclusive person-centred care. They

need to consider the legal, national and professional guidelines in relation to The Code (NMC 2018) and their role within their field of practice. Opportunities to discuss the focus of their assignment will be available with their field-specific Academic Advisors. This accounts for 100% of the module grade.

## **Task 02: Practice Assessment**

The RtP Student has to achieve the standards for their field of practice (NMC 2018), and/or if applicable, the Standards for Specialist Community Public Health Nurses (NMC 2004). Within this concept is self-assessment; as the RtP Student identifies their personal strengths and weaknesses in relation to the level of supervision they require. This means they create personal learning outcomes for clinical practice and are compared against these within the full standards.

Adult/Child/Mental Health and Learning Disability Nursing: Each RtP Student is provided with the England RTP Nursing PAD which contains the summative elements of the assessment process, including professional values, proficiencies, medicines management and two episodes of care. Students are expected to gather testimonies from service users and/or their families (with the permission of Practice Supervisors), Practice Supervisors will complete testimonial evidence in order for the student to gather their comprehensive portfolio to present to the Practice Assessor and Academic Assessor.

SCPHN: Each RtP Student is provided with the SHU RtP SCPHN PAD which contains principles for summative assessment. These standards are currently being reviewed and it is proposed that a contemporary document will be designed post-publication.

## **Submission of Programme Work**

At the beginning of each year you will receive full details of your assessments for that year including a schedule of submission dates. Your Assessment Diary can be found here: <https://hwbam.shu.ac.uk/assignment/diary/?diary>

Unless otherwise directed, programme work must be submitted by **3.00pm** on the deadline dates. Most submissions of academic work are electronic, submitted through Grade centre on Blackboard sites. Students are advised to keep a copy of all assignments, essays and other programme work.

TURNITIN (online text matching service) is used throughout the programme to help students develop their academic writing and referencing skills and check the academic integrity of their own work. All assessments need to be submitted via the TURNITIN link and staff will check the report if there is evidence of Academic Misconduct

## **Submission of Practice Assessment Placement Documentation**

This should be submitted by the deadline date assigned in the Assessment Diary, for review and verification by your Academic Assessor. Late submission will prevent your placement results from being considered at the Department Assessment Board.

## **Exceptional Extensions**

Procedures for obtaining exceptional extensions can be accessed via [MyHallam](#).

## **Non Submission of Assignments**

If assignments are not submitted or are submitted late, the assignment will be allocated a zero mark. In this situation an IMR attempt is not available and only a refer attempt (final attempt) will be available. A submitted assignment must constitute a reasonable attempt in order to count as a submission. For example, submitting the title and your signature will not count as submission.

## **Referencing of Programme work**

Details of referencing system used by SHU can be found here:

<http://libguides.shu.ac.uk/referencing>

## **Terminology in Programme work**

You should use correct and non-judgemental terminology and avoid the use of acronyms in assignments the following link may help:

<http://nursingstandard.rcnpublishing.co.uk/students/clinical-placements/professional-development/non-judgemental-nursing>

## **Confidentiality of Programme work**

As a student in the College of Health, Wellbeing and Life Sciences, you are required to reflect on your practice based experience for your written assignment. In order to do this you need to recount a certain amount of information about situations you have been in and people you have worked with. We have very strict rules about confidentiality in our written work. You are required to remove any organisational names, any reference to specific locality so that the specific practice area cannot be traced. If you are reflecting on people, service users or professionals you have worked with you are again required to completely anonymise the content so that no names are used and there is no information which may make the person identifiable. This can mean that you have to change details but it usually also means that you leave out any distinctive information about an individual which might make them recognisable to someone else.

Breaching confidentiality or ethics requirements is a form of academic misconduct. Serious and/or repeated breaches come within the remit of the Academic Conduct Panel (ACP). When considering a case, the ACP will follow the procedures outlined in the Cheating Regulations. For further information please read the Confidentiality Policy, penalties and how they're dealt with. These can be found at [https://www3.shu.ac.uk/hwb/placements/shu\\_policies.html](https://www3.shu.ac.uk/hwb/placements/shu_policies.html)

## **Programme Team Feedback on Assignments**

You will normally receive your marks and feedback within 15 working days, after the submission date. This will provide you with information on your current work, and how you can develop future work. All marks given to students are provisional until they have been agreed with the External Examiner and ratified by the Department Assessment Board, after which the marks will be confirmed in a results letter and via My Student Record.

## **Notification of results**

University policy is to issue results via My Student Record; it does not permit staff to communicate these to students by any other means e.g. telephone, you should retain all results and transcripts as they are needed for future reference. A charge will be made for the issue of a transcript of results along with placement details and module outlines. This information is required by students seeking work abroad.

### **Leaving the programme early**

For some students the programme may sadly prove to be too demanding. If this is the case, please speak with your Academic Advisor or seek support through MyHallam.

### **3.2 The Students' Union and Representative System**

Sheffield Hallam Students' Union represents the views of Sheffield Hallam students and aims to make their time at university enjoyable, engaging and rewarding. There is a strong emphasis on developing students and providing them with the opportunities to gain new skills and experiences to enhance their employability. Events, clubs and societies have also been established to enable students to meet new people and develop their skills and experiences.

All students of Sheffield Hallam University are members of the Students' Union. Being a member means having unlimited access to all the events, activities and services we provide. As a not-for-profit organisation, social enterprise and registered charity, we reinvest our income straight back into improving the services we offer for the 35,000 students of Sheffield Hallam University. We are committed to enhancing the student experience by making a positive difference through the development and delivery of student focused activities.

The Students' Union is led by a dedicated and professional staff team. In addition, there are five full-time Officers who support 12 part-time Union Representatives, all of whom have been democratically elected by the student body. Officers help to ensure that everything we do is student centred and liaise formally and informally to ensure their views are represented to the University, the community and nationally.

As a student, you can have a voice within your programme and University through the Student Representative system. Each programme has several Programme Representatives (Reps) who represent your academic interests and provide valuable feedback to the programme team about the programme from the students' point of view. Programme Reps are jointly trained and supported by your College and Sheffield Hallam Students' Union and work together with the programme team, Union and University to improve programmes and your student experience.

Your programme leader will arrange for Programme Reps to be appointed during the first few weeks of your programme. Any student can put themselves forward to be a Programme Rep. and Programme Reps are also eligible to apply for the Hallam Award, to recognise their developed skills, supporting their employability. To find out how to nominate yourself as a Programme Rep. speak to your programme leader or contact [studentreps@shu.ac.uk](mailto:studentreps@shu.ac.uk).

Once Programme Reps have been appointed, it is their role to gather feedback and represent you and the rest of the student body. They will contact you to ask for feedback so make sure that you respond to give your views about your programme. You can also contact your Programme Reps at any time to ask for feedback or raise issues about your programme. If you don't know who your reps are, ask your programme leader or contact [studentreps@shu.ac.uk](mailto:studentreps@shu.ac.uk).

Current or former Programme Reps can also put themselves forward to become Department Reps. This is an opportunity to represent the student view higher up in the University to enhance the wider SHU experience. Department Reps can participate in University and Students' Union committees and get involved in projects to improve the student experience

For more information on Student Reps, visit:

<https://www.hallamstudentsunion.com/representation/academicinterests/>

### **3.3 Additional Support:**

The Nursing Student Guide has a wealth of information for you. Please see your 'Organisational Site

<https://sites.google.com/my.shu.ac.uk/shusurvivalguidetoplacements/home>

### **3.4 Audio Recording lectures and other teaching sessions**

If you have a learning contract which allows you to make audio recordings, you have permission to record any of your lectures, seminars or tutorials using your own equipment. This is allowed on condition that the recording is solely for your own use. The rights belong to the University and the lecturer concerned, it must not be shared, published or otherwise made available to others for any reasons whatsoever.

Should academic staff wish to allow any other student to record their lecture for personal use, then they are free to do so; but there is no obligation to do so in any case other than those authorised by their learning contract. Students without a learning contract must request permission to make an audio recording from the relevant academic member of staff prior to the lecture taking place. Misuse of recording could potentially lead to action under the disciplinary procedure.

## **4. Academic Integrity, Assessment, Standards and Fairness:**

### **4.1 Nursing and Midwifery Council**

Follow the link below to the updated NMC Standards

<https://www.nmc.org.uk/standards/standards-for-nurses/>

The programme is delivered by a Nursing academic team who are Registered Nurses (NMC) from all four fields of nursing, qualified teachers, and many are Fellows and Senior Fellows of the Higher Education Academy (HEA). Academics are actively involved in research, publication and scholarship, and a significant number of the team have achieved PhDs in their specialist field.

Your learning will be facilitated through modules designed to focus on and assess the Learning Outcomes and NMC proficiencies. The quality of the programme is monitored on an ongoing basis and the outcomes from range of feedback contribute to the development of a continuous improvement plan. Forms of feedback include, for example, student evaluations of modules and practice experience, outputs from curriculum partnership group, staff student committee and the annual National Student Survey. This means we are constantly working to improve the programme and your experience.

### **4.2 How do we ensure all assessments are appropriate and fair for all students?**

All programmes at Sheffield Hallam University are subject to the University's quality assurance processes which begin when programmes are designed and approved. An important element in this is the input of external partners and professional bodies with subject expertise that inform programme design. Subject experts from other Universities also act external examiners on our programmes to ensure your programme standards are comparable with other Universities.

Each year, all assessment tasks are reviewed by staff before they are released to students. This ensures they are appropriate and suitable for testing the learning outcomes agreed during programme approval. The assessment(s) will be set by the module leader and/or module team subject to approval by both an internal moderator and, if the marks from the assessment



contribute to your award classification, an external examiner. This will normally take place before they are given to you at the start of teaching.

Any work you submit for marking will go through a similar process to check and confirm that the standard of our marking and feedback is fair for all students and reflects the quality of the submitted work. Samples of student work for all assessments will again be checked by an internal moderator and, as above, if appropriate, by an external examiner.

The purpose of these quality assurance processes is to ensure that no student is disadvantaged by our assessment practices, to ensure that our assessments allow all students to meet the learning outcomes of their modules to the best of their abilities, and to ensure that standards of marking and feedback are entirely appropriate and fair to all.

### **What happens if I submit my work late?**

You will receive a schedule of programme/work submission deadlines via your Assessment Statement at the start of the year. You should use this schedule to plan your work programme and should regard programme/work submission deadline dates and times as being almost immovable.

However, it is recognised that occasionally some students struggle to meet the deadline due to a range of circumstances. If your medical or personal circumstances (also known as extenuating circumstances) mean that submission by a due deadline becomes a problem, please talk to [MyHallam](#) prior to the deadline. They will then review whether an extension to provide you more time to submit your work can be permitted.

If you submit your work late without an approved extension, then your mark will be reduced in line with the University's policy for late submission of work:

- Within one working day (i.e. 24 hours) of the deadline, your marks will be capped at the minimum pass mark. For students studying at levels 3-6 this is 40%.
- Any work submitted after this point will receive a zero mark.

24 hours is defined as the same time as the original submission deadline on the next University working day. Weekends and other days the University is not open are not counted as working days.

Please note: there may be some work items which cannot support late submission for sound practice or operational reasons, e.g. time bound assessments such as a presentation or where feedback has already been provided to the class. Your Module Leader will make it clear to you in module documentation where this is the case.

### **Academic Conduct**

Academic conduct is an ethical standard by which academic communities operate, and Sheffield Hallam University is committed to the protection and development of this standard. We would consider any attempt to gain an unfair advantage over another student in the completion of an assessment to be a breach of the Code of Academic Conduct, and investigated as suspected academic misconduct.

Details about how we may investigate any concerns or allegations regarding the content of your assessments can be found in the Academic Conduct Regulation, which is available to students on My Hallam under Rules and Regulations | Conduct and discipline.

### **4.3 Keeping Your Programme Up-to-date**

Each year your programme team review your programme, including student achievement and the programmes' suitability to meet the needs of its students. Your feedback, changes in teaching practice and the external environment are all used to continually improve your programme so it remains up to date and of the highest quality enabling you to fulfil your aspirations.

### **4.4 Extenuating Circumstances and Fitness to Study**

During your studies you may experience sudden or unexpected ill-health or personal issues that have a significant impact on your ability to study, or complete assessments on time or to your usual standard. We define these as **extenuating circumstances**. Such circumstances could include (but are not limited to): illness (other than minor illnesses; hospitalisation; bereavement; acute personal/emotional circumstances; or sudden and unexpected changes in family circumstances.

If you find yourself in this type of situation then you are strongly encouraged to contact [MyHallam](#) as soon as practical. The Students' Union Advice Centre is also able to provide independent, confidential and free advice to all Sheffield Hallam students.

The Student Support Team within [MyHallam](#) will discuss with you your options which may include (list not extensive): an exceptional extension request (EER) to a programme work deadline; submitting a request to repeat an assessment attempt (RRAA); making reasonable adjustments through a Learning Contract. If your circumstances are felt to be having a significant impact on your studies then we may review how we can support you through the Fitness to Study Procedure.

We are aware that some students may feel embarrassed or uncomfortable to disclose the details of these kinds of circumstances, particularly those of a personal or sensitive nature, to people outside of one's family. We wish to reassure you that the University is fully supportive of students in difficult circumstances and want to assist if at all possible. However, we are only able to do so if you bring these matters to our attention in a timely manner.

Further information on the University's extenuating circumstances and fitness to study policies are available on My Hallam under Rules and Regulations | Illness and Difficult Circumstances.

### **4.5 Appeals, complaints and student conduct**

**a) Academic appeals:** Students are able to appeal a decision by a Departmental Assessment Board, an Extenuating Circumstances Panel or an Academic Conduct Panel. An appeal can request a review of the decision reached by the board and information submitted in appeals is treated confidentially. You will not be disadvantaged as a result of making an appeal, provided it is made in good faith. The full policy and procedure for appeals are published on MyHallam under Rules and Regulations | Appeals and complaints. Please note: all appeals should be submitted within 10 working days of the decision being available to you.

**b) Student complaints:** The University also operates a formal complaints process to address concerns raised by students. This process encourages early resolution by raising concerns locally with the member of staff most directly involved with the concern you have - this may be your module leader, programme leader, academic adviser or the Student Support Team within [MyHallam](#). Early resolution is taken to mean the concern is addressed by agreement with appropriate staff without the need to submit a Student Complaint Form. Complaints will be dealt with promptly and sympathetically with respect for your privacy and

confidentiality. The detailed process and guidance on making a formal complaint is published on MyHallam under Rules and Regulations | Appeals and complaints.

**c) Student conduct:** The University recognises that the vast majority of its students behave in a responsible manner and meet the expectations of the Code of Conduct for students. However, on occasions a small minority behave in ways which cause harm to the University, its students or its staff, or the public. In these cases it is the responsibility of the University to take action under its Disciplinary Regulations in order to protect the University community and the University's reputation. These regulations are also published on MyHallam under Rules and Regulations | Conduct and discipline.

Further information and advice is available from [MyHallam](#). In addition, the Students' Union Advice Centre will also provide free, confidential and independent advice and support to students.

As a student on a programme leading to a professional qualification you are required to declare your good character and good health status as part of the application process and just prior to completion. Between these points if there is any change in your health or conduct status you **must** report this to the CMT. This includes any contact with the police whether or not it results in a conviction and any outcomes from dealings with other professional bodies or employers of a disciplinary nature.

## **5 What previous students said about their experience on pre-registration nursing programmes at SHU:**

"Overall, a fantastic programme to be on and I would recommend to others"

"My time throughout the programme has been enjoyable. I would recommend to someone considering the programme/university"

"I feel this programme has thoroughly enhanced my desire to become a qualified nurse. It contains a variety of stimulating lectures and seminars, of which ensure we are educated on all that we need to be to ensure we are prepared for the role of a registered nurse"

"All the staff at Sheffield Hallam are lovely and are all willing to help and offer support"

"There are some very helpful, kind lecturers that go above and beyond their role to help you"

"The campus and staff overall are friendly, inviting and have made me feel at home and welcome over my three years studying here"