***Supporting Nursing & Midwifery Students***

**Proposer: Meghan Jenkins**

**Seconder: Elena Bowley**

*Hallam SU Notes:*

1. Sheffield Hallam University has a large nursing and midwifery student population.[1]
2. The nursing and midwifery department has been particularly disadvantaged by the pandemic over the past few years. This was due to a regional shortfall of placements within Sheffield trusts; therefore, September 2019/2020 cohorts have missed placements and have been unable to graduate on time.
3. The university has chosen to increase the intake of students ever since 2019 in line with the Nursing and Midwifery Council’s (NMC) requests.
4. Sheffield Hallam Nursing & Midwifery students have been poorly communicated with regarding their academic studies and placement (see Appendix A) which are essential components for graduating. The late allocation of placements has especially compromised the opportunities for those with caring responsibilities childcare.
5. The university has expected students to work 48-hour weeks and continue placements work through holidays, but this puts a lot of stress on students (see Appendix A).

*Hallam SU Believes:*

1. Nursing and Midwifery students concerns should be listened to and respected.
2. Nursing and Midwifery students should be provided with clear communication and explanation to students about the decisions made that impact their teaching and learning.
3. Nursing and Midwifery should be made aware of wellbeing and financial help services Sheffield Hallam University offers.
4. Nursing & Midwifery students should expect the highest possible standard of education.
5. Nursing & Midwifery students deserve to join the workforce feeling confident and prepared.

*Hallam SU Resolves:*

1. To lobby the University to continue and improve communication with Nursing & Midwifery students via:

1. Keeping up to date information on the Sheffield Hallam web page about placements i.e phone numbers, names etc.
2. Utilising emails/ social media to cohorts to keep them up to date with late placement allocations or issues with place numbers in certain areas.

2. To lobby for increased awareness of support available to Nursing & Midwifery students on placement, such as financial and mental health support.

3. For Elected Officers to gain clarity from the University about the support or compensation available to students who are unable to complete their placement hours on time.

4. To encourage the University to increase the awareness of the current situation around placements to prospective students to allow them to make an educated decision about committing to a degree in Nursing and Midwifery at Sheffield Hallam.

5. To lobby the University to adopt a clearer policy on responding to student enquiries, including minimum expectations.

6. To lobby the University to ensure students are kept up to date on:

1. Changes to placement numbers in the region
2. Placement shortfalls and how they will be resolved
3. Changes to placements in a timely manner, using the notice previously promised by the University of three weeks.

**References**

[1] https://www.shu.ac.uk/about-us/academic-departments/nursing-and-midwifery

**Appendix A**

Union Voice: Nursery and Midwifery feedback submission themes

7th April 2022

There were 108 comments received in Union Voice as of 9:00am on 7th April, 2022. This document contains the themes of comments received from Nursing & Midwifery students.

**Theme 1: Poor Placement Communication to Students**

The most dominant theme were the **72 comments made regarding poor communication**. This theme refers to a lack of communication regarding the making up of hours, poorly timed email communications, issues surrounding placements not having correct information regarding students, and little to no contact from lecturers or tutors regarding placement concerns.

**Theme 2: Placement Hours**

The second theme **(with 35 comments) revolved around students concerns of making up placement** hours missed due to mitigating circumstances (Covid). These comments were about confusion surrounding students being allocated more and/or less hours than other students. Students were also concerned that when these issues were raised with the placement team, little to no information was given. In turn this created stress for students.

**Theme 3: Lack of Support**

The third largest theme **(with 27 comments)** was about the lack of support regarding placement issues. There were, however, 3 comments surrounding lack of support for isolated students and 2 comments about the lack of support for students feeling like they do not belong on their course. This theme was the most interwoven amongst other themes. When students are concerned about themes within the graph, they sought support through **academic advisors, course tutors, placement staff** however, the advice given was not meeting the needs of some students.

**All themes and counts of comments with these themes are in the graph below.**