

School of Sport and Health Sciences Practice Learning Newsletter – Edition 7: Summer 2023



Welcome to the summer edition of the School of Sport and Health Sciences Practice Learning Newsletter.

My name is Channine Clarke and, as the Head of Practice Learning and Development for the School, I hope you find these newsletters useful in providing updates about our courses, staff changes and innovations happening in relation to practice learning.



Please do contact me if you would like to arrange time to meet me or if I can offer any support at all to you or your teams in enhancing practice learning:
c.clarke@brighton.ac.uk

I thank you all sincerely for all your hard work and commitment to supporting our students in practice learning.

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School of Sport and Health Sciences- Practice Learning Awards 2023

It was lovely to be able to present our 2023 Educator Awards on the 25th July. Well done to all those that were nominated- we had over 90 nominations from students across all our courses and it was fantastic to read all the great experiences that our learners have had on placement and to hear how inspired they were about their placements and educators. Thank you.



The Winners, chosen by students on a leadership placement, were:

The Extra Mile Award: **Dorcus Ogunbunmi**, Nursing Clinical Practice Facilitator, University Hospitals Sussex

The Most Inclusive Person: **Stephen Wood**, Physiotherapist, Goring Hospital, Circle Health Group

Team of the Year: **Occupational Therapy Team**, Heathfield Ward, Sussex Partnership Trust

Facilitator of the Year: **Tracey MacInnes**, Community Midwife, Sussex Community NHS Foundation Trust.

Congratulations to you all.

The video on our Edublog site gives examples of some of the nominations- we couldn't include them all but you were all winners in our view.

Thank you! : [Practice Learning Awards | University of Brighton Supporting Health and Sport Students in Practice](#)

Growing the workforce

The New NHS Long Term Workforce Plan highlights the existing and future workforce challenges in the NHS and sets out how it aims to recruit and retain thousands more staff before 2030. [NHS England » NHS Long Term Workforce Plan](#)

We are already working hard with the regional ICB Placement teams and all our practice partners to increase placement capacity so that we can help respond to the current staffing, recruitment, retention, workforce supply and demand issues. However, we know that growing our student numbers over the next few years to help support the aims set out in the NHS plan is going to require further significant expansion in practice learning and the placement teams here in the School will do all they can to help support you with any ideas and suggestions that you may have or approaches that you want to try.

The NHS plan advocates for alternative supervision models to increase capacity, something that I know many of you are already adopting. However, if you have not yet considered how you could support additional students, you will find lots of ideas and examples on the Edublog site ([Models of Placements Delivery | University of Brighton Supporting Health and Sport Students in Practice](#))

We know many of you are being creative and trying new approaches but we would ask everyone to discuss in your teams how you may be able to optimise placement capacity through, for example:

- 2:1 / 3:1 models where evidence for the value of peer learning and benefits for educator and students is strong
- Team approaches
- Leadership, research and project placements
- Technology enhanced placements
- CLIP models
- Role-emerging / diverse placements

We encourage all teams to think about quality enhancement projects that you have always wanted to do and never had the time for, and which could support students to achieve their learning outcomes and facilitate their leadership skills. It's a win win for the students, your teams and the future of the professions where graduates have this leadership experience.

Recent resources:

The Royal College of Speech and Language Therapists have this great website with animations talking about providing research placements (including for other AHP students): [Research and leadership placements | RCSLT](#)

Pope et al (2023) have published their review of literature related to models of supervision for AHP pre-registration supervision : [download here](#)

Skills for Care have just published this useful guide that can help raise the profile of Occupational Therapy Placement in Social Care so please do use to highlight how placements can add value for teams : [Optimising occupational therapy placements across social care \(skillsforcare.org.uk\)](#)

If you would like one of our team to help you consider these various models, then please do get in contact and we can help run a session with your team (placement contacts are at the end of this newsletter).

Have you considered offering research placements?



"Our research & innovation makes a difference."

The Council of Deans (2019) report on research in pre-registration curricula highlights the importance of learners becoming 'research confident' ([CODH.RIPR .report_v3-002.pdf \(councilofdeans.org.uk\)](#)). This, and their later report (2021), recommends the use of research placements to enable learners to:

- Increase their knowledge and understanding of research, service improvement, audit, research theory, design, methodologies and dissemination
- Provide 'hands on' experience of research, audit and service improvement
- Increase their understanding of best/ evidence-based practice
- Develop their professional and clinical reasoning (understanding why they are doing something)
- Increase their understanding of the link between research and service improvement
- Bring research theory to life
- Experience roles that highlight career pathways that are available to them

- Enhance their employability

This is supported by regulatory bodies such as the NMC ([education-framework.pdf \(nmc.org.uk\)](#)) and HCPC ([Standards of education and training | \(hcpc-uk.org\)](#)) who require education providers to ensure learners have a range of experiences in the classroom and in practice that enable them to develop their understanding of research and evidence based practice

We have therefore created a useful guide that explains why research placements are a valuable learning experience and outline tasks that learners could do on these types of placements. This document can help you consider how you may be able to support learners on research placements, and can be used alongside a workbook that we have created to help with induction and learner development. These can both be found here:

[Research / Quality Assurance Placements | University of Brighton Supporting Health and Sport Students in Practice](#)

Have you considered offering Leadership placements?

We are all aware that leadership is the responsibility of everybody in health and social care to ensure effective care and service delivery. NHS England and the Council of Deans highlight the importance of embedding leadership in our curriculum and practice learning: [Guidelines - Maximising Leadership in the Pre-reg Healthcare Curricula 0.pdf \(hee.nhs.uk\)](#) and make explicit the importance of learners seeing themselves as leaders, highlighting the 3 stages of development as a leader:

1. Focus on self: developing self-awareness and self-efficacy, understand own beliefs, values, attributes and skills, build and develop leadership behaviours
2. Working with others: understand interaction with others, learn how to develop positive team working in diverse environments
3. Improving healthcare: develop and lead teams for change and service improvement through evidence-base approaches

Similar to the research placement guide mentioned above, we have created a simple guide that explains why leadership placements are a valuable learning experience and outline tasks that learners could do on these types of placements. This document can help you consider how you may be able to support learners and can be used alongside a workbook that we have created to help with induction and learner development. These can both be found here: [Leadership Placements | University of Brighton Supporting Health and Sport Students in Practice](#)

Placement Dates 2023-24

2023

We have collated the practice learning dates and planned cohort sizes for the 2023-4 academic year and these can be found on our Edublog site. Please use these to highlight with your teams when you can support student throughout the year: [Placement dates | University of Brighton Supporting Health and Sport Students in Practice](#)

Raising concerns re student absence on placements

We have written guidance for practice regarding how to raise concerns if a student does not attend placement without contacting you. This can be found, along with our other policies and guidance documents, on our Edublog site: [School of Sport and Health Sciences Guidance documents for Practice Learning | University of Brighton Supporting Health and Sport Students in Practice](#)

AHP Educator Courses and E-learning

You are hopefully aware of the new free AHP Educator e-learning which is now available on the Learning Hub <https://learninghub.nhs.uk/catalogue/ahppracticeeducatortraining>. The programme consists of three modules and is suitable for registered and non-registered staff who support students and other learners.

For the next academic year, we plan to ask new educators to complete the e-learning training and then do a half-day session with us so that we can help you understand the University of Brighton specific processes, paperwork and support available to you. More details will follow but if you plan to start taking students from September you may want to start completing the e-learning when you have time.

AHP Educator Workforce Strategy and Career Framework



NHS England has published a new strategy to ensure that the NHS has a sustainable supply of educators to support the development of the healthcare workforce. The *Educator Workforce Strategy* sets out seven priorities that will lead to sufficient capacity and quality of educators to allow the growth in healthcare workforce that is needed to deliver care, now and in the future. The strategy aims to tackle concerns in the healthcare education sector and from service providers about the capacity of educators to meet the current and future demands for education and training. [Educator Workforce Strategy | Health Education England \(hee.nhs.uk\)](#)

The recommendations made in the strategy will be used by the Workforce, Training and Education directorate in the new NHS England to develop, with stakeholders, an implementation plan which will sit alongside the Long Term Workforce Plan for the NHS.

The seven priorities included in the report are:

- The educator workforce must be a key consideration in integrated workforce and service planning
- Establishing and protecting educator time and resources to support the implementation of Integrated Care Board workforce plans
- Introducing career frameworks for educators of all professions
- Supporting the development and wellbeing of educators
- Supporting improvement through defined standards and principles
- Promoting the NHS aspirations to improve equality, diversity and inclusion
- Embedding evolving and innovative models of education

In addition, the Council of Deans (commissioned by NHS England) have created a new AHP Educator Career Framework which focuses on the following domains:



- 1) Responsibility and Accountability
- 2) Diverse and Inclusive Leadership
- 3) Community and Co-Production
- 4) Formal Knowledge and Skills
- 5) Digital and Sustainability
- 6) Research, Innovation and Quality Improvement

These are surrounded by the guiding principles of people first; Equality, Diversity, inclusivity and Belonging; Education for all; Community-Centred, Inclusive Learning; Multi-Professional.

[AHP Educator Career Framework | Council of Deans of Health](#)

Please do take time to read these and reflect on your development, discuss with your manager and Education/ Placement Facilitators, and contact us at any time for support.



New HCPC Standards of Proficiency

You are already hopefully aware that the HCPC have new Standards of Proficiencies that will be coming into effect on the 1st September 2023..

The main changes that will be embedded into our courses are: a new standard on promoting public health and preventing ill health; expanding the role of Equality, Diversity and Inclusion to ensure inclusive practice; improving the central role of the service user; the importance of registrants looking after their own mental health; keeping up to date with digital skills and technology; emphasising the role of leadership at all levels.

General information can be found here:

<https://www.hcpc-uk.org/standards/standards-of-proficiency/reviewing-the-standards-of-proficiency/>

Individual links to download the SOP's can be found here:

<https://www.hcpc-uk.org/standards/standards-of-proficiency/reviewing-the-standards-of-proficiency/download-the-revised-standards-of-proficiency/>

New practice learning student evaluation form

From September we will be using a new practice learning evaluation form. This is based on the Health Education England Quality Framework (2021), and we hope will provide you as educators with more meaningful feedback from your learners. You can see a copy of this on our Edublog site: [Learner Evaluation form | University of Brighton Supporting Health and Sport Students in Practice](#)

Interested in Research?

Are you interested in doing a PhD? For more information, guidance and advice and how to apply, see link: <https://www.brighton.ac.uk/research/postgraduate-research-degrees/applying/apply-for-your-phd.aspx>

For the funded places on the MRes Health Research, the deadline and interview dates have been extended but interested practitioners must discuss eligibility for funding with Nina Stewart first (N.Stewart1@brighton.ac.uk) and this is for an October 2023 start.

See link: [Health Research MRes \(PGCert PGDip\) \(brighton.ac.uk\)](#)

Anti-Racism in Practice and Higher Education

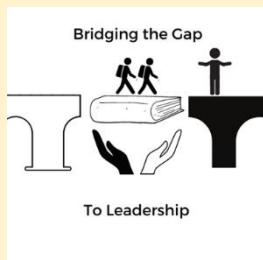


The Council of Deans have recently published an important document for all AHP educators. 'Anti Racism in AHP education' provides 14 case studies to help address issues of racism and discrimination in Recruitment and retention | University-based learning | Practice-based learning | Transition to employment. Whilst aimed at AHP's the content is equally relevant for all health care educators and providers:

[Anti.racism.in .ahp .education.report.pdf \(councilofdeans.org.uk\)](#)

The NMC and NHS England have also created these useful webpages proving anti-racism resources so please do also take the time to look at this: [New anti-racism resource for NHS nursing and midwifery professionals - The Nursing and Midwifery Council \(nmc.org.uk\)](#)

[NHS England » Combatting racial discrimination against minority ethnic nurses, midwives and nursing associates](#)



On June 16th the 'Bridging the Gap to Leadership' conference took place, attended by over 70 delegates. This is a cross HEI leadership placement (University of Brighton and Canterbury Christ Church University) that has provides leadership opportunities for Black, Asian and Minority Ethnic students and create resources for educators to help address the racism and discrimination that can be experienced in practice learning.

The day was a lovely opportunity for the project team, led by Channine Clarke, Sarah-Jane Ryan, Mary Makinde and Helen Carr, to come together with some of the 40 students and graduates that have undertaken the placement and share their experiences, resources and provide workshops for delegates to reflect on how these could be further disseminated and implemented in practice. Mary provided a very powerful keynote that called for practice to reimagine what anti-racist practice should look like, a call to action reiterated by Ganesh Baliah (Chief AHP & System AHP Programme Director and Strategic EDI lead at Suffolk & North East Essex Integrated Care System and Associate Non- executive director Milton Keynes University Hospital Trust) and Rebecca Tyrell (Regional Head of Allied Health Professions, Workforce, Training & Education (WT&E), NHS England South East). Thank you to all that joined and feedback highlighted that it had been a really valuable and thought-provoking day.

For further information about the project and links to all the resources created by the BGL team please visit: [Resources for educators | University of Brighton Supporting Health and Sport Students in Practice](#)

New resource

A recent podiatry student, Meredith Guest, who completed 4 weeks on the placement created this useful summary guide to the recent documents related to anti-racist practice and educators framework. This new resource is designed to be an introduction to and summaries of some of the key resources you may find relevant and interesting as a practice placement educator. It was developed in response to feedback we received at the Bridging the Gap conference where some educators suggested that it would be helpful to have a brief introductory guide to this topic and key resources.

The document includes Anti-Racism in AHP Education: Building an Inclusive Environment (Council of Deans); Educator Workforce Strategy (NHS England) and the AHP Educator Career Framework (Council of Deans) (see links in previous section of this newsletter).

It aims to highlight the specific elements concerning equality, diversity and inclusion in relation to practice placement within these documents as well as signposting other resources which practice placement educators may find valuable. Throughout the document there are points for reflection which you may find useful in considering the implications for and practical application to your day to day role as an educator.

The resource will continue to evolve as new relevant policies and resources are published. In the meantime, we would welcome any feedback you have and are keen to hear the ways in which you have used it to inform your work as an educator. Please email your feedback and examples of the ways you have used the resource to Dr Channine Clarke.

[Resources for educators | University of Brighton Supporting Health and Sport Students in Practice](#)

Practice Learning Edublog



Please do regularly visit the School Edublog site as this provides lots of really useful and important information about supporting students, educator courses, placement dates, new models of practice learning, resources to support Black, Asian and Minority Ethnic students, top tips for educators. The site is being updated regularly and we are working on areas that have yet to be completed. If you have resources that you are willing to share please do send them to me at c.clarke@brighton.ac.uk and I will upload them. Feel free to download posters and resources and to share in your departments.

[About Us | University of Brighton Supporting Health and Sport Students in Practice](#)

Within this site, when you click on Nursing, Midwifery or Return to Practice Courses, it takes you to a Nursing/NMC specific Edublog site [About | Supporting Learners in Practice \(brighton.ac.uk\)](#) with additional detailed guidance relating to the standards and assessment documentation, which Theresa Corkill manages, any feedback or additional resources please send to Theresa:

T.K.Corkill@brighton.ac.uk

NEW RESOURCES

- New links to resources and suggested reading have been added to help educators consider how they can best support learners with autism: [Supporting Students with Neurodiversity | University of Brighton Supporting Health and Sport Students in Practice](#)
- New document and workbook to support research placements : [Research / Quality Assurance Placements | University of Brighton Supporting Health and Sport Students in Practice](#)
- New summary of recent strategies for practice educators and inclusive practice: [Final Bridging the Gap: \(bpb-eu-w2.wpmucdn.com\)](#)

News from the teams

Occupational Therapy

A BIG Thank you to practice educators who have offered and supported our students this past academic year, which meant that all our students have had a placement. Over the past year, we have seen many of you through our practice educator training sessions and have placed some of our students in new, innovative, models of placements (leadership, project, research), which our students have benefitted from. We hope those of you who are new to the educator role enjoyed having our students and will continue to support their learning in practice. For those of you who have been doing it for a while, we are always happy to discuss, support and collaborate with any new ideas regarding placement provision. We are also preparing for our diverse placements, which kick-off in the autumn (Sept 2023). If you are interested in being a long arm educator, please do get in touch as soon as possible.

We have not had too many changes this academic year, but have introduced a new student evaluation form, which we hope will encourage students to provide more detailed/specific feedback, including their feedback on equality diversity and belonging within the placement setting.

For the coming year, our new practice educator training delivery will be changing to include: (i) new HEE AHP PE e-learning programme (1 day in the practitioner's own time) and (ii) a follow-on half day session with the university, via MSTeams. For refresher/update sessions, you can now book on one of the half day follow-on sessions on MSTeams. Bookings can be made via: Occupational-Therapy-Placements@brighton.ac.uk

New educators will need to complete this new e-learning programme and commit to offering a placement before they attend the University of Brighton follow-on half day training session on MSTeams.

We are now welcoming offers for the new academic year, especially for OT611 MSc (2 week) Beginning practice which will run from 09.10.23 to 20.10.23.

Wishing you all a warm, lovely summer...

Audrey, Tara & Sara (Occupational therapy placement team: Occupational-Therapy-Placements@brighton.ac.uk)

Podiatry

As we embrace the summer spirit and bid farewell to this academic year, we wanted to take a moment to extend our warmest wishes to all of you. Your dedication and support to our students during their practice placements have been invaluable, and we are immensely grateful for the resounding positive feedback we've received about their experiences during the June/July 2023 placements.

Looking ahead, we are excited to announce that the university is entering an era of transition. The implementation of our new placement model is set to commence in September 2023. We recognise and appreciate the unwavering support you've provided throughout the years, and we assure you that we are here to assist and guide you during this period of change.

To help prepare for this transition, we are organising the next Educator Training Day event on the 26th of October 2023, from 10:00 am to 14:30 pm. This event will be highly beneficial for both experienced and new placement educators (PE's), as we will be introducing the new competency paperwork, which will be ready for launch. This is particularly important for the **BSc. Year 2 placement block (W/C 20/11/2023 to W/C 11/12/2023)**. During the event, in-depth discussions around the updated paperwork and its implementation will be a key focus.

Before attending the Educator Training Day, we kindly request all new participants to complete the NHS Practice Educator Training online. This will help familiarise you with the essential recommendations and ensure a smooth and productive training session. You can access the training via this link: <https://learninghub.nhs.uk/catalogue/ahppracticeeducatortraining>

We encourage all educators to attend the full event to make the most of this opportunity. However, experienced educators who have completed the NHS PE's online training are welcome to participate in the morning session alone, where the updated paperwork will be discussed. Please note that all new PE's will be required to attend the full session where podiatry-specific issues will be addressed.

Furthermore, we want to express our appreciation for your correspondence regarding your availability to host the September 2023 and January 2024 placements. The allocations for these placements will be shared with the students on the 3rd of August 2023. We will be reaching out again in January 2024 to confirm your availability for subsequent placement blocks.

As always, we are deeply grateful for your continued support and cooperation. If you have any queries or require any assistance, please don't hesitate to contact us at podiatry-placements@brighton.ac.uk.

Warm regards,
Gerald, Iheoma and Georgia, Podiatry Placement Team, UoB.

Physiotherapy

A **HUGE** thank you to all our practice colleagues for another successful year. We have hugely valued working with you to support our physiotherapy learners in practice and we all have successfully supported another cohort of BSc and MSc students into practice. Thank you to all who have joined us in practice educator training this year, so great to see so many new and returning faces. We are starting to review our training for next year and have a range of options open to you.

If you are **new** to supporting students, we recommend you follow a **NEW** educator training route. There are 2 options:

1. Complete the newly developed online Health Education England AHP Practice Educator (HEE AHP PE) e-learning programme [Catalogue \(learninghub.nhs.uk\)](https://learninghub.nhs.uk). Once this is completed you can attend an online 2-hour new practice educator training, that draws on your learning from the HEE AHP PE e-learning programme to provide you with University of Brighton specific information to support you with our students. Please only come on this 2-hour session if you have completed the training programme.

NOTE: If you do not have an NHS email account to enrol on the HEE AHP PE e-learning programme, please email physiotherapy-placements@brighton.ac.uk who will contact the provider to get you access.

Or

2. Join us for a 4-hour online University of Brighton practice educator training on teams. There is no pre-work for this session.

You only need to attend one of the above, please make the decision to suit you, your way of working, and your availability.

If you are **experienced** in supporting students and have been attending regular update sessions, your options are to either have a longer update and do the online training above and then attend the 2-hour experienced session or just attend the full (3 hour) experienced session. You only need to attend one of the above, please make the decision to suit you, your way of working, and your availability.

To book a place for any of the sessions below, please email physiotherapy-placements@brighton.ac.uk

Dates/times	New/Experienced Session	Pre-course completion prior to attendance
17.11.23 9.30-11.30am	New	Yes
21.11.23 1-3pm	Experienced	Yes
30.1.24 9-1pm	New	No
23.4.24 9-1pm	New	No
30.4.24 1-4pm	Experienced	No
16.7.24 1-3pm	New	Yes

We continue to work with current educators to support innovation and develop new opportunities across the region and beyond. It has been a fantastic year for challenging the norm with lots of new diverse opportunities and 4:1 placement model in MSK in Worthing. Please continue to offer across the academic year, we value your feedback so do reach out if you have an idea you want to develop or if you would like to link in with the courses. We have not had too many changes this academic year, but have introduced a new student evaluation form, which we hope will encourage students to provide more detailed/specific feedback, including their feedback on equality diversity and belonging within the placement setting. We continue to review the placement passport to ensure its fit for purpose and always value your thoughts on what we can do better, differently, so do get in touch!

As always thanks again and we wish you a happy and hopefully more sun filled summer.

Sarah-Jane, Sara, Tiffany and Cindy physiotherapy-placements@brighton.ac.uk

Nursing (overview from Theresa Corkill, Nursing Sciences Subject Lead)

Thank you as always for supporting our learners, many of you still have students on placement which I hope is going well but please do contact the Practice Liaison Lecturer Team PracticeLiaisonTeam@brighton.ac.uk to share feedback or seek support as well as the student's Academic Assessor as needed.

This quote from the NMC made me smile (mildly ironically) and do a big tick completed as never before have we been able to so demonstrate adapting to change as we all are now: The 21st Century Registered Nurse can

'... provide nursing care for people who have complex mental, physical, cognitive, and behavioural care needs, those living with dementia, the elderly, and for people at the end of their life. They must be able to care for people in their own home, in the community or hospital or in any health care settings where their needs are supported and managed. They work in the context of continual change, challenging environments, different models of care delivery, shifting demographics, innovation, and rapidly evolving technologies.' [future-nurse-proficiencies.pdf \(nmc.org.uk\)](#) p3

We know there are challenges, but I hope you are all seeing learners who are gaining new insights, becoming evidence based and practicing their skills to not only fulfil the practice assessment PAD requirements but to fully develop into our much-needed health professionals in the future.

I thought this was particularly evident at the Super Educator Conference held in June where the QAPL students undertook the 1st presentation of the day on integrating projects into placement opportunities, no mean feat particularly as the presenters were 1st, 2nd and 3rd years. Overall, the day was a great opportunity for 102 of us to get together and reflect on our NMC courses, practice placement provision and student and service user experience, sorry materials and certificates to follow soon.

I hope many of you have a break and some rest coming up, but in the meantime thanks again 😊
Theresa

Child Nursing

We have been working closely with the Sussex ICS placements team to expand our child nursing placement capacity. We have 4 new independent school nursing placements now on board and ready to support students in practice, which is fantastic news!

Guidance has been developed to support child students in Healthy Child Programme placements to achieve their PAD requirements. This has received positive feedback from students and PS/PA's. Going forwards we are exploring ways to better prepare students for HCP placements and enable them to engage more proactively with their PADs. We continue to welcome ideas and suggestions from practice that we can add to our guidance documents.

A more transparent student placement pathway (child) has been developed for S23 cohort onwards which will help to provide greater clarity and equity to placement allocations, thereby improving the student experience. The pathway identifies what students can expect throughout their course in terms of placement type – see example below. Students will be informed that this may be subject to change depending on placement capacity at the time.

S23 Cohort	Placement	Placement Type	Example: Student A	Example: Student B
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Year 1	1	UHS placement (4 weeks)	Bluefin Ward, Worthing Hospital (UHS)	Level 7, RACH (UHS)
	2	Healthy child programme or community clinical (8 weeks)	Healthy Child Programme, Worthing East Team (HCP)	CCN Team, Brighton (community clinical)
Year 2	1	Community clinical or Healthy child programme (7 weeks)	Ardingly College Health and Wellbeing Team (community clinical)	Healthy Child Programme, Lewes Team (HCP)
	2	Acute medical or surgical or specialist (8 weeks)	Level 9, RACH (medical)	Level 8 RACH (acute surgical)
Year 3	1	Acute medical or surgical or specialist (9 weeks)	Theatres RACH (surgical)	A&E Eastbourne (specialist)
	2	Acute medical or surgical or specialist (12 weeks)	SCBU PRH (specialist)	Kipling Ward, Conquest Hastings (acute medical)

Best wishes

Lisa Ford, Placement Leader

Adult Nursing

It has been very busy over the past few months, with many challenges in sourcing and finalising placements for our numerous adult field students. But due to excellent cooperation between the university and all our partner sites we have been able to ensure that students have received and undertaken meaningful placements.

Many thanks for supporting our students and enabling them to achieve, despite challenging times for all healthcare environments.

QAPL (Quality Assurance in Practice Learning) continues to be a popular placement option for students of all fields. QAPL students have participated in a range of quality assurance projects/research including; NUTCAP, Digital innovation in practice, Schwartz rounds, Sustainability and Retention of students and newly qualified nurses. They have also been undertaking placement educational audits.

In June, QAPL students also helped to organise the Super Educator Conference and some of the cohort delivered a presentation which was well received by all attendees.

Paula Deamer

Adult Field Placements Leader

Mental Health Nursing

I want to offer a very big thank you to all our Practice Partners on behalf of the Mental Health Nursing course. Despite the very tough times all health care services have experienced over the last few years, our Practice Partners have continued to provide inspiring and supportive mentorship to all our mental health nursing students.

These are just a few of the comments made by our students on their placement feedback forms over the last few months.

"I feel I have learned a lot and each member of the team has contributed to this - either in terms of knowledge, skills, experience, or professional values. They always work in collaboration with each other and the service users, everyone's input is valued and respected. I have felt a part of this team from the start".

"I enjoyed this placement the most. I was given many learning opportunities and felt a part of the team..... My mentor was fantastic and always took the time to discuss evidence base care with me, even though the ward was always very busy".

And;

"I genuinely do not feel that at this time in my learning, there could have been anything else that could have enhanced my experience. I'm so grateful for how accommodating and welcoming the team was especially for a first placement".

In addition, one of our NHS Practice providers, Sussex Partnership NHS Trust has also been working hard to develop alternative practice learning experiences. They are currently piloting a clinical placement for a mental health nursing student in their Research and Development team and have also taken a 3rd year RNDA Mental Health student on placement with their Nursing Research and Education Team

Thank you also for all your help with the consultation for NMC re-approval of our course curriculum-- this is ongoing, and the new course will hopefully be up and running from September 2025.

BUT... there has been so many ideas and thoughts around what we can be highlighting as part of our profession that we have updated our web pages to reflect some of our conversations.

Hopefully this will help everyone with an interest in what we are up to (link below);

<https://www.brighton.ac.uk/courses/study/nursing-mental-health-bsc-hons.aspx>

And finally, we would be delighted if you like to write something with us about your work with Nurse Education for our shared blog (see example below). Just a thought.

<http://blogs.brighton.ac.uk/mentalhealthnursing/>

Best Wishes

Barbara Vincent (Practice Learning Leader)

Foundation Degree Health and Social Care

Thank you again for supporting the FDSC apprentices during their course and to all of our partners who provide external placements for Trainee Nursing Associates. We are currently confirming placements for February 22 who will be starting their final placement in September 2023. The September 2021 cohort are approaching the completion of their course so congratulations to this cohort and as they are leaving us, we welcome our new apprentices to the Sept 2023 cohort.

September 22 cohort will be starting their second year – good luck to you all and Feb 23 will be entering the second half of year one... All FDSC apprentices are on a summer break from weekly University attendance but continue their learning journey with your support.

Thank you again to Kirsty McDonald K.I.Mcdonald@brighton.ac.uk for planning and sharing the placement allocations with students and the placement areas.

Going forward, Kirsty will be planning placements with Justine Willoughby as Wendy steps down from this role. Support can also be gained from Katie Cakebread and the Academic assessors for any questions or issues you may wish to raise.
It has been a pleasure working with you across the years. Good luck to you all.
Best wishes, Wendy McCarthy

Return to Practice

The Return to Practice team are delighted to announce that the NMC have agreed the major modification of our return to field and Specialist Community Public Health programme to reflect the 2022 Standards. The team have worked hard to achieve this approval and are looking forward to returning more nurses to the register and to SCPHN practice.

We continue to work in partnership with NHS England in their recruitment drive to increase the numbers of returning nurses. There are several webinars over the coming months in which we are delighted to participate.

If you know of any nurses who have let their registration lapse and they are not sure if returning to registered practice is right for them, we have introduced two weekly drop in sessions which can be found on our RTP page. These have been running for the past month and have proved to be very successful, it is a delight to answer questions and explore options with possible applicants.

Best wishes
Glo Whittaker

Paramedics

Thank you to those that attended our recent stakeholder event, helping us to consider how practice learning can be developed and enhanced in our upcoming re-validation of the course. It is also great working with Rae Lavender who is helping to explore capacity development at SECAMB. It was lovely to hear about the number of paramedics educators that were nominated for the educator awards- thank you all for everything you do to support our learners.

We hope you manage to have a summer break and look forward to working with you in the new academic year.

Sport and Physical Activity placements

We would really like to be able to expand the practice learning experiences for the sport and physical activity students in the School who would value opportunities to undertake placements in health and social care settings.

We have students undertaking courses in a range of courses e.g. Sports Coaching, Strength and Conditioning, Sport and Exercise, Sport and Fitness, Exercise, Health and Rehabilitation.

We have already linked with some sites e.g. the long Covid clinics but if you are interested in finding out more about how these students could enhance your services, particularly around supporting the reconditioning agenda please contact Channine (c.clarke@brighton.ac.uk), Jim Wallace (J.Wallace@brighton.ac.uk) We would love to hear from you.

Diagnostic Radiography

Warm summer greetings to you all, my name is Silvia Cori and I am thrilled to introduce myself as the new Placement Lead for the Diagnostic Radiography Course. I started this role in June and I have enthusiastically taken on my new responsibilities since then; I have moved our PebblePad to a paper version ready for the new academic year, making sure everything is set for September. I have created a poster to ensure that our students are prepared for time outside the department (e.g., when they are on their nursing week), and I have edited our Students' Passport so they can now add details of any learning experiences they require to meet competencies. This will be helpful for the Practice Educators when creating the timetable for students. If you have any questions or need to reach me you can contact me on: diagnostic-radiography-placements-admin@brighton.ac.uk

We also have another new team member, Julianna, and she would also like to introduce herself: *"Hi, my name is Julianna Hapi and I am so thrilled to start my new career journey as Lecturer at Brighton University. I will be the module Lead for Foundations of Professional Practice in Diagnostic Radiography for the Undergrad and Postgrad Students. I will also be the admission Tutor for 2023-2024 for the Diagnostic Radiography Department."*

We are very excited to share that our first MSc students are going to join us from the 4th of September, and they will start their placements on the 9th of October, joining our 2nd year BSc students. What a year awaits us!

Our next Practice Educator course will be on the 24th of August 2024 at 10am, so please contact Georgia on the placement email address if you would like to attend.

Lastly, each of us from the Diagnostic Radiography team would like to say a huge thank you to all Practice Educators and their teams for their work over the past year. Our students have really enjoyed their placements and the teaching and learning that has taken place- it's such a crucial experience for their learning. The first year of the programme has flown by and we all appreciate everyone's continuous support and help provided.

Wishing you all a wonderful summer.

Midwifery

The Midwifery Placements Leader is currently Kristie Fisher. There are a some changes to the running of the course in the new academic year, which will be mainly inclusive of the Midwifery students being spread out more evenly throughout the running year, in their placement areas. This is to enable them to be supported more robustly, within the clinical setting and as well as supporting the supervisors, with this process.

The students will also have a new general placement block, within their Midwifery course journey, and so the placements team are currently working hard to facilitate this across all linked Trusts for the new academic year.

We also have a new email for Midwifery Placements, please use this for contacting us about any practice related questions or concerns : Midwifery-Placements@brighton.ac.uk.

Contacts

We now have generic email accounts for all our professional areas, this helps to ensure you get a response if the practice leader is away:

PLL Team (nursing, TNA): practiceliaisonteam@brighton.ac.uk

Physiotherapy: physiotherapy-placements@brighton.ac.uk

Occupational Therapy: occupational-therapy-placements@brighton.ac.uk

Diagnostic Radiography: diagnostic-radiography-placements-admin@brighton.ac.uk

Podiatry: podiatry-placements@brighton.ac.uk

Paramedic Science: Paramedic-Science-Placements@Brighton.ac.uk

Midwifery: Midwifery-Placements@Brighton.ac.uk

Practice learning leader	Course	contact
Theresa Corkill	NMC courses (Overseeing)	T.K.Corkill@brighton.ac.uk
Paula Deamer Maggie Stewart (from 1/9) Rebecca Craig (from 1/9)	Adult nursing	P.J.Deamer@brighton.ac.uk M.A.Stewart@brighton.ac.uk R.J.Craig@brighton.ac.uk
Lisa Ford	Child Nursing	L.J.Ford@brighton.ac.uk
Barbara Vincent	Mental Health Nursing	B.Vincent@brighton.ac.uk
Sarah-Jane Ryan	Physiotherapy and supporting AHP developments	S.J.Ryan@brighton.ac.uk
Cindy Gaimster	Physiotherapy	C.Gaimster@brighton.ac.uk
Tiffany Blackburn	Physiotherapy	T.C.Blackburn@brighton.ac.uk
Audrey Yong	Occupational Therapy	A.Yong@brighton.ac.uk
Tara Sims	Occupational Therapy	T.Sims@brighton.ac.uk

Iheoma Amaeshi	Podiatry	I.Amaeshi@brighton.ac.uk
Gerald Agbarakwe	Podiatry	G.Agbarakwe@brighton.ac.uk
Jess Rimmer	Paramedics	J.E.Rimmer@brighton.ac.uk
Kristie Fisher	Midwifery	K.L.Fisher@brighton.ac.uk
Kirsty Mcdonald Justine Willoughby	Foundation Degree (TNA's)	K.mcdonald@brighton.ac.uk J.willoughby@brighton.ac.uk
Gloria Whittaker	Return to Practice	G.Whittaker@brighton.ac.uk
Silvia Cori	Diagnostic Radiography	S.Cori@brighton.ac.uk

Best wishes.

Channine

c.clarke@brighton.ac.uk