

# School of Sport and Health Sciences Practice Learning Newsletter – Edition 8: Winter 2023



Welcome to the winter 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](mailto:c.clarke@brighton.ac.uk)

I thank you all sincerely for all your hard work and commitment to supporting our students in practice learning and hope you all manage to have a break at some point over the winter break.

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## News from the School of Sport and Health Sciences

### **Development of Falmer Campus**

The Prospectus for Change developments on the Falmer campus are progressing well. The Health and Racket Club is currently being refurbished with the new Podiatry Suite, Exercise Health and Rehab Suite, Strength & Conditioning Suite, gym, Swimming pool and student social space, and many other teaching and sport facilities. This facility is on track to be completed around the Christmas period. Once work has completed the construction firm will immediately start work on the current Sport Centre, which will be the new home of the sport and health laboratories. Work is also about to start on the second floor of Watson, which will house various specialist clinical skills rooms for our courses. Here are some images of some of the planned rooms (Physiotherapy and podiatry)



### **Mental Health Students offer of employment with Sussex Partnership Foundation Trust**

We are delighted that Students studying to become mental health nurses at the University of Brighton will, from next year, have a guaranteed offer of employment as part of a new pilot programme.

The programme strengthens the long-standing partnership between the University and the Sussex Partnership NHS Foundation Trust (SPFT) to deliver our health degrees. From summer 2024, successful graduates from Brighton's [Nursing \(Mental Health\) BSc\(Hons\)](#) will be guaranteed a position with the Trust without the need for an interview. As the seventh largest health facility in the country, looking after a population of more than 1.7 million people, this will offer graduates a wide range of career opportunities.

Dr Angela Glynn, Dean of the School of Sport and Health Sciences, said: "We are delighted that our mental health nursing graduates will be able to benefit from this pilot programme, which is testament to the quality of their training and the confidence that SPFT has in our students. You can read more about this here: [New job guarantee for Brighton mental health nursing graduates | Nursing Times](#)

## 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.

## Audits



We are currently contacting all sites to update audits where these need renewing and working with Sussex ICB Placement team to roll out the new NHSE Quality Monitoring tool. This will mean that our audits will now be much more interprofessional and help to reduce duplication across the region : [Multi Professional Quality Assurance Toolkit - Working across Wessex \(hee.nhs.uk\)](#)

We know these audits do take time so we have a template that has some examples to help you and our practice leads are available to help support the completion so please do contact us if you / your team need help to complete these. They are an essential part of quality assurance and as such we do need to have these sent back to us as soon as possible.

## Placement Dates 2023-24

# 2023

Just a reminder that you can find all the practice learning dates and planned cohort sizes for the 2023-4 academic year 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](#)

## New practice learning student evaluation form



We have now introduced the 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. This is now being submitted electronically by students and will be passed back to educators for your own feedback and development. You can see a

copy of this on our Edublog site: [Learner Evaluation form | University of Brighton Supporting Health and Sport Students in Practice](#)

## New NHS Employers Resources for Supporting Students on Placement

NHS Employers have created this website with lots of really helpful advice and toolkits for what staff can do to better support learners on placements: [Student experience | NHS Employers](#) It includes information on mentoring, finance, inclusion mental health and belonging. Please take time to visit the site and share with your teams. We have also linked to this on our Edublog: [Support a Student | University of Brighton Supporting Health and Sport Students in Practice](#)

## Have you considered offering Education placements?

In the Summer 2023 newsletter we raised the profile of research and leadership placements. Please do read this if you didn't have chance back in the summer: [Newsletter | University of Brighton Supporting Health and Sport Students in Practice](#)



You can also read our research and leadership placement guides here:

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

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

This time we would like to highlight the value of offering **education placements**. As future professionals, learners need to develop the knowledge, skills and confidence to be able to facilitate effective teaching and learning to drive forward service development and deliver safe

and effective healthcare. The Long Term NHS Plan (2019) and The People Plan (2020) highlight the importance of practice-learning in helping to grow the future workforce and the latest NHS Workforce Plan (2023) identifies the need for more innovative practice learning models that enable graduates to develop a range of clinical, leadership, research and education skills that mean they graduate as all-round, skilled and flexible professionals.

NHSE Workforce, Training and Education raise the profile of Education Placements in their guide that provides background context, tips for educators and students and useful case studies of successful education placements: [AHP - Website Content - Guide to Practice Based Learning for Allied Health Professional \(AHP\) Students in Education .pdf - All Documents \(sharepoint.com\)](#).

Whilst this is written for AHP students, the content and principles are equally as relevant for Nursing and Midwifery learners. The document highlights the role learners can play in designing, delivering an evaluating teaching and learning for service users, staff and students and the transferable skills that this opportunity can develop, namely: leadership, communication, teaching, reflection, time management, organisation, confidence, project management, creativity, team working and motivation.

There are a number of opportunities that learners could be involved in such as:

- Designing teaching materials
- Delivering teaching/ training sessions
- Setting up IPE sessions / action learning sets
- Finding the evidence base for an aspect of your education provision
- Being part of your education or practice learning teams
- Developing / facilitating simulation session(s)
- Evaluating educational resources
- Carrying out educational gap analysis
- Being part of HEI departments e.g. Student support services, EDI, teaching and learning hubs

We have created a user guide and workbook that will be helpful for educators and students to plan an effective education placement. These can be found on our Edublog page: [Education Placements | University of Brighton Supporting Health and Sport Students in Practice](#)

## Good news- Increased financial support for students on placement



From the 1<sup>st</sup> September, travel and accommodation support for healthcare students has been raised by 50% as part of government efforts to boost training. Eligible students on nursing, midwifery, allied health professions, medical and dental courses are now able to claim 50% more for travel and accommodation expenses while more students from low-income families will be given financial help. For example, a student who travels 1,000 miles by car or motorcycle during their placement will now receive £420 compared to £280 under the previous rates.

This is really positive news and I know that many of us in HEI's and Practice have been lobbying for this for the last few years, so it is great to see this change in funding. This will really benefit many students and mean that wider placement experiences may now be more accessible.

[Healthcare studies more affordable as financial support increased - GOV.UK \(www.gov.uk\)](#)

## Schwartz Rounds– could you be a future story teller?



This is our second year of being part of the Schwartz South project, led by Surrey University, facilitating Schwartz Rounds for learners on campus and on-line.

Schwartz Rounds are hour-long sessions where learners come together to listen to stories and share reflections in a supportive and confidential environment. Open to all health-science learners across multiple disciplines, Schwartz Rounds are a chance to reflect on the emotional aspects of clinical practice. We know that Schwartz Rounds have been implemented in clinical practice and it has been a privilege to bring these into the university to support our learners prepare for working in complex settings.

Students undertaking the nursing Quality Assurance Placement have also been working with one of our facilitators, Joey Holland, to develop an Edublog, Instagram page and marketing materials for the Rounds. This is another great example of what can be achieved on leadership placements. Please do take a look at the Edublog: [Home | SCHWARTZ ROUNDS \(brighton.ac.uk\)](#)

We would also really like to hear from anyone that would be interested in being a story-teller at a future round. The learners really value hearing short 5 mins stories from clinicians, educators, managers, other students and our facilitators will support you fully in preparing to tell your story before the event and on the day.

If you would like to find out more or have a story to share, please do email us on [UOBSchwartz@brighton.ac.uk](mailto:UOBSchwartz@brighton.ac.uk)

Follow us on: [Brighton Schwartz Rounds \(@brightonschwartzrounds\)](#) • [Instagram photos and videos](#)

## E-Pad Update



We have started working with MyKnowledgeMap to move our placement assessment paperwork to electronic portfolios. The first roll out will be with BSc Physiotherapy and Return to Practice students in Feb 2024 and the Trainee Nursing Associates in July 2024. The other courses will then follow ready for the autumn term. We hope that this will make assessment and feedback more efficient and effective for educators/ supervisors/ assessors and students and will be providing training and support to help this transition.



## Useful Articles

Here are some recent articles related to practice education that you may find useful for your own CPD and for developing and enhancing practice learning in your team.

[Accommodating Students with Disabilities: Fieldwork Educators' Experiences \(sagepub.com\)](https://www.sagepub.com)

[How will the Covid-19 pandemic shape the future of primary care undergraduate teaching?](https://doi.org/10.1186/s12909-020-02000-0)

[Understanding modifications and developments deployed by UK academic units of primary care, and their implications for the future | BMC Medical Education | Full Text \(biomedcentral.com\)](https://doi.org/10.1186/s12909-020-02000-0)

## 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](mailto: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](#)

We are currently in the process of updating the nursing pages.

### NEW RESOURCES

- New document and workbook to support education placements : [Education Placements | University of Brighton Supporting Health and Sport Students in Practice](#)
- New sub-pages with guidance to support Midwifery Students: [Midwifery | University of Brighton Supporting Health and Sport Students in Practice](#)
- New sub-pages with guidance to support Paramedic Students: [Paramedic Science | University of Brighton Supporting Health and Sport Students in Practice](#)
- New sub-pages with guidance to support Foundation Degree students: [Foundation Degree | University of Brighton Supporting Health and Sport Students in Practice](#)
- New sub-pages with guidance to support Return to Practice students: [Return to Practice | University of Brighton Supporting Health and Sport Students in Practice](#)

- New document on the focus of traditional and non-traditional podiatry placements and a video to help completion of the new NHSE WT& E quality monitoring tool : [Podiatry useful resources | University of Brighton Supporting Health and Sport Students in Practice](#)

## News from the teams

### Diagnostic Radiography

Greetings to you all, I hope these cold months are treating you all well. Our 1<sup>st</sup> cohort of students (2022 entry) have entered their second year and are happy to be back with us. The MSc pre-registration students have also joined us this year and are settling in nicely. They are going out on placement with the 2<sup>nd</sup> year BSc students, and they successfully completed their first block of placement only very recently.

We held a pre-placement workshop for the 1<sup>st</sup> year BSc students in preparation for their very first introductory placement which was a great success. The students had the opportunity to go through their Practice Assessment Document (PAD) with me for the first time and learn how to use it when on placement. They also had the opportunity to meet some of their Practice Educators, who enjoyed the day at the University with us. A huge thank you to the Practice Educators who could attend, the students were hugely enthusiastic and found it extremely helpful to meet you beforehand.

Our Course Lead has unfortunately been off for the past few months, but Peter Dick has stepped in as Interim Course Lead. We are hoping to see Charlene back with us soon.

If you are interested in teaching with us and sharing your valuable knowledge with our students, please get in touch.

If you have any questions or need to reach me, you can contact me on: [diagnostic-radiography-placements-admin@brighton.ac.uk](mailto:diagnostic-radiography-placements-admin@brighton.ac.uk)

Wishing you all a wonderful winter.

### Foundation Degree- Health and Social Care

Thank you again for supporting the FDSC apprentices during their course and to all our practice partners who provided external placements for Trainee Nursing Associates during 2023.

February 2022 cohort have completed their final placement and will soon be approaching the end of their course. September 22 cohort are currently finishing placement 3, with request for their evaluations being sent to TNAs next week. Feb 23 will be back out on placement, early 2024. We are currently confirming placements for September 23 who will be starting their first placement in January 2024.

Please look at our recently updated area in the University Edublog site, we welcome any feedback or suggestions for information to be included.

We are currently looking at implementation of the ePAD for the FDSc programme, this will be an exciting introduction during 2024!

All FDSc apprentices will soon have break from weekly University attendance, over the Christmas period 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.

We hope you have a peaceful and happy festive period, with some well-deserved time away from work. Thank you and Best Wishes, Justine and the FD team.

### **Midwifery**

Midwifery Placements continue to be led by Senior Lecturer Kristie Fisher. Currently there has been an HEI NET survey that students have had the opportunity to feedback re their Midwifery placement experiences, within the NHS and we look forward to seeing the results. We are currently also using a new allocation process across all the Trust sites, so to enable students to have more quality within their placement allocations. This has been a large implementation, within the running of the Midwifery course 2023-2024.

We have a new course leader this year, Thelma Lackey, who has taken over this role in September 2023. This has been a fantastic implementation and we all look forward to continuing to work alongside Thelma, and support placements on-going, for the student's experience.

Best wishes  
Kristie

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

What a term this has been, luckily it is nearly 'a holly jolly Christmas', I'm not fussed about snow but we do all need a cup of cheer so I am sending you all thanks and very best wishes for your hard work and continued support for all our learners, our teams and me 😊 it really is appreciated.

All the new nursing practice leads have shared course specific updates, and my thanks go out to Lisa, Barbara, Maggie and Rebecca for the BSc and Justine for the FdSc, As well as this wonderful team, we also have the Practice Liaison Lecturer Team [PracticeLiaisonTeam@brighton.ac.uk](mailto:PracticeLiaisonTeam@brighton.ac.uk) available for all the day to day practice queries so please do access the whole team for support as needed. I will continue to oversee operations and deal with the unusual, and again please do contact me as needed.

The one query that students have raised this term is about practice hours, and I would ask you all to please reassure where able. FdSc and BSc apprentices will know exactly how many hours they need to complete each placement. BSc Nursing students do 32 hours each week and this includes any breaks they take, as we know that even when breaks are taken inevitably students are reflecting on their learning. In addition, BSc Nursing Year 1 and 2 students get 6 hours reflection time and 3<sup>rd</sup> years get 5.5 hours reflection and again it would be great if practice supervisors and assessors asked to see the students' learning logs and PDP plans as these should inform evidence for proficiencies and professional values. We are encouraging students to undertake spoke experiences where and when able, but these should support the student in their understanding of your patients and service users and their health and care needs.

As always please do contact me or the team at any time as needed and THANK YOU again, your hard work supporting our learners and your future workforce is really appreciated.

Best wishes

Theresa Corkill

[T.K.Corkill@Brighton.ac.uk](mailto:T.K.Corkill@Brighton.ac.uk)

### **Adult Nursing**

Maggie Stewart and Rebecca Craig are delighted to have joined the Practice Leaders team for the Adult Nursing course. We have had a busy start to our new roles and are enjoying meeting with our fantastic practice partners when the opportunities arise. Maggie is leading on placement expansion for adult field students, and Rebecca will be updating the Edublog in the coming weeks to ensure it is up to date and has everything needed to support our learners in practice.

Sept 23 students have arrived very keen. Many of this entry are coming to us with no health care experience so although they are with you for the shortest of time before Christmas, it is truly valuable. They will return to us in January ready to think about the theory of holistic nursing (not medical) assessment. Year on year they bring us examples of the kindnesses you have shared as their first role models and, by the time you see them next, they will have written 2 essays – one on assessment theory, the other about planning nursing care. It is quite common for them to email us in that second placement to tell us that they are putting Fawcett and Jackson into practice.

September 22 left you to go on leave and returned to year 2 with a sense of purpose. Their modules this year ask them to reflect on the nursing decisions that they took with you. Specifically asking them to consider the extent to which they remembered to assess each patient as a unique person. Did they manage to put the year one theory into practice? Did their decisions (taken with you and your patients) enable each person to live well beyond this admission? They are also asked to reflect on the nursing they saw in practice – did it take account of NMC Platform 2 and make every contact with every patient count? As Sept 23 experience their second placement it would be great if you could give them opportunities to nurse in a health promoting way.

The S21 students are currently busy doing their service improvement assignment, which includes a literature review and application of critical appraisal to develop their understanding of evidence-based practice. Many students have discussed amazing projects that they have observed in practice during placement, and the role that nurses play in sharing ideas, supporting their implementation, and the importance of evaluation. This module helps to prepare the students for their Leadership and Management placement next semester as well. They are all very keen to get out to placement early next year to start practicing the additional skills they have learnt in class.

The final year Adult Feb 21 cohort are in their final weeks of placement which is incredible. They worked hard on their final assignments, and we have had many e-mails or conversations with students about how well this final placement is preparing them for their NQN role. We know some of them have secured jobs in our local trusts which is brilliant.

Thank you all for supporting our Adult field students in practice and for being such fantastic colleagues to work with. We hope you have a well-deserved break over Christmas and enjoy some time with your loved ones and too much chocolate!

Maggie & Rebecca

### **Child Nursing**

It has been a busy start to the academic year and we have welcomed our new S23 starters, and our returning S22 and S21 students. We were also excited to meet our 4 new RNDA students from SCFT joining Year 1 and 2.

**S23** students have been busy completing their mandatory training requirements, NHS inductions and clinical skills practice, and have commenced their first acute trust placement this week (20/11). They are excited to be meeting their practice teams and putting some of their newly acquired skills into practice.

**S22** students have been developing increasingly complex child-specific clinical skills such as nasogastric tube insertion, respiratory assessment and tracheostomy care. Their modules this semester also focus on evidence-based practice and child / adolescent development. Students are keen to commence their placements in Jan 24.

**S21** students have commenced Yr3 and are rising to the challenges that this brings! They have been exploring quality improvement initiatives and have some fantastic ideas for health service improvements. Other topics this semester include transition from child to adult services, and children's end of life care simulations. Sending a big 'Thank You' to Kat Horniblow from UHS who helps to facilitate the EoLC sim session. S21 will also be commencing their next placement in Jan 24.

Please do let me know if any of your colleagues in practice would like to be involved in child skills teaching – it's a great development opportunity!

We continue to work closely with the Sussex ICS placements team to expand our child nursing placement capacity. It was great to meet with the SCFT CDC specialist nurses recently and we have our first student commencing a placement at Seaside View CDC in Jan 24! Further exciting developments include exploring CAMHS placements at SPFT and developing an innovative 'community link family' placement opportunity. With increased placement capacity we are hoping to be able to offer more places on our course in the future, and grow the local children's nursing workforce.

As always, the child nursing team and students appreciate all your support and hard work. We wish you all a very Merry Christmas and hope you get to put your feet up at some point 😊

Best wishes

Lisa

[L.J.Ford@brighton.ac.uk](mailto:L.J.Ford@brighton.ac.uk)

### **Mental Health Nursing**

As always I want to offer a very big thank you to all our Practice Partners on behalf of the Mental Health

Nursing course. Our new Sept 23 students went into clinical practice in the week commencing 20th November for their short 4 week introductory placement. We appreciate this has taken a tremendous effort to coordinate between us so early on in the academic year. We are very grateful to all our Practice Partners for making this happen for our new students. We have also had a huge rise in the number of RDNA students joining our course in years 1 and 2; 6 students in Sept 23 and 24 students in Sept 22. Their contributions of their experiences in clinical practice really enhance our conversations in the class room and provide rich learning opportunities.

I want to send a special thank you to all your Mental Health Nursing colleagues who work with our students as their Practice Assessors and Supervisors. Time and time again our students return with tales of all your supportive and dedicated nurses working as Practice Assessors and Supervisors. They make all the difference to our students' positive experiences in clinical practice. Among the recent placement evaluations, I think this line taken from a recent placement evaluation sums up how much they are appreciated.

"Is there anything that would have enhanced the experience?

Nothing, it was brilliant experience. Just keep up good work and good team spirit".

We also value all your contributions to our BSc (Hons) Mental Health Nursing course. We have had several Mental Health Nursing colleagues visiting as lecturers already this semester covering a number of topics such as safeguarding, neurodivergence, and a whole range of therapeutic interventions. Our students really value these sessions delivered by Mental Health Nurses in clinical practice. In addition, one of our NHS Practice providers, Sussex Partnership NHS Trust came into the University to deliver a face to face induction day and provided PMVA (Preventing

and Managing Violence and Aggression) training to all our first year Sept 23 students prior to their placements.

Please let me know if any of your colleagues in practice would like to come and talk to our students about their clinical work. We would also be delighted if any of you would like to write something with us about your work with Nurse Education for our shared blog (see example <http://blogs.brighton.ac.uk/mentalhealthnursing/> )

And finally I would like to wish you all a very happy Christmas and peaceful New Year.

Best Wishes

Barbara Vincent (Practice Learning Leader, BSc (Hons) Mental Health Nursing).

### **Occupational Therapy**

As always, a huge thanks to all the practice educators and coordinators who have been involved in providing placements for our students and apprentices in this first term of the academic year. We know that at times there have been challenges to this process with delays to DBS clearance checks – unfortunately, this part of the process is largely outside of our control, but we are aware that there have been some significant delays this year which has led to inconvenience for you. Please accept our apologies for this.

We are currently going through the process of revalidation for our MSc, BSc and OTDA courses. There will be some changes to placements for the 2024-25 academic year as a result of this and we will update you in due course.

Please be aware that the email that educators receive from us prior to the start of placement is changing: we will no longer be sending out emails with multiple attachments for the different pieces of placement paperwork – instead, educators will be sent the handbook (which contains all of the forms and templates) and students will also have access to all the paperwork through their VLE if necessary.

Wishing you a fun, restful and restorative festive season,  
Audrey, Tara & Sara (Occupational therapy placement team: [Occupational-Therapy-Placements@brighton.ac.uk](mailto:Occupational-Therapy-Placements@brighton.ac.uk))

### **Paramedic Science**

Thank you to all our educators that are supporting our students. We know these are challenging times for services and we are very grateful for your continued support. We are really pleased that all students will be able to have a primary care placement now which is really key to their professional development, so thank you to the Sussex Training Hub. We are looking forward to having two interns joining us soon to get a flavour of what working in academia is like and know the students will value them sharing their clinical experience in teaching sessions.

We hope you manage to have a break at some point and look forward to working with you all again in 2024.

Jess and Mark.

## Physiotherapy



**Thank you** to all our practice colleagues for another successful year. We have hugely valued your support for our students this year like every year. The graduated cohorts are nearly all now employed (lots of much needed extended holidays were had!) and great to see so many deciding to stay within the region. We continue to develop new placements and thank you to everyone who has reached out with these opportunities to us, great to see more cross organisation placements been developed.

We will be starting to transition to an epad which is a platform which will host the CPAF in the new year, the aim for this is to make using the form more user friendly, it also builds in more quality assurance processes in terms of you as the educators signing off elements of the form and the student will submit their form from this platform. We will be in touch in the new year with information on the cohorts we will start with and training on the new process.

We are currently reviewing our audits and ensuring all our placements have an up to date placement approval tool/audit) in place, so you may be hearing from us if yours needs updated.

Practice educator training: 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](mailto: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](mailto: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
30.4.23 1-4pm	Experienced	No
16.7.23 1-3pm	New	Yes

Please always reach out to us if there is anything else we can do to support you in having our students or if there is anything we can do better. We very much value your feedback and want to continue our successful relationship we have with you all.

Thank you, and wishing you a happy holiday and much needed break when you get there, Sarah-Jane, Tiff and Sara [physiotherapy-placements@brighton.ac.uk](mailto:physiotherapy-placements@brighton.ac.uk)

## Podiatry

Dear Podiatry Placement Coordinators and Educators,  
We hope this message finds you well, and we would like to express our sincere gratitude for your continuous support of our student placements. Your commitment is pivotal in shaping the next generation of podiatry professionals.

**Please see details of upcoming meetings and training below:**

- **Placement Coordinators Meetings:**
  - 20th February 2024 – 2 to 4 pm
  - 14th May 2024 – 2 to 4 pm
- **Placement Educator Training:**
  - 23rd February 2024 – 10 am to 2.30 pm

**Subsequent Placement Blocks Requiring Confirmation of Capacity:**

1. W/C 15th April to W/C 6th May (4 weeks – BSc year 2 students)
2. W/C 3rd June to W/C 24th June (4 weeks – MSc pre-reg year 1 – first external placement)
3. W/C 1st July to W/C 22nd July (4 weeks – MSc pre-reg year 1)
4. W/C 17th June to W/C 8th July (MSc pre-reg year 2 and BSc year 3)



We want to bring to your attention some additional information and resources:

1. **New Document on Traditional vs. Non-Traditional Placements:** A comprehensive document outlining the distinctions between traditional and non-traditional placements is now available. You can access this document in the Edublog Podiatry Section. Your feedback into this resource would be invaluable, as we strive for ongoing enhancements to benefit both educators and students.
2. **Recorded Video Guide for Audit Document Completion:** For your convenience, we have created a recorded video guide that explains the process of completing the new audit document. This resource is particularly useful for both new placement sites and existing placements requiring audit renewal. You can find the video on the Edublog Podiatry Section.

**New Competency Paperwork for New Course Structure:** Students in the new course structure (BSc year 1, BSc year 2, MSC year 1) have begun using new competency paperwork. Your valuable feedback on these documents is crucial for ongoing improvements. Find the documents here: [Podiatry Documentation | University of Brighton Supporting Health and Sport Students in Practice](#)

**Enhancements to SE AHP Practice Educator eLearning Programme:** The SE AHP Practice Educator eLearning programme has undergone improvements, including:

- New content on 'How to approach sensitive topics you may need to discuss with a learner.'
- Functional improvements for a better user experience.
- Access to wellbeing support for practitioners during challenging times.

The updated modules are now available on the NHS learning hub: [Catalogue \(learninghub.nhs.uk\)](#)

**Placement Educator Training:** If you have new educators who need to attend the placement educator training, please provide their details, and we will send them the meeting link.

We appreciate your continued dedication to our students' success. If you have any questions or concerns, please feel free to reach out using: [podiatry-placements@brighton.ac.uk](mailto:podiatry-placements@brighton.ac.uk)

Many thanks

Podiatry Placement Team

### Return to Practice



Dear colleagues,

The year 2023 is coming to an end at an astonishing pace. Our online return to practice course is thriving and expanding. I am pleased to announce that we now have students in Scotland and Northern Ireland, and we are still actively recruiting across England. I would like to express my sincere gratitude to all practice colleagues who have been supporting our returned to practice students. We understand that the current winter pressures have made it challenging, but you have still managed to provide exceptional support to our students. Thank you for your dedication and hard work.

Kind regards, Gloria

### **Sport and Physical Activity**

The University of Brighton was one of the founding partners of the Chartered Institute for the Management of Sport and Physical Activity (CIMSPA) Higher Education endorsement programme in 2019. Many of the sport and physical activity courses are endorsed by CIMSPA with others working towards endorsement. CIMSPA has recently produced the latest Workforce Insight Report (2023), which sheds light on how the sector has recovered following the COVID-19 pandemic, as well as how the current economic challenges are affecting workforce dynamics.

The report focuses on the composition of the workforce and its evolution in recent years, as well as highlighting recruitment activity, career pathways and regional trends since 2020. The findings of the report also illustrate some of the changes and challenges that the sector is facing, providing insights to help organisations plan for their own workforce development.

Tara Dillon, CEO of CIMSPA said:

“This report not only provides an accurate and comprehensive update on workforce changes and trends over the last three years but an even richer set of insights in relation to how diverse and representative our workforce is and where people work, whether that be for an employer or in their own business.”

“The last three years have shown just how well the workforce can not only adapt but also unite. The insights from this report have enabled us to develop a new strategy which we will be using to deliver real impact for people working in the sector, those considering joining our profession, as well as employers, education providers and our system partners, in particular partners across the health sector.”

To read the Workforce Insight Report in full please find it here:

<https://www.cimspa.co.uk/resources/insight-hub/workforce-insights-report-2023/>

The Sport and Physical Activity courses engage with CIMSPA on a regular basis to ensure all courses offer appropriate and high quality placement and work-related learning opportunities. To find out more about the work we are undertaking please contact Dr James Wallis ([J.Wallis@brighton.ac.uk](mailto:J.Wallis@brighton.ac.uk)) – to discuss possible ideas for future placements in health and physical activity settings or contact Dr Marc Keech ([m.keech@brighton.ac.uk](mailto:m.keech@brighton.ac.uk)) for more information on policies and practices in working with CIMSPA.

### **The Chartered Institute for the Management of Sport and Physical Activity**

CIMSPA is the professional development body for the UK’s sport and physical activity sector, committed to supporting, developing and enabling professionals and organisations to succeed and, as a result, inspire our nation to become more active. Together we are developing a vibrant, UK-wide sport and physical activity sector, with the highest standards of service delivery.

#### **Our vision**

Shaping a recognised, valued and inclusive sport and physical activity sector that everyone can be a part of.

## 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): [practiceliasonteam@brighton.ac.uk](mailto:practiceliasonteam@brighton.ac.uk)

Physiotherapy: [physiotherapy-placements@brighton.ac.uk](mailto:physiotherapy-placements@brighton.ac.uk)

Occupational Therapy: [occupational-therapy-placements@brighton.ac.uk](mailto:occupational-therapy-placements@brighton.ac.uk)

Diagnostic Radiography: [diagnostic-radiography-placements-admin@brighton.ac.uk](mailto:diagnostic-radiography-placements-admin@brighton.ac.uk)

Podiatry: [podiatry-placements@brighton.ac.uk](mailto:podiatry-placements@brighton.ac.uk)

Paramedic Science: [Paramedic-Science-Placements@Brighton.ac.uk](mailto:Paramedic-Science-Placements@Brighton.ac.uk)

Midwifery: [Midwifery-Placements@Brighton.ac.uk](mailto:Midwifery-Placements@Brighton.ac.uk)

Practice learning leader	Course	contact
Theresa Corkill	NMC courses (Overseeing)	<a href="mailto:T.K.Corkill@brighton.ac.uk">T.K.Corkill@brighton.ac.uk</a>
Maggie Stewart (from 1/9)  Rebecca Craig (from 1/9)	Adult nursing	Shared account: Placement Lead Adult Nursing: <a href="mailto:PlacementLeadAdultNursing@brighton.ac.uk">PlacementLeadAdultNursing@brighton.ac.uk</a>  <a href="mailto:M.A.Stewart@brighton.ac.uk">M.A.Stewart@brighton.ac.uk</a> <a href="mailto:R.J.Craig@brighton.ac.uk">R.J.Craig@brighton.ac.uk</a>
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Silvia Cori	Diagnostic Radiography	<a href="mailto:S.Cori@brighton.ac.uk">S.Cori@brighton.ac.uk</a>

Best wishes.

Channine

[c.clarke@brighton.ac.uk](mailto:c.clarke@brighton.ac.uk)