

School of Sport and Health Sciences Practice Learning Newsletter – Edition 10: Summer 2024



Welcome to the summer edition of the School of Sport and Health Sciences Practice Learning Newsletter. Hopefully the weather is warming up and summer is on its way.

My name is Channine Clarke and, as of the 1st August, I will be changing my role to Associate Dean for Practice Learning and Partnerships for the new School of Education, Sport and Health Sciences. I hope you find these newsletters useful in providing updates about our courses, staff changes and innovations happening in relation to practice learning.



I thank you all sincerely for all your hard work and commitment to supporting our learners in practice. It is great working with so many partners to increase placement opportunities and quality that will result in the much-needed growth in workforce.

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

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School of Education, Sport and Health Sciences- News



University of Brighton

School of Education,
Sport and Health Sciences

As of the 1st August we are delighted to be the new School of Education, Sport and Health Sciences. The School Executive Board are:

Angela Glynn	Dean of School
Andy Davies	Deputy Dean
Dan Quin	School Operations Manager
Sarah Lewis-Tulett	Associate Dean Education and Student Experience
Andy Hobson	Associate Dean Research and Knowledge Exchange
Alan Richardson	Associate Dean Academic Operations
Channine Clarke	Associate Dean Practice Learning & Partnerships
Polly Herbert	Head of Initial Teacher Training
Sarah-Jane Ryan	Head of Practice Learning and Development

We look forward to meeting you at future partnership meetings but please do contact us at any time if you would like to meet any of us.

The new spaces and facilities at Falmer are looking great and we are excited for the students to all be on one campus and to be able to create a new School community.

As you will see from the Structure above, Channine has changed role and will be in a more strategic role as the Associate Dean, supporting practice learning. Sarah-Jane Ryan will be the new Head of Practice Learning and Development- many of you will know her in her role as physiotherapy placement lead and attending many of the AHP workforce and network meetings. We both look forward to working with you all as our valued partners. Sara-Jane can be contacted on: S.J.Ryan@brighton.ac.uk

NMC Visit update

As many of you will be aware, we had an extraordinary review by the NMC in March and we have developed a robust action plan that the NMC are assured will enable us to address the standards we had not met. The largest action was related to practice hours, and we immediately moved all placements to 37.5 hours. We can't thank practice partners enough for all the support you have given us to help identify additional placements to address the shortfall in hours and provide extra placement capacity for our students. We know the extra demand this has placed on staff and practice and we want to reassure you that staff here will do all they can to support you at this more pressured time. It is particularly important that, when students are out on placement, practice assessors link with the student's academic assessor so that they have that additional support and meet the NMC standards.

If you have any questions related to the NMC visit please do contact Channine.

School of Sport and Health Sciences- Practice Learning Awards 2024



It was lovely to be able to present our 2024 Educator Awards on the 20th June. Well done to all those that were nominated- we had over 50 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 this year were:

The Extra Mile Award: **Adele Jones**, Occupational Therapist, HIT Team, Conquest Hospital.

The Most Inclusive Person: **Hannah Wadsworth**, Physiotherapist, Hove Polyclinic

Team of the Year: **PACU, Level 5 Surgical Team** Royal Sussex County, UHSx

Facilitator of the Year: **Kerry Beard**, Midwife, UHS.

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! : [Ed-Awards-2024.pptx \(live.com\)](#)

Growing the workforce

We continue to work hard with our practice partners to increase placement capacity so that we can help respond to the staffing, recruitment, retention, workforce supply and demand issues that we know you are experiencing. Growing our courses is obviously dependent on practice learning opportunities and the teams here, together with the Practice Educator factors (PEF's), are supporting teams to consider the different ways of delivering these opportunities. We are continually updating our Edublog site ([Models of Placements Delivery | University of Brighton Supporting Health and Sport Students in Practice](#)) so please do take a look.

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 [2:1 / 3:1/ team approach | University of Brighton Supporting Health and Sport Learners in Practice](#)
- Team approaches
- Leadership: [Leadership Placements | University of Brighton Supporting Health and Sport Learners in Practice](#)
- Research [Research / Quality Assurance Placements | University of Brighton Supporting Health and Sport Learners in Practice](#)
- Education placements [Education Placements | University of Brighton Supporting Health and Sport Learners in Practice](#)
- Technology enhanced placements [Remote / Telehealth Placements | University of Brighton Supporting Health and Sport Learners in Practice](#)
- CLIP models [CLIP / Near Peer/ Interprofessional ward | University of Brighton Supporting Health and Sport Learners in Practice](#)
- Role-emerging / diverse placements [Role Emerging / Diverse Placement Model | University of Brighton Supporting Health and Sport Learners in Practice](#)

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 learners, your teams and the future of the professions where graduates have this leadership experience.

If every team offered the 2:1 model and thought about how learners can support each other and rotated in and out of the settings, to help address space challenges, then placement capacity would be doubled and ease pressure for everyone.

If you would like one of our team to help you consider any of these 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).

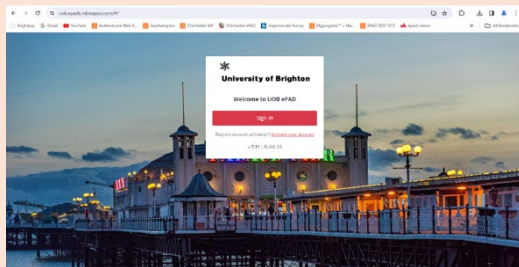
If you have examples of how you have used any of these placement models and are willing to share on the blog site to help support other, please can you share them with Channine: c.clarke@brighton.ac.uk

Placement Dates 2024-25



We have collated the practice learning dates and planned cohort sizes for the 2024-5 academic year and these can be found on our Edublog site here (numbers subject to change) : [Placement dates | University of Brighton Supporting Health and Sport Learners in Practice](#)

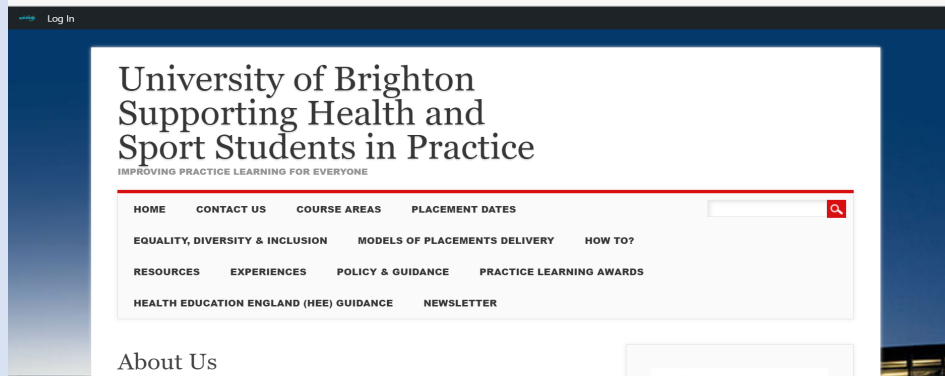
EPAD Update



The teams here have been working hard to develop the E-Pad ready to launch in 2024 academic year. Whilst we know this is something new, we hope that once this change has been embedded and training has taken place, that practice staff will feel that this makes the assessment process easier. Course teams will be in touch when educator /assessor training is due to take place. This will also be recorded and

there is a new Edublog page for the EPAD where this will be uploaded, and user guides can be found. [E-PAD | University of Brighton Supporting Health and Sport Learners in Practice](#)

Practice Learning Edublog



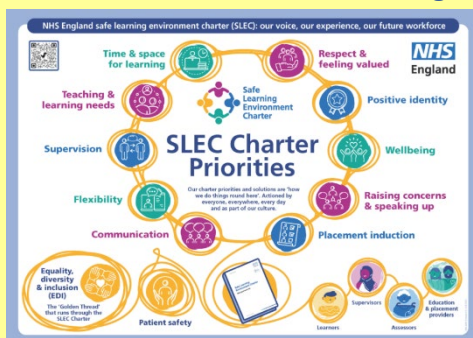
Please do regularly visit the School Edublog site as this provides lots of really useful and important information about supporting learners, educator courses, placement dates, new models of practice learning. The site is being updated regularly and we are working on areas that have yet to be completed. 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](#)

New resources:

New Edublog page for the EPAD where training videos will be uploaded, and user guides can be found. [E-PAD | University of Brighton Supporting Health and Sport Learners in Practice](#)

New NHS Charters: Safe Learning Environment Charter and Sexual Safety in Healthcare Charter



*There is a new NHS **Safe Learning Environment Charter** that was published at the start of February. It states it "is designed for learners and those responsible for supporting placement learning across all learning environments and all professions within them. It is aligned to the NHS People Promise in recognition that learners are vital to the workforce and are included in the promises we must all make to each other, to improve everyone's experience of working in the NHS. The Charter sets out the supportive learning environment required to allow learners to become well-rounded professionals with the right skills and knowledge to provide safe and compassionate care of the highest quality".*

It provides useful recommendations for each of the ten areas to help drive up the quality and support provided for learners and provides case study examples. Please take time to read this and reflect with your teams about how you meet, or can make changes to meet, this charter. It will make a real difference to our learners.

We will be using the maturity matrix to self-assess our process and support for our students and will reach out to work with you as partners to support your team as needed.

You could consider supporting learners on leadership / education placements where they can help you work on projects related to the key recommendations.

More information can be found here: <https://www.england.nhs.uk/long-read/safe-learning-environment-charter/>

In September 2023 there was also the release of the **Sexual Safety in Healthcare Charter** that local Trusts have signed up to: [NHS England » Sexual safety in healthcare – organisational charter](#)


As a School we also sign up to this important charter which states:

As signatories to this charter, we commit to a zero-tolerance approach to any unwanted, inappropriate and/or harmful sexual behaviours towards our workforce. We commit to the following principles and actions to achieve this:


1. *We will actively work to eradicate sexual harassment and abuse in the workplace.*
2. *We will promote a culture that fosters openness and transparency, and does not tolerate unwanted, harmful and/or inappropriate sexual behaviours.*
3. *We will take an intersectional approach to the sexual safety of our workforce, recognising certain groups will experience sexual harassment and abuse at a disproportionate rate.*
4. *We will provide appropriate support for those in our workforce who experience unwanted, inappropriate and/or harmful sexual behaviours.*
5. *We will clearly communicate standards of behaviour. This includes expected action for those who witness inappropriate, unwanted and/or harmful sexual behaviour.*
6. *We will ensure appropriate, specific, and clear policies are in place. They will include appropriate and timely action against alleged perpetrators.*
7. *We will ensure appropriate, specific, and clear training is in place.*
8. *We will ensure appropriate reporting mechanisms are in place for those experiencing these behaviours.*
9. *We will take all reports seriously and appropriate and timely action will be taken in all cases.*
10. *We will capture and share data on prevalence and staff experience transparently.*

These commitments will apply to everyone in our organisation equally.

Please take the time to familiarise yourselves with these charters and to discuss with your Practice Leads about how you can ensure these are embedded for learners.



BRIDGING THE GAP TO LEADERSHIP RESOURCES



Bridging the Gap to Leadership

We are continuing to support learners on the Bridging the Gap to Leadership placement, creating resources for you as educators to help support racially minoritised learners in practice.

[Supporting Racially Minoritised Students | University of Brighton Supporting Health and Sport Learners in Practice](#)

ABOUT THE BGL
The Bridging the Gap to Leadership (BGL) project is a collaborative project between University of Brighton and Canterbury Christ Church University (CCCU). Find out more by scanning the QR code.

LEARNER EXPERIENCES
In this section, students generously share their past experiences as students and/or recent graduates in professional practice.

ALLYSHIP
The BGL project offers resources including information guides, webinars, animations, and posters to foster understanding and practice of allyship, along with external resources for further exploration.

MICROAGGRESSIONS
The definition, and impacts of microaggressions are emphasized through various media, such as animations, posters, videos, and informative websites, crafted by former BGL project participants.

RACISM
Resources provided here address strategies for confronting racism and unconscious bias within professional settings, encompassing posters, reports, self-evaluation tools, videos, and documentaries.

INTERSECTIONALITY
Intersectionality is explored through resources illustrating how individuals may face multiple overlapping forms of discrimination, such as racism and sexism. Animated explanations and video presentations delve into the concept of intersectionality.

MENTORSHIP
This section highlights, with webinars and posters created by BGL project participants, advocating for the value of mentoring students during placements.


INCLUSIVITY AND LANGUAGE
Resources on inclusivity and language encompass a range of materials, including posters, leaflets, and videos, all crafted by former BGL members. Additionally, Padlet discussions, videos, and write-ups further explore inclusivity and language within practice.

CULTURE AND RELIGION
The section on culture and religion focuses on understanding their impact on learners' practice experiences. Students have developed leaflets and a Prezi to promote cultural awareness and provide insights into various celebrations that students may encounter during placements, accompanied by tips. External links are also provided for deeper exploration.


SUGGESTED READING
The section on culture and religion focuses on understanding their impact on learners' practice experiences. Students have developed leaflets and a Prezi to promote cultural awareness and provide insights into various celebrations that students may encounter during placements, accompanied by tips. External links are also provided for deeper exploration.

We would love for this poster to be printed out and put up in your departments to encourage staff to educate themselves further. [BGL Poster for QR links \(bpb-eu-w2.wpmucdn.com\)](http://bpb-eu-w2.wpmucdn.com)

Schwartz Rounds— could you be a future story teller?



The Point of Care Foundation



Schwartz South

We have just completed 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 and staff have created this Edublog to promote the Rounds here on campus: [Home | SCHWARTZ ROUNDS \(brighton.ac.uk\)](#)

We are delighted that we can extend our contract with the Points of Care Foundation to carry on offering Rounds for the next two years. 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

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

Useful practice learning article

Here is a recent paper that you may find interesting for your roles:

[Diversifying podiatry placements: The future of podiatry education - Tunprasert - 2024 - Journal of Foot and Ankle Research - Wiley Online Library](#)

News from the teams

Diagnostic Radiography

Warm greetings to you all, in this particularly odd summer!

As always, a huge thanks to all the Practice Educators and Coordinators for the immense help and support provided to our learners. We can't believe we're now going to start our first final years, and we hope you are as thrilled as we are.

Students' placement experiences have been extremely valuable, and we can see this from their incredible progression. We have also received wonderful feedback from our students, with most of them feeling welcomed by the teams and much more confident in their skills.

We are thrilled to share that we have a new member of staff starting in January, and we're looking forward to working with them. We are also very excited to start using our new e-PADs, which will make a huge and positive impact on our placements' experiences.

Our next Practice Educator course will be on the 21st of August 2024 at 10 am. Please contact Avril via the general placement email address if you would like to attend.

Our e-PAD training for Practice Educators will be on the 28th of August 2025 at 1 pm and will be led by MyKnowledgeMap. This will also be recorded.

Wishing you all a wonderful end of summer!

Silvia

Foundation Degree - Health and Social Care.

Thank you again for supporting the FdSc apprentices during their course and to all our practice partners who provide external placements for Student Nursing Associates (SNA). We are aware of the pressures on external placement area provision and appreciate the amazing support provided to our students.

Cohort Update

February 2024 SNAs started their first external placement at the beginning of July, which are going well. Placement details are due to be released to February 23 cohort later this month for their final placement, which starts in September. We are still receiving completed placement evaluation forms from September 23 cohort, who recently finished placement 2.

New September '24 Cohort

Interviews have now been completed for the new September cohort, with their Induction Day scheduled for 23rd September. PEF Induction Day for the new cohort will take place on Monday 7th October – thank you to our practice partners who support this extremely beneficial day.

e-PAD Update

We are excited for the launch of the e-PAD for Student Nursing Associates, which will be implemented in September 2024. This roll-out will be initially for our new September 24 cohort and September 23 cohort moving across to the e-PAD from the paper version. February 23 and February 24 cohorts will remain paper based until the end of their academic year in February 25. Practice Educators were invited to receive e-PAD training last month on 26th June, with learning materials shared for distribution of information, to their PA/PS colleagues who are supporting SNAs. e-PAD training for September 24 cohort will take place in the second session of the SB401 module and September 23 cohort will also receive training.

Written Guidance can be accessed via the University of Brighton EDUBLOG site and covers various aspects of the ePAD. Please note that some sections may not apply to the PA/PS for the SNA ePAD.

EDUBLOG

Please see the University EDUBLOG site for updates regarding the SNA ePAD and other course related information.

The training for SNA practice can be watched here;

<https://www.youtube.com/watch?v=aH7RXplu4js>

Change in Placement Allocations Team

There have been some changes within the UoB placement allocations team, with Kirsty McDonald having recently moved to a different health course, within UoB.

Donna Smith dls15@brighton.ac.uk and Emma Searle E.Searle@brighton.ac.uk are looking after placements for SNAs and will job share this role. Please note there is now a main email address for both Donna and Emma, please use SHS-Nursing-Associate-Placements@brighton.ac.uk when corresponding about placement allocations for SNAs.

Thank you to Kirsty McDonald for all her amazing planning, excellent organisation skills and support shown to students, practice partners and FD team colleagues. A special thank you from me to Kirsty, for her patience and steady hand when I moved into the placement lead role last year!

And Finally...

All FdSc apprentices are currently on a break from weekly University attendance over the Summer period but continue their learning journey, with your support in practice and also during their OTJT days, which continue throughout their programme. We will welcome SNAs back to Falmer in September, when scheduled teaching resumes.

I hope the sun eventually shines and you will have the opportunity to take some time away from work to enjoy it. **Justine.**

Adult Nursing

BSc Nursing Adult Newsletter Summer 24

Gosh it has been a busy few months for the BSc Nursing team, students and our brilliant practice partners. We are incredibly grateful for everything you have done to provide placement learning opportunities for our students and for your continued support.

We have received lovely feedback from our S23 students that are now at the end of their first year and are even more excited about Nursing after their second placement. Their PADs show that the range of support and feedback they are receiving in practice is helping them to shape their professional identity.

We have a large number of S22 students on the additional placement at the moment, and again thank you for making provision for these students which will make a real difference to their third-year learning. There is understandably anxiety among the cohort that has affected their focus during the last few months, but they now have more clarity about what they will be doing in their final year and their placements really helped to give them reassurance about their progress and deepen their nursing values.

The F22 cohort are now on summer break after completing their first half of their final modules. They have shown excellent depth of understanding the complexities of clinical practice in their leadership module and are making clear links to their placement experiences in their reflections. The S21 cohort are on placement at the moment, and will move onto their final placements in September. The PEF teams have been amazing at supporting these students in such a challenging time and their personal and professional development is clear when I have conversations with them. I have had feedback from several students that they have felt well supported by nurses in practice during this time and it's made a real difference to their motivation.

There is also some changes in the BSc Nursing Adult team. Maggie is now running the Return to Practice module, so I am now the solo Practice Learning Leader for Adult Nursing. Joey Holland is the Lead for PLL, which is a new role, so that she can oversee PLL and support the team. And Claire Jackson is taking over as the BSc Nursing Adult Course Leader. The 3 of us will work very closely together to look at student support while on placement, the development of the Academic Assessor role to enable collaborative working between AA's, PA/PS's and students, and the student journey across the 3 years. We will be doing some site visits in the coming months so please get in touch if you would like to arrange a visit: r.j.craig@brighton.ac.uk

Thank you again and I hope you all have a lovely break over the summer!

Rebecca Craig

Mental Health Nursing

At this time of year the team are taking stock as we come to the end of our academic year whilst also looking to the future and getting ready for our existing cohorts returning and a new cohort starting in September. So it's a really good time to say thank you to everyone who has supported, and continues to support, our students across our partner organisations. Thank you to all of the practice supervisors and assessors who have supported students through their placements and to all of their colleagues too! And thank you to all of the staff who work tirelessly to help plan and organise the placements and who help with problem solving along the way. A particular thank you to everyone also this year who have helped with the summer retrieval placements, your flexibility and diligence in this has been most appreciated.

A couple of updates:

The team would like to introduce Dave Hearn (d.hearn@brighton.ac.uk) who has joined the team as a Lecturer. Some of you may know Dave as he used to work for Health Education England. Dave has taken on the Practice Learning Leader role as part of his work. This role will take primary

responsibility for the co-ordination and support of safe and effective practice learning for Mental Health Nursing students and will work closely with our academic assessors and with colleagues in practice. Dave is looking forward to working with you all!

We are pleased to announce that the Time for Dementia programme will continue into 2024/25. Mental health students meet in small groups with a person with dementia and a family member online three times over an 18-month period, gaining a unique insight into the longitudinal impact of dementia. Over 750 mental health and adult nursing students have participated since we started the programme in 2018. Students recently completing their visits described it as a unique and innovative learning experience and an inspiring, empowering and insightful component of practice.

Student cohort representatives attend the SPFT online Learner Council every two months, followed by a reflective session. The next online session is on 18th Sept for cohort representatives (14.00-15.30); followed by a reflective practice session (15.30-16.30) for all interested mental health students. Students interested in attending should email nursingeducation@spft.nhs.uk

So thank you again, we're looking forward to another rewarding year for our students, for you all and for us in the team!

Many thanks

Dave Hearn

Children's Nursing

All cohorts have been out in practice recently with many students providing positive feedback about the valuable learning experiences and support they have received from practice teams – thank you. We continue to remind and encourage students to complete their placement evaluation forms.

PA's and PEF's have been working collaboratively with the child academic assessors to support student achievement in practice, and in recent weeks AA's have enjoyed visiting students in placement areas across Sussex. The child team are committed to developing a strong AA / PA relationship and continue to be grateful for communication from PA's especially regarding students who require additional support in practice.

Child nursing placement capacity continues to expand. It has been useful to network with practice partners at recent ICB stakeholder events, and these have been positive and productive. UHS explored the possibility of implementing a 2 for 1 placement model, and ESHT identified additional placement areas for child students. SCFT have developed a new specialist child placement opportunity for apprentice students, and a new independent special school in Eastbourne has agreed to support child nursing placements. Thank you all so much!

The QAPL link family placement pilot project has recently finished and has been deemed a huge success by our apprentice students and service user families. I will be evaluating the project within the coming weeks and will share the outcome as soon as possible.

Finally, a big 'thank you' to all of our practice partners for working hard to accommodate child nursing students for additional hours and retrieval placements. We really appreciate how challenging this has been.

We wish you all an enjoyable summer and hope you get some time to relax in the sunshine 😊

Best wishes

Lisa and the child nursing team

Midwifery

Midwifery Placements continues to be led by Senior Lecturer Kristie Fisher. We have also had a great new course leader this year, Thelma Lackey, who has taken over this role in September 2023 and she will continue to lead our team for 2024-2025. We have now embedded a new allocation process across all the linked Trust sites, so to enable students to have more quality of supervision, within their specific placement allocations. This has been a large implementation within the Midwifery course 2023-2024.

Getting ready for the new academic year, we will be implementing a new Teamwork and Leadership placement, as required by the NMC, for our year 3 students, where they will be present at an alternative Trust site for a 2-week placement, which is the first time this will run for the Midwifery course.

We are also expecting a new lecturer/lecturer, for the new academic year, within our team.
Best wishes, Kristie.

Occupational Therapy

As always, a huge thank you to all our practice educators and coordinators for your continued support in providing high quality practice placements to our learners this year. All our learners were successfully allocated, and we are looking ahead to organising our Diverse practice for September.

Following our course revalidation process, our new courses will now have four practice placements instead of the previous five. The new Beginning practice will be an amalgamation of our Beginner and Novice practice and will be extended to 7 weeks. The new learners will be on placement modules which will have new names and codes, whilst we phase out the old codes with our current students.

We will be needing more help and support to increase placement capacity for our next academic year. This is due to the transitioning of our course structure from the revalidation process and will only be for the 2024-25 academic year.

There are some pinch points between the period of February - April 2025 where we will need about 180 placements, which is about 50 more than our usual requirement at that time of year (see placement dates above); and we will need your help as practice partners during this time. We are beginning discussions early with regional PEFs who are supporting us and would be happy to chat if you would like to discuss alternative ways of providing placements such as a 2:1 model.

FOR YOUR DIARIES:

Finally, we are going digital with our practice placement assessment in January 2024, using the ePad. We will be rolling out training on the ePad platform to our learners, practice educators (PE) and our teaching staff.

The training date for all practice educators is on Thursday 14 November @ 13.00 – 15.30pm, online. There will be a video recording made available to those who cannot attend but we look forward to seeing as many of you as possible. More details on this training will be sent out closer to the time.

We wish you a relaxing, enjoyable summer.

From the OT placement team: Audrey, Tara, Jude, Hollie and Kirsty

Paramedics

Thank you as always for supporting our students, both in SECAMB and the non-ambulance placements. We have some changes in the placement team and are delighted to have Chris Storey and Adam Davis supporting students with practice learning, Chris working with SECAMB and Andy supporting partners and students with the interprofessional non ambulance placements. We are looking forward to reviewing our paramedic course ready for re-accreditation to start in September 2025 and will be looking at the EPAD for 2025 too.

Physiotherapy

Thank you for supporting us through another academic year. We had some great results and its fantastic to hear how many of the new graduates are staying to work locally following successful placements.

Educator training dates are updated here for 24-25:

<https://blogs.brighton.ac.uk/uobsupportinghealthandsportstudentsinpractice/pt-educator-course-calendar/>

however we are talking with the other local HEI's to try and share this across all HEIs to provide more options across the year. Just to say attending a practice educator training with any of the other HEIs is accepted and you don't need to do each HEI's training.

Hopefully you have seen the messages from the CSP, that the CPAF has been reviewed and streamlined. We are awaiting the new editable pdf and word option and aim to roll this out from Sept 2024. The form is much more user friendly, with much less strolling (you will be pleased to hear!) There are still the same 10 learning domains but there is now only one outcome for each domain instead of three. Sarah-Jane was part of the working group and has reported back this is going to hopefully decrease the time it currently takes to complete without losing the usefulness of it.

We are still aiming to transition over to the epad system for the CPAF. However you can imagine the CPAF review has delayed things slightly. We will use the epad with PT415 (MSc Year 1 first placement) to trial it and check for glitches before rolling it out across the cohorts.

There has been lots of changes in the physiotherapy placement team recently. Sara Hadland who has been working in placements for 30+ years retired in June (we are still sad!) but thrilled that Kirsty McDonald has joined the team a couple of weeks ago. She has years of experience in nursing placements and has hit the ground running in AHP land! Sarah-Jane has got a new role in the School, replacing Channine as Head of Practice Learning and Development, who is now the Associate Dean for Practice learning and Partnerships. As some of you may know Sarah-Jane has worked in physiotherapy placements for nearly 20 years and is feeling pretty torn about stepping out of this role but is excited to be working with more colleagues across health and social care in the region. Tiff will now be taking on the role of placement lead for physiotherapy and we will soon be able to announce who will be supporting her in the team alongside Kirsty. Continue to use the physiotherapy-placements@brighton.ac.uk for contacting all of us.

The BSc (Hons) Physiotherapy apprenticeship is starting in September 2024, with the first placement in June 25. We are excited to be able to offer another option to study physiotherapy in the region.

A HUGE thank you to everyone who has supported us again this year, we have loved working with you all and its been great innovating to provide more and more opportunities for our

physiotherapy students. We hope you manage some leave over the next few weeks and that we see some sun!

Take care all,
Tiff, Kirsty and Sarah-Jane

Podiatry

Thank you as always for supporting our students with their podiatry placement this academic year. As the Leaf closes and we move to Falmer we are excited to be supporting practice with new placement models and working with local provider to develop a clinic at Falmer that our students will be able to use as a placement site. We will be contacting educators re the EPAD training as we launch that for students in the autumn. Gerald will be leaving us this summer and we thank him for all his hard work supporting placement. As soon as we have a replacement contact, we will let you know. We hope you have a lovely summer

Gerald and Dao

Return to Practice

RTP has continued to go from strength to strength, in no small part due to the patience and guidance of you and all of your colleagues. We have been enormously grateful for the collaboration. We hope that you all found the use of the EPAD as straightforward as we did and we thought you would like to know that the Professional conversations were in many ways the strongest we have had for the cohort overall, with the Feb 24 cohort achieving 100% pass rate. Thank you very much for your efforts in examining these with the academic team. Thank you very much to those of the clinical staff who have been interviewing with Gloria - we have just finished this process for Sept 24. Interest for Feb 25 is even stronger than this time last year so I have no doubt that you will be approached by potential candidates for placements in the not distant future. If you have any enquires about the course do feel able to forward the link to our website [Visit our RTP page](#) where you and your colleagues can find the dates for directing enquiries for more information about the course.

A big thank you to Glo for leading this course so well and we wish her a very happy retirement.
Maggie Stewart. New Course Leader

Sport and Physical Activity placements

Our sport degree programmes have placement modules embedded into degrees allowing students to enhance their applied skills, link theory to practice, enhance their employability and to add value to host organisations. Placements are therefore an integral component of our sport degree portfolio and are also an integral element of our endorsement with CIMSPA (Chartered Institute for the Management of Sport and Physical Activity), 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.

Graduating from a CIMSPA-endorsed course indicates to employers that students have achieved a degree of professional knowledge, which will also benefit their aspirations for further study or continuing professional development. We were also one of the first 10 institutions nationally, selected to become a CIMSPA Higher Education Partner.

Our undergraduate degrees in Sport Coaching, Sport Management, Strength and Conditioning have all been endorsed and we hope that Exercise, Health and Rehabilitation Science will be accepted for endorsement in September 2024.

What support do our placement providers offer?

There are some key defining characteristics which differentiate *placements* from *work experience* or *voluntary service*. Whilst there may be some minor differences in what constitutes suitable placement roles for students, the core messages are that placements offer;

- Mentoring and appropriate supervision / observation by suitably qualified and experienced staff.
- Appropriate support, guidance, and education of students commensurate with their level of study. Students will set objectives aligned to their level of study, signed off by university academic staff.
- Students scope to develop knowledge and skills in a work-based setting.
- Clear setting and monitoring of objectives.
- Clear management of expectations;
- Evaluation of learning and development whilst completing the placement.
- Specific roles undertaken by students will differ according to course, level of study, student competence and placement context.
- Whilst on placement students are required to complete university-based assignments, which will differ according to the course, module and level of study. Students will be responsible for communicating the needs of their assignment and the experiences that will allow them to achieve the learning outcomes of their assignment.
- The placement must occur within an organisation that is in some way related to the student's specific course.
- Students must complete a minimum number of placement hours. This will differ according to the course, module, and level of study but the host will be made aware of the number of hours required.

What contribution is the student expected to make to your organisation?

The student must complete a minimum number of placement hours within your organisation (although many often do more). How that time is allocated is negotiable between you and the student. There are numerous models of placement where hours are accrued through various working patterns. There is no typical working pattern but there should be clear expectations from the outset, as well as early communication of any changes. Students should be considered as a member of the team completing typical duties during a normal working week. They should undertake activities and projects that help the organisation. These will differ according to course, module and level of study and should be agreed with the student and, in turn, agreed with the University.

Prior experience of the students

Undergraduate students may be in the second or third year of study. M-level students will normally have already studied an undergraduate degree. Prior experience will vary greatly between students, hence the need for appropriate learning and development whilst on placement. For some, this may be their first exposure to a professional sport-based context. All students will have undertaken lectures and modules in professional practice-related studies and should be able to furnish you, if they have not already done so, with further details in their CV.

What does the University provide in terms of support?

The University provides all students with modular input preparing them for placement prior to them starting with host organisations. Students will only be given permission to approach placement hosts when it is deemed that they have sufficient knowledge, skills and professional attributes to be of positive service to the placement context. It is in this way that we attempt to prevent students being resource heavy on basic skills and professionalism. For longer placements, University staff will visit placement providers to review students progress and, elsewhere, are available on a case by case basis to support placement providers where and when necessary

As we arrive at the Falmer campus in the summer of 2024, please do get in touch with the placement leads if you would like to develop a partnership with us.

Marc and Jim

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:

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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

Sport Placements SportPlacements@brighton.ac.uk

Practice learning leader	Course	contact
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Best wishes.

Channine

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