Supporting Learners in Practice

Toolkit Resource
Toolkit Resource - Introduction

The new NMC Standards for Education entitled ‘Future nurse: Standards of proficiency for registered nurses and Realising professionalism: Standards for education and training’ published May 2018, were implemented within our Trust from 1st September 2019.

These Standards mean a change in nurse education programmes and a move towards a team approach to supporting learners in practice. This alternative system ensures high quality, multi-professional learning experiences using a team. This team consists of an Academic Assessor, a Practice Assessor and Practice Supervisors. Under this new model any registered Health Care Professional, with appropriate training can be a Practice Supervisor for Nursing students.

The aim of this resource is to support Practice Assessors and Supervisors to ensure placements are learner focused. Using a coaching model with learners encourages them to take responsibility for their own learning.

Learners are our workforce of the future, and therefore we want to nurture and grow them into the practitioners that we desire. The Trust is working hard to develop our workforce and therefore there will be increasing numbers of learners in clinical practice on a variety of programmes, many of these will be apprentices and undergraduates who want to live and work on the Island and within our Trust.

In order to provide a quality learning experience, and in light of ever increasing learner numbers the three options that are detailed within are to be used as suggestions of different ways to manage your learners in practice. This toolkit contains guidance, resources and options that support clinical areas and learners;

- 2018 NMC standards for supporting learners in practice
- Coaching questions
- Option 1 – Student bays. Information and Resources
- Option 2 – Managing off duty and MAPS
- Option 3 – Placement visit opportunities. Information and Resources
  A mixture of these options can be used throughout placements.
- Learning log
- University flow chart for Managing issues in Practice
- Clinical Education Team and University contact details
**Practice Supervisor**

The **Practice Supervisor** can be any registered health and social care professional working in a practice environment. The Practice Supervisors’ role is to support and supervise learners in the practice learning environment and feedback to the Practice/Academic Assessor.

- Has attended a HEI quality assured course run by the Trust and completed the Practice Supervisor declaration
- Attends a yearly update delivered by the Trust
- Is able to complete Initial placement interview
- Provides feedback on professional values to Practice Assessor for Midpoint interview
- Has responsibilities for overseeing the students’ progress during the placement
- Ensures learning opportunities are facilitated
- Proficiencies as appropriate and relevant to your scope of practice and professional role

**Practice Assessor**

The **Practice Assessor** assesses the learners overall performance for their practice learning, taking account of whether or not the relevant proficiencies and programmes outcomes have been met, and if they display the required values of their profession. They must have sufficient opportunities to observe the learner in order to inform their decisions.

- Has attended an NMC Mentorship approved qualification or HEI quality assured course run by the Trust and completed the Practice Assessor transition form
- Attends a yearly update delivered by the Trust
- Conducts assessments, informed by feedback from Practice Supervisors
- Makes and records objective decisions
- Gathers and coordinates feedback from Practice Supervisors and other relevant people
- Periodically observes the student
- Review assessment documentation on the PAD
- Completes relevant parts of the PAD e.g. Medicines management

**Academic Assessor**

The role of the **Academic Assessor** is to collate and confirm learner achievement in the academic environment. They work with a nominated Practice Assessor to make recommendations for progression for the learner they are assigned to.
Coaching Conversations

Coaching is... “Empowering others to find their own solutions by the use of questions.” Andrews 2019

The idea of coaching is not new and you likely already use this technique without knowing it. Through asking coaching questions you can support learners to find their own solutions, develop their skills and change their attitudes and behaviours. The aim of coaching is to gain a deeper understanding of the learner’s needs and knowledge. Open questions enable the learner to demonstrate their knowledge and understanding and identify their own learning needs.

Whether you have one learner in practice or several, coaching conversations supports their learning. Learners who have received coaching as a model of supervision transition to independent decision maker on qualifying.

Coaching questions...

- Coaching involves a lot of questions
- It can take 3 or more questions for the learner to come up with the answers/solution.
- Resist the temptation to step in and give them the answers or take over

These are just a few examples but there are many more!

Additional coaching resources and courses can be found on the Leadership page of the Trust website.

https://www.iow.nhs.uk/Working-With-Us/learning-zone/leadership.htm
**Option 1 -**

**Student Bay Approach**

The Student bay approach involves using one designated ‘student bay’ with students taking charge of the care for assigned patients. A registered member of staff **must** oversee all the students in the student bay, the students will adopt a peer learning approach to promote their leadership, management and complex thinking skills in a safe and supportive environment.

Implementation of this framework will allow you to manage students within your clinical area and relieve the pressure off of areas with a small number of supervisors/assessors.

- Moves away from the traditional 1:1 mentoring approach and becomes a team approach with all registered and non-registered staff involved in supporting learners
- Involves one designated ‘student bay’ with students taking charge of the care for assigned patients overseen by a supervisor **at all times**
- Improved patient experience with a potential to reduce incidents of e.g. falls and pressure ulcers

---

**Role of Assessor/Supervisor during shift**

The supervisor observes the care the student is providing. It is vital that the supervisor uses coaching questions.

**However it is important to:**

- Allow the student to lead
- Gauge amount of support each student needs – speak to students own supervisor/assessor and other members of the team
- Be available/ be visible to the students – let them know where you will be
- Observation should be continuous
- Give constructive feedback throughout the shift

---

**Role of the student**

- The student plans the care for the patients/ team as appropriate to their stage of training
- It is important that they share concerns/anxieties with their supervisor
- Keep record of achievements/ learning activities for your portfolio or use the learning log (found in this toolkit)
- Review objectives
- Students need to be proactive and speak up
HOW TO IMPLEMENT THE STUDENT BAY IN PRACTICE

- Identify your student bay: utilise your ‘student bay’ sign.

- Please ensure you discuss this with your patients.

- A designated registered member of staff will be allocated to supervise the student bay. This does not necessarily have to be the Practice Assessor or Practice Supervisor but must be a registered Healthcare professional.

- The shift co-ordinator **MUST NOT** be managing student bays.

- The supervisor will be expected to oversee **ALL** students within the bay.

- The student(s) **must receive a handover** at the start of the shift. A copy of the handover sheet is to be provided if used in your area.

- Each student will be allocated 1-3 patients a bay dependant on their stage of training and experience.

- After handover the supervisor must use a coaching approach to support students to prioritise patient care.

- The supervisor MUST be available and visible to the student at all times to ensure patient safety.

- Advise members of the multidisciplinary team to liaise directly with the student in the first instance.

- The student will be expected to handover their designated patients at the end of their shift.

- Student and supervisor must create time to complete a learning log (a copy can be found in this document) so that they can use it as feedback/evidence for their assessor.

If you would like support with using this model please contact the Clinical Education Team.
Student Bay

Please be advised that nursing students will be working in this bay, closely monitored by a trained member of nursing staff.

If you have any questions/concerns please contact the Nurse in Charge.
Student Bay

Please be advised that nursing students will be working in this bay, closely monitored by a trained member of nursing staff.

If you have any questions/ concerns please contact the Nurse in Charge.
Student Bay

Please be advised that nursing students will be working in this bay, closely monitored by a trained member of nursing staff.

If you have any questions/ concerns please contact the Nurse in Charge.
Option 2 -

Managing Off Duty and MAPs

We recognise that the volume of learners in Clinical Practice has increased. Please bear in mind that the majority of the learners that access our placements are Island based and will become part of our workforce when they complete their training. Option 2 is about how we can use MAPs to manage our student numbers and support learning.

Please note that ALL of our Learners from every course and University MUST be recorded on MAPS

If you cannot find the student on your MAPs please contact HRe-Rostering-Team@iow.nhs.uk as they are able to add your Student to MAPs.

- Allocate students to work the same shifts if you are able to run Option 1 the Student Bay
- Roster students to work opposite shifts
- Give students opposite days off
- Consider whether long days are appropriate
- Consider placement visit opportunities for students on days when you have several students
- Remember that students can spend time with other registered healthcare professional too.

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student A</td>
<td>EL</td>
<td>EL</td>
<td>EL</td>
<td>EL</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student B</td>
<td>E</td>
<td>E</td>
<td>L</td>
<td>L</td>
<td></td>
<td>E</td>
<td></td>
</tr>
<tr>
<td>Student C</td>
<td>EL</td>
<td>EL</td>
<td>EL</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student D</td>
<td>L</td>
<td>L</td>
<td>E</td>
<td>E</td>
<td></td>
<td>L</td>
<td></td>
</tr>
<tr>
<td>Student E</td>
<td></td>
<td>EL</td>
<td>EL</td>
<td>EL</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This example off duty represents 5 students allocated to a clinical area but by varying their off duty you have a maximum of 2 students per shift.
Option 3 –

Placement Visit Opportunities

Whilst on placement we like to encourage our learners to spend time with other professionals or specialists in their field. This is to enhance the overall learning experience. These visits must be related to the practice learning outcomes.

Within this resource pack you will find suggested Placement Visit Opportunities specific to your clinical area. Trust wide details of suitable placement visit opportunities are available on our internet page.

https://www.iow.nhs.uk/Working-With-Us/learning-zone/placement-visit-opportunities.htm

If you visit an area that you think would be beneficial to other learners please tell the Clinical Education Team clinicaleducationteam@iow.nhs.uk
# Learner Log

<table>
<thead>
<tr>
<th>Learner Name:</th>
<th>Course Start Date:</th>
<th>University:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice Assessor Name:</td>
<td>Practice Supervisor Name:</td>
<td>Practice Area:</td>
</tr>
</tbody>
</table>

**Date:**

Learning Outcome(s) identified by learner:

How will the learning outcome(s) be achieved?


Learner Reflection – how has this learning been achieved?

**Practice Supervisor/Coach Feedback (to include areas of progress and areas identified for further development)**

PLEASE ENTER YOUR FEEDBACK IN THE RELEVANT SECTION OF THE PRACTICE ASSESSMENT DOCUMENT (PAD) ELECTRONIC / PAPER VERSION. ENTRIES IN THE PAD WILL BE PERIODICALLY REVIEWED BY THE PRACTICE ASSESSOR AND WILL CONTRIBUTE TO ASSESSMENT DECISIONS RELATED TO PROGRESSION

Frequency of entering feedback into the PAD is dependent on the time the learner and practice supervisor/coach spend together, and the nature of the learning outcome. Practice Learning period of less than one week/short visits = daily
Practice Learning period of one week or more = **minimum** of weekly
## Student Progress Welfare and Support in Practice

**TOGETHER WE ARE THE GATEKEEPERS OF THE PROFESSION - EARLY INTERVENTION IS BETTER THAN NO INTERVENTION AT ALL**

### Student has:

- Been involved in an adverse or distressing event
- Raised concerns about an observed aspect of care
- Witnessed significant incident
- Prompted serious concern regarding their professional conduct or personal welfare (punctuality, persistent absence, distress)

### Placement must:

- Debrief and support student
- Immediately inform:
  - Senior Practitioner
  - University Security
- Also inform:
  - Student Experience Lead
  - Placement Team

### Student should:

- Contact Personal Tutor
- Access support offered by Student Services

### Student has:

- Prompted general concern about professional learning and/or development (learning differences, attitude to learning, motivation)

### Placement must:

- Inform Student Experience Lead and Placement Team

### Student should:

- Contact Student Services

### Student has:

- Performed particularly well
- Made positive contributions to patients/people using the service and/or team
- Introduced/suggested improvements to the care of an individual, group or the service as a whole
- A health and safety or wellbeing issue (injury at work, bereavement)

### Placement must:

- Record and feedback to placement team

### Student should:

- Record positive feedback in pad

---

**Out of Hours Security: (in an emergency)  01962 827666**

**Absence Line:** 01962 627823 (Checked daily – weekdays)  [NursingAdmin@winchester.ac.uk](mailto:NursingAdmin@winchester.ac.uk) (not for emergency use)

**Student Services:** 01962 827341  [studentservreception@winchester.ac.uk](mailto:studentservreception@winchester.ac.uk) (not for emergency use)
Pre-registration nursing programme
Managing student issues in practice

Practice Tutor
The OU student will share their practice tutor’s contact details

Employer Link
Name: Clinical Education Team
Email: Clinicaleducationteam@iow.nhs.uk
Telephone: 01983 822099 Ext 5354/5410

Contact the practice tutor and employer link straight away if your student:
◊ gives you cause for concern regarding their conduct or fitness to practise
◊ is involved in a complaint made by a patient or relative whether this occurs during their nursing student or HCA roles
◊ observes and/or raises issues about poor care or a significant incident

Contact the practice tutor and employer link within 5 days if your student:
◊ demonstrates poor attitudes, behaviours or performance
◊ has a health concern, work injury or personal issue such as bereavement
◊ is failing to progress despite regular feedback and structured support

Complete a feedback form in your student’s ongoing achievement record if:
◊ you observe a particularly high standard of practice or performance
◊ your student suggests ways to improve care delivery whether for individual patients, a group of patients or through effective team working
◊ there is evidence of introducing or influencing good practice

Online Mentor Induction
# Principle roles for supporting students in practice

<table>
<thead>
<tr>
<th>University of Portsmouth</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Principle roles for supporting students in practice</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Role</th>
<th>Personal Tutor</th>
<th>Practice Supervisor</th>
<th>Practice Assessor</th>
<th>Academic Assessor (Module coordinator)</th>
<th>Learning Environment Lead/Practice Education Facilitator</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Where identified</strong></td>
<td>Identified on front of PLPAD</td>
<td>Identified inside the PLPAD</td>
<td>Identified inside the PLPAD</td>
<td>Identified on front of PLPAD</td>
<td></td>
</tr>
<tr>
<td><strong>Contact with student</strong></td>
<td>Meets student on regular basis, including prior to placement to develop objectives (including practice) and during placement to monitor progress</td>
<td>Daily basis to support student to meet competencies and objectives in practice</td>
<td>Regular observation, assessment of student progress and assessment</td>
<td>Module briefing and key contact for issues in relation to assessment and progression.</td>
<td></td>
</tr>
<tr>
<td><strong>Before placement</strong></td>
<td>Meets student prior to placement to plan and develop objectives (including practice)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>At initial interview</strong></td>
<td>Work with student to review objectives and plan experience.</td>
<td>Liaise with PS and student to review objectives.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>If a concern about knowledge, skills, attitudes and values arises</strong></td>
<td>Contact Practice Educator in first instance, aiming to resolve at the lowest possible level</td>
<td>Contact Practice Educator in first instance, aiming to resolve at the lowest possible level</td>
<td></td>
<td>Support PS and PA</td>
<td>Support PS and PA</td>
</tr>
<tr>
<td><strong>If an action plan is created</strong></td>
<td>Key point of contact for student and Practice supervisor/Practice Assessor.</td>
<td>Contact Personal Tutor (as per PLPAD) to inform action plan</td>
<td>Contact Practice Educator and Personal Tutor (as per PLPAD) to inform action plan</td>
<td>Support PA and PT</td>
<td>Support PS and PA</td>
</tr>
<tr>
<td></td>
<td>Work in collaboration to write/update objectives and update action plan with support of AA and LEL/PEF if required.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mid-point interview</strong></td>
<td>Be aware about time-frame for mid-point interview (can be remotely). Be included at mid-point interview if action plan agreed.</td>
<td>Daily basis to support student to meet competencies and objectives in practice</td>
<td>PA to include Personal Tutor and Academic Assessor (and inform Learning Environment Lead) if action plan implemented at mid-point.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>In between mid-point and final interview</strong></td>
<td>If action plan in place, keep in contact with Practice assessor to provide support.</td>
<td>Daily basis to support student to meet competencies and objectives in practice</td>
<td>If action plan in place, Academic Assessor in close communication with Practice Assessor and Personal Tutor.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Final Interview</strong></td>
<td>Meet student for final interview to provide support if “Fail/Refer” is proposed outcome.</td>
<td></td>
<td></td>
<td>In consultation with PA, confirms if “Pass” or “Fail/Refer” on PLPAD for all students (with academic team including Personal Tutors)</td>
<td>Could be involved at final interview if “Fail/Refer” is proposed outcome, to support PA if required.</td>
</tr>
</tbody>
</table>
Managing Incidents in Practice Flow Chart
(Adapted with permission of the University of Southampton Faculty of Health Sciences)

What is the issue
- Has the student had involvement in an adverse / distressing event?
- Has the student raised concerns about an aspect of care observed? Are they witness to a significant incident?
- Are there urgent concerns regarding the students conduct?

What do you do
- Provide debrief, discuss and explore with student. If statement required, completed with support from University
- Inform Senior Practitioner/LEL and if witness statement required, completed with support from University
- Assess the situation and invoke local organisation policy. Does student need to be removed from practice?

Who do you contact
- Advise student to contact Personal Academic Tutor
- Contact Placement Team in The School of Sports, Health and Social Sciences. They will refer issue to Practice Link Lecturer who will co-ordinate response, liaising with Practice and Academic staff

Further action
- Student directed to further sources of support if required
- Student may be invited to contribute to investigation with University support
- Situation investigated. Student interviewed. Fitness to Practice proceedings may follow.

Urgent issues

Progression concerns
- Are there concerns about the students learning and development in practice? (ie lack of motivation, attitude to learning, unexplained absences, professional values, learning differences, distress re their academic work)
- Develop and review learning contract/action plan with clear objectives and timescales, negotiated with student signed by both parties.
- Contact Placement Team in The School of Sports, Health and Social Sciences. They will refer issue to Practice Link Lecturer who will co-ordinate response, liaising with Practice and Academic staff

Health and safety concerns
- Is there a health and safety and wellbeing issue (ie injury at work, needle stick, sickness, bereavement)
- Follow local reporting mechanisms,
- Contact Placement Team in

Fitness to study, fitness to practice policy may be activated by Solent University

Student may be referred to Student Hub at Solent University for further support
Managing Student Issues in Practice

For more detail please go to the ALPS website where an interactive resource supports this flowchart, and includes more detail and related policies and FAQs
www.southampton.ac.uk/alps

What is the issue?

- Has the student had involvement in an adverse/distressing event?
- Has the student raised concerns about an aspect of care observed? Are they witness to a significant incident?
- Are there urgent concerns regarding the students conduct?

What do you do?

- Provide debrief, discuss and explore with student if statement required, completed with support from University.
- Inform Senior Practitioner/LEL and if witness statement required, completed with support from University.
- Assess the situation and invoke Local organization policy. Does student need to be removed from practice?

Who do you contact?

- Advise student to contact Academic Tutor.
- Contact Placement Team in the Faculty of Health Sciences - will refer issue to Practice Incident Team who will co-ordinate response, liaising with Practice and Academic staff.

Further action

- Student directed to further sources of support if required.
- Student may be invited to contribute to investigation with University support.
- Situation investigated. Student interviewed. FTP proceedings may follow. If student remains in practice matter dealt with via assessment of practice procedure.

Urgent Issues

Progression concerns

- Are there concerns about the students learning and development in practice? Is lack of motivation, attitude to learning, unexplained absences, professional values, learning differences, distress re their academic work.

- Develop and review learning contract /action plan with clear objectives and timescales, negotiated with student signed by both parties. See ALPS website for examples and resources.

- Contact Placement Team in Faculty of Health Sciences. Will refer to Academic Tutor. If referred to Learning Differences contact Faculty Lead for advice on reasonable adjustments. See ALPS for additional resources.

- Fitness to study, fitness to practice policy may be activated by University. See ALPS for policy.

Health and safety concerns

- Is there a health and safety and wellbeing issue - injury at work, needle stick, sickness, bereavement.

- Follow local reporting mechanisms, follow student to complete S44 with University. Dual reporting required in some circumstances. See ALPS for process.

- Contact Placement Team in Faculty of Health Sciences

- Student may be referred to First Support - 24 hour service. Telino at University. See ALPS for details of support available.

www.southampton.ac.uk/healthsciences
## Useful contacts

**Clinical Education Team**  Ext 5354/5410  ClinicalEducationTeam@iow.nhs.uk

<table>
<thead>
<tr>
<th>UNIVERSITY</th>
<th>CONTACT DETAILS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>University of Southampton</strong></td>
<td></td>
</tr>
<tr>
<td>Adult Nursing</td>
<td>Moira Sugden  <a href="mailto:ms16@soton.ac.uk">ms16@soton.ac.uk</a></td>
</tr>
<tr>
<td>Mental Health Nursing</td>
<td>Moira Sugden  <a href="mailto:ms16@soton.ac.uk">ms16@soton.ac.uk</a></td>
</tr>
<tr>
<td>Paediatric Nursing</td>
<td>Moira Sugden  <a href="mailto:ms16@soton.ac.uk">ms16@soton.ac.uk</a></td>
</tr>
<tr>
<td>Physiotherapy</td>
<td>Julian Pearce  <a href="mailto:jmp6@soton.ac.uk">jmp6@soton.ac.uk</a></td>
</tr>
<tr>
<td>Occupational Therapy</td>
<td>Juliette Truman  <a href="mailto:J.Truman@soton.ac.uk">J.Truman@soton.ac.uk</a></td>
</tr>
<tr>
<td>Podiatry</td>
<td>Mark Cole  <a href="mailto:mc2a06@soton.ac.uk">mc2a06@soton.ac.uk</a></td>
</tr>
<tr>
<td>Respiratory Physiology</td>
<td>Sally Sampson  <a href="mailto:ses1d14@soton.ac.uk">ses1d14@soton.ac.uk</a></td>
</tr>
<tr>
<td>Cardiac Physiology</td>
<td>Sally Sampson  <a href="mailto:ses1d14@soton.ac.uk">ses1d14@soton.ac.uk</a></td>
</tr>
<tr>
<td><strong>University of Portsmouth</strong></td>
<td></td>
</tr>
<tr>
<td>Adult Nursing</td>
<td>Personal Tutor  <a href="mailto:ms16@soton.ac.uk">ms16@soton.ac.uk</a></td>
</tr>
<tr>
<td>Mental Health Nursing</td>
<td>Personal Tutor  <a href="mailto:ms16@soton.ac.uk">ms16@soton.ac.uk</a></td>
</tr>
<tr>
<td>Radiology</td>
<td>Fiona Fisher  <a href="mailto:Fiona.Fisher@port.ac.uk">Fiona.Fisher@port.ac.uk</a></td>
</tr>
<tr>
<td>Respiratory Physiology</td>
<td>Christina Goode  <a href="mailto:christinag@porthosp.nhs.uk">christinag@porthosp.nhs.uk</a></td>
</tr>
<tr>
<td>Paramedic</td>
<td>Personal Tutor  <a href="mailto:ms16@soton.ac.uk">ms16@soton.ac.uk</a></td>
</tr>
<tr>
<td>Operating Department Practitioners</td>
<td>Ashley Neve  <a href="mailto:Ashley.Neve@port.ac.uk">Ashley.Neve@port.ac.uk</a></td>
</tr>
<tr>
<td><strong>Open University</strong></td>
<td></td>
</tr>
<tr>
<td>Registered Nursing Degree Apprenticeships</td>
<td>Gemma Cherry  <a href="mailto:g.cherry@open.ac.uk">g.cherry@open.ac.uk</a>  07841905347</td>
</tr>
<tr>
<td>Training Nursing Apprenticeships</td>
<td></td>
</tr>
<tr>
<td><strong>Solent University</strong></td>
<td></td>
</tr>
<tr>
<td>Adult Nursing</td>
<td>Tom Simons  <a href="mailto:tom.simons@solent.ac.uk">tom.simons@solent.ac.uk</a>  02382016321</td>
</tr>
<tr>
<td>Mental Health Nursing</td>
<td></td>
</tr>
<tr>
<td><strong>University of Bournemouth</strong></td>
<td></td>
</tr>
<tr>
<td>Physiotherapy</td>
<td>Nikki Wilkins  <a href="mailto:nwilkins@bournemouth.ac.uk">nwilkins@bournemouth.ac.uk</a>  01202 967314</td>
</tr>
<tr>
<td>Midwifery</td>
<td>Emma Batson  <a href="mailto:ebatson@bournemouth.ac.uk">ebatson@bournemouth.ac.uk</a>  01202 961501</td>
</tr>
<tr>
<td><strong>University of Winchester</strong></td>
<td></td>
</tr>
<tr>
<td>Adult Nursing</td>
<td>Urgent issues via link lecturer. Progressions issues via  Academic Assessor</td>
</tr>
<tr>
<td>Physiotherapy</td>
<td></td>
</tr>
<tr>
<td><strong>University of Surrey</strong></td>
<td></td>
</tr>
<tr>
<td>Dietetics</td>
<td>Sharon Underwood  <a href="mailto:s.underwood@surrey.ac.uk">s.underwood@surrey.ac.uk</a></td>
</tr>
<tr>
<td><strong>University of Reading</strong></td>
<td></td>
</tr>
<tr>
<td>Speech and Language Therapy</td>
<td>Alison Biddle  <a href="mailto:a.biddle@reading.ac.uk">a.biddle@reading.ac.uk</a>  0118 378 4687</td>
</tr>
<tr>
<td><strong>University of West England</strong></td>
<td></td>
</tr>
<tr>
<td>Cardiac Physiology</td>
<td>Victoria Davenport  <a href="mailto:Victoria.Davenport@uwe.ac.uk">Victoria.Davenport@uwe.ac.uk</a>  04411732 82178</td>
</tr>
<tr>
<td><strong>University of Hertfordshire</strong></td>
<td></td>
</tr>
<tr>
<td>Learning Disability Nursing</td>
<td>Personal Tutor  <a href="mailto:ms16@soton.ac.uk">ms16@soton.ac.uk</a></td>
</tr>
</tbody>
</table>

---

*Please note: Email links may not work due to link protection.*