



Student leadership practice based learning toolkit:

E-resource

Hannah Watson: University of
Brighton

Maria Trotman: Kent and Medway
AHP Faculty



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Introduction to the toolkit

Welcome to the student leadership tool kit.

This toolkit aims to support and offer you resources to prepare you for your practice based learning.



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What is a practice based learning placement?

- The approach is a multi profession approach
- It is about how students can be motivated to be leaders from the start of their higher education experience
- Exposure to senior leaders with years of experience in leadership
- Better understanding of the importance of emotional intelligence
- Empowering students to think differently
- Networking with like-minded individuals
- Learning from senior leaders and building students' leadership objectives
- Exposing students to professional meetings
- Understanding the strategy.



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Objectives for students

Here are some example of practice based learning objectives:



- Understand the importance of leadership behaviours in practice, explore and reflect on these, and plan for next steps in personal development
- Gain experience of a range of senior leadership and management activities
- Lead on a focused regional workforce improvement project that increases existing knowledge, skills and learning objectives
- Increase awareness of health and social care policy and strategy in England and impact on day-to-day NHS service provision
- Improve awareness of own profession and partnership working in relation to working in a multi professional workforce.

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To do guide: prepare for your practice based learning

1. Personality testing to find out how you learn best
2. Produce a mind map: what is your idea of leadership?
3. Explore leadership styles, which one are you?
4. Map your skills and behaviours against a leadership framework
5. Organisational skills
6. Ensure technology works
7. Planning project ideas
8. Buddy networks: set up a buddy system or forums to find students that have already/or are undertaking a leadership placement
9. Explore roles within the organisation you are going to, key people for potential networking
10. Set up a productive environment to work from
11. Ensure you make time for yourself for your wellbeing.



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Benefits of a leadership placement

- Increasing communication skills
- Where the profession is heading in the future
- Emotional intelligence
- Drawing ideas and knowledge from senior practitioners
- Confidence
- Having voice heard as a student
- Developing the leadership pillar of the four pillars of advanced practice.

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Personality testing

How do you like to learn and what are your leadership preferences?

To determine your leadership characteristics go to:

<https://www.leadershipacademy.nhs.uk/resources/healthcare-leadership-model/supporting-tools-resources/healthcare-leadership-model-self-assessment-tool/>

<http://www.nursingleadership.org.uk/test1.php>

Reflect on the findings and how this will impact yourself and others whilst on placements.

For further reading explore MBTI developed by Isabel Myers and Katharine Briggs.



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Leadership model

The way that we manage ourselves is a key part of being an effective leader. Being aware of your strengths and limitations will have a direct effect on how you behave and interact with others, and they with you.

The Healthcare Leadership Model identifies nine dimensions of key leadership:

- Inspiring shared purpose
- Leading with care
- Evaluating information
- Connecting our service
- Sharing the vision
- Engaging the team
- Holding to account
- Developing capability
- Influencing for results.



1: Healthcare Leadership Model: The nine dimensions of leadership behaviour: 2013

<https://www.leadershipacademy.nhs.uk/wp-content/uploads/2014/10/NHSLeadership-LeadershipModel-colour.pdf>

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Why is emotional intelligence important in leadership?

Emotional intelligence (sometimes referred to as EQ or EI) is the ability to comprehend, control, and develop your own feelings, while also being able to understand and manage others' feelings.

Leaders with high emotional intelligence create more connected and motivated teams. The skills people with emotional intelligence possess make them effective managers.

People with a high degree of emotional intelligence know what they're feeling, what their emotions mean, and how these emotions can affect other people.



Goleman's Emotional Intelligence Model (2002)

2: Emotional Intelligence in Leadership: Learning How to Be More Aware, 2021)

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Myth busters

Myth 1: Leaders must be extroverts

➤ Reflectors and good listeners makes for sound decision making

Myth 2: Leaders need to know everything

➤ Today's leaders need to be willing and able to tap into the skills and expertise of the smart people around them

Myth 3: One leadership style fits all, forever

➤ Just as technical skills need to be constantly updated to remain relevant, so do motivation strategies and management styles

Myth 4: Only the boss can lead

➤ In reality, almost everyone takes on a leadership role from time to time, stepping up and stepping back as circumstances change

Myth 5: Management equals leadership

➤ Managers set and enforce rules and control a group in order to accomplish defined goals. Leaders inspire, influence and encourage those around them

Myth 6: Leaders must eliminate mistakes

➤ Everyone makes mistakes, but those errors help us learn and grow.

3: Insperity. 2021. 7 leadership myths debunked - Insperity. [online]

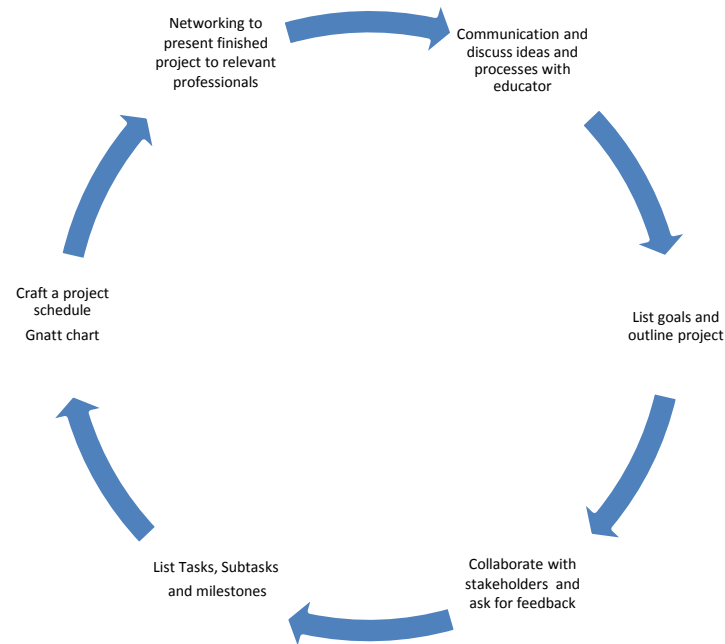
Available at: <https://www.insperity.com/blog/leadership-myths/> [Accessed 15 March 2021]

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Understanding quality improvement

During your practice based learning you may undertake projects and quality and service improvement work. Improving quality is about making healthcare safe, effective, patient-centred, timely, efficient and equitable.



Here is a useful link for tools you can use to help with your project:

<https://www.england.nhs.uk/quality-service-improvement-and-redesign-qsir-tools/>

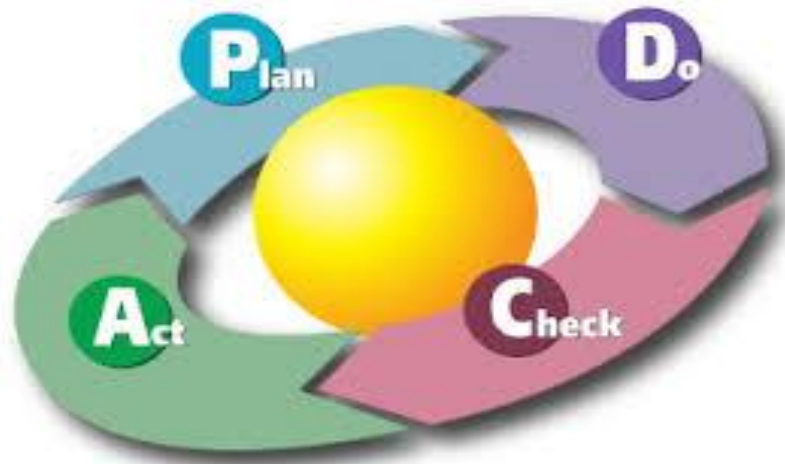
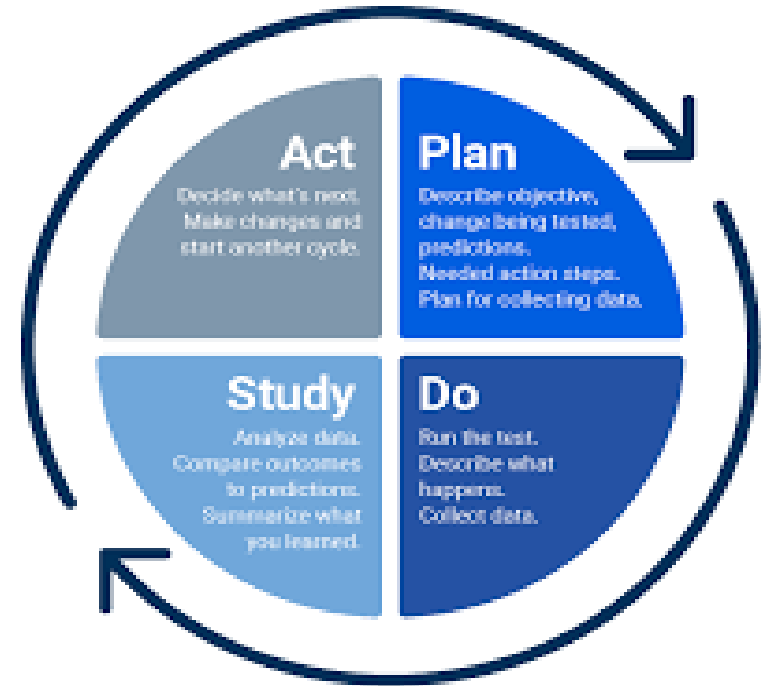
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Quality improvement

Plan, Do, Study, Act (PDSA)

- The model for improvement provides a framework for developing, testing and implementing changes leading to improvement.



When planning any improvement or change to work processes, it is essential to know what you want to achieve, how you will measure improvement and to be explicit about the idea to be tested.

4: <https://improvement.nhs.uk/documents/2142/plan-do-study-act.pdf>

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System wide working

During your Leadership placement you maybe working across many professions and organisations. Identifying and understanding the structure of the health and social care services in your area is very important. System wide change is when there is a shared purpose across many stakeholders that will results in improved patient care across many organisations. These stakeholders could be:

- Patients
- Health and social care representatives (clinicians)
- Universities
- Health Education England
- Private or Voluntary organisations
- CCGs
- Primary Care

For more information and resources about system leadership and system leadership behaviours framework:

<https://www.nwacademy.nhs.uk/discover/system-leadership>

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What are AHP's and what do they do for the NHS?

The Allied Health Professions (AHPs) are the third largest workforce in the NHS.

Focus is on prevention and improvement of health and wellbeing to maximise the potential for individuals to live full and active lives within their family circles, social networks, education/training and the workplace. The 14 AHP's are:

Art therapists

Dramatherapists

Music therapists

Chiropodists and podiatrists

Dietitians

Occupational therapists

Operating department practitioners

Prosthetics and orthotics

Diagnostic and therapeutic radiographers

Speech and language therapists

Osteopaths

Paramedics

Physiotherapists

Orthoptists

To learn more click the link to view a HEE video: <https://www.youtube.com/watch?v=nJKv15lyO-I>

Further resources: <https://www.england.nhs.uk/ahp/>

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To do guide during placement

- Produce a weekly plan with practise educator highlighting aims of the week
- Set up a buddy system and arrange weekly meetings
- Set time aside for end of week reflections
- Clear start, finish times and lunch break
- Set time aside to move away from computer and be active
- Communicate with practise educator and university contact any worries.



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Bitesize learning

The links below providing additional bite size leadership e-learning:

<https://se.leadershipacademy.nhs.uk/supporting-our-leaders-this-winter/leadership-bites/>



Leadership bites

<https://se.leadershipacademy.nhs.uk/supporting-our-leaders-this-winter/leadership-shorts/>



Leadership shorts

<https://se.leadershipacademy.nhs.uk/supporting-our-leaders-this-winter/leadership-espressos-virtual-learning-sessions/>



Leadership espressos and masterclasses

For more information contact the NHS Leadership Academy:

<https://se.leadershipacademy.nhs.uk/supporting-our-leaders-this-winter/>



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Reflections from students

My leadership placement was a brilliant way for me to gain confidence in presenting to clinical and team leads within an NHS trust, in turn improving my research skills and a general understanding of the managerial process within the NHS

My leadership placement gave me the opportunity to explore areas I found challenging and uncomfortable

Gave me a safe and supportive environment to develop personal and professional skills

It has empowered me to understand my importance in service development as a student

Great networking opportunities and have further developed my own understanding of my self and my strengths

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Testimonies from professionals

The Kent and Medway AHP faculty have just started offering leadership placements for AHP students, every AHP is a leader and by offering leadership placements we are encouraging and introducing effective leadership at the early point of their career journey. These placements have given me great insight into a students perspective of workforce issues. I feel this is so valuable due to them being our future workforce'

As a Physiotherapist by background, it is really encouraging and exciting to have a Physiotherapy student on a leadership placement. AHPs make great leaders and if leadership skills can be developed at an early stage, there will be high hopes for our future workforce”

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Recognition and thanks

- Maria Trotman** Kent and Medway AHP faculty lead
- Nicki McRae** Student placement expansion facilitator for Kent and Medway ICS
- Anna Hargrave** Specialist neurological physiotherapist community brain injury team
- Sara-Jane Ryan** Principal lecturer in physiotherapy/practice education tutor
- Rebecca Tyrell** HEE South East regional head of Allied Health Professions
- Emma Fulton** Leadership development manager
- Julie Wilson** Strategic lead for Allied Health Professionals KMPT
- David Marsden** Regional Allied Health Professions workforce lead
Health Education England working across the North East
and Yorkshire

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References

1: Healthcare Leadership Model: The nine dimensions of leadership behaviour: 2013

<https://www.leadershipacademy.nhs.uk/wp-content/uploads/2014/10/NHSLeadership-LeadershipModel-colour.pdf>

2: Emotional Intelligence in Leadership: Learning How to Be More Aware, (2021) Available at:

https://www.mindtools.com/pages/article/newLDR_45.htm [Accessed 15 March 2021]

3: Insperity. 2021. 7 leadership myths debunked - *Insperity*. [online] Available at:

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4: PDSA Model, can be accessed: <https://improvement.nhs.uk/documents/2142/plan-do-study-act.pdf>

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