

Pre-placement preparation and induction

Work with HEI to set out the scope/expectation of the placement

Provide pre-reading on leadership development, theories/styles of leadership. Emphasise that this is a valid/valuable learning experience - talk about our own leadership roles.

Direct to HEE Maximising Leadership document.

Should we work with HEI to select students? ?more suitable for some students than others. But important to expose all students and some may not volunteer. Consider balance with clinical - eg some courses may only include 2 placements. ?advertise the placement to students via the HEI - eg: Powerpoint presentation to attract students you might not expect.

Timetable to indicate scope/opportunities to students (without being too rigid)

Be clear that they won't be supervised all the time.

Learning activities / tasks and resources

Use technology - students could work remotely, will need to sort access out. Start this early!

Consider IG requirements. See HEE Quick Guide to TECS placements (on HEE website).

Discuss the students' current level - help them set their learning contract appropriately.

Project work: supply title, suggest first steps, weekly supervision (?remote), potential outcome, suggest key people to work with, dissemination/follow-up.

Supervision / mentoring structure and approach

Coaching with senior managers, reflective practice

Weekly meetings? ?more frequently if shorter placement

Daily brief reflection of the day

Give clear guidance on timescales especially if working remotely

Assessment of learning & performance

Daily brief reflection of the day

Use information from rest of team.

Enable the student to provide the evidence - written, recorded, graphics.

Could observe the students but think of other options - eg: **student collates a portfolio to show learning & progress over time**, seek feedback from rest of team, encourage the students to seek their own feedback from others/reflect on their own performance over time.

Pre-placement preparation and induction	Learning activities / tasks and resources
<p>Collaboration with HEI regarding learning outcome. Timetabling and style of placements Assess working environment Induction with student regarding students self objective Student placement resources Type of placement- split, remote, clinical Amount of time with PE Ask the student how best they learn</p>	<p>Student leadership toolkit leadership/ personality survey to understand self and impact on other Projects that the student would be interested in QI Coaching group/action learning sets depending on how many students. HEE website Project plan/ outline Exposure to different levels of meeting and discussions.</p>
Supervision / mentoring structure and approach	Assessment of learning & performance
<p>Coaching style approach Regular communication Group supervision (action learning approach to allow all voices to be heard) Structured time when you meet. Mindful of everyone's personalities</p>	<p>Weekly reflection Feedback from professionals they have worked with. Learning outcomes and plan and actions how to achieve it. PEER to PEER review. Assessment of projects/ tasks</p>

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<p>Timetable - shared for both student and educator</p> <p>SWOT analysis / SWOC</p> <p>Give them list of ideas and opportunities</p> <p>Learning style test - Mumford and Honey</p> <p>What are their learning styles?</p> <p>Diary planning</p> <p>Spoke learning opportunities - book in advance</p> <p>Set expectations</p> <p>Student handbook - objective s in it</p> <p>Access to technology</p> <p>IT logins</p> <p>Induction booklet/document</p> <p>Ensuring the educator is prepared</p>	<p>Research learning styles</p> <p>Questionnaires</p> <p>Web page for students - for sharing with future students</p> <p>Trust intranet</p> <p>MS Teams</p> <p>Bitesize sessions - shared learning, EBP, quality conversations</p> <p>Interprofessional student forums</p> <p>Networking - knowing, who's who</p> <p>Contact details</p> <p>Education - coaching training, different models of placements for educators</p> <p>Peer support opportunities</p> <p>Share experiences</p> <p>Involvement in recruitment</p> <p>Write own job descriptions</p> <p>Interview questions</p> <p>Access to diary</p>
Supervision / mentoring structure and approach	Assessment of learning & performance
<p>Not 1;1 flurry more time loop model</p> <p>Multiple mentors - more informal</p> <p>Link other students with other trusts/areas - Peer learning</p> <p>Bring with them ideas and structure for supervision - they bring to supervision, led by them, coaching styles</p> <p>Structure depends on situation</p> <p>Virtual placement</p> <p>More than one leader</p> <p>Spoke opportunities</p> <p>Gaining regular feedback</p> <p>Ensuring educators are supported and equipped</p> <p>Regular feedback - reflective writing, can see their own clinical reasoning</p> <p>Touch points key</p>	<p>HEI support regarding learning objectives</p> <p>Language - information used</p> <p>Show evidence about project management</p> <p>Ensure evidence provided - set expectations of what is expected</p> <p>Reflective pieces that can be used in non clinical settings</p> <p>Build a portfolio</p> <p>Professionalism</p>

Pre-placement preparation and induction	Learning activities / tasks and resources
<p>Introduction early: build rapport, HEI comms, practical info/timetable/model Risk Ax Reading: Learning Styles Leadership profiles, MBTI Self reflection already PDP - previous placement summary, learning SWOC Link in with education facilitators Expectations Opportunities/ideas</p>	<p>Catalogue of links/resources Reflection - regular QI: GANT Charts, Run charts NHS Leadership Academy resources Peer Group - Interprofessional Smaller tasks to help with bigger picture Development of SMART goals Current topics: COVID, falls, Strategic plans: NHS Long term plan, ICS, STP- translation to practice Collaborative environment development Preparedness - trust wide Communication channels of team Interview senior leaders AHP career opportunities Sharing with others lessons learned and positive experiences Bringing university learning opportunities into the clinical environment (create resource for team and future learners) Spoke opportunities: PALS, Patient safety teams, QI, operational meetings, PEF's, Shadow non-traditional AHP areas CQC readiness</p>
Supervision / mentoring structure and approach	Assessment of learning & performance
<p>Remote supervision Daily Check-in Student Led Resilience and personal skills development Long Arm supervision/ shared educator role Be flexible and adaptable to individual needs Agreement between learner/educator</p>	<p>Variety of evidence Feedback from ALL (eg Padlet, jamboard) Allowance to adapt marking Journals/diary Mark the process of info gathering, evaluation in different setting</p>

Pre-placement preparation and induction	Learning activities / tasks and resources
<p>Reading List. Pre-Placement Meeting. Welcome Pack. Be Clear around expectations -conversation with university educator. Timetable, reminder of tasks. Be clear and communicate start times, breaks, local induction (in advance). Awareness of learning needs, It set up Conversation of their expectations.</p>	<p>NHS Edward Jenner programme MDT training and introduction to each profession - roles and responsibilities. Rotate around the team and get to work with each person, by the end to look at chairing part of the meeting Ensure students have good speakers and headsets Data collection - examples and potentially a mini audit. Local inductions and mandatory training PDR - session Professional Development and Literature Review (Lead on) QI</p>
Supervision / mentoring structure and approach	Assessment of learning & performance
<p>Peer Supervision for students Supervision with other professionals within department/ area Long arm supervision 3:1 and 2:1 worked really well (one size doesn't fit all), some issues with some clinicians worrying about students requiring differing levels of support. People working part- time could potentially take a student part-time on Leadership</p>	<p>Being clear/matching expectations - university to help look at learning outcomes. Reflections - Gibbs, Feedback from all team members Case Studies</p>

Pre-placement preparation and induction	Learning activities / tasks and resources
<p>Welcome pack - links to everything the student will need, information about the Trust, values, general information and guidance.</p> <p>Timetable for the 6 weeks</p> <p>Expectations for the learning objectives and project work</p> <p>Signposting to relevant reading</p> <p>Explaining the assessment process and expectations of performance upfront.</p> <p>Myers Briggs personality/learning styles assessment pre-placement</p> <p>Tools on self development</p> <p>Interview with senior management staff</p> <p>Access to library services</p> <p>Access online working - information governance</p> <p>E-learning for educators re; coaching and placement prep</p>	<p>Edward Jenner e-learning programme - NHS leadership academy</p> <p>Influencing communication style tools</p> <p>Local organisational development programmes</p> <p>Project management methodology</p> <p>QI local training</p> <p>Faculty and council meetings working /project group meetings</p> <p>Minute taking</p> <p>Literature reviews</p> <p>Patient experience</p> <p>Audits - preparation development, undertake it and organise action plan.</p> <p>Clinical incident reviews and troubleshoot/action plan.</p>
Supervision / mentoring structure and approach	Assessment of learning & performance
<p>2:1 or more student ratios - for peer support/ working together on projects.</p> <p>Mentoring from previous learner</p> <p>Structure to the day - scheduled meetings with student e.g. beginning and end of the day</p> <p>Agreement on how feedback regarding student is obtained.</p> <p>Agreement on supervision contract between learner and educator.</p> <p>Ensuring the educator is equipped with the skills to deliver an optimal placement experience for the students. E.g. coaching.</p> <p>Weekly reflective practice</p>	<p>Work closely with HEI - regarding paperwork.</p> <p>Ensure not to lose link to patient care and experience.</p> <p>Having clear assessment objectives from the start.</p> <p>Communication and interpersonal skills - cross over between clinical and non-clinical placements.</p> <p>Demonstrate what's been learnt from a project.</p> <p>Responsibility of student to demonstrate learning.</p> <p>Pre-assessment measure - e.g. Likert scale in key areas e.g. confidence, communication. Then repeat at the end of placement.</p> <p>Putting theory in practice through professional discussion. Simulation opportunities, stop and reflect.</p>

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<p>Design full placement beforehand</p> <p>Planning rooms for sessions</p> <p>Send through project ideas</p> <p>Identify strengths and weaknesses beforehand to support ideas</p> <p>Information pack</p> <p>Provide resources and ideas for people for them to contact to shadow during placement</p> <p>Make sure book in regular meetings before own diary gets too full!</p> <p>Have a timetable</p> <p>Get them to complete SWOT analysis beforehand</p> <p>Share rationale for placement beforehand so clarity</p> <p>Sort IT resources</p> <p>Agile working policy if working virtually</p> <p>Clear plan to how will meet learning outcomes against assessment forms</p>	<p>Buddy up with band 5 for mentoring support</p> <p>Coaching from senior AHP Leadership in Trust</p> <p>Use MS Teams to store documents</p> <p>Interactive - not just sitting in meetings</p> <p>Work with comms teams to develop resources</p> <p>YOU tube resources</p> <p>Identify support for developing resources</p> <p>Coroners court/writing legal reports/FTSU</p> <p>Link with PCNs - how can we link in better with training hbs</p> <p>Role emerging areas - eg implementing AHP roles into primary care for example</p> <p>Equality and diversity lead</p> <p>Using staff survey results - exploring the results and developing ideas to support teams</p> <p>System wide working</p>
Supervision / mentoring structure and approach	Assessment of learning & performance
<p>At least two students together to give peer support</p> <p>HEIs - link in to get the support - some HEIs require more engagement</p> <p>Project tracker - end of week summaries</p> <p>Identify support needed for following week</p> <p>Ensure setting SMART goals</p> <p>Multi-professional approach to supervision and support for these placements</p> <p>Myth busting on placements to reduce fear</p>	<p>Map to HCPC standards of practice</p> <p>Relate project to the learning outcomes throughout</p> <p>Use Flexible approach</p> <p>Use case studies</p> <p>Utilise supervision sessions to discuss learning outcomes to show how what they are doing maps to assessment forms</p> <p>Work with HEIs to ensure forms are able to be used</p> <p>Work with professional bodies to ensure forms better reflect skills developed</p>

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<p>Updates for the person in LS role (out of clinical practice) to cover mentorship/assessment IT considerations - laptop,access Self ax - leadership style/personality questionnaire 1st student to prepare the plan for future leadership placements Understand assessment criteria - HEI and educators Encourage students to pre-define their own learning needs pre-arrival Informal pre-placement discussion - meet/greet, answer questions Leadership framework training on 1st day (eLearning)</p>	<p>IT access/provision/use of own device (consider HEI support for this or consider building into CPEP work locally) Consider IG requirements for remote learning, consent form (HEE examples) Project plan - set project or give the student a choice. Build on previous student projects, develop further is another option. If clip model - may have several projects running alongside. EBP projects. Use HEE website - shared documents Social media for sharing practises</p>
Supervision / mentoring structure and approach	Assessment of learning & performance
<p>Communication strategy - formal/informal, how often, virtual/f2f Protected time for reflection with educator, discussing transferable experiences, relating to clinical practice Supervision strategy - how often, split between educators, how to record it Set expectations Plan for when 'not ok' - open door option to flag support is needed e.g. MS teams chat Make a set teams group within MS teams/shared drive - to share documents, student can share work/reflections - educator can leave comments/feedback. Close links with HEI tutor to ensure support as needed</p>	<p>Repeat self ax questionnaires - see where now stronger Project completion - outcomes/evaluation Student report, blog, reflections Student presenting a summary of their placement experience/project work Evaluation from student - inform future placements</p>