

Innovation in AHP Practice Based Learning

**Leadership Placements for AHP students
26 April 2021**

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Welcome

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Introductions

A blue arrow pointing to the right, containing the text 'Housekeeping'.

Housekeeping

Learning Outcomes

- Constructing learning paths & outcomes
- Blended learning – the power of inquiry, peer-learning, and creativity
- Balancing autonomy, supervision, mentorship and coaching
- Attainment - assessing application of learning, knowledge & skill acquisition, and personal & professional growth
- Tips and hints for success

Developing leadership at pre-registration level

Maximising Leadership Learning in the Pre-Registration Healthcare Curricula

Model and Guidelines for Healthcare Education Providers: 2018

“Leadership is a core part of every healthcare professional’s role. It transcends professional backgrounds and binds us together with a common thread.”

“Ensuring all healthcare students graduate with a clear, shared understanding of how they can be excellent leaders will help drive positive change in healthcare services from the grassroots upwards.”

“Our ambition is to enable all newly qualified healthcare professionals to enter healthcare as empowered leaders.”



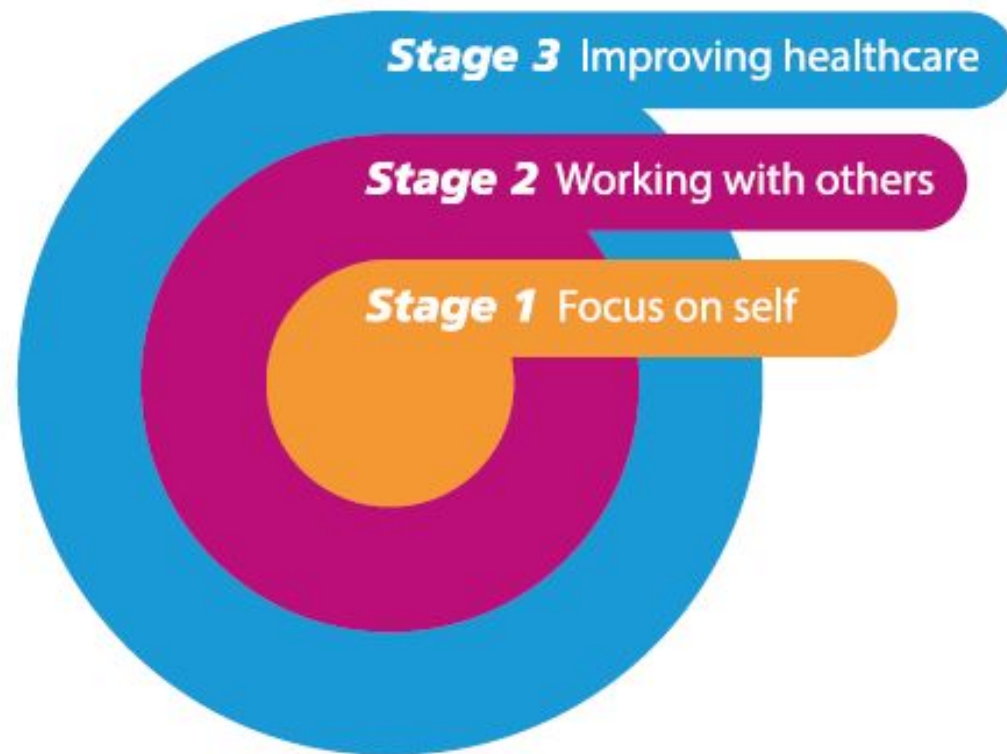
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Developing leadership at pre-registration level

- What if every newly qualified healthcare professional graduated already thinking as a leader?
- What if they'd been able to embrace personal insights about themselves that arose from exploring 'what makes me, me' during their undergraduate professional development journey?
- What if they all entered our healthcare services with the seamless ability to inclusively connect to and lead a diversity of other people?
- What if they were all equipped with knowledge and holding in their hand a practical toolbox of improvement skills to lead change?
- What would our healthcare service be like in 20 years' time if every new professional felt empowered to lead and improve their area of healthcare from day one of their professional careers?
- What difference would this make to how our communities experience the care that we provide?

Developing leadership at pre-registration level



The 3 stages of Leadership Development

Developing leadership at pre-registration level

Stage 1 Focus on self	Leading self and others
	Openness and accountability
Stage 2 Working with others	Communicating for influence
	Teamwork
	Delegation
Stage 3 Improving healthcare services	Managing risk
	Quality and service improvement
	Project planning, monitoring, evaluation and spread

Developing leadership at pre-registration level



Health Education England

Principle 1 Leadership from start to finish	Principle 2 Making leadership visible - 'name it'
Principle 3 Enable development of self-awareness	Principle 4 Highlight the importance of responsibility to lead
Principle 5 Embed multi-disciplinary approaches in leadership learning	Principle 6 Use current leadership models to frame learning
Principle 7 Use active learning approaches	Principle 8 Enable support for leadership learning in practice & assessment in practice
Principle 9 Use role models from practice in learning about leadership	Principle 10 Use service users and carers in learning about leadership - bringing leadership to life

A proposed typology of leadership practice learning

<p>Broadening Horizons model</p>	<p>Working with leaders in non-patient facing roles and/or novel learning environments (e.g. with operational, professional or organisational leaders; in QI / transformation; with systems leaders). What you might currently identify as a “leadership placement”.</p>
<p>Dual-Focused or ‘Split’ model</p>	<p>What you might consider a ‘split placement’. Two distinct ‘halves’ to the placement - part-clinical and part-leadership development.</p>
<p>Blended model</p>	<p>Leadership development integrated to run alongside clinical placement. “Time-out” approach used to ringfence time for building leadership theory, reflection, social learning and mentorship. Clinical time provides the opportunity for leadership practice.</p>
<p>Embedded model</p>	<p>Leadership theory and practice fully integrated into clinical placement models - given equal bandwidth as say developing clinical knowledge & skills.</p>

Activity 1 - Creative Thinking

1) What are all the things a learner could learn about & do whilst on placement with you to develop leadership capabilities?
(THINK BIG! THINK CREATIVE!)

2) Which of these ideas do you think should be the key / priority learning aims for your placement?

This is your opportunity to crowdsource ideas!

Activity 1 - Creative Thinking

Breakout Groups

Group 1 Facilitator - Alison Jones	Group 2 Facilitator - Maria Trotman
Group 3 Facilitator - Laura Hammond	Group 4 Facilitator - Jane Hall
Group 5 Facilitator - Gareth Cornell	Group 6 Facilitator - Steffi Bailey
Group 7 Facilitator - Sandra Speller	Group 8 Facilitator - Ruth Allarton

Activity 2 - Design Thinking

If you were about to host a leadership placement what would you need to consider for the following -

1. Pre-placement preparation and induction
2. Learning activities / tasks and resources
3. Supervision / mentoring structure and approach
4. Assessment of learning & performance

Activity 2 - Design Thinking

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And finally



Questions
&
signposts

Next
steps

Evaluation