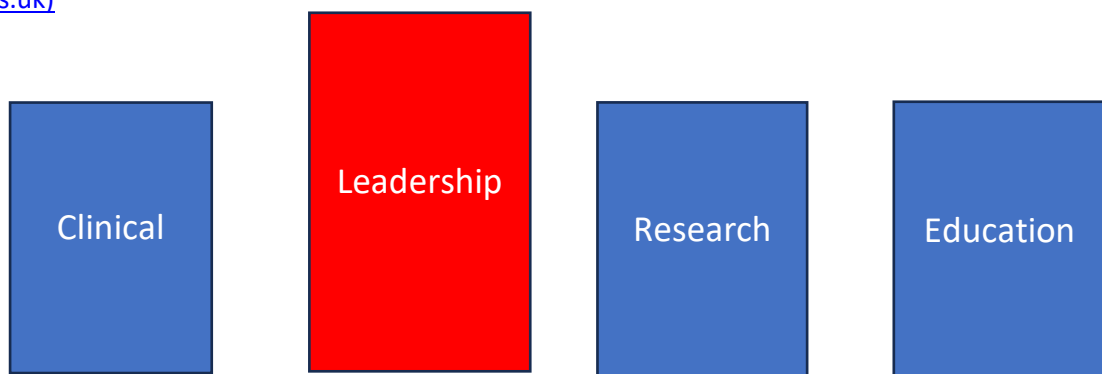


# Leadership placements in Practice for Sport and Health Sciences Learners

## Background

Sport and Health Science learners are required to undertake a variety of practice learning experiences (placements) in order to graduate and register with their professional body. Historically, these have taken place in clinical practice with an emphasis on working with service users and developing practical skills. However, with graduates now expected to have knowledge, understanding and skills in clinical practice, leadership, education, and research (linked to the 4 pillars of Practice) it is essential that practice learning experiences provide opportunities for learners that do not just focus on the development of their clinical/ practical skills but broaden their skill set and enhance their awareness of their leadership role and responsibilities. The four pillars of practice are explained here: [Multi-professional framework for advanced clinical practice in England.pdf \(hee.nhs.uk\)](#)



## Why Leadership placements?

Leadership is the responsibility of everybody in health and social care in order to support effective change and service improvement. NHS England and the Council of Deans have produced this document that clearly highlights the importance of embedding leadership into our curricula and providing practice experience for learners: [Guidelines - Maximising Leadership in the Pre-reg Healthcare Curricula 0.pdf \(hee.nhs.uk\)](#). They have also produced this abridged document: [The Clinical Leadership Story Pocket Guide](#)

These document makes explicit the importance of learners seeing themselves as leaders and the 3 stages of development as a leader:

1. Focus on self: developing self-awareness and self-efficacy, understand own beliefs, values, attributes and skills, build and develop leadership behaviours
2. Working with others: understand interaction with others, learn how to develop positive team working in diverse environments
3. Improving healthcare: develop and lead teams for change and service improvement through evidence-base approaches

Amongst the range of ways the document suggests leadership can be embedded into the curriculum, it advocates for experiential leadership development through practice learning; “having opportunities to put theory and skills into practice, is key. Encourage students and newly qualified staff to take leadership roles on placements”.

Health Education England also promote Leadership Placements in this guide that provides background context, tips for educators and students and useful case studies of successful leadership placements: [Guide to Practice Based Learning \(PBL\) for Allied Health Professional \(AHP\) Students in Leadership \(hee.nhs.uk\)](https://www.hee.nhs.uk/guidance/practice-based-learning/pbl-for-allied-health-professionals) Whilst this is written for AHP students, the content and principles are equally as relevant for Nursing and Midwifery learners.

What could learners do?



We know that you are all likely to have projects that have been on your 'to do' wish list for a while and just don't have the time to take forward. These can range from designing posters, creating information guides, data gathering with stakeholders to helping to write business cases and service development strategies. The projects can be related to clinical practice or can be linked to service needs around research or education.

Learners are normally on placement for a range of weeks so the objectives for the placement need to be realistic in terms of what is going to be achievable in the time available. There are a number of opportunities that learners could be involved and examples and case studies can be found in the HEE Guide: [Guide to Practice Based Learning \(PBL\) for Allied Health Professional \(AHP\) Students in Leadership \(hee.nhs.uk\)](https://www.hee.nhs.uk/guidance/practice-based-learning/pbl-for-allied-health-professionals).

Examples of leadership placements that University of Brighton learners have been involved in, and reflections from them and their educators can be found on our Edublog page: [Leadership Placements | University of Brighton Supporting Health and Sport Students in Practice](#)

Students from the University of Brighton and Canterbury Christ Church University have also undertaken the 'Bridging the Gap to Leadership' placement, creating resources for educators to raise awareness of, and help tackle, issues of racism and discrimination in practice learning: [Resources for educators | University of Brighton Supporting Health and Sport Students in Practice](#)

We have also provided a Leadership Workbook (adapted from the work by the Kent and Medway Faculty) that you can adapt and use as part of the learner's induction and development: [Leadership-placement-Work-Book-for-Practice-Partners-July-2023.docx \(live.com\)](#)

The NHS Leadership Academy provides resources for learners to start to develop their insights into, and skills of, leadership and these could form part of the placement:

[Healthcare Leadership Model – Leadership Academy](#)

## [Clinical Leadership Competency Framework](#)

### [Edward Jenner programme – Leadership Academy](#)

The practice learning teams here in the school are here to talk through any ideas you have, or help you come up with some ideas, if you are interested in supporting a leadership placement so please do just get in touch anytime

#### What do I need to consider?



You would be able to discuss the needs of the learner / placement with the practice learning lead for that course but, in general, you will need to consider:

- The placement learning outcomes, length of placement and what projects or activities would be realistic
- Think ahead about projects that learners could be part of so that you have clear idea about the aims and scope of the project, and have done any preliminary work that may be needed or established any contacts that the learner may need
- Consider if you can support 2 learners as evidence shows that the 2:1 model enables peer learning and reduces burden on the educator [Markowski - 2021](#)
- How you will provide supervision and support – with leadership placements in the School, a model that has worked well is a 30 min meeting at start of each day and then the learners work together to set themselves daily/ weekly objectives and complete tasks
- Learners can be on a leadership placement for the duration of their placement or you may want to combine it with a clinical placement. If combining, the clinical area would ideally be in an area that was linked to the leadership project, and thus help them understand the context of the project. Clear expectations and outcomes would need to be in place for a split placement so that the learner does not become overwhelmed and expected to achieve all learning outcomes in both parts of the placement
- Whether this is a remote, face-to-face, or hybrid placement (where could they have some space/ meet you if on-site?). Leadership placements can work really well remotely as long as there are daily check ins and they can access you as needed.
- Induction and what information the learner would need to know, or preparatory work, in advance
- What leadership meetings, contacts, networks or opportunities can you link the learner with so they can observe leadership styles and start to develop and practise their own skills

Each course has a placement lead that can support you to think about and set up the placement (including training about the assessment paperwork and learning outcomes). They are also available throughout the placement should you need guidance or extra support.

What are the benefits for the learner, you and the organisation of providing leadership placements?



- Supporting learners to develop their knowledge, understanding and commitment to leadership- these are the leaders of the future and you can help nurture them
- Increased employability. This links closely to the University of Brighton Graduate Attributes: [University of Brighton Graduate Attributes](#)
- Learners may bring with them the latest knowledge, practice skills, theory, evidence-base, guidelines which may also help you / your team keep up to date with best professional / healthcare practice
- They bring a new perspective to your team and can offer ideas, suggestions to enhance your role
- Having learners assist you/your team with projects or activities that you may not have the time to implement
- You gain from having the output of the leadership project that facilitates service improvement
- Growing the future workforce and supporting practice learning
- Increasing practice learning capacity
- Evidence demonstrates that graduates seek employment based on placement experiences so offering leadership placements may help the future pipeline of workforce and leaders
- Being a practice educator supports your own continuing professional development
- You can offer leadership placements if in a senior role and no longer have clinical caseload
- Enables you to demonstrate that you are meeting the 'leadership' pillar when asked to demonstrate your own development (and help with your registration)
- Leadership placements attract placement tariff (not available for apprentices)

## References

Health Education England (2017) Multi-professional framework for advanced clinical practice in England. [Multi-professional framework for advanced clinical practice in England.pdf \(hee.nhs.uk\)](#)

Health Education England (2018) Maximising Leadership Learning in the Pre-Registration Healthcare Curricula Model and Guidelines for Healthcare Education Providers: 2018. [Guidelines - Maximising Leadership in the Pre-reg Healthcare Curricula 0.pdf \(hee.nhs.uk\)](#)

Health Education England (2022) Guide to Practice Based Learning (PBL) for Allied Health Professional (AHP) Students in Leadership. [Guide to Practice Based Learning \(PBL\) for Allied Health Professional \(AHP\) Students in Leadership \(hee.nhs.uk\)](#)

Markowski M and Bower H (2021) Peer learning and collaborative placement models in health care: a systematic review and qualitative synthesis of the literature. *Journal of Clinical Nursing*. <https://doi.org/10.1111/jocn.15661>

**Other useful links:**

Physiotherapy (CSP) [Leadership placements: What are they all about? | The Chartered Society of Physiotherapy \(csp.org.uk\)](#)

Society of Radiographers (SoR) [SoR student placement inspires leaders of the future | SoR](#)

Council of Deans Student Leadership Programme: [Council of Deans of Health's Student Leadership Programme – Home of the #150Leaders](#)

Nursing: [A framework for pre-qualifying nurses to build leadership skills \(rcni.com\)](#)