

**Title: Developing professional development and leadership in nurse education through a student / lecturer partnership**

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<b>Type of abstract:</b>	Concurrent session (oral paper)
<b>Aims:</b>	<ul style="list-style-type: none"><li>-To present an overview of the reflections and experiences of a student-lecturer partnership as part of the Council of Deans (CoD) Student Leadership Programme 2022, from both perspectives.</li><li>-To discuss how the partnership took place using some of the principles of reverse mentorship and coaching combined.</li><li>- To highlight the mutual benefits of the student- lecturer partnership within nurse education for the enhancement of leadership skills and professional development, for future nursing practice.</li><li>- To illustrate the programme success with examples of co-authored publications and conference presentations.</li><li>- To encourage an increase in student conference presentations and journal / chapter publications.</li></ul>
<b>Learning outcomes</b>	<p>By listening to this oral presentation, the delegate will...</p> <ul style="list-style-type: none"><li>-Understand the benefits of student- lecturer partnership in nurse education.</li><li>-Be aware of how the principles of reverse mentorship and coaching can be integrated into a mutual partnership.</li><li>-Gain tips and useful information on how a student- lecturer partnership can lead to positive outcomes for professional development- for example, conference and publishing outputs.</li></ul>

**Abstract**

This presentation will provide an overview of a student-lecturer partnership developed through a Student Leadership programme. Both perspectives will be presented, based on experiences of a mutual partnership including the benefits for leadership and professional development, drawing on examples of positive outputs.

Nursing is an ever-changing environment requiring nurse registrants to be able to lead others from the point of qualification. Education must therefore equip students with leadership skills to take forward to their developing professional role (Cain et al., 2024). Ensuring nurses graduate with a clear, shared understanding of how they can be excellent leaders will help drive positive change in healthcare services and empower them from the start of their professional careers (Health Education England, 2018).

One strategy for nurse educators to instil leadership in students is to work in partnership with them (Healey, 2019). Such a partnership was set up by the authors for the CoD Student Leadership programme, using combined principles from coaching and reverse mentorship. This is documented as contributing to the unlocking of student potential to maximise their performance and helping them learn (Hirdle and Humphries, 2020) including an underpinning commitment to mutual learning and collaboration (Raza and Onyesoh, 2020). Both authors saw mutual collaboration between each other as essential for developing the student's journey to leadership within healthcare.

Benefits of the programme and partnership will be discussed as well as examples of outputs, offering key tips and useful information relating to, for example, co-presenting at conferences, co-authoring journal and book publications (Petty & Hopkinson, 2023; 2024; Hopkinson & Petty, 2023; 2024), responding to peer review and navigating the presenting and publishing processes to educate others. From the student perspective, key messages will be presented for other students who want to further develop their leadership skills; for example, how collaborative learning can be used for career development, to encourage students to have influence within their workplace, and having started publishing and conference presenting through this relationship, to encourage other students to do the same.

## References

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