



The Leeds
Teaching Hospitals
NHS Trust

Excellence In Admin Portfolio



Celebrating
Admin

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LTHT Excellence in Admin Programme

Welcome

I am delighted to welcome you to our Excellence in Admin Programme here at Leeds Teaching Hospitals Trust. This programme has been developed as part of our Trust's approach to Celebrating Admin.

My own career has been thanks to the knowledge and skills I developed as an administrator. I have been a medical secretary and then a senior administrator in a school and I truly believe those roles have enabled me and supported me on my career pathway.

This programme is incredibly important to me, it gives a real opportunity to recognise the personal contribution of administrative colleagues in ensuring we provide the best care and outcomes to our patients, but it also celebrates you as individuals for your dedicated effort.

I hope you thoroughly enjoy this personal development programme and are inspired to champion 'excellence in admin' within the work you do.

Clare Smith

Chief Operating officer

Overview of programme

Building on the Excellence in Practice programme for our nursing colleagues, we have developed an Excellence in Admin programme for our admin colleagues. This is a personal development programme for administration professionals, creating recognition and value for administrative work across LTHT.

It is a 12 week period programme with 2.5 study days plus a celebration event at the end.

The content of the programme has been designed by admin colleagues and focuses on four areas:

- The individual
- Service / quality improvement
- Team effectiveness
- Impact on patient care



At the end of the programme colleagues will:

- Understand the value of excellence in administration.
- Develop additional skills and tools to support effective team working.
- Understand and be able to use the Leeds Improvement Methodology.
- Be aware of the importance of health and wellbeing.
- Become familiar with career development opportunities and resources available to support their own personal development.
- Have a wider insight of roles across LTHT and a network of colleagues within admin.

Excellence in Admin will demonstrate how admin, clerical and secretarial staff contribute to the delivery of the Trust's strategic goals and show the ways in which they can make a difference to the Operational Transformation programme.

LTHT Excellence in Admin Programme

Learning contract between Participant and Line Manager

The participant will:

- Attend all three study days.
- Complete all sections of the portfolio within the specified programme duration.

The line manager will:

- Allow attendance on three separate study days (1, 2 and 3)
- Sign off the final portfolio and confirm completion with the Excellence in admin team so that a place at the celebration event can be booked.
- Enable the participant to attend the celebration event.

We agree to this learning contract and understand that the participant will only proceed to the celebration event once the portfolio is complete.

Participant Name:	
Signature:	
Date:	

Line Manager Name:	
Signature:	
Date:	

LTHT Excellence in Admin Programme

How to complete your portfolio

Start the completion of this portfolio by signing the learning contract with your line manager so you can be supported to complete the programme.

The portfolio should be used as a reflective electronic notebook for the study days you attend and it will also provide you with some further information (tools & techniques) and activities to undertake.

It gives you an opportunity to evidence details of the work you are undertaking and any feedback you have received.

The portfolio is divided into three sections aligned to the study days:

Section 1: Study day one Excellence in admin & Effective team working

Section 2: Study day two Introduction into Leeds Improvement Methodology

Section 3: Study day three Career Development, Health & Wellbeing

LTHT Excellence in Admin Programme

Study day one

Excellence in admin module

As part of the programme we ask you to make a pledge at the start of the course and at the end of day one confirm your personal and service objective

Pledge:

Example: I pledge to promote excellence in admin within my team

Personal objective:

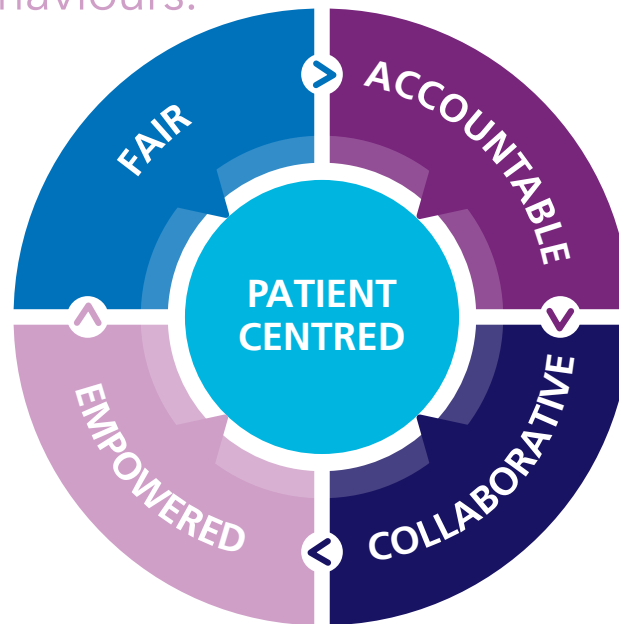
Example: My attending the course I am setting myself an objective of sharing best practice and learning from colleagues on the course

Service objective:

Example: I intend change XXX in my service area to improve XXX for myself, colleagues and patients

Please use this space on the study day to note down your ideas and learning about the Excellence in admin:

Values and behaviours:



Patient-centred

We act with **compassion**, empathy and kindness **towards those in our care and to each other**.

We consistently deliver high quality, safe and dignified care, focusing on **individual needs**.



Fair

We **seek to understand the perspective of others**, respecting and embracing our differences.

We champion **inclusivity** by prioritising **fairness & equality**.



Accountable

We **keep our promises**, **agree clear expectations** and will **speak up** to **respectfully** hold **ourselves and each other to account**.

We are true to our word and act with **integrity** and **honesty** with our patients, colleagues and communities.



Collaborative

We are all one team with a common purpose and **value the contribution of others**.

We work in **partnership** with our patients, their families and carers, **our colleagues** and other providers.



Empowered

We empower our patients and colleagues **to have a voice** and **make decisions**, and **are considerate of their choices**.

We celebrate **innovation**, and we **take personal responsibility** for our **learning**.

What 3 things

Thinking about excellence in admin and the new Living The Leeds Way what are the 3 things you can do to improve the work you do.



Focus on our behaviours

- Choose one behaviour
- How can you better display this with colleagues, patients and other people we work with?
- Discuss a shared behaviour in your team huddles or 1-1s
- Celebrate progress and achievements
- Make a commitment in your annual appraisal



Get the basics right

- Identify a 'basic' improvement that will make your working day better
- We want colleagues to feel empowered to 'just do it'
- Some basics aren't easy to fix. Find out about work that's already happening through the Staff Survey feedback.
- Some examples could be agreeing not to meet over lunchtime, or reviewing processes to save time



Communicate

- What could improve communication between yourself and colleagues?
- Some examples could be reading communications emails when they are sent out, having more telephone conversations, or turning your camera on during Teams calls.
- Our executive team has committed to being more visible and spending more time with colleagues in their workplaces. Could you do the same?

My 3 things	What will I do to support excellence in admin
Behaviours	
Basics	
Communicate	

Line of Sight to a Patient

Question	Response
How does your work at LTHT support patient care?	
How does your work at LTHT support other colleagues who deliver patient care?	
If you are not patient facing in your role how many steps away are you from direct care, have you ever thought about that?	
What are the top 3 things in terms of excellence in admin do you think matter to patients?	

Further reading

Kings Funds research on why administration matters

[Admin matters: the impact of NHS administration on patient care | The King's Fund \(kingsfund.org.uk\)](https://kingsfund.org.uk/admin-matters-the-impact-of-nhs-administration-on-patient-care)

Learning - notes and ideas

Please use this page on the study day to note down your ideas and learning about the Effective team working

LTHT Excellence in Admin Programme

Study day two

The Leeds Improvement Method module

Learning - notes and ideas

Please use this page on the study day to note down your ideas and learning about the Leeds Improvement Method.

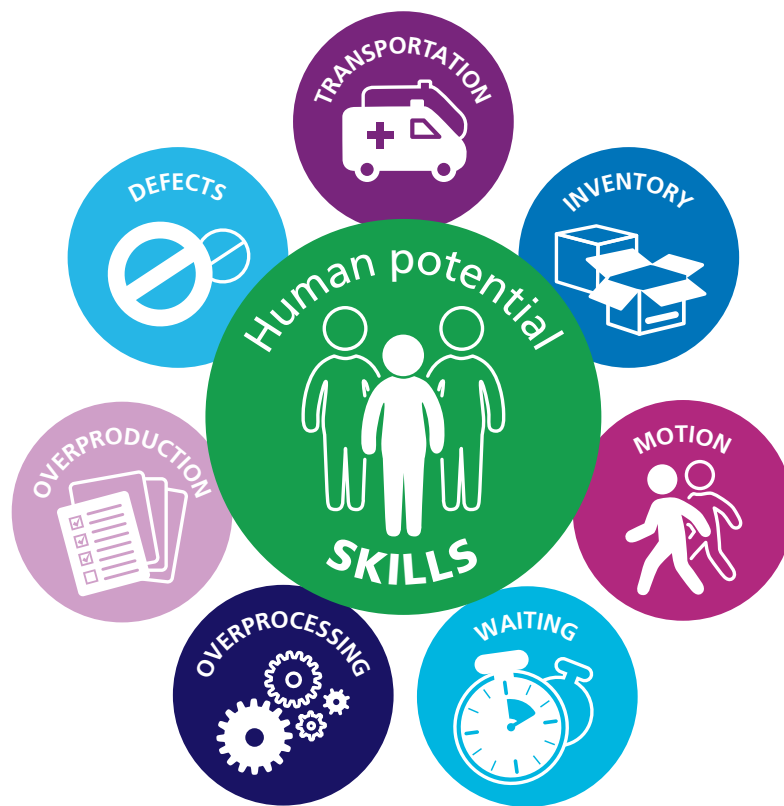
Activity: Your 'Why' for Improvement

What are YOUR reasons for needing to improve YOUR work or service?

Tell each other about a time when you felt cared for or listened to in work or as a patient (breakout room) Feedback from group discussion one thing that was important from your conversation.



The 8 Wastes



WASTE	DESCRIPTION
T ransportation	Moving ITEMS - such as transferring, picking up, setting down, piling up.
I nventory	Having too much or not enough of what you need.
M otion	PEOPLE moving, often walking to get things they need.
W aiting	Waiting for people or services.
O verprocessing	Unnecessary steps in processes.
O verproduction	Making or doing more than is needed.
D efects	A mistake passed onto someone else.
S kills	Not recognising the skills of our workforce or patients.

Activity: The 8 Wastes

Your notes for examples of wastes in your working area or service.

The one waste in my or the team's work I will go and explore more about is.....

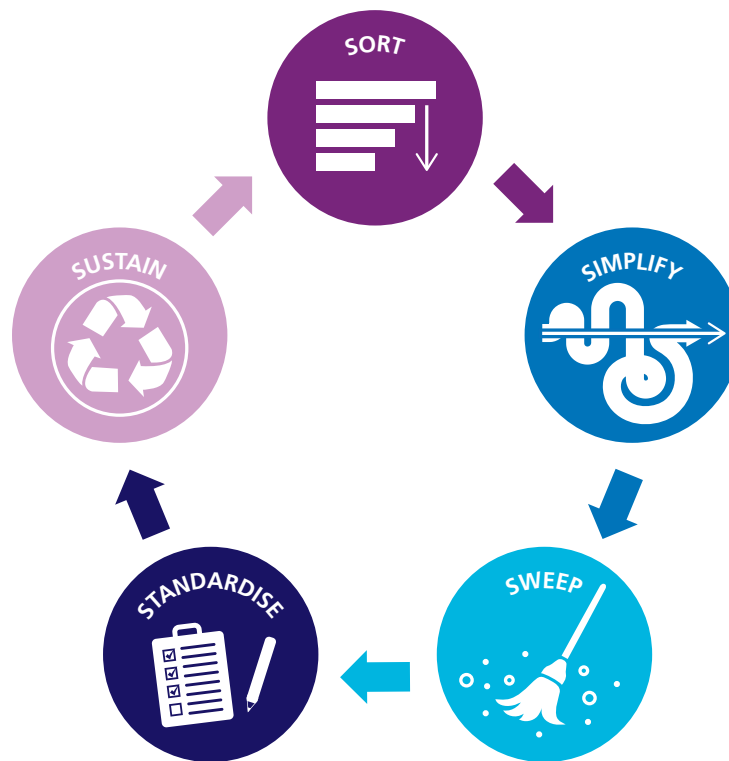
8 Wastes Examples

WASTE	DESCRIPTION	EXAMPLE
	<p>Moving ITEMS - such as transferring, picking up, setting down, piling up.</p>	<ul style="list-style-type: none"> Transporting notes from store to clinic. Blood samples being transported to the wrong lab. Using taxis to transport patient medications to their homes.
	<p>Having too much or not enough of what you need.</p> <p>How much stock do we hoard for a rainy day or a potential IT issue?</p> <p>Where is the 'inventory' - is it in a helpful place or do you have to walk to get it or search for it on the computer?</p>	<ul style="list-style-type: none"> Take a look at your desk, the cupboards and on shelves in your work area. Visible physical items e.g. paper, notes, clinical items, medicines, PPE equipment. Information e.g. holding information for longer than needed such as on network drives or keeping old versions of documents. Servicing equipment we no longer use.
	<p>PEOPLE moving, to get things they need or to get to where they need to go.</p>	<ul style="list-style-type: none"> Walking to type into a clinical system that is not near the patient. Moving to get a stapler/office supplies. Moving patients to create ward capacity. Patients moving rather than services coming to them.
	<p>Waiting for people or services.</p> <p>Waiting can often cause anxiety and frustration.</p> <p>What have we learnt to tolerate? How can we challenge waiting?</p>	<ul style="list-style-type: none"> Waiting for another team to do their job so you can do yours. (E.g. reporting on scan results so that decision on treatment, cleaning a bed before next patient arrives). Patients waiting for an appointment or results. Waiting for transport to take a patient home. Waiting for someone to answer the phone. Waiting for approval before you do something - how often is it declined?

WASTE	DESCRIPTION	EXAMPLE
	Unnecessary steps in processes (ways of doing tasks) because we have "always done it like that".	<ul style="list-style-type: none"> • Compiling a report that nobody reads. • Taking full bloods on every patient as 'routine'. • Follow up of patients that do not need or want it. • Blood pressure taking on every patient.
	Making or doing more than is needed. (Quantity)	<ul style="list-style-type: none"> • 'Reply to all' to emails. • Large number of reports generated and distributed. • Completing tasks manually when systems will generate automatically (e.g. e-rosters). • Dispensing medicines that patients don't take home. • Pre-assessments done more than once.
	<p>A mistake passed onto someone else.</p> <p>They can cause delays, rework and potentially patient harm.</p>	<ul style="list-style-type: none"> • Hospital acquired infection due to poor hand hygiene. • Patients directed to a different place for care. • Providing the wrong information for a meeting. • Maintenance of machinery not completed/delayed.
	Not recognising the skills of our workforce and patients.	<ul style="list-style-type: none"> • Not being able to apply all your talents/skills in your job. • Not engaging with a patient in an appointment. Patient leaves feeling they have not been listened to or understood. • Professional development not always possible.

Activity: Safe and Organised: 5S

What ideas do you have to make this task easier for the sepsis nurse? (Breakout Room).



Sort the necessary from the unnecessary - keep only what you need/use. Decide how much is needed and how often to order, do this with the whole team to ensure a collaborative approach.



A place for everything in an agreed clearly marked spot that is close to where the work is done. Items that are used more frequently should be easily found. Use pictures or maps to help.



A spot check - (frequency to be determined by the team) to enable at a glance if anything is out of place. Keep a list, picture or map so you can quickly check and return to agreed levels. E.g. a list of equipment that is checked after each use/shift.



Same process every time for everybody - keep reviewing the standard. A team agreement can help accountability to the process. Use as a training tool as part of a local induction.



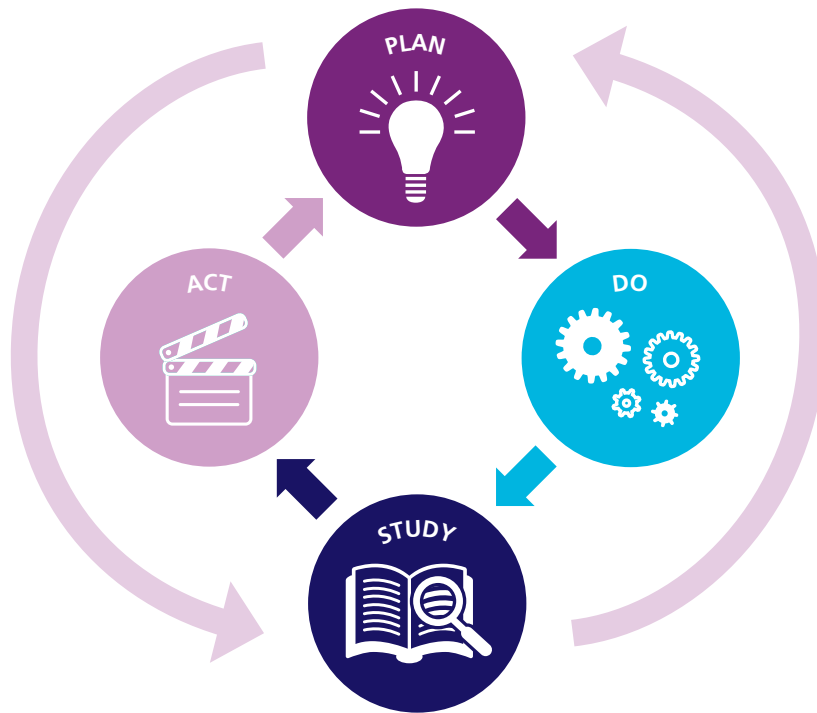
Maintain the standards - keep a track of problems (defects) and keep reviewing team agreement together. Work collaboratively to review the standards on an agreed frequency.

Activity: 5S Next Steps

What regular (daily, weekly) tasks do you do where 5S will benefit?

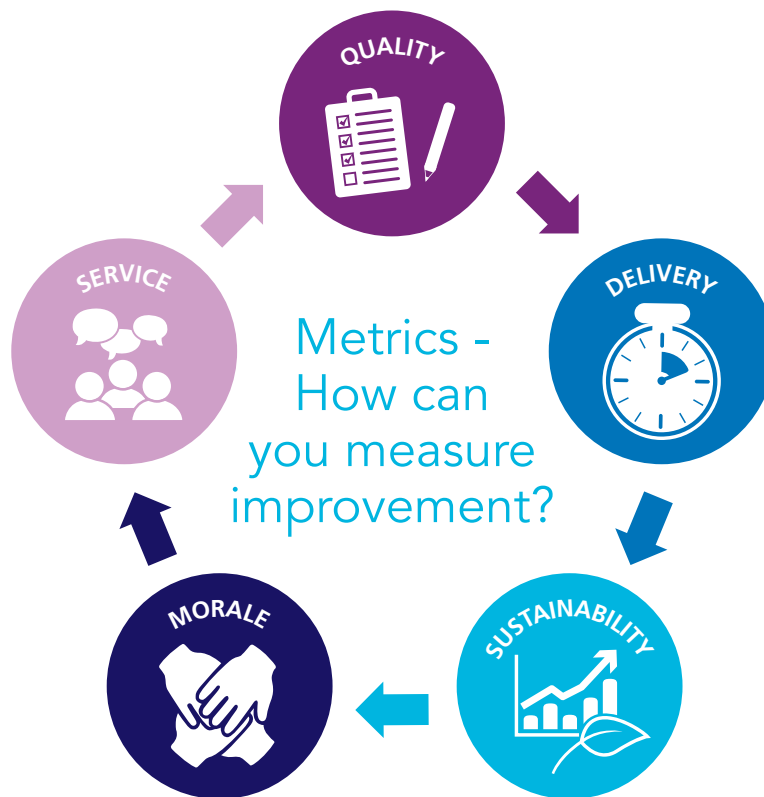
What is your next step for 5S?

Small Test of Change – Plan, Do, Study, Act (PDSA)



Notes

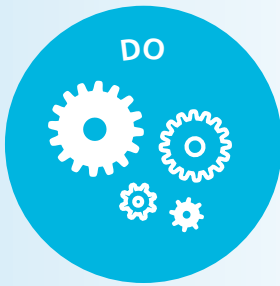
LIM Improvement Metrics



PDSA – A Guide



- Find the issue that requires improvement (a waste) Go see to understand what's really happening.
- Who do you need to involve - who are a part of the process?
- What are the ideas for change?
- How will you decide which change to try first?
- What are the predictions of what will happen when the change is tested?
- What measures will help to show if the change has worked? (e.g. time taken, number of steps, defects)



- Test the idea - start small - e.g. one patient at a time or one report at a time
- Observe the test in progress and collect measurements - BIG EARS, BIG EYES, SMALL MOUTH.


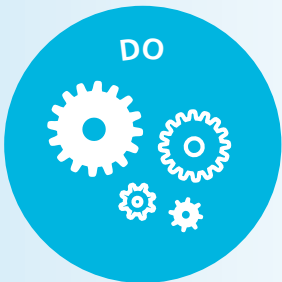




- Reflect on the before and after measures
- What has changed?
- Was it what was predicted?
- Was it positive or negative?
- Should the change be adopted, developed or stopped?



- Act on the reflections of the study
- If the change was positive - consider spreading the test slowly - perhaps three or four patients initially? Looking out for impact as its spread
- Modify the change if needed
- If the impact was negative stop the change

Activity: My PDSA

LTHT Excellence in Admin Programme

Study day three

Understanding NHS / System, module

Learning - notes and ideas

Please use this page on the study day to note down your ideas and learning about the NHS / system.

Further reading / learning

How the NHS Works

Links to videos about the NHS:

- <https://www.kingsfund.org.uk/audio-video/how-does-nhs-in-england-work>
- <https://www.england.nhs.uk/integratedcare/>

LTHT strategy

- [Our strategy - Leeds Teaching Hospitals NHS Trust \(leedsth.nhs.uk\)](#)

LTHT operational transformation strategy

Links to the video regarding LTHT operational transformation strategy and the strategy document:

- [Operational Transformation Strategy - an introduction - YouTube](#)
- [Transformational-Strategy_09-002.pdf \(leedsth.nhs.uk\)](#)

Health & Wellbeing, module

Learning - notes and ideas

Please use this page on the study day to note down your ideas and learning about the Personal Resilience.

Career Development Module

Taking Control of your Career



Questions to ask yourself to help you realise your potential - use this space to make notes:

Establish a Goal

What is your dream job?

What are your ideal next steps?

What are the features your idea career/next role must have?

What would you really like to avoid in your next career/role step?

Understand Reality

What elements do you currently enjoy in your role?

What do you feel are your strengths and how could you develop these further?

What motivates you?

Which, if any, of your current role do you least enjoy?

What do you think the blockers are to you achieving your career goal?

Generating Options

What opportunities are available to you to progress your career?

How clear are you about options? How can you gain more clarity?

If there were not barriers, what other options could be available?

Way Forward

What would you like to pursue?

How clear are you on the actions you need to take?

What will be my first step and when?

How will I review progress? Who/how can I get support for this?

Transferable Skills

We often think that our skills are specifically linked to the paid jobs we have performed. It can be difficult to dig deeper and discover the underlying skills we have which are transferable to a variety of other jobs and careers. Take a look at the following statements and ask yourself: Do I have this skill? If yes, circle the ones you would consider yourself proficient and which skills would I prefer not to use in my career.

Manual/Technical Skills			
Assemble/install	Construct/build	Work with animals	Use hand tools
Manual dexterity	Landscape/ gardening	Operate Machinery/ Equipment	Reason Mechanically
Analytical/Problem Solving			
Analyse/diagnose	Research/investigate	Organise	Evaluate/Assess
Use facts	Prioritise	Reason mathematically	Reason logically
Innovative Skills			
Invent something new	Design graphically	Use intuition	Develop Ideas
Act/Perform	Write creatively	Brainstorm	Artistic
Compose music	Design events	Draw/design	Use facts creatively
Social/Interpersonal Skills			
Listen Skilfully	Develop rapport	Coach/Guide/ Mentor	Instruct/train/ educate
Put others at ease	Facilitate Groups	Heal/nurse/nurture	Collaborate with others
Leading/Managing/Influencing Skill			
Administer programs	Lead/coach	Direct/supervise	Make decisions
Negotiate	Sell/persuade	Supervise/lead projects, activities	Organise/manage activities
Detail/Data Skills			
Work with numerical data	Proofread/edit	Data entry	Follow direction
Complete details on schedule	Keep track of data/ numbers	Categorise/sort	Remember numbers
Attention to detail	File/record/retrieve	Inspect/Examine	Remember specific facts

Action Planning/Reflections

Writing up your own action plan can be a very powerful tool to bring your all you have learnt into life. The following table is an example of a Career Plan you can adapt for yourself:

Name:	Date:
Step 1 : Career Review Include: key roles / study / qualifications / top 3 roles you feel brought you most satisfaction. Who have been your role models or influencers in your career decisions? How did they do this?	
Notes:	
Step 2: Self Evaluation List things like: Career Drivers, values, Skills you want to use, personal SWOT, interests	
Notes:	
Step 3: Career Options Research options, Assess and Evaluation options.	
Notes:	

Step 4: Career Vision and Goals

Write a few sentences that describe your career vision. Identify 3 career goals, review them every 6 months and adjust if necessary

Notes:

Career Goal 1:

Career Goal 2:

Career Goal 3:

Step 5: Self Marketing

What is your brand? Organise your qualifications? Networking? Interview Practice

Notes:

Step 6: Professional Development

Identify additional training needs, seek a mentor, consider a coach, research, and commit to reading blogs, books, and articles beyond your career interests to expand your knowledge.

Notes:

Step 7: Action Planning

Prepare your action plan that list all activities, who you need to link in with, dates for completion that are aligned to your career goal. Review every 6 months to measure your success.

Learning - notes and ideas

Please use this page on the study day to note down your ideas and learning about Career Development

Career Development Module

Complete Personal Career Development Plan

Are there any specific Personal Skills that you would like to improve upon, and if so, how will you improve these?	
Are there any specific Technical Skills that you would like to improve upon, and if so, how will you improve these?	
Are there any specific Life Skills that you would like to improve upon, and if so, how will you improve these?	
What key areas will you work on, following completion of this programme?	
List what development ideas you have for yourself	
Which Leeds Way Values are linked with completing your own personal development plan?	
Any other information	
Assessors name and designation	
Date of sign-off (dd/mm/yyyy)	

Your project

Project Name:	
Project Aim	
Project Objectives	
People involved in project	
What you did?	
LIM Tools you used?	
Project result / outcome	
What did you learn?	
Final comments	

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Feedback / Evidence

Evidence - use this section to collate information that reflects your work within LTHT

Area	Information
Awards (GR8X/ Iris/ local area)	
Feedback (colleagues/ patients or their families)	
Training & Development (detail here any learning you have undertaken)	
Other	

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Reflection

Reflection on the overall programme

Pledge - did you fulfil the pledge that you made	
Personal objective - did you achieve the objective you set yourself at the start of the programme	
Service objective - did you achieve the objective you set yourself at the start of the programme	
What learning will you take away from the programme?	

LTHT Excellence in Admin Programme

Line Manager sign off

I confirm that (insert name):

--

has completed the portfolio that evidences their Excellence in admin.

I authorise them to attend the next celebration event

Signed:	
Name of Manager:	
Date:	

Please send completed form to leedsth-tr.celebratingadmin@nhs.net

LTHT Excellence in Admin Programme

Useful contacts

Contact details for Excellence in admin programme

For more information or support regarding the programme please contact:

Email: leedsth-tr.celebratingadmin@nhs.net

Visit the dedicated intranet site for information on

- International Admin day 26 April 2023
- Annual admin awards
- Career development
- Connecting to other admin colleagues across the Trust

[Celebrating Admin - Leeds Teaching Hospitals NHS Trust \(leedsth.nhs.uk\)](https://leedsth.nhs.uk)