



Learning with and from each other

GM Synergy Launch Live Event

Wednesday 21st October 2020

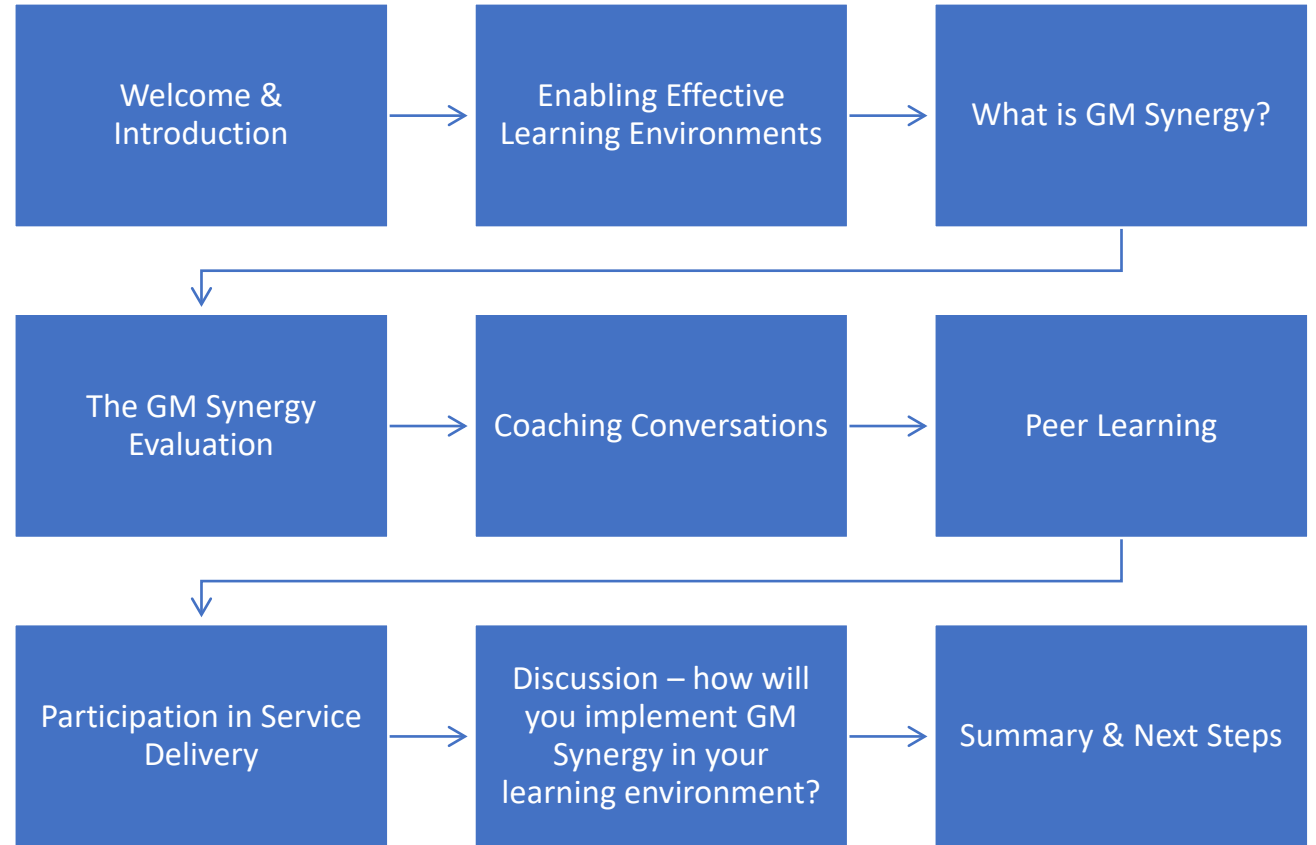


Welcome!

Structure for the afternoon;

Please switch off your video and mute your microphone unless you are speaking

This session will be recorded



ENABLING EFFECTIVE LEARNING ENVIRONMENTS

Karen Heggs – GM EELE Project Lead

Caroline Williams – GM PMO Project Manager

Alice Thornton – GM EELE Project Support Officer

AI

Enabling Effective Learning Environments: The Background

- In September 2019 Health Education England (HEE) outlined, in their Quality Strategy, **a need for improved clinical placement education systems where healthcare education and training is well-led, effectively managed and provides supportive learning environments**
- Links between enabling high quality learning environments, **ensuring sufficient capacity and future workforce supply with the knowledge, skills, values and behaviours to deliver the highest quality patient care** is a key strategic priority
- GM was allocated £375,000, to be used across all healthcare professions with the agreement to plan and deliver the following core elements of **Enabling Effective Learning Environments**;
 - **Development of a Clinical Placement Strategy**
 - **Supporting Educator Faculty Development**
 - **Innovation in Practice Supervision**
 - **Preparing for Future Nurse and Standards for student supervision and assessment**
- The delivery of the core elements of **EELE** is in progress in GM, through the formation of a number of working groups and sub-groups, the work of which will cumulate in the **GM EELE Health and Social Care Learning Environment Strategy**

EELE

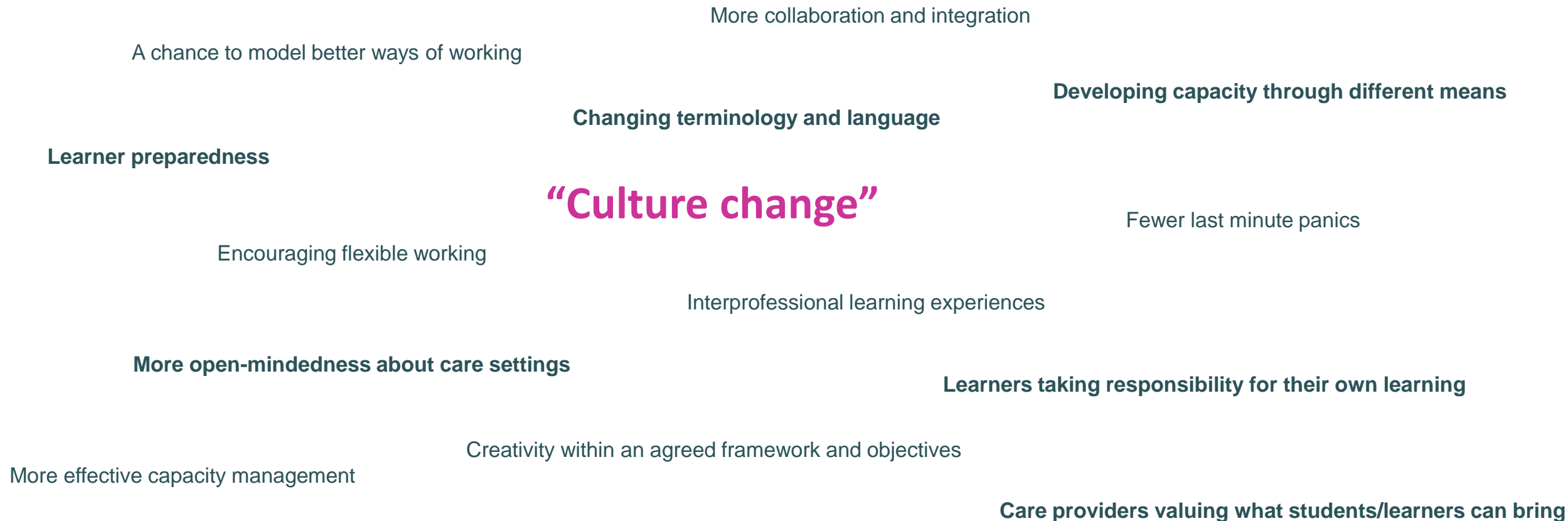
The aims of the GM Health and Social Care Learning Environment Strategy

The strategy aims to steer the future of practice education and practice learning by:

- Scoping where we are now and where we need to be going forward
- **Increasing collaborative working** between HEIs, Placement Providers and Learners to improve the practice learning experiences for all learners embarking into healthcare professions
- Creating a virtuous cycle whereby **better learning experiences will lead to learners wishing to complete their programme of study, qualify as registrants and are adequately prepared to remain part of the future healthcare workforce**
- Establishing improved systematic processes which will expand capacity across GM whilst **maintain quality through new innovative models of working**
- Supporting the development of an **GM infrastructure which values the purpose practice education** and is committed to developing educators
- Facilitating an **organisational culture change** which embraces practice education and practice learning, **empowering all who play their part**

Shaping the future by changing the culture **to enable effective learning environments**

An **improved learning culture** which is conducive to healthcare learners having the best possible experiences on their journey to becoming the healthcare registrants of the future



Step 1 : Changing the language we use

Placement

Identifying an appropriate learning environment for the learner to attend and the **act of allocation** of the learner to the learning environment

Learning Environment

A space for learners to **enhance their knowledge, skills and values**. The learning environments **supports the achievement of educational outcomes** and enables the design, development and delivery of person centred care

Learning Experience

Facilitated by appropriate placement and a positive learning environment, this is enhanced and supported by supervision and learner engagement

Learners

Any person who is learning in a learning environment

Educators

Any person who provides supports and facilitates learning in a learning environment

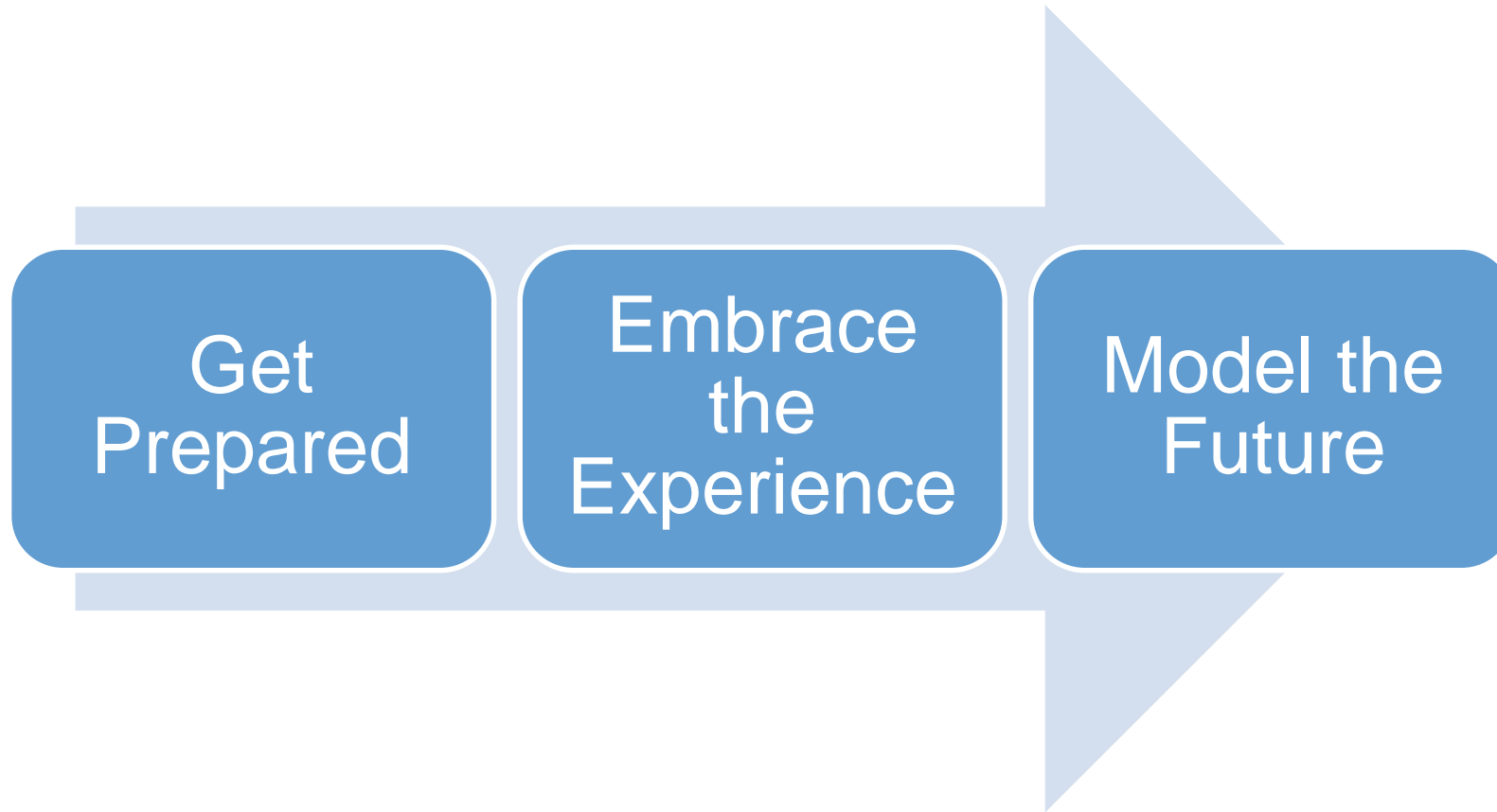
Practice Education

The facilitation of a learning episode which meet the objectives / proficiencies the learner is required to meet Practice

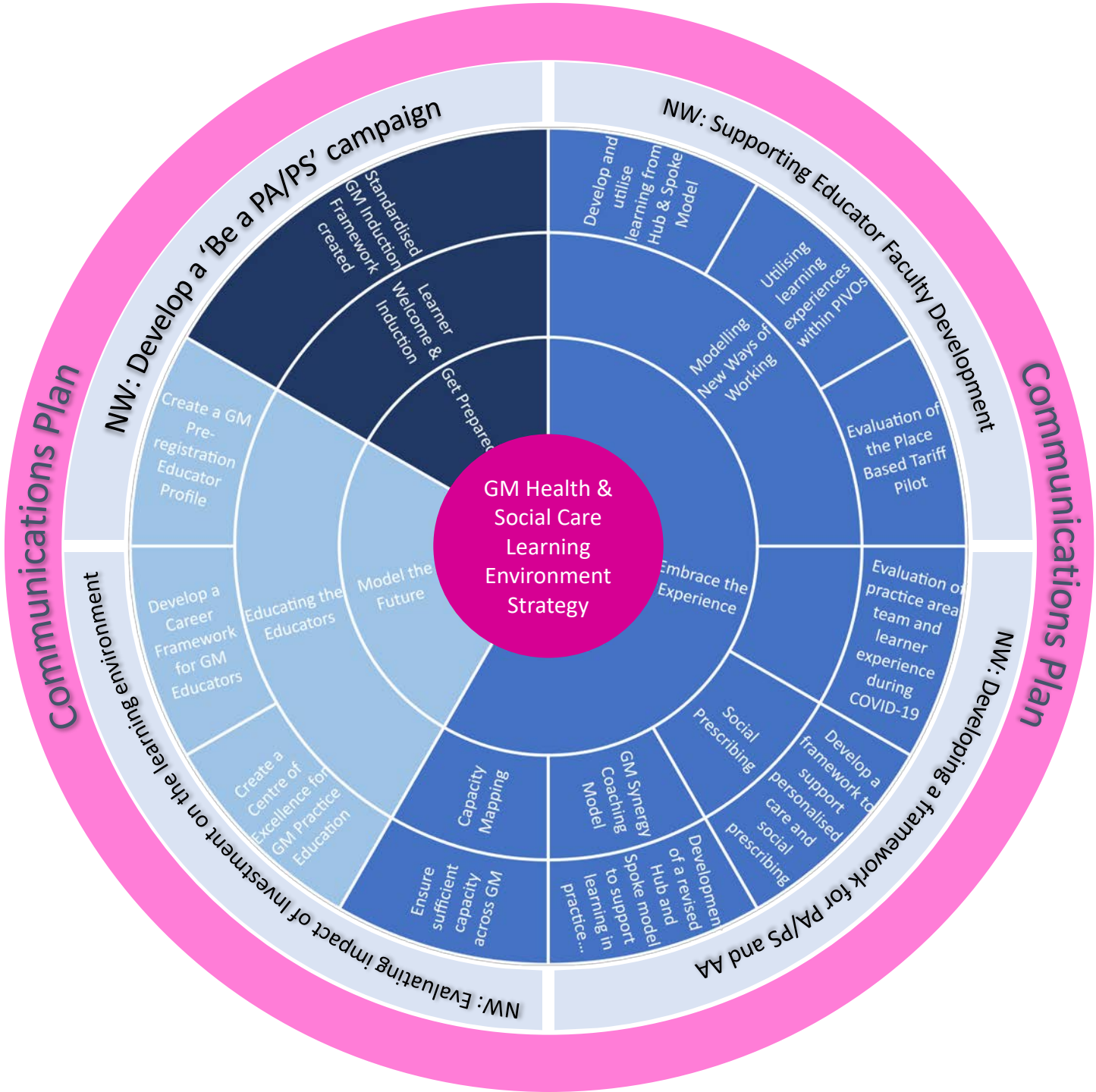
Practice Learning

The learning that takes place in a practice learning environment

The **three pillars** that will uphold the strategy



Work in progress to inform the strategy...









Roles and Responsibilities of the **EELE** stakeholders

	Role	Responsibilities
AEI	The AEI will sanction use of innovation as part of the strategy to widen experiences linking theory and practice curriculums.	<ul style="list-style-type: none"> To empower students to take ownership of their own learning To encourage Health and social care integration To influence potential curriculum changes To Quality control of new learning environments within capacity planning To promote students in pursuing personal areas of interest placements which may impact on career choices To influence policy revision where required To prepare the students' for their learning experiences
PEFS	To lead and embed the strategy within multi-professional practice curriculums	<ul style="list-style-type: none"> To empower students to take ownership of their own practice learning pathways To provide a communication strategy with HEIs / PA/PS as to the effective use of the strategy To influence the improved capacity utilisation To enable students to pursue personal areas of interest which may impact on recruitment To embed this new approach into clinical practice and lead the way forward To assist with the quality control of new learning environments
Supervisors and Assessors in Practice	To ensure that all learners are suitably supervised and assessed to meet their learning outcomes within an effective learning environment	<ul style="list-style-type: none"> To empower students to take ownership of their own learning To provide more opportunities for students to learn in different ways For registered practitioners to work together more closely with shared responsibility and interest in student learning To look beyond traditional placement models To monitor attendance and completion of expected learning outcomes
Learner	To complete required learning objectives and proficiencies in order to become a registered practitioner	<ul style="list-style-type: none"> To Lead their own learning & remain engaged To develop confidence, organisational and communication skills when arranging learning experiences To complete their programme with a wide breadth of exposures to health & social care
Wider Healthcare Teams	To understand that healthcare education is everybody's business	<ul style="list-style-type: none"> Foster a culture which welcomes students into the team A respect for the contribution all learners make to service delivery To be a part of the students learning experience as appropriate

Reflect on your own experiences: *how will you and your team enable effective learning environments?*

Make a pledge today to... ???

-  *Welcome the learner and support them to feel part of the team*
-  *Encourage the learner to lead their own learning*
-  *Provide innovative learning opportunities*
-  *Value the contribution learners make to service delivery*
-  *View learners as future colleagues*
-  *Become an EELE champion and lead the way for the implementation of the strategy*

How can you become involved in EELE?

- The GM Health and Social Care Learning Environment Strategy consultation will commence in November 2020
- If you wish to be involved in the consultation process, or find out more, please contact alice.thornton2@mft.nhs.uk
- The strategy will be launched prior to March 2021
- Embrace the strategy and inform your colleagues



Learning with and from each other

What is GM Synergy?

Lisa Littlewood, Director of Placements University of Salford



It all started back in 2016...



Based on the principles of the University of East Anglia's Collaborative Learning in Practice (CLiP) placement model as recommended in the Shape of caring review HEE (2015)



A city-wide approach - 4 Universities and 4 NHS Trusts



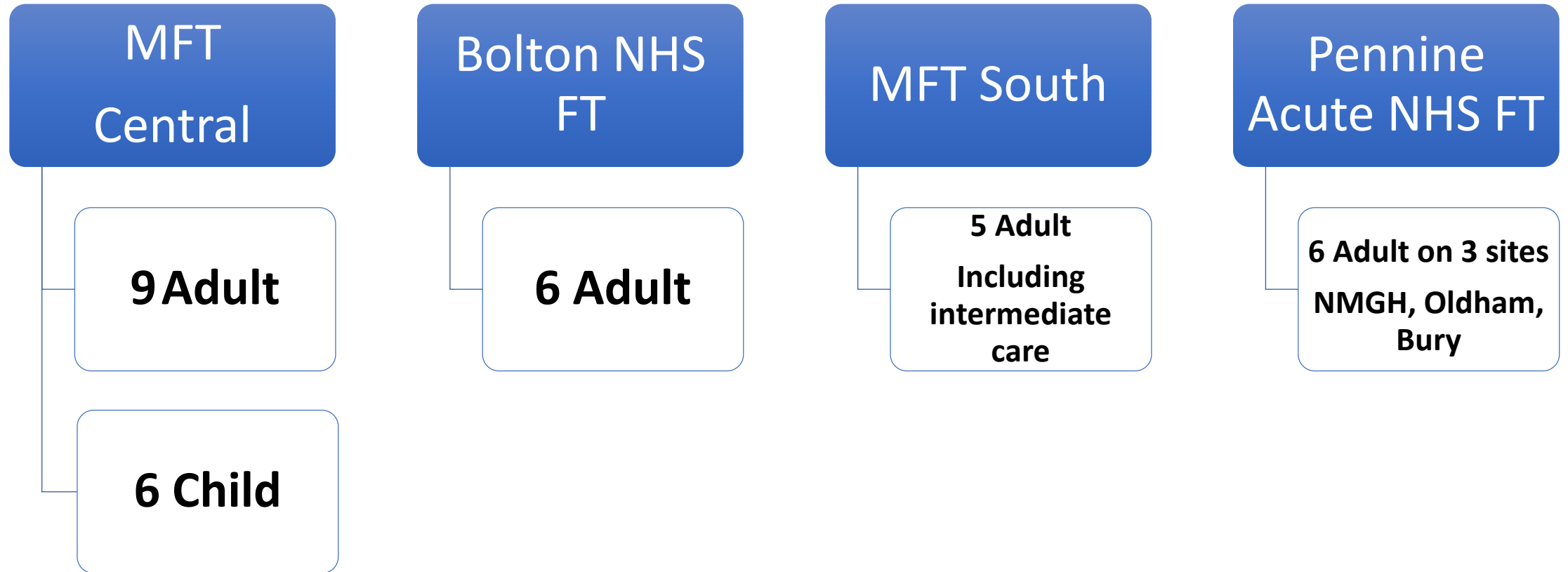
Preparation for NMC new pre-registration standards



Students are coached and peer learning is embraced

- Clinical Coaching support and support from mentor
- Learners will lead on care of service users
- Emphasis on the learner to identify their learning needs
- Assessment will be informed by the mentor and feedback from coaches
- Learners will be responsible to complete relevant learning logs reflections to support assessment.
- Greater opportunity for peer learning sharing knowledge under the guidance of their coaches.
- The focus is on holistic care – moving away from task orientation
- The coach has overall responsibility for the student caseload but must not have additional patient caseload.

A capacity increase of over 200 in the first 12 months



How it worked in practice ‘ideal’ model

- 8 patients in a bay
- 3 students per shift
- 1 registered nurse

3rd year leads and allocates care

1st year provides holistic care for 1
– 2 patients

2nd year provides care for more /
more complex patients

Registered nurse has oversight and
provides coaching for all students



Where we are now

- HEE funded evaluation has led to a refresh of the GM Synergy model
- We now have 3 Key Principles

Coaching conversations

Peer Learning

Participation in service delivery



No service is too specialist or caseload too complex for quality student learning

The key is to identify and unlock the learning opportunities within them

All areas should be able to follow the GM Synergy principles



Students are entering a 'new world/a new normal' so we need to educate them with a view for the future and not what's gone before/what has always been done.



We need to ensure the future workforce is flexible/adaptable/forward-thinking/agile/resilient and these skills alongside the core skills can be developed in a variety of ways.



Learning with and from each other

GM Synergy Evaluation

Professor Jaqueline Leigh, University of Salford

Evaluation

Aims

- To critically explore the experiences and impact on the clinical leadership development of undergraduate nursing students' when undertaking a clinical practice from within a placement that adopts GM-Synergy Model from multiple stakeholder perspectives (GM–Synergy Model development team, students, coach, practice education facilitator, university link lecturer, mentor).
- Provide the evidence of what works well or not so well and what can be transferred to enable a consistent approach to GM-Synergy delivery, capability, capacity and sustainability

Methodology

1. Online questionnaire
2. Focus Group/ one to one Interview : students, coach, mentor, (pre SSSA standards), Practice Education Facilitator (PEF), Manager, GM Synergy Steering Group, University Link Lecturer (ULL)

Nursing and Midwifery

Participating organisations:

- Manchester University NHS Foundation Trust
- Northern Care Alliance NHS Group
- Bolton NHS Foundation Trust
- 4 GM HEIs

1. Challenge
2. Proposed Improvement
3. Recommendation to GM Synergy Steering Group

Online Questionnaire & Focus Group

Nursing In total 231 questionnaires were completed: 179 Student Post Placement Questionnaires, 36 Coach Questionnaires, 11 PEF Questionnaires, 5 ULL Questionnaires

Midwifery questionnaire completion: 14 student pre-placement questionnaire, 24 post-placement questionnaire

21 focus groups: students, coach, mentor, (pre SSSA standards), Practice Education Facilitator (PEF), Manager, GM Synergy Steering Group, ULL, Lead Midwives

Theme	Subthemes (where applicable)
Preparedness	Induction; ongoing support and guidance; GM Synergy roles; the role of the coach; and role of PEF champion
Clarity of concept	Awareness
Delivery	Delivery models; student numbers and skill mix; and capacity
Peer support and peer learning	Collaborative and facilitative learning; and equity of learning opportunities

Focus Group Themes

Preparedness

- “We had a **whole lecture** before and then a few weeks later all the students that actually were on a Synergy placement were called into uni to speak to one of the lecturers” (student)
- “**You need that training of the staff** and you need the buy in from them.” (PEF).
- “We’d done all that training and then god knows what the **staff turnover** was in that time before they actually came to do it again” (Coach)

Clarity of Concept

“If you’re looking at **capacity** and it’s seen about getting numbers in, it then seen as bums on seats and whenever that dialogue happens, people assume that there’s **no quality initiative behind it**” (PEF)

Focus Group Themes

Peer support and peer learning

- *"It gives you **confidence** and **independence**. And it helps you learn about your patient. To be able to explain to somebody else what is wrong with that patient and why" (Student).*
- *"I realised that, as an adult student, there are some young [junior] students who feel like they're not sure. Because placement is very stressful, but when you have your fellow students there and you **support each other**, that's really helpful." (Student).)*

*"The third years panic, because they are almost peer mentoring the second years and the first years...we **need a coaching, critical thinking curriculum**...there's no students teaching students in the curriculum" (ULL)*

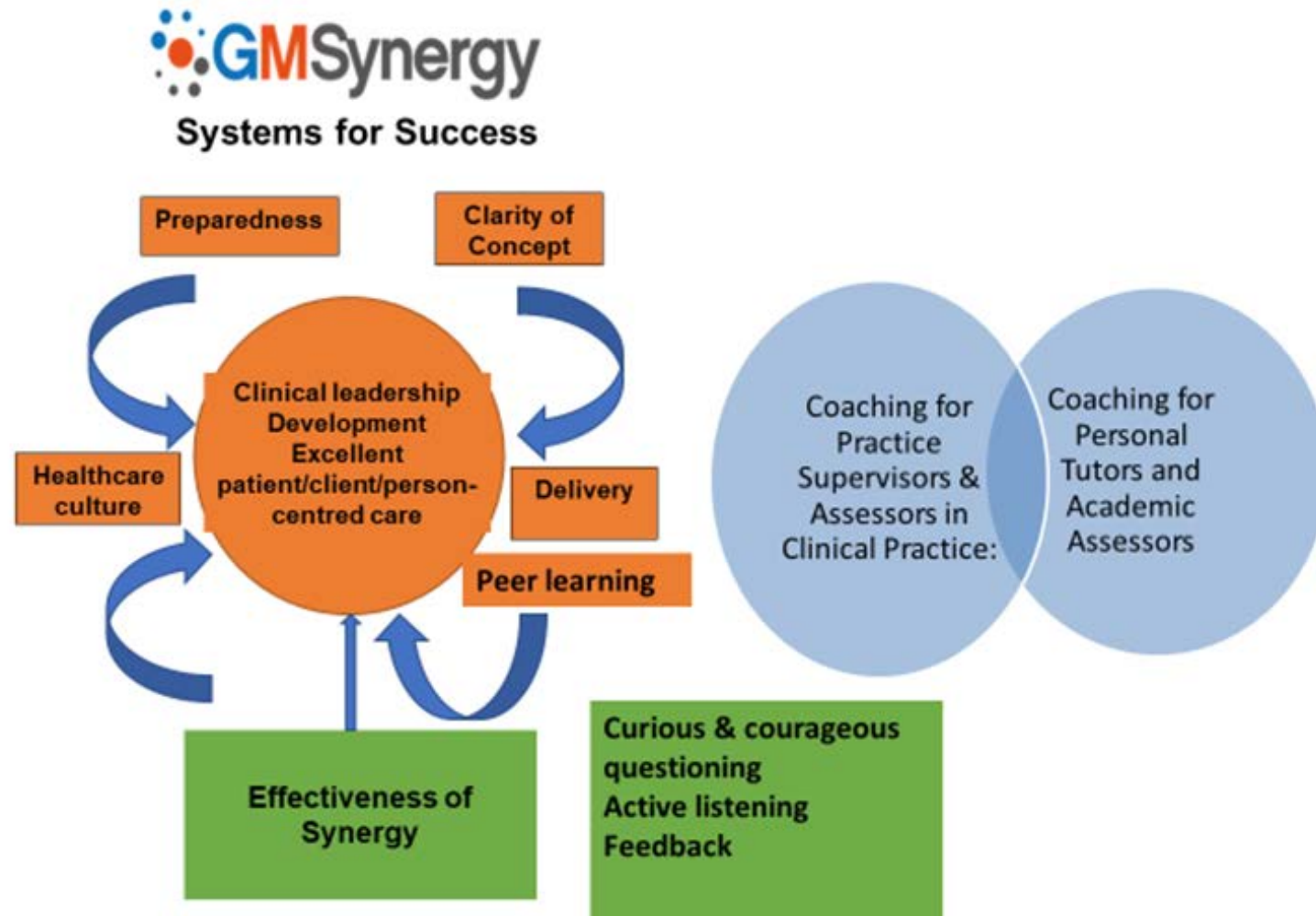
"Sometimes there might be that many of them [student nurses] and it is literally trying to find something for them to do, so they're not just standing around kind of doing nothing or not having any direction." (Staff Nurse).

Healthcare Culture

*"I had a very lovely Ward Manager, she was brilliant, so she made it easy. She was **positive minded, a positive minded person** whereby even if the nurses were doubting how they were going to handle the students, she would say, 'No, we can do it, we're doing it brilliantly.' So, she had **that kind of vibe**, which made it a bit easier." (Student).*

*"The number of things that people have been asked to do daily is just a bucket full, and Synergy's just been dropped in that bucket ..ward manager's really interested in **another initiative, it's that initiative they're going to push** and not so much give the resources or the time that's needed initially to set up and to sustain that" (PEF).*

GM Synergy Coaching Model



Challenges

1. To provide Synergy stakeholders with clarity of concept of GM Synergy-capacity or clinical leadership development or both
2. Preparation of stakeholders for coaching (students, practice staff and academics)
3. Curricula approach that prepares students for their peer support and learning role, working with the NMC Code
4. Implementation of strategies that motivate the practice placement team about the model
5. The number of students on placement
6. The day to day role of the PEF Champion
7. Provide ongoing support for Clinical Coaches and PEF Champions

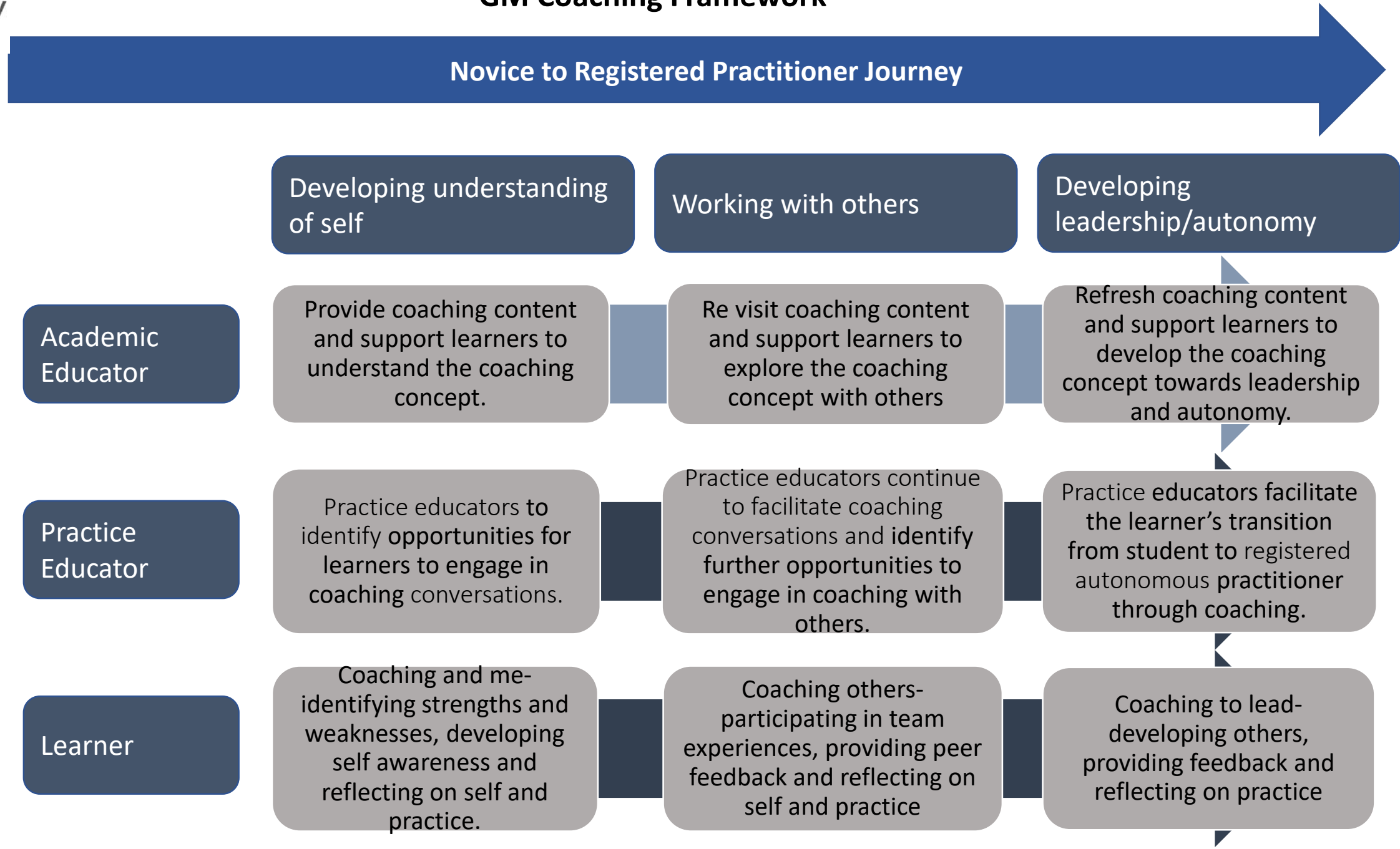


Learning with and from each other

Having Coaching Conversations

Jean Mason Mitchell, UoS, Trish Morgan, UoS, Andi Surtees, NCA

GM Coaching Framework





Learning with and from each other

Peer Learning

Lisa Littlewood & Deborah O'Connor, Faculty Lead for Work Based learning MMU



ONE SIZE
DOESN'T FIT ALL



Flexibility is key



GM Synergy can be used in any Practice Learning Environment - Practice Learning Environment, Skills Lab or Classroom

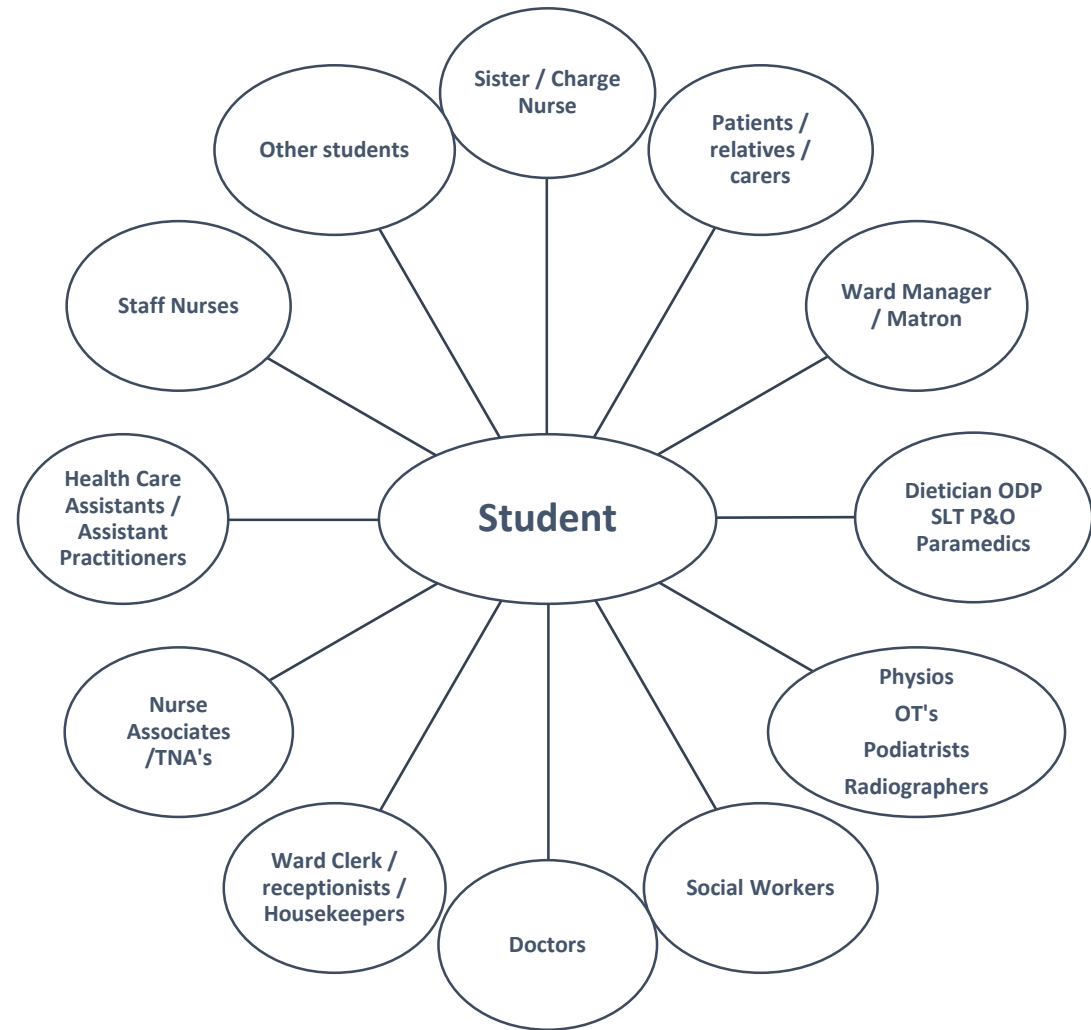


Many configurations of student supervision and facilitation of learning- 2:1, 3:1, group learning, 4:1, 8:1

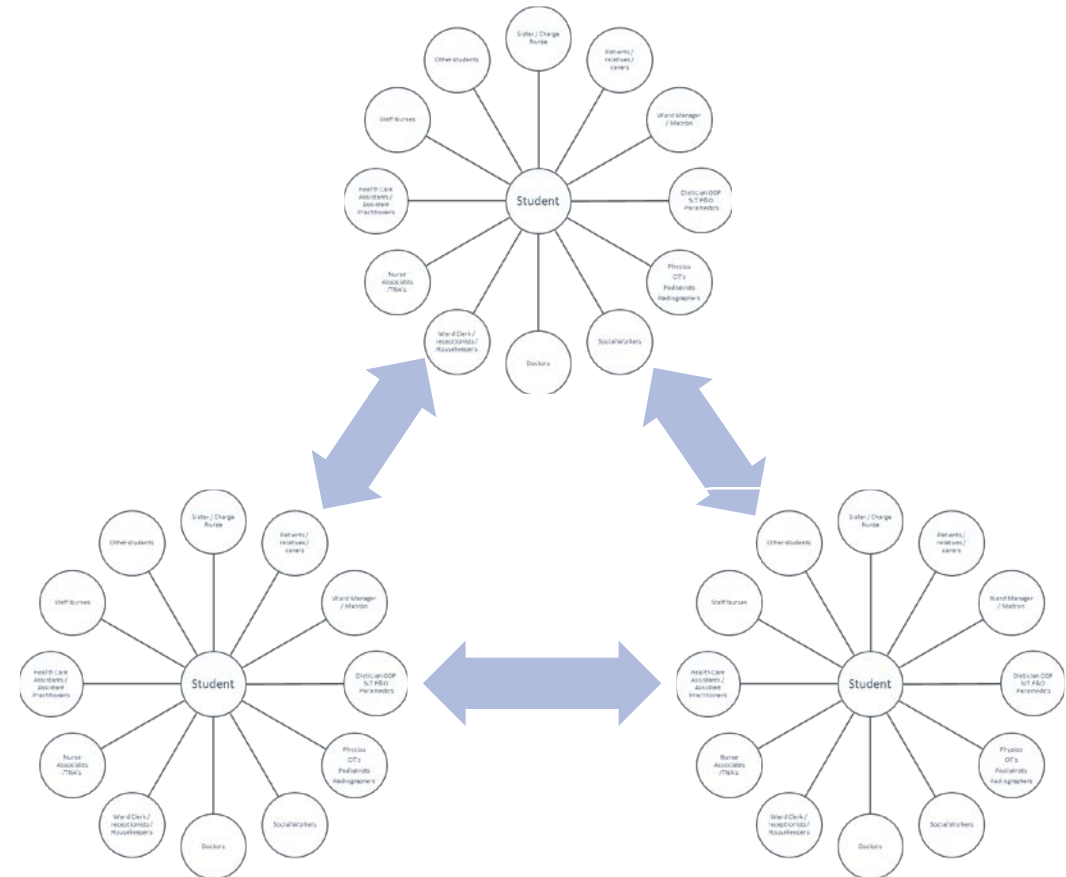


Be brave - think big!

Students learn from everyone that they come into contact with; the entire health care workforce plus patients and their relatives/carers on top of their own life experiences

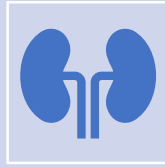


Can you imagine the extent of learning if all that knowledge is shared....

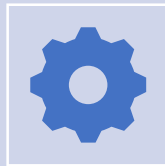


Multiprofessional Peer Learning

A nursing student and a student physio work together under supervision to carry out a stair's assessment on a single patient or bay of patients and work together to identify:



a) what needs to be done immediately to keep patient safe (falls risk assessment);



b) what needs to be organised in the next 24hrs– e.g. use of equipment;



c) what to consider for future care i.e. OT input.

Clinic Based

Alternating patients

Split Morning / Afternoon sessions

Mixture of visits & clinics

Reflection of session by students and practitioner

Practitioner uses coaching conversations with students

Local area health project helps to inform assessment

1 practitioner plus 2-3 students in group session (rehab in gym etc)

1

- Student 1 sees patient A with practitioner
- Student 2 reviews case notes of patient B

2

- Student 2 sees patient B with practitioner
- Student 1 reviews case notes of patient C

3

- Student 1 sees patient C with practitioner
- Student 2 reviews case notes of patient D

Virtual Placement - TECs example



1 practitioner plus 5-6 students+



Students experience a mixture of observing clinic sessions online with different clinical staff



Students plan subjective assessments with patients



All students work on a project as a team to deliver at the end of the placement

Community Based model

Day 1

- Student 1 visits patients with practitioner
- Student 2 prepares for next days visits & starts local area health project

Day 2

- Student 2 visits patients with practitioner
- Student 1 reviews previous days visits & starts local area health project

Day 3

- Both students visit local area to discover factors affecting health

Supplementary Activities



Patient Teaching
Pamphlets



Student Learning
resources



Medication
Evaluations



'Name That Item'



Case Studies



Research and
Reflections



E-learning



Learning with and from each other

Participation in Service Delivery

Kevin Bayley, University of Manchester



Students should:

- Engage with, deliver and potentially lead service delivery
- Build a relationship with the person receiving care, their families, carers and communities
- Be engaged as a team member and part of the wider healthcare team



Context: Details of the student (year, profession, etc.), the area in which they are having the learning experience and details of their supervisor / coach

Participation: How the student is being involved in service delivery.

GM Synergy scenarios

Coaching / Supervision: Information about how the student is being supervised with details of where the supervision needs to be direct and where they can be more independent

Peer learning: Examples of how students can be supported to learn with and from each other, e.g. buddying up to deliver a service, discussion during shifts, groups facilitated by PEFs, etc.

GM Synergy scenario – Birth Centre

Ashleigh is a 3rd year midwifery student on her 2nd Birth Centre placement. Her coach / supervisor Gill has been a midwife for 6 years

Participation

Ashleigh leads on the care of women in labour as allocated by her supervisor

Coaching / Supervision

Having discussed Ashleigh's previous experience with her, Gill used the handover and cue questions to ensure Ashleigh was allocated safely. Gill remained available at all times and indirectly supervised the care

Peer Learning

Ashleigh and other students based at the Birth Centre meet once a week for a reflective discussion facilitated by the PEF



GM Synergy scenario – Podiatry

Sarah is a final year podiatry student undertaking her final placement block. Her supervisor, Heather, has been a Podiatrist for 10 years.

Participation

Sarah is leading a new patient assessment clinic. This involves performing a neurological and vascular assessment and reviewing the patient's medical history to determine their eligibility. Sarah will need to formulate a management plan which may include discharge.

Coaching / Supervision

Heather has discussed in detail the eligibility criteria and assessed Sarah's competence in formulating management plans. Heather and Sarah had a coaching conversation about delivering and communicating a management plan to support discharge and compliance for patients who are eligible.

Peer Learning

As part of clinical supervision 4 students meet with their placement educator to discuss management planning and to do some role play surrounding communicating assessment findings, management plans and reasons for discharge.



GM Synergy scenario – Medical ward

Connie is a 2nd year student nurse on her first medical ward placement. Her practice supervisor / coach Neil has been a nurse for 4 years

Participation

On this shift, Connie is one of 3 student nurses managing the care of 6 men in one bay. Connie is to care for two of the men specifically.

Coaching / Supervision

Neil has assessed Connie's competence and today they discuss the priorities for the shift. Neil directly supervises activities with which Connie is not yet confident and is available for questions and support throughout, e.g. Neil leads on the administration of IV medicine, directly supervises the administration of oral medicine and discusses other care on request

Peer Learning

The 3 students meet with their coach at the start of the shift to discuss priorities and how they can support each other...

Next Steps

PEFs and Clinical Educators

Existing learning
environment examples

How can we share good
practice?

Discussion

**How will you implement
GM Synergy in your
Learning Environment?**



- Thank you so much for attending and participating this afternoon
- We really look forward to working with you all
- For more information please visit our website
- <http://hub.salford.ac.uk/gmsynergy/>