



# Toolkit



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# GM Synergy model Placement Pledges

## Student

### **I promise...**

- To be suitably prepared
- To attend the GM Synergy induction
- To engage and participate
- To take responsibility for my own learning
- To complete the learning log and reflective logs
- To gain understanding of the coaching philosophy in conjunction with student supervision and assessment
- To ensure that my self-assessment is completed prior to placement commencing
- To engage in working patterns that facilitate the effective implementation of the GM Synergy model
- To engage in the 24 hour/7 day working patterns

## HEI

### **We promise...**

- GM Synergy placements will be a priority for allocations
- Full and appropriate allocations will be made to GM synergy placements at all times
- A GM Synergy lead will be identified to disseminate information
- To take responsibility for suitably preparing students and managing expectations of being on a GM Synergy placement
- To promote this as a holistic learning journey
- To continue to strengthen the links between ULL's, PEF's and GM synergy placements
- To identify and facilitate ULL support for GM Synergy placements and provide on-site support to staff and students.
- To ensure that Academic Advisors/Personal Tutors/ Academic Assessors are aware of the GM Synergy model and are engaged in providing additional support for students who are placed on GM Synergy placements
- To support facilitation of student induction on GM Synergy placements

## Trust

### **We promise...**

- To identify Operational Lead and point of contact within the trust to support the GM Synergy Model
- To protect appropriate staff and skill mix to enable safe supervision of students participating in the GM Synergy model
- To promote a positive placement experience from induction to completion
- To highlight related patient pathways to students
- To embrace a coaching philosophy
- To ensure staff are able to facilitate/ attend relevant GM Synergy model training and updates
- To communicate the GM Synergy model to all relevant MDT and stakeholders
- To facilitate support for all those involved in the GM Synergy model
- To identify visible Trust members including PEF colleagues for GM Synergy placement areas to provide support to staff and students

## GM Synergy Quality Assurance Agreement

*To be completed alongside the North West Educational Audit Tool as part of the educational audit cycle.*

Standards for GM Synergy in each organisation	Criteria	Person Responsible
Work collaboratively with all Synergy placement stakeholders and ensure that effective channels of communication are in place in order to maintain and develop partnership working.	<ul style="list-style-type: none"> <li>• Locate and be familiar with agreed Synergy placement guidelines, and procedures concerning all stakeholders</li> <li>• Maintain accurate contact details within the placement (e.g. student notice board) for students, assessors and supervisors/coaches.</li> <li>• Ensure arrangements are in place to cover any leave (such as 'Out of Office' with alternative contacts).</li> <li>• Ensure accurate records are maintained concerning the time and context of all communications with students and practice related staff.</li> <li>• Collaborate with Synergy placement areas concerning student, assessor, supervisor and coach support through additional meetings and joint working.</li> </ul>	
Help facilitate student placement preparation in collaboration with the programme team and placement staff.	<ul style="list-style-type: none"> <li>• Be aware of the different elements concerning student preparation for Synergy placement areas.</li> <li>• Help facilitate student preparation for Synergy practice.</li> <li>• Be familiar with their linked spoke placements concerning the induction and evaluation process, including associated assessment documents, learning opportunities and any relevant practice based assessments.</li> <li>• Assist in the monitoring and feedback of student evaluations of Synergy practice areas to HEI and practice staff in conjunction with GM Synergy model lead and PEF's.</li> <li>• Ensure GM Synergy pledges are displayed on the student noticeboard.</li> <li>• Ensure students are provided with the link to GM Synergy, where they may also access the Student Survival Guide.</li> </ul>	
Available to provide timely support to placement staff and students where an issue(s) has arisen	<ul style="list-style-type: none"> <li>• Be familiar with the agreed Synergy processes, pertaining to issues arising in practice, including those concerned with a 'failing student' or those of an untoward nature.</li> <li>• Provides additional support on induction visits.</li> <li>• Maintain higher visibility in placement areas during induction periods in Synergy areas.</li> <li>• Support clear links between GM Synergy model leads and ULL.</li> </ul>	

To co - facilitate Train the Trainer workshops and coaching skills agreed within the GM Synergy model.	<ul style="list-style-type: none"> <li>• Provide up to date information in line with agreed GM Synergy model objectives, including the NMC directives.</li> <li>• Ensure mentors/practice assessors/supervisors/coaches are clear about the assessment process using the Synergy coaching model.</li> </ul>	
ULL and GM Synergy model lead to Contribute in the identification, development and maintenance of Synergy placements.	<ul style="list-style-type: none"> <li>• Be aware of the processes involved (e.g. Lean Review of Placement Allocations) in the planning and administration of placements of linked student groups in the practice area</li> <li>• Assist GM Synergy model lead and PEF's and/ or practice educators to enhance the capacity of associated GM Synergy practice environments if appropriate.</li> <li>• Contribute to the management of placement capacity issues through supporting HEI Placement GM Synergy model Leads, and PEF's</li> <li>• Help to seek out potential new GM Synergy placements in partnership with HEI, Trust GM Synergy model leads and PEF's.</li> </ul>	

### Summary of the GM Synergy Quality Assurance Agreement:

#### Overall purpose:

- Support and promote the successful implementation of the GM Synergy model across Greater Manchester Trusts.
- The Practice model leads, ULL and Practice Education Facilitator team will work in partnership and as a team to identify, monitor and enhance the GM Synergy model practice learning environment.

#### Key aims:

- To work collaboratively with all stakeholders and ensure that effective channels of communication are in place.
- To report directly through GM Synergy model steering group.
- To take a risk assessment approach to ensure the provision of appropriate learning environments.
- To have a direct link with all identified GM Synergy model placement areas
- To visit link GM Synergy model placement areas regularly and follow up any relevant action plans as appropriate.
- To provide student, mentors, practice assessors/supervisors and coaches with relevant guidance and support as per model guidelines
- To co -facilitate Train the trainer / coaching Workshops.

<b>Signatures:</b>	
University Link Lecturer:	Date:
Trust GM Synergy model Lead/Champion:	Date:
Placement Representative:	Date:

**To be retained on placement alongside the completed North West Educational Audit Tool.**

## GM Synergy model Implementation Process

Objective		Met by:	Month (s)
1.	<b>Raise Awareness</b>	Practice area GM Synergy model lead to inform medical staff, AHP, Pharmacy, ancillary staff of GM Synergy Model re-launch and GMs preferred model of supervision in practice. Provide resources, factsheets, posters for placement areas.	<b>1 - on-going</b>
2.	<b>GM Synergy Model Planning</b>	Ward manager, nominated placement education lead, Practice based GM Synergy model lead, link lecturer, Clinical Educator & PEF to plan.	<b>1-10</b>
		GM Synergy model lead, ward manager/ nominated placement education lead and allocation teams to agree number of students to be allocated to GM Synergy placement areas.	<b>2</b>
		Agree dates for inductions. And pencil dates for inductions for students in rotas	<b>2</b>
		Develop case study presentations	<b>2</b>
		Devise for students and staff – PowerPoint, leaflets, learning logs, and reflective log.	<b>2</b>
3.	<b>Coaching</b>	Agree any dates for Advance Coaching Sessions (Train the Trainer) – To be attended by Link Lecturer/Clinical Educator/PEF/Practice Model Lead/Ward Manager.	<b>2</b>
		On-site Coaching Sessions – for staff – 1 <sup>st</sup> session cascaded by experienced ULL and PEF.	<b>3-4</b>
		Subsequent sessions delivered by practice area GM Synergy model lead/clinical educator/PEF or link lecturer (resources – lesson plan, booklet & Top 10 Tips). Application of Situational Leadership Model and Miller’s Pyramid of Competency Assessment (resource to be developed).	<b>3 - 6</b>
4.	<b>Student Preparation</b>	2 weeks prior to placement: Preparation of students – undertaken by ULL, practice area GM Synergy model lead and practice assessors (resources: lesson plan, letters, booklets, learning log).	<b>5-6, 9</b>
		Placement Induction to GM Synergy – students to meet each other on first working day. Facilitated by practice assessors or supervisors, practice area GM Synergy model lead or ward manager.	<b>5-6, 9</b>
5.	<b>Ongoing Support</b>	Support/trouble-shooting by PEF/Clinical Educator/ULL. For example, regular placement visits, drop-in sessions, case study presentations.	<b>On-going</b>
6.	<b>De-briefing &amp; Evaluation</b>	Look at what went well, what were the challenges and what needs to be different for next time.	<b>On-going</b>

## GM Synergy Frequently Asked Questions

<p>Isn't Synergy much more time consuming than the traditional placement model?</p>	<p>Yes, initially it can be, but once you get used to the coaching model - a 'questioning approach' - it will become much easier. Some placements have developed 'cue cards' in relation to certain key clinical scenarios.</p>
<p>Why may we have to have so many students in one area?</p>	<p>For the model to work effectively a range of students are required, including those from other professions, so that a multi-professional approach to care can be fostered. Also, concepts such as leadership and management can be developed earlier in the programme, promoting confidence and competence in skills and knowledge. Novice and intermediate students can learn from more senior students and this process is facilitated by the coach.</p>
<p>Why do I need to have training to be a 'coach'? Isn't it just the same as mentoring?</p>	<p>Coaching involves a different approach to teaching and learning; often taking a questioning approach, which can be quite different from the 'mentoring' / 'imparting information approach'. A coaching approach is recommended in the NMC Standards for Student Supervision and Assessment (2018).</p> <p>Coaching is a process of learning, through an individual person who will stimulate and teach through a shift. When coaching is given effectively, it enables learning and development to occur and helps an individual's performance to improve.</p> <p>Coaching is asking. The ultimate purpose of coaching is self-actualization. Good coaches ask the right questions, in the right order, to prompt reflection, identify assumptions, and motivate thoughtful action. Open-ended questions to facilitate this process are employed, and to begin with, this involves purposeful thought until it becomes your normal way of working. Furthermore, it invites contribution and assigns value to the opinion, experience, and knowledge of the person being asked, which are key components of student engagement.</p>
<p>Why does the student have to complete a learning log?</p>	<p>It helps to direct students to focus on specific learning objectives, related to their placement learning objectives, included within their Placement Assessment Documents.</p> <p>The students take responsibility for their learning and meeting their outcomes, with the support of the coach/practice supervisor.</p> <p>The learning logs are kept on the ward throughout the student's placement; they can be viewed and used by the student's mentor/practice assessor at any time to help inform them in the assessment process of the student.</p>

## GM Synergy Coaching Standards

The aim of the GM synergy model is to enhance the student's clinical leadership development. Coaching is a key concept in developing an individual's capabilities in order to facilitate the achievement of success. This can give them confidence, competence and performance to provide high quality patient care.

The coaching approach has a focus on the self-directed learning and personal responsibility for their learning so is a student led model, this puts responsibility on students to identify their own learning with the coach to offer guidance.

To support the students in placement, trust staff will have opportunities to access training to develop their coaching skills to maintain the coaching approach that underpins the GM synergy pilot placement. Resources are available on the GM Synergy webpage to help facilitate training sessions: <http://hub.salford.ac.uk/gmsynergy/>

To ensure quality of training across the GM Synergy trusts the following standards will inform training:-

### **Introduction to the GM Synergy Programme**

- Key messages on the GM Synergy model
- Culture change for to support for all involved
- Roles of all participants

### **Underpinning the concept of coaching**

Introduction to coaching as a style of leading and supporting learning

- What is it all about?
- Coaching v Mentoring
- How to use this approach to benefit learner

### **Coaching Culture**

Opportunities to coach

- Situational considerations and using a coaching continuum
- Active listening
- Introduce GROW model (Being Curious- valuable questions)

### **Feedback**

Learning log



## Useful Contacts and resources

All information and resources are available on our website <http://hub.salford.ac.uk/gmsynergy/>

### **GM Synergy Model Lead**

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### **Trust PEF leads/ Champions**

#### **Northern Care Alliance Group**

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