



Collaborative Learning in Practice

Aim and Objectives

Aim

“ Our aim was to increase placement capacity, enhance student and mentor satisfaction and in turn improve the patient experience.”

Objectives (at the end of today you will)

- Discuss how the Shape of Caring Report (2015) and the NMC's plans to modernise the coaching / mentorship model by 2017 and how this will affect the quality of student education.
- Describe how placement capacity can be increased to provide an enhanced and different placement experience for both mentors and students.
- Show how you can promote a quality learning environment that supports individual learning requirements whilst enhancing patient care.
- Explore the potential to improve recruitment and retention.
- How to set up a CLiP ward



Where has this idea come from?



Nursing Education in VU medical centre Amsterdam

4th October 2013

Clinical Nurse Educator

Margriet de Bruijne

Drivers

Independent Inquiry into care provided by
Mid Staffordshire NHS Foundation Trust
January 2005 – March 2009

Volume I

Chaired by Robert Francis QC

HQ75-1

THE MID STAFFORDSHIRE
NHS FOUNDATION TRUST
PUBLIC INQUIRY

Chaired by Robert Francis QC

Report of the Mid Staffordshire NHS Foundation Trust Public Inquiry Executive summary

HC 947

Health Education East of England

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Home | Our work | Review of Pre-Registration Nurse Education

Review of Pre-Registration Nurse Education

Health Education East of England (HEEE) currently commissions 23 pre-registration nursing programmes per year at 6 partner HEIs and a small number of commissions at the OU at an annual cost of £37.7m. As pre-registration nursing is predominantly a three year programme the total annual cost of nursing commissions is in excess of £100m.

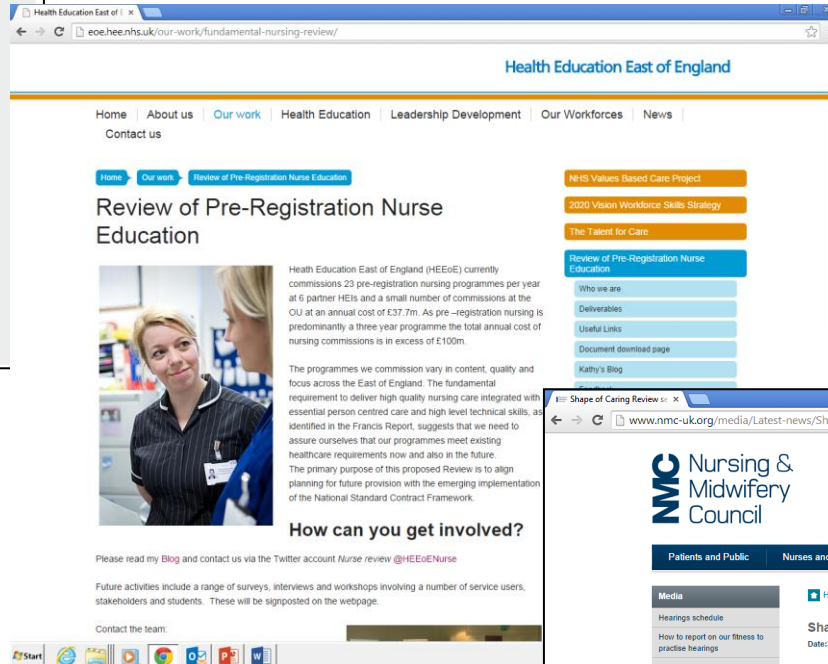
The programmes we commission vary in content, quality and focus across the East of England. The fundamental requirement to deliver high quality nursing care integrated with essential person centred care and high level technical skills, as identified in the Francis Report, suggests that we need to assure ourselves that our programmes meet existing healthcare requirements now and also in the future. The primary purpose of this proposed Review is to align planning for future provision with the emerging implementation of the National Standard Contract Framework.

How can you get involved?

Please read my [Blog](#) and contact us via the Twitter account [Nurse review @HEEEonurse](#)

Future activities include a range of surveys, interviews and workshops involving a number of service users, stakeholders and students. These will be signposted on the webpage.

Contact the team:



Quality with Compassion:
the future of nursing
education



Report of the Willis Commission
2012

Shape of Caring Review

www.nmc-uk.org/media/Latest-news/Shape-of-Caring-Review-seeks-evidence/

NMC Nursing & Midwifery Council

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Shape of Caring Review seeks evidence

Date: 31/07/2014

The Shape of Caring Review is seeking evidence on the education and training of nurses and care assistants to inform its final report.

[The Review](#) will produce recommendations for the education and training of registered nurses and care assistants so they can meet the needs of the population as care patterns and delivery changes over the next 15 years.

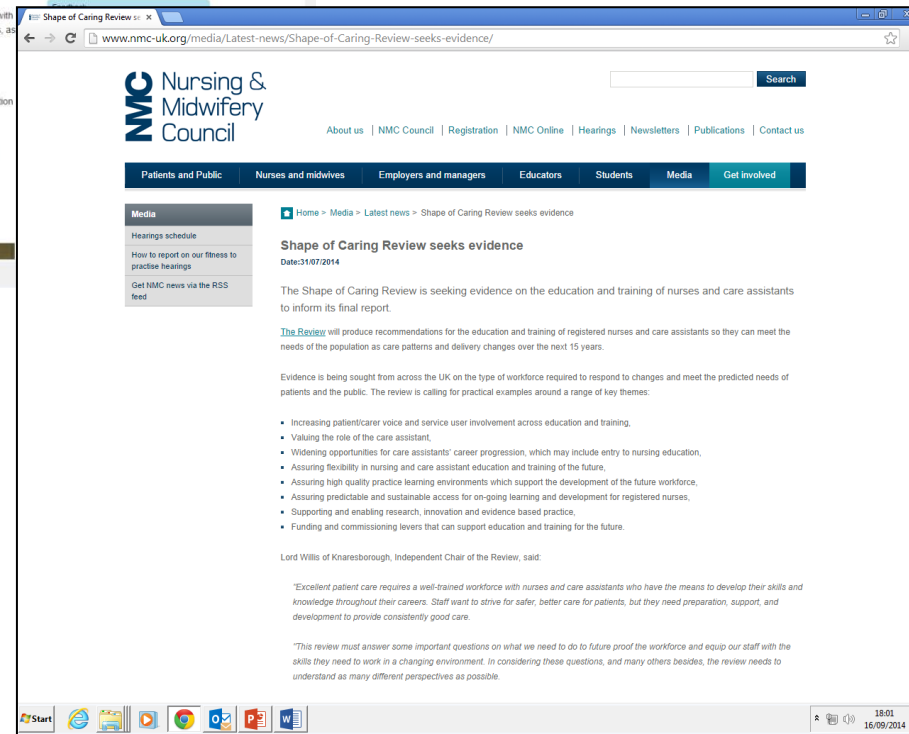
Evidence is being sought from across the UK on the type of workforce required to respond to changes and meet the predicted needs of patients and the public. The review is calling for practical examples around a range of key themes:

- Increasing patient/carer voice and service user involvement across education and training,
- Valuing the role of the care assistant,
- Widening opportunities for care assistants' career progression, which may include entry to nursing education,
- Assuring flexibility in nursing and care assistant education and training of the future,
- Assuring high quality practice learning environments which support the development of the future workforce,
- Assuring predictable and sustainable access for on-going learning and development for registered nurses,
- Supporting and enabling research, innovation and evidence based practice,
- Funding and commissioning levers that can support education and training for the future.

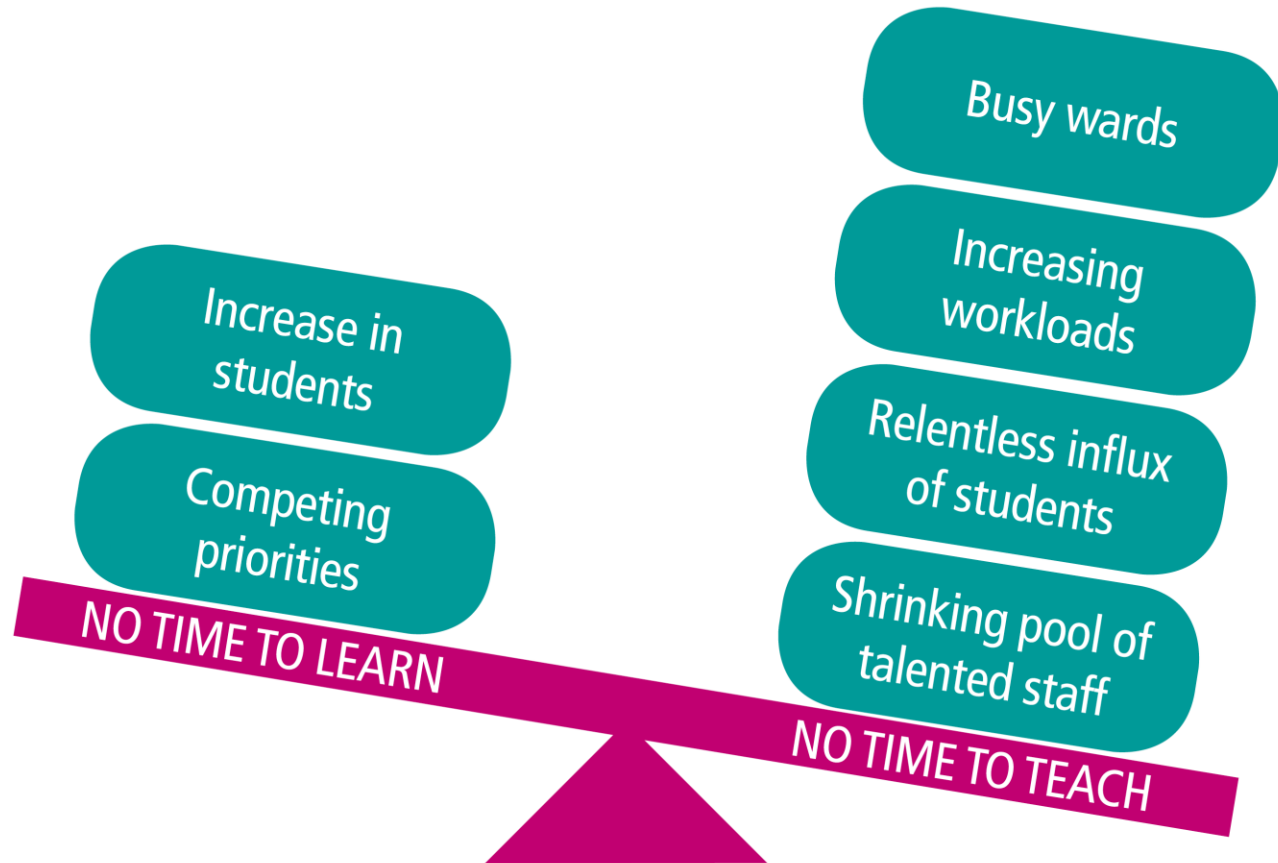
Lord Willis of Knarborough, Independent Chair of the Review, said:

"Excellent patient care requires a well-trained workforce with nurses and care assistants who have the means to develop their skills and knowledge throughout their careers. Staff want to strive for safer, better care for patients, but they need preparation, support, and development to provide consistently good care.

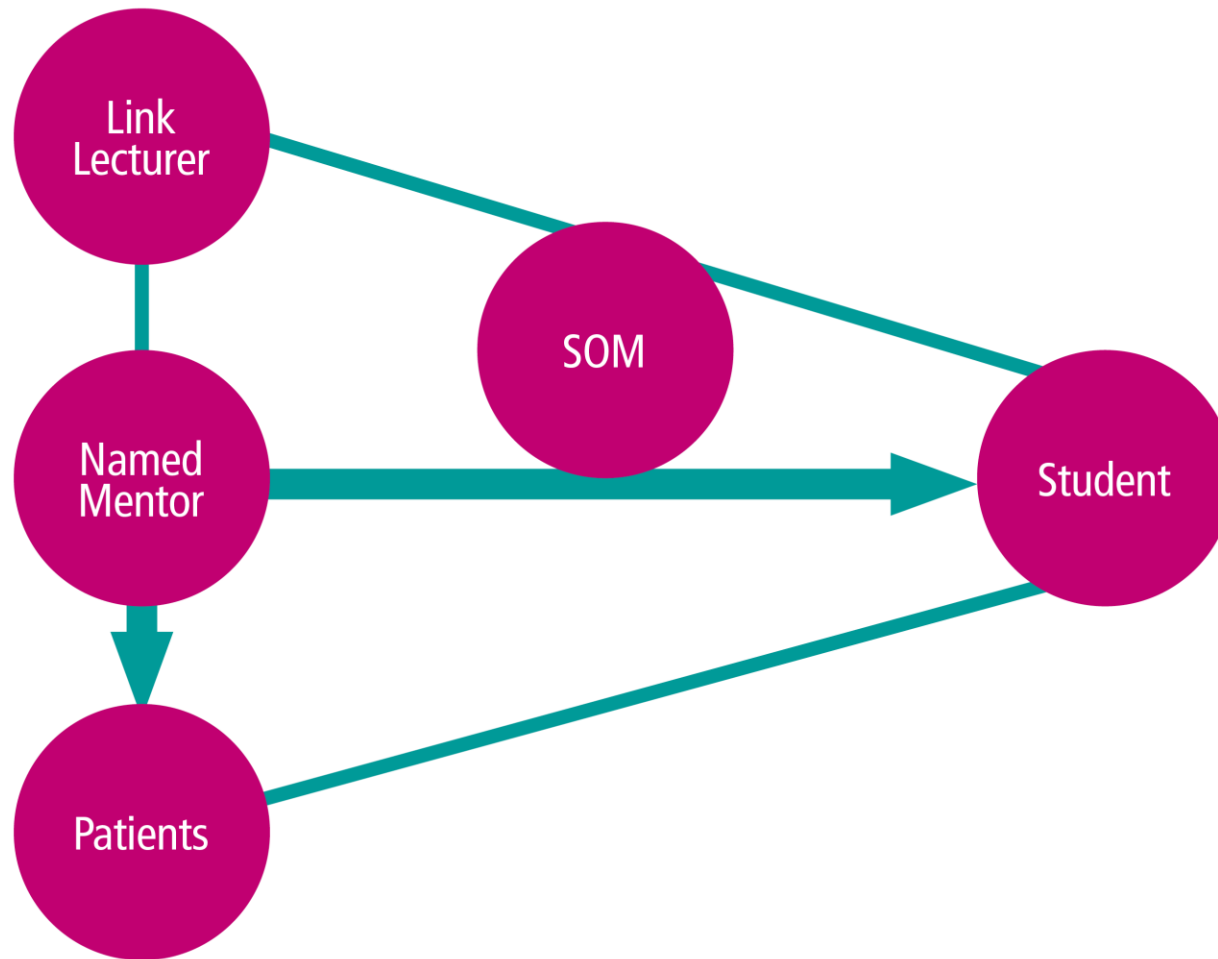
"This review must answer some important questions on what we need to do to future proof the workforce and equip our staff with the skills they need to work in a changing environment. In considering these questions, and many others besides, the review needs to understand as many different perspectives as possible.



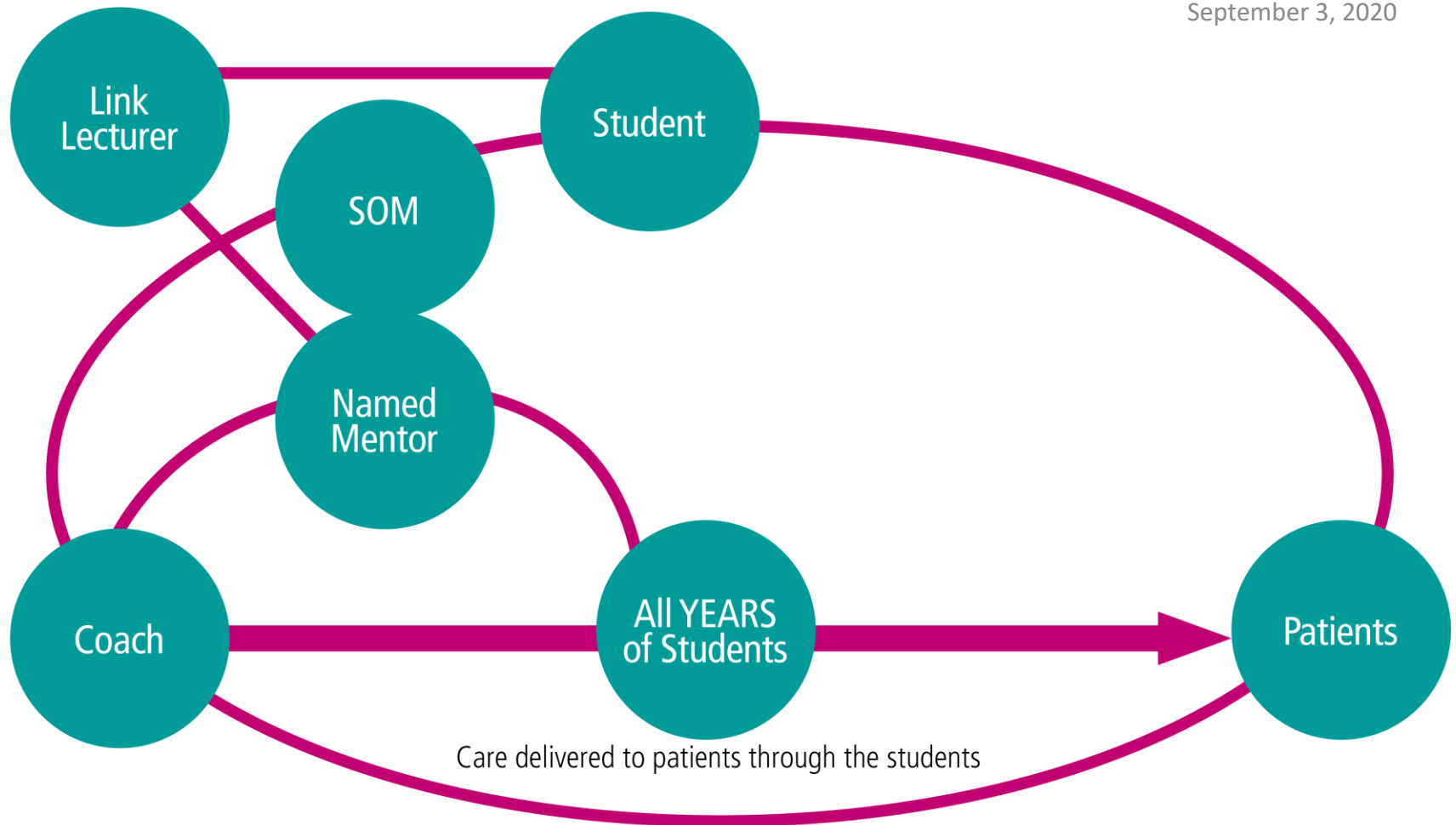
September 3, 2020



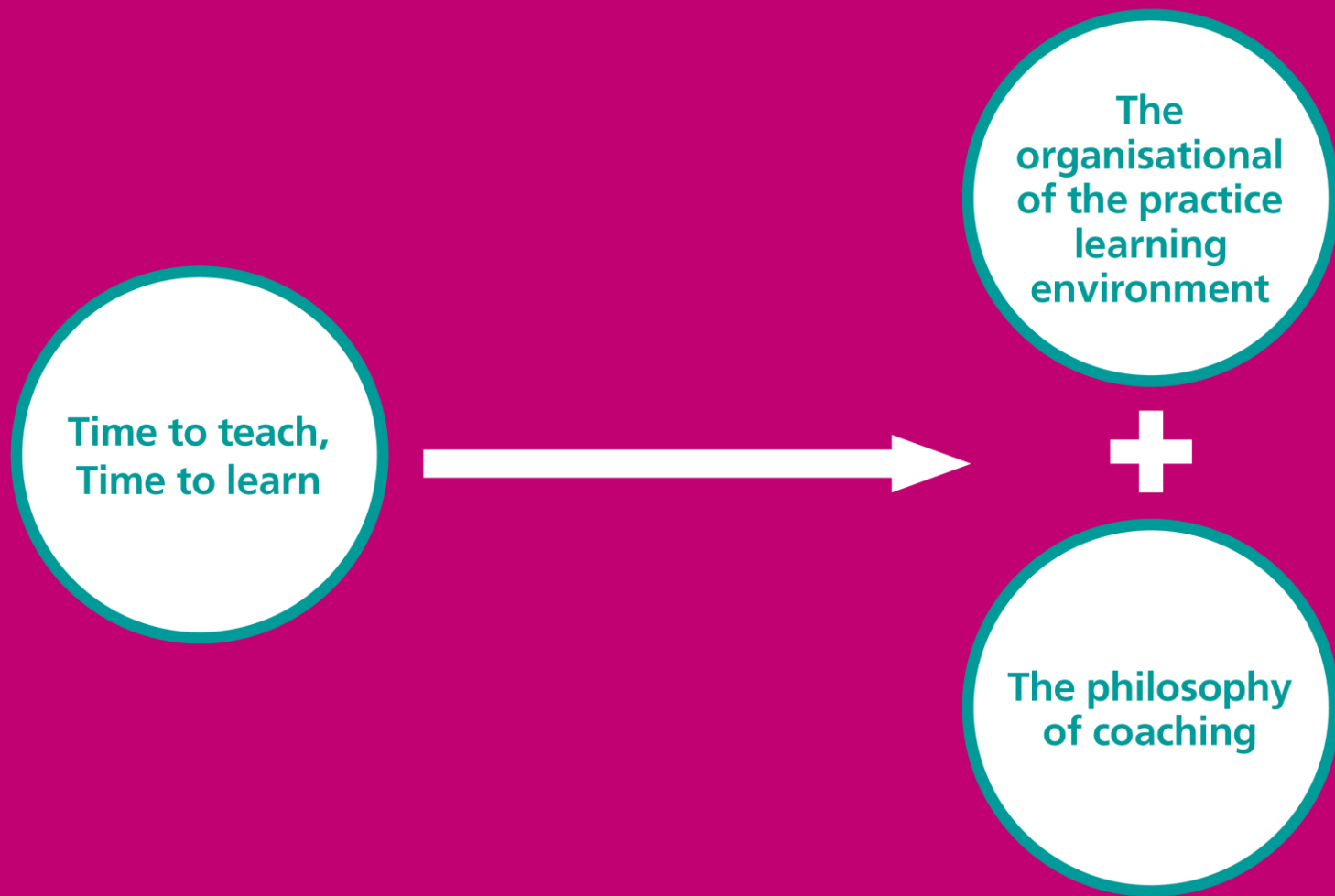
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Collaborative Learning in Practice (CLiP®)



Two key differences between the current model and CLiP®
that enable this to happen:

How does the CLiP® model facilitate coaching?

What is coaching?

‘A process of support offered to an individual, which is performance focused, goal centred and results in action’ (Ho et al. 2007)

- ‘Enabling students to find solutions to their own problems’
- ‘Drawing out solutions through effective questioning and listening skills’
- ‘Non-hierarchical’
- ‘Does not depend on any expert/subject specific knowledge’

(Allison & Harbour, 2009)

What does it mean for the mentor?

May not work with student all time
Overall accountability
May have a sense of loss
Regulate review meetings
Signs off placement

What does it mean for the Coach?

To supervise students delivering care
Observes, questions, encourages
Patient allocation
Can sign off specific outcomes/competencies

Proposed

1 coach : 3 students
Coaching model
1 student : 1-3 patients
Min of 14 students on ward

Current model

1 mentor: 1 student
Expert : Apprentice
Work together as much as possible
Capacity variable



What does it mean for...

What does it mean for organisation?

Preparation is Key
More confident staff
Newly qualified nurses better prepared for practice
Shorter preceptorship

What does it mean for student?

Take responsibility for own learning
Prepare daily to achieve goals
Learn by doing
Peer learning
More time to care, more time to learn

What does it mean for patients?

Not all cared for by students
They have choice
Will get more time to care
Greater patient contact
Excellent care delivery

The Benefits of Coaching

NHS & Department of Health Leaderships Centre (2004) identified:

- Improved reflection skills
- Promotion of growth and development
- Enhanced thinking
- Increased self-esteem
- Job enrichment and performance
- Increased ability to deal with and resolve problems
- Confidence building in decision making
- Improved self-worth and job satisfaction
- Increased motivation

Benefits of CLiP®

- Builds students confidence at an early stage
- Increased resilience as the learners are making own decisions and having to find own answers.
- Team working/understanding the MDT role
- Time management improvement evident
- Increased skill and competency base
- Better prepared for practice
- Increased support noted leading to higher recruitment and retention in those areas

Collaborative Learning in Practice Learning Log

Name of Student:

Date:

Name of Coach:

Overview of Learning Outcomes:		
Goals for the day: What will be achieved? What will be the specific outcomes?	Current level of knowledge/ ability: Beginner- no previous experience with skill/no knowledge Intermediate- some previous experience/some knowledge Advanced- able to perform skill competently under supervision/ able to provide rationale <i>Please elaborate level of skill (reasons why)</i>	Plan: What will be done? How will the goal be achieved?

Future of CLiP®

We have now rolled this out on to 6 wards across the Trust.

In October we will have a Neurosurgical floor and Orthopaedic floor, by opening 3 more wards.

Roll out trust wide with all disciplines to include undergraduate medicine.

Raise awareness country wide in line with the NMC standards for education following funding from HEENW. Sharing expertise with the synergy groups in Manchester.

Full evaluation of the process to be published, working in partnership with HEIs involved

How to set up a CLiP[®] ward

Set up steering group

Request voluntary ward involvement

Audit the area (number of mentors/patients)

Spend time with the staff discussing the implementation of CLiP

Undertake coaching training of all staff involved on the ward

Induct the students to the process prior to placement

Fully support the ward areas in the initial phases.



Quotes from those on the project...



Any questions?



For more information about CLiP
Please contact

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EXT: 8111 or email jonty.kenward@lthtr.nhs.uk