

Managing Differing Expectations of Work-Based Learning in the NHS.

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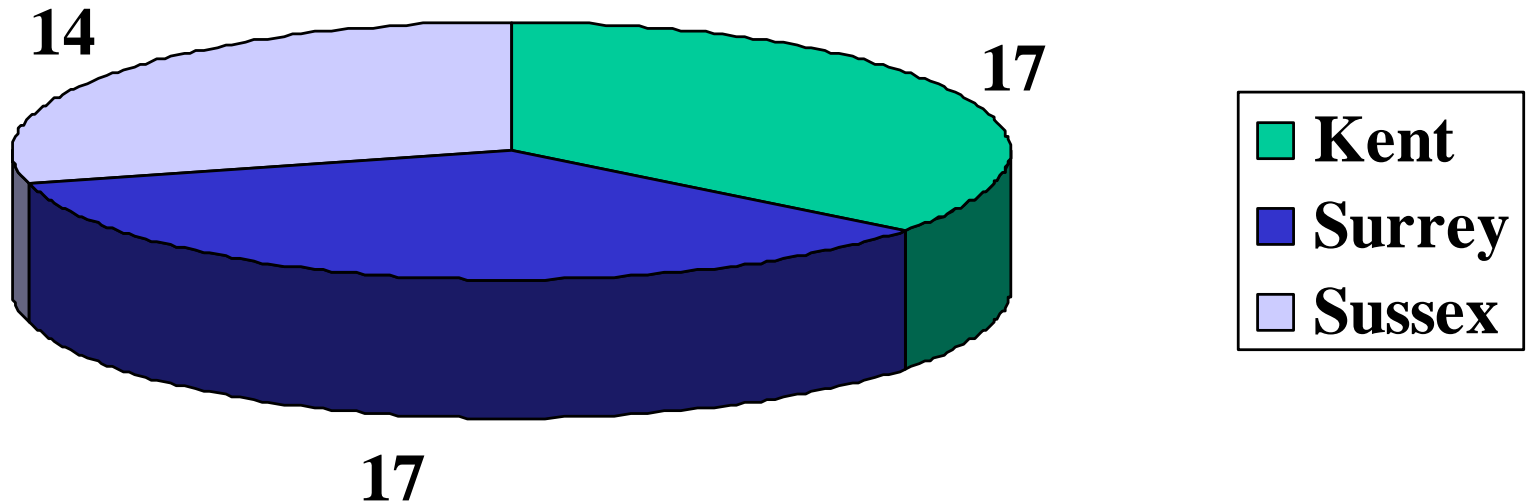
How Do I Know There Are Differing Expectations?

- In 2002/2003 a scoping exercise was undertaken within Kent, Surrey and Sussex WDC to explore the views of practitioners, managers and PCT members in relation to community specialist practice education.
- WBL was a topic of interest to the majority of the respondents.
- However, there was little or no consensus about what it is or how it can best be developed.

Sample

- ✧ 48 respondents from 26 organisations across KSS
- ✧ Service managers, practitioners, education leads, GPs, education groups, commissioners, public health specialists, directors of nursing, directors of operations, professional leads, practice facilitators, professional practice directors, primary care tutors, practice educators.
- ✧ SPTs from 19 PCTs

Respondents by Area



☯ How do you see professionals and the service being organised?

- ☯ Skill mix with clear career pathways
- ☯ LD linked with partnership boards MH moving towards 24 hour community provision
- ☯ DNs becoming more specialised i.e. hospital at home and intermediate care
- ☯ Integration of roles and the most appropriate person doing the job – integrated teams
- ☯ Development of a public health professional, other health professionals having a public health role
- ☯ A mixture of generic and specialist teams / within teams

How do you want the course delivered?

- ➡ Need to offer both full time and part time
- ➡ Flexible entry and exit points
- ➡ Length of course needs to be limited
- ➡ Development of distance learning
- ➡ As flexible as possible to fit in with other commitments
- ➡ Use of learning sets in practice
- ➡ Need for supernumerary status in practice
- ➡ Need to do course whilst working in 'home' team

How do you want the course delivered?

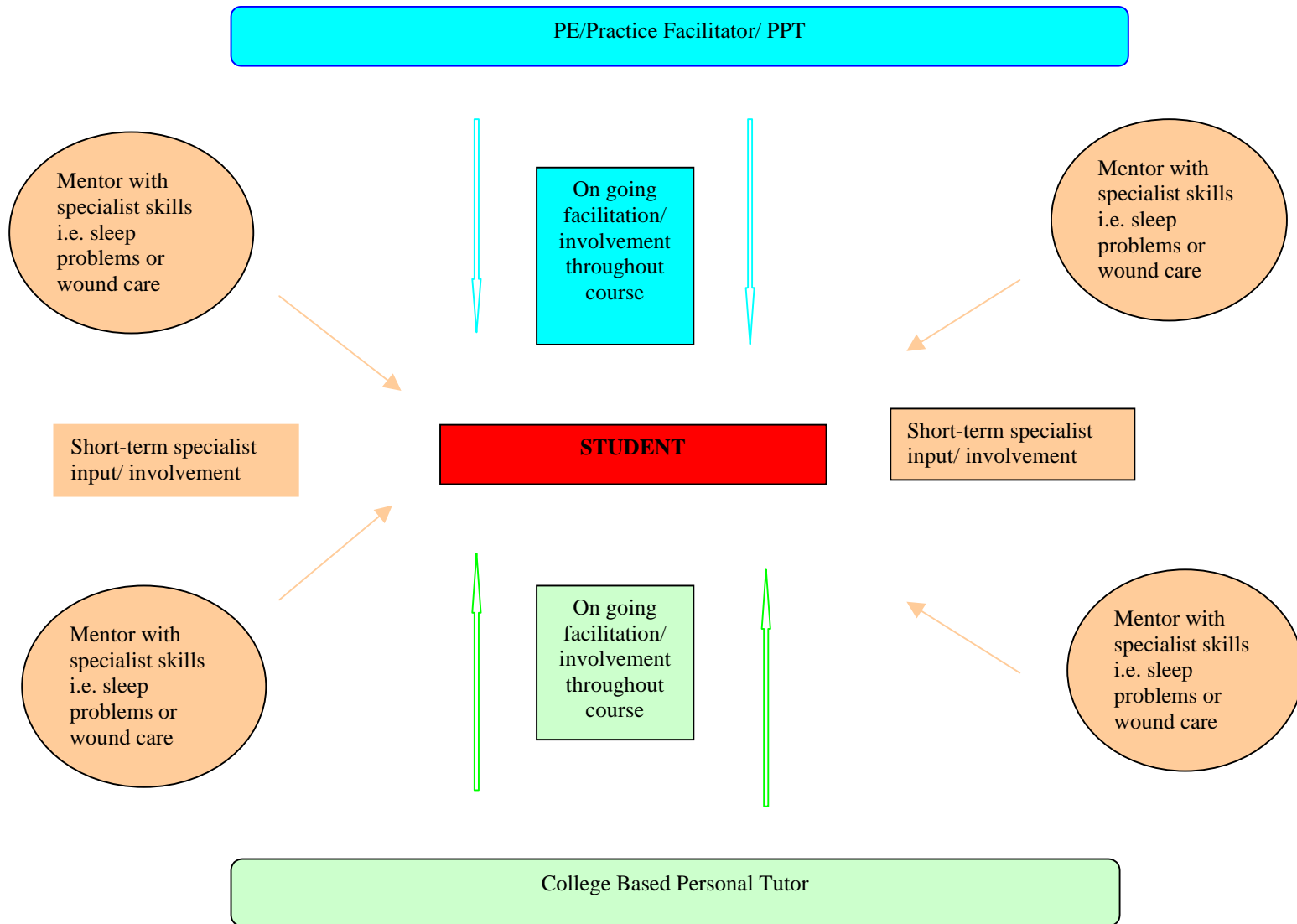
- ➔ Use of competencies to ensure fitness for practice
- ➔ Local application of general knowledge
- ➔ Working within framework of NSFs
- ➔ Mentors teach specific skills relevant to local practice
- ➔ Need to balance the needs of the individual against the needs of the service and other team members

Work Based Learning.

- WBL means that most learning will occur in the workplace and students will not have to attend college as much as on previous courses
- Keep balance between WBL and college based learning as there is a possibility that WBL will only give one view
- Use consolidated practice to identify any gaps in knowledge and/or experience and plan to fill them
- Use in-house sessions as part of basic training i.e. lactation, court room skills

How will your teaching and learning infrastructure support this?

- Use of mentors with specific skills. Would have personal tutor in college for duration of course and named facilitator/ PPT in practice.
- PE role needs to be developed Facilitation of action learning sets by specialists within teams
- If e based learning is developed, existing staff will need help to develop IT skills
- Develop shadowing as learning tool
- Look at existing expertise and within workforce and plan to deliver X number of sessions on that topic to all the students in e.g. a year
- Need to be clear about what WBL is and who is responsible for it
- Use in-house expertise and in-house education (resource implication)
- PEs/ PPTs will need to develop new ways of working



Teaching and learning (cont)

- ✦ If WBL is developed, commissioners of health will need to recognise that having a student decreases the time available for patient care
- ✦ If WBL is developed, issue of client fatigue
Do the mentor and PPT have to be the same discipline as the student? Does the personal tutor?
- ✦ Funding and workload issues

WORK-BASED LEARNING

- As part of the preparation for specialist practice.

BROAD PRINCIPLES AND STRATEGIES FOR SUPPORTING STUDENTS

- ◆ **PERSONAL TUTORIAL.** Individual personal tutorial booked with personal tutor.
- ◆ **PROFESSIONAL TUTOR-GROUP (PTGs):** Tutor led sessions of approximately 10-12 students of the same discipline/ specialism, meeting monthly at pre-arranged times. Purpose: reflection, personal and professional development.

BROAD PRINCIPLES AND STRATEGIES FOR SUPPORTING STUDENTS

- **LEARNING SETS:** Multi-disciplinary group led by a tutor or PPT/facilitator at a practice setting/ satellite site. Problem based learning approach through the use of triggers/ scenarios related to the relevant work-based learning module. Frequency 2-3 meetings per work-based module.

BROAD PRINCIPLES AND STRATEGIES FOR SUPPORTING STUDENTS

- ◆ **PRACTICE PROGRESS MONITORING VISITS:** Meeting with student and PPT at base site. Where applicable, professional tutor may meet students and PPTs from more than one surgery/ health centre at one site and then rotate this process. Meeting three times, in semesters 1,2 &3.

WORK-BASED LEARNING

- As part of organisational or personal development

Approaches

- Individual PCT/ trust based modules
- Accredited within or without existing frameworks
- Negotiated learning

Negotiated Learning

- At levels 2, 3 & 4
- ***BSc (Hons) Professional Development (Mentoring)***
- Planning module
- Research module
- Critical Review of own learning
- Negotiated learning
- Pre-existing modules

What Next?

- Surrey and Sussex WDC and local Trusts have appointed PDFs.
- Role linked to modernisation agenda and life long learning
- Recognition of need to ‘grow your own’ (recruitment and retention issues)
- Development of competencies across the WDC

Associated Projects

- 1st phase.
- Working with PDFs to develop their role .
- Develop AWBL modules
- Support practice development.
- Action research to evaluate it .

Associated projects

- Started November 2003.
- 5 new PDFs in Surrey and Sussex.
- Work with stakeholders to ascertain what the role of the PDFs is and everyone's expectations of them are.
- Support PDFs in the development of their role.

Associated projects

- Work with PDFs to develop a learning environment within trusts
- Work with HEIs to facilitate the accreditation of WBL
- Work with Trusts to ensure that their development needs are met
- Map current projects to see what is happening out there and see if we can pull it all together.

Discussion Points

- Any clear definitions of WBL?
- Whose needs does it meet?
- Will it enhance practice?
- Will AWBL be academically sound?
- Who will pay the cost?