

Place Based Learning across Primary Care Networks

Implementation & Impact Framework

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This word cloud was developed using the words share by the participants at the five East Kent Place Based Learning across Primary Care Networks workshops to co-create the Implementation and impact framework

Introduction

This framework has been developed from participants'¹ contributions derived at five Place Based Learning (PBL) workshops across East Kent Primary Care Networks (PCNs). The 'Synthesis of Place Based Learning across Primary Care Networks' document provides the audit trail used to create the framework, definition, underpinning values, ultimate purpose as well as facilitator skills and attributes for PBL.

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| <p>1 <i>Place Based Learning² Definition</i></p> | <p>Place Based Learning refers to all learning that takes place in or about the context³ of where the learning will be used. Place Based Learning allows for the use of a variety of learning methods across health and social care settings. The focus is upon experiential learning where meaning is constructed through interaction allowing development of knowledge. This knowledge is then able to be applied in practice and evaluated to ensure that broad understanding has been achieved rather than focusing upon individual skills and one aspect of care delivery.</p> |
| <p>2 <i>Values supporting PCN approach to Place Based Learning</i></p> | <p>Person centred learning, that recognises everyone is an asset, invests in all people⁴ and sees the educative potential of all</p> <p>Cultures of learning at the heart of everyday work in teams</p> <p>Networks that enable learning together across the PCN, and the sharing of best practice and what works well</p> |
| <p>3 <i>The purpose</i></p> | <p>The ultimate purpose of PBL across Primary Care Networks is to grow, develop and sustain an effective health and social care workforce equipped with the skills, knowledge and expertise to deliver effective, safe, compassionate, consistent holistic care. The aim is to improve patient pathways, outcomes and the wellbeing of the local population and evolve with changing needs.</p> |
| <p>4 <i>Facilitator⁵ expectations LEARNING</i></p> | <p>Facilitators of Place Based Learning</p> <p>Learning, skills and knowledge</p> <ul style="list-style-type: none"> ▪ Take responsibility for their own learning and development ▪ Have the knowledge, competence, expertise, skills and experience required to develop, improve, supervise and give feedback to multi/inter professional learners ▪ Identify different learning styles, effectively using a variety of fun approaches ▪ Set objectives, monitor and assess using conversation, observation and written work appropriately <p>Embracing the vision and people</p> <ul style="list-style-type: none"> ▪ Embrace the vision, values, purpose and direction of PBL ▪ Embrace all people equally recognising everyone is an asset <p>Attributes of facilitators</p> <ul style="list-style-type: none"> ▪ Are enabling, approachable, supportive, flexible, adaptable, empowering and pragmatic ▪ Actively listen ▪ Facilitate reflection ▪ Are realistic, set boundaries and manage expectations <p>Resources</p> <ul style="list-style-type: none"> ▪ Use & signpost to learning resources and experts appropriately and effectively <p>Networking</p> <ul style="list-style-type: none"> ▪ Network learning opportunities across the system to help learners understand patient pathways, the wider system and the implications of individual actions <p>Investing in people</p> <ul style="list-style-type: none"> ▪ Promoting, supporting and encouraging PBL in all people ▪ Identifying and reviewing individual, personal, team and organisational learning needs based upon the needs of the local population and what matters to people <p>Needs based approaches</p> <ul style="list-style-type: none"> ▪ Recognise and understand competing demands and priorities in the workplace reframing barriers and obstacles to enable problem solving and focus upon need <p>Guiding and advising</p> <ul style="list-style-type: none"> ▪ Give guidance and advise all people appropriately |

Place Based Learning across the East Kent PCNs

| ENABLERS required for Place Based learning | ATTRIBUTES: describe what would be happening in good Place Based Learning Cultures | CONSEQUENCES: including impact, outcomes and outputs |
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| <p>SHARED VISION⁶, VALUES, PURPOSE, DIRECTION</p> <ul style="list-style-type: none"> • A shared vision, values, purpose & direction that can evolve flexibly across the PCN <p>TEAM LEARNING CULTURES have:</p> <ul style="list-style-type: none"> • A PBL champion in every PCN • Designated facilitators⁷ of learning to support staff • All staff committed to, supporting and/or delivering PBL • A menu of learning and development activities available to all staff • Systems to: <ul style="list-style-type: none"> ○ Allow, recognise, record and value all learning ○ Ensure citizen⁸, student and staff engagement from across the PCN & collect and use feedback to inform learning and care priorities • Access to data regarding local population/people to inform learning needs • Opportunities to: <ul style="list-style-type: none"> ○ Participate in and be supported by learning networks across the PCN ○ Contribute to research and evaluation that informs learning, development and improvement. <p>PRIMARY CARE NETWORK & SYSTEM:</p> <ul style="list-style-type: none"> • Multi-disciplinary developmental frameworks for consistent career development and continuity of learning across the system that are inclusive and provide equal opportunity: <ul style="list-style-type: none"> ○ Consistency of roles related to learning and development including terms and conditions ○ Curricula and competencies ○ Facilitators of learning and development ○ Leadership for developing learning cultures | <p>VALUES OBSERVED IN ACTION</p> <ul style="list-style-type: none"> • Person centred learning <ul style="list-style-type: none"> ○ Everyone is recognised as an asset and invested in to develop their individual potential ○ Respectful relationships and peer support ○ Staff and students seek understanding and can ask for help and support. • Cultures of learning <p>Staff in teams:</p> <ul style="list-style-type: none"> ○ Understand, engage with and are committed to learning and support ○ Involve and include all people in learning ○ Take ownership for and prioritise learning, ○ Are responsive and reflective, positive and creative ○ Challenging traditional ways of learning ○ Develop trust, team bonding and share responsibly <p>Team systems in place to:</p> <ul style="list-style-type: none"> ○ Celebrate and share success ○ Identify, analyse and review learning, feedback and all outcomes, reflecting and acting constructively to inform improvement and innovation ○ Allow the freedom to try and the right to fail, and a process to learn from mistakes ○ Use all options to develop learning through innovative, flexible, proactive, pragmatic and adaptable ways of working to utilise manage and organise resources effectively and efficiently. | <p>STAFF/WORKFORCE/LEARNERS</p> <ul style="list-style-type: none"> • Experience an inviting positive, creative supportive, happy, learning environment that enables them to: <ul style="list-style-type: none"> ○ Feel respected, cared for, recognised, empowered & a sense of belonging ○ Have the courage and confidence to ask, speak up and challenge without blame ○ Want to learn, exceed expectations and be ambitious, ○ Build resilience & emotional intelligence ○ Enjoy being at work, & have job satisfaction ○ Are skilled, up to date and have equitable access to learning & career development opportunities. <p>TEAM</p> <ul style="list-style-type: none"> • Increased capability and capacity in facilitation of learning and development across the team • Increased input to identifying needs, learning and service design across the PCN • Improved staff wellbeing and morale, less sickness and stress • Improved indicators of high quality (patient experience) safe & effective care. <p>PRIMARY CARE NETWORKS & SYSTEM:</p> <p>Learning System</p> <ul style="list-style-type: none"> • Increased capability and capacity in inter-professional facilitation of learning and development across the system • Improved outcomes: |

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| <ul style="list-style-type: none"> • Systems in place i.e. organisational structures, managerial support and governance with clear and transparent processes to: <ul style="list-style-type: none"> ○ Listen to and acknowledge what matters to people ○ Review learning and development provision relevant to changes in roles, practice and population needs ○ Recognise, value & evaluate learning and development outcomes ○ Seeing everyone’s education as having an equal value ○ Grow and retain workforce, widening participation, promoting health and social care careers, working with schools, colleges and Higher Education Institutes, increasing capacity and capability and succession planning ○ To review attrition and how to reduce this where needed ○ Build integrated care partnerships across health & social care including all stakeholders to ensure seamless working across boundaries ○ Allow rotational placements across the PCN ○ Identify people’s needs with consideration of geography (access/location), sustainability and environmental footprint. • Networks to enable: <ul style="list-style-type: none"> ○ Shared learning and good practice across the health and social care system ○ Access to skills development, knowledge & expertise. • Access to resources to support learning including: <ul style="list-style-type: none"> ○ Technology and be all being digitally informed ○ Learning opportunities, information and resources. | <ul style="list-style-type: none"> • Networks that enable learning together across the PCN, and the sharing best practice and ‘what works’ <ul style="list-style-type: none"> ○ Teams work together, network, collaborate and share resources, ○ Teams participate across systems to share learning, best practice, improvement and innovation. | <ul style="list-style-type: none"> ○ Positive feedback from all learners and people, ○ Improved standards and key performance indicators ○ Good reputation, ○ Outstanding CQC results, • Increase reporting of incidents and adverse incident and learning from mistakes and significant events • Demonstrable value & impact of PBL across the system. <p>System outcomes</p> <ul style="list-style-type: none"> • Citizens are signposted correctly to see the right people at the right time • Positive impact on local people, addressed health inequalities and improved population health • Reduced over medicalisation • Attract research funding and investment. <p>Workforce outcomes</p> <ul style="list-style-type: none"> • Increased effectiveness and productivity of organisations/ teams across system • Improved retention & recruitment of workforce • Appropriate multi-professional skill mix and new roles to meet identified needs and what matters to people. |
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Notes

¹ Participants represented all stakeholder groups

² Learning refers to learning, developing, improving, education and training

³ Context refers to physical or virtual environments or professional relationships and peer learning groups

⁴ People refers to individuals from all stakeholder groups

⁵ The term facilitator refers to educator, teacher, mentor, etc.

⁶ The shared vision of PBL will be created from the unfolding stories and shared at a later date

⁷ Facilitator skills and attributes can be seen in table 4.

⁸ Citizen refers to people from the local community and is wider than patient and service users as it also includes carers and also those who might access services but are not doing so or may need to do so in the future

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Faversham Medical Practice
Grange Medical Practice
Hawkinge and Elham Valley Practice
High Street Surgery
Invicta Health CIC
Kent & Medway STP
Kent Community Health NHS Foundation Trust
Kent County Council
Kingsnorth Medical Practice
Kent and Medway Medical School

Lydden Surgery
Minster Surgery
New Dover Road Surgery
New Hayesbank Surgery
Newton Place Surgery
NHS East Kent Clinical Commissioning Groups
Northgate Medical Practice
Pilgrims Hospices
Queen Elizabeth Queen Mother Hospital
Red Zebra Community Solutions
Sandwich Medical Practice
Sellindge Medical Practice
St Richards Road Surgery
Sydenham House Medical Group
The Grange Practice
The Heron Medical Practice
The Old Vicarage Residential Care Home
University Medical Centre Canterbury
Whitstable Medical Practice