

Education Management
Transforming Learning Environments
Communities of Practice
Terms of Reference

Introduction

Following on from the Transforming Learning Environments (TLE) event held in February 2014, HENW has produced an action plan (Appendix A) that captures the feedback and outputs from the development session. This action plan outlines the approach to enable alignment for the NW educational networks, increase support for all healthcare learners in the region, and transform all NW learning environments to deliver the highest quality of education in practice to prepare a workforce to deliver the highest quality of care.

To support the delivery of the action plan, three Communities of Practice will be established, and nominations are now sought from each NW educational networks to establish the membership of these Communities of Practice.

The Communities of Practice will become the mechanism for driving the change and progressing the designated action areas identified in the Transforming Learning Environments plan and comprises of the following groups:

- Education Transformation Project Board
- 3 Communities of Practice:
 - **Community of Practice 1** focusing on *maximising the contribution, efficiency and knowledge sharing between and across Learning Infrastructure Networks*
 - **Community of Practice 2** focusing on *Quality Management and Enhancement*
 - **Community of Practice 3** focusing on *Excellent Education in Learning Environments*

The following terms of reference are intended to provide a framework for reaching consensus across the North West in relation to the role and function of the available learning infrastructures and any developments needed to ensure that the purpose and value of the functions are maximised and responsive to emerging strategic contexts and needs.

Terms of Reference

Specific terms of reference for the Communities of Practice are proposed as follows:-

- To agree the work activities to achieve the proposed set of core outcomes developed at the regional event against the identified area

- To support the delivery of the action plan and engage with existing networks to inform and where appropriate 'sense check' developments
- To provide information/outputs and recommendations/ proposals for an integrated approach to the Education Transformation Project Board

Working Arrangements

- Coordinator to chair and administer meetings - to be self-nominated
- Meetings to be held twice a month. Anticipated these will be scheduled for a maximum of 2 hours
- First meetings are to be scheduled to take place in the week commencing the 19th May 2014
- Meetings will be held using a range of approaches dependent on individual and group preference e.g. face to face, virtual via webinar/ teleconference or blended approach
- Membership of the group to include 3 representatives from each of the 4 education networks- Practice Education Facilitators (PEFs), Work Based Education Facilitators (WBEFs), Placement Development Network and the Skills for Health Academy North West ensuring feedback into the Education Transformation Project Board.
- Membership of the Community of Practice should not exceed 12, although the facility to co-opt additional individuals will be available to address particular issues as required
- The quorum for the meeting will be at least 2 members from each of the networks and include the Chair / Coordinator
- The group will link with existing forums and key stakeholders where appropriate. (e.g. HENW Regional Oversight Team, HEIs etc.)
- The group will report monthly directly to the Education Transformation Project Board

Roles and Responsibilities of Members

To support efficacy of the Community of Practice over the 6 month timescale, members will need to be committed to the overall vision for Transforming Learning Environments and inform the action plan.

Primary responsibilities are therefore as follows:-

- To attend all meetings of the relevant Community of Practice

- To contribute to enabling the Communities of Practice to comply with its Terms of Reference, once agreed
- To uphold delivery of the agreed outcomes through the development of a robust action plan
- To use a thorough understanding of educational issues in the context of local priorities and needs, when informing decisions and evaluating options on behalf of the Community of Practice
- To contribute accordingly to the communication and dissemination of developments within networks and across Organisations
- To be an ambassador for the Community of Practice and action area being progressed.

Roles and Responsibilities of Coordinator

- To chair the meetings of the relevant Community of Practice
- To ensure that meetings are planned effectively and actions are distributed and achieved in accordance with the action log
- To monitor and manage the activity to ensure successful conclusion of the action plan
- To report directly to the Education Transformation Project Board.

Duration of Responsibilities

The proposed arrangements will remain in place until the agreed action plan relating to the designated action area is delivered or for a maximum of 6 months, whichever is the shortest.

Places on the Communities of Practice will be by self-nomination and will be selected to reflect network, geography, service and perspective areas.

Recognising the evolutionary nature of activity, the role and functions of the Community of Practice will be subject to review.

Appendix A

Transforming Learning Environments Draft Action Plan

Context

Health Education North West (HENW) has made significant investments in creating and developing several learning infrastructure network functions to ensure high quality support for learners. The North West has a very successful history and well developed networks for delivering high quality workplace-based education experiences through its educational networks which are the Practice Education Facilitators (PEFs), Work Based Education Facilitators (WBEFs), Placement Development Network and the Skills for Health Academy North West, the functions of which are briefly summarised in Appendix 1.

The available learning infrastructures provide support mechanisms across learner groups ranging from young people undertaking entry vocational qualifications for a career in healthcare, through all undergraduates on professional training programmes to existing qualified members of the workforce undertaking higher level study to enable them to take on additional role responsibilities.

HENW and healthcare organisations benefit from the available learning infrastructure functions through delivery of:

- quality requirements expected through the Education Outcomes Framework
- service priorities identified by NHS England through education and training requirements set out by Health Education England, as well as local priorities determined in the NW region
- the capacity and capability of organisations in supporting learner activity

and

- the need for education transformation to underpin the urgent drive for workforce transformation

It is both timely and appropriate for HENW to consider the role and function of the available learning infrastructures and any developments needed to ensure that the purpose and value of the functions are maximised and responsive to emerging strategic contexts and needs.

As part of this endeavour, a significant number of representatives from the learning infrastructure networks participated in a development session to vision and consider how better collaboration, cohesion and communication between the existing networks and stakeholders might be supported and commence the development of a set of common goals.

The action plan that follows captures the feedback and outputs from the development session and will, following agreement, provide the way to the overall approach for how further alignment and benefit from the networks will be achieved.

Principles Informing the Action Plan

The actions included in this plan, are based upon feedback received during the development session and informed by the following unifying principles

- Promote a culture and approaches where environments across all sectors where services are delivered and learners are based are maximised for *learning*
- Ensure all learners have access to equitable and high quality support across their learner pathway aligned with their current education programmes and future healthcare careers.
- Maximise the passion, strengths and commitment of the current learning infrastructure networks
- Make the best use of the available financial investment and resources
- Avoid unnecessary burden and duplication
- Ensure that learners, organisations and key stakeholders understand the role, purpose and contributions of the learning infrastructure networks

Delivering the Action Plan

To support the delivery of the action plan, three Communities of Practice methods will be established, with a small Education Transformation Project Board consisting of the network leads, representatives of healthcare organisations and the Education Management Team at Health Education North West to encourage, guide and oversee the activities of the Communities of Practice.

For the purpose of this plan the definition of Communities of Practice are working ***'groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly'*** (Etienne Wenger-Trayner 2014).

By implication this means that the Communities of Practice established to take forward the designated action areas identified in the plan will be made up by self-selecting (and/or supported nominations) members of the Networks with the knowledge, skills and motivation to seek improvement in the area under exploration. Members will need to be allowed and supported to engage with each other to develop plans to address problems, share their experience and develop shared approaches and assets.

The plan sets out an initial set of actions that need to be undertaken within the next 6 months, April- September 2014, in order to establish confidence, practice and collaborative relationships, identify any areas of best practice which need to be accelerated and uniformly spread across the networks, undertake any gap analysis and renew for the benefit and continued support of organisations the common purpose, engagement and expected impact of the activity of networks. The plan identifies the action areas that need to be addressed; the constituent actions that need to be undertaken which if implemented might then result in a set of expected outcomes. Finally, the expected dates of completion for the indicated are given.

It is envisaged that at a follow-up network event planned for September 2014, a uniform strategy for the networks will be presented directly informed by the actions and outputs proposed here.

ACTION PLAN

Action Area	Actions	Expected Outcome	Expected Completion
<p>Maximise the contribution, efficiency and knowledge sharing between and across Learning infrastructure networks.</p>	<p>Complete and share a baseline of current activity supported by each of the networks.</p> <p>Identify any areas of current duplication between networks and agree the actions to eradicate.</p> <p>Identify any specific skills and capability gaps between the networks and consider how any areas of deficit or where further strengthening is required will be addressed.</p> <p>Identify and commence development of any protocols/agreements needed to ensure sharing of information between and across the networks.</p> <p>Investigate the requirements and IT resources needed to enable sharing of knowledge, skills and expertise and promote further efficiency.</p>	<p>Baseline of current activity will have been produced.</p> <p>Areas of unnecessary duplication between networks will be identified and proposals offered for action.</p> <p>Capability assessment /gap analysis developed.</p> <p>Development of any required protocols commenced.</p> <p>Requirements and potential solutions including their costings identified.</p>	<p>By end of June 2014</p> <p>By end of August 2014</p> <p>By end of August 2014</p> <p>By end of August and ongoing</p> <p>By end of September 2014</p>

<p>Quality Management and Enhancement.</p>	<p>Ascertain Learners perceptions and further needs from the available learning infrastructure and potential areas for further improvement.</p> <p>Scope the experience, needs and any skills gaps for those providing learner support and propose a development programme to ensure the learning infrastructure reflect best practice in teaching.</p> <p>Develop, agree and produce learner pathways for the key learner groups and clearly set out the contributions that will be made by each network to ensure equitable support and promote success for all learners.</p> <p>Develop and propose a set of quality standards and core outcomes for delivery across all networks.</p> <p>Consult on and agree a set of common improvement/enhancement targets relevant to all the networks.</p>	<p>Learner Voice Report captured, any areas for enhancement obtained and any required actions included in quality improvement targets.</p> <p>A learning needs analysis and proposed development programme available.</p> <p>Agreed learner pathways for each of the main learner groups will be available and used to guide function and support.</p> <p>Proposed standards available for review by key</p>	<p>By the end of August 2014</p> <p>By the end of June 2014</p> <p>By end of August 2014</p> <p>By end of August 2014</p>

	Identify links and opportunities for learning practice from across other sectors/ industries.	stakeholders. Agreed quality improvement targets developed. Links made and collaborations in development.	By end of August 2014 Ongoing
Excellent Education and Learner Support	Identify and develop a common approach to teaching, learning and assessment across professions and learner groups. Develop, test and agree an approach and use of tools to enable mentoring at a distance and best flexibility for learner support. Review and consider alternate models to source and support placement capacity. Devise, structure and set out the access arrangements for IPL/ multiprofessional learning opportunities and approaches across all learner groups.	An agreed common model is in place. A protocol and guide for use of recommended tools for enabling flexible mentoring support are developed. Review and plans for use of any recommended alternate placement models offered. Opportunities for IPL/MPL Learning identified and available	By the end of June 2014 By the end of July 2014 By the end of August 2014 Ongoing

--	--	--	--

Appendix 1
Health Education North West
Summary of the available Learning Infrastructure Network Functions within the North West

Network	Function
Placement Development Network	Manage the capacity and breadth of undergraduate clinical placements across NHS and non NHS organisations to meet learner commissions and ensure the learning outcomes of curricula leading to registration are met. The Network is hosted at the UHSM Academy.
Practice Education Facilitators	Responsible for ensuring the provision of high quality multiprofessional learning environments within a defined Trust; working locally within services where interprofessional learning opportunities can be promoted, and supporting the breadth of the learner experience across healthcare boundaries.
Skills for Health Academy	The Academy is responsible for the development, and through a partnership approach, the delivery of vocational learning programmes aimed at supporting young people (Cadets) and those on working age benefits (Pre-Employment) to secure employment and/or access to ongoing further/higher education. The Academy also supports the deployment of available funding for bands 1-4 staff in order to ensure improved patient care and more effective delivery of services.
Work Based Education Facilitators	Supporting Health & Social Care organisations with the development of Assistant Practitioners. Working across NW organisational boundaries in partnership with Foundation Degree providers to facilitate and promote multi-professional work based learning principally for Trainee Assistant Practitioners (TAPs), whilst supporting links to other enhanced roles for staff at levels 1-4 of the career framework. The WBEF Network is hosted at UHSM Academy.

