



GOOD PRACTICE CASE STUDY

AINTREE UNIVERSITY NHS FOUNDATION TRUST & EDGEHILL UNIVERSITY

SUPPORTING LEARNERS IN PRACTICE (SLIP) MULTI-PROFESSIONAL WORKSHOP

Aintree University Hospital **NHS**
NHS Foundation Trust

Where quality matters

Edge Hill
University

SUMMARY

Aintree University NHS Foundation Trust (Aintree F T), in collaboration with Edgehill University has developed a Supporting Learners in Practice (SLiP) multi-professional workshop which is designed to prepare clinical staff to support students within the work environment. This workshop is delivered to a wide range of staff from nurses through to dieticians, radiologists, scientists, physiotherapists, speech and language therapists, and assistant practitioners.

SLiP workshops aim to provide clinical staff with the necessary skills to support learners in practice. This is achieved by helping them to understand their role in the quest for quality learning. The workshop provides the participants with information regarding the formulation of learning contracts and action plans, and how they may identify and support failing students.

Following positive evaluations of the workshop, Aintree NHS FT Trust has shared this work across the Mersey Practice Education Facilitator network which includes a number of acute and community NHS Trusts. In addition Aintree NHS FT has collaborated with other professional groups including radiologists, dieticians, scientists and paramedics amongst others. As a result of this collaboration some of the disciplines have advocated attendance at the workshop for their own staff.

Trusts that are providing the workshop are Liverpool Women's, MerseyCare, Liverpool Heart & Chest and Whiston & St Helen's NHS Trusts. Dates of when these workshops are running can be found at the following link <https://www.plss.org.uk/dev1/Info/SLiPWorkshops.aspx>.





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KEY OUTCOMES

- Staff are more knowledgeable about the support required for learners in the workplace. Having knowledgeable, prepared staff enhances the quality of the learning environment.
- The quality of learning environments has also been improved by giving staff insights into how best to tailor their own service areas to support students.
- Participants have a better understanding of their own and others' accountability, how to undertake professional assessments of students, and how teaching styles may be tailored to suit students' different learning styles.
- Due to the wide variety of staff who have been trained, placements can now be more diverse, so students have a richer overall experience.
- Informal feedback suggests that clinicians have found this workshop more beneficial than Train the Trainer style sessions, which tend to be paperwork led. The SLiP workshop is much more hands on, and addresses how each environment can be made suitable to support learning, as well as highlighting the practical teaching skills necessary.
- A pre and post evaluation was conducted of a SLiP workshop and feedback from participants was analysed as part of a formal evaluation. There was a 100% response rate from all nineteen candidates, who came from four different professions.
- Evaluation demonstrated that the participants all had very similar learning objectives, which were not dependant on their professions. Seventeen participants (89%) stated that the workshop had met all their identified learning objectives. The two participants (11%) who did not feel the workshop had met their objectives described the areas not covered as leadership and going over specific practice assessment documents. These topics have been considered in the review of the workshop.

BACKGROUND

In 2003 Edgehill University, in partnership with Aintree University NHS Foundation Trust, developed a two day workshop specifically to support nursing staff who were unable to secure places on full mentorship courses due to lack of places and funding. In light of the multi-professional agenda (Darzi, 2008) Aintree FT redeveloped this into a one day workshop in 2010, which could be used to support a wide range of clinicians and not just nurses.

NMC SLAiP Standards (Appendix 1)

The Nursing Midwifery Council's (NMC) code of conduct states that all nurses should support learning. This workshop helps nursing staff as well as other professionals to fulfil this expectation. The workshop was redeveloped in 2010, in line with the NMC's Support Learning and Assessment in Practice (SLAiP) Standards, which were originally published in 2006 and updated in 2008 (see appendix 1)

These NMC standards identify four distinct mentoring stages that are mapped out against eight domains, to ensure that stage one and two registrants and mentors meet the NMC requirements.

The 4 stages of mentorship are:-

1. Registrant – who supports learning and feedback to student and mentor
2. Mentor - who can assess students and complete paperwork
3. Practice teacher
4. Teacher in university

AIMS & OBJECTIVES

The workshop's key aim is to provide participants with the knowledge and skills necessary to support students' learning in a practice setting.

As such the intended learning outcomes include:

- 1) Have an awareness of key challenges when implementing multi-professional learning in the workplace
- 2) Have recognition of the importance of inter professional education drivers and the need for collaboration in health and social care
- 3) Reflect on opportunities for collaborative relationships within practice to improve communication and the student experience.





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KEY STAGES OF SET-UP

2003 – Edgehill University and Aintree FT collaborated to run a two day workshop for nursing staff wishing to mentor students.

2010 – The Practice Education Facilitator (PEF) from Aintree FT decided to collaborate with other Mersey PEFs to develop a more multi-professional one-day, workshop and promoted this at a regional PEF meeting in order to gather support.

2012 – Eight organisations across Merseyside now run their own workshops, the frequency of which differs from Trust to Trust, dependent on their capacity. Facilitators from each organisation initially sat in on one of Aintree's workshops to gain an understanding of how they were run before setting up their own. Facilitators now continue to attend each other sessions to give presentations and also to conduct peer reviews, as part of a quality assurance process.

Present – Four HEIs and numerous Trusts across Cheshire & Mersey are reviewing the content of the SLiP workshop to ensure that it meets the requirements of the NMC Standards for pre-registration nursing education (2010).

HOW IT WORKS

Audience

The SLiP workshop is aimed at staff who have an active interest in supporting students but who have yet to undertake a recognised mentorship course. This is particularly beneficial due to the current lack of places on mentorship courses and lack of funding. Some participants are already trained as stage two mentors, but undertake this workshop as a refresher course. Clinical staff at all levels can take part, from those straight out of Preceptorship through to staff who have been qualified for years

Workshop Content

The workshops consist of plenty of group work and interaction to help participants develop an understanding of how training relates to them personally, and to their specific service areas. Participants are asked to look at their own areas and identify what is good and bad e.g. the content of the student boards and learning packs, and to evaluate their areas to consider how they may be specifically improved.

WORKSHOP AGENDA

1. **Creating a positive learning environment in a practice setting including inter-professional learning opportunities.**
2. **Facilitate effective learning dependant on learning style**
3. **Student supervision, assessment processes, and feedback for life-long learning.**
4. **Accountability in relation to assessments**
5. **Failure to fail**
6. **Common student mentor issues**
7. **Critical reflection on own and others' practices**

To support delivery a DVD has been developed as one of the learning tools. This allows the facilitator to utilise a different teaching method and encourages interactive discussions amongst participants. For example, one clip looks at how clinicians can support students with professional issues and another clip involves a mentor who is unsupportive. Following the video participants are asked to discuss each clip and to determine how the issues identified may be overcome.

METHODS OF LEARNING AND TEACHING AND FORMATIVE ASSESSMENT

The workshop is provided in Trusts using a variety of teaching methods including;

1. **Group discussion**
2. **Scenario based learning**
3. **Learning contracts and action planning**
4. **Common Themes**
5. **NMC and HCPC requirements.**
6. **DVD scenario analysis**

Communication

A [Placement Learning Support System \(PLSS\)](#) has been set up, which is a live, centralised, web-enabled system that provides support and information for health care learners, practice partners and stakeholder university staff across the Merseyside and Cheshire region. This system has been used to share information on the SLiP workshops that are run at different organisations.

RESOURCES

A Practice Education Facilitator (PEF) is required to run each workshop. PEFs come from a variety of professional backgrounds and are employed through each Trust whilst being funded by the SHA. Their role is to support mentors and educators and to ensure high quality clinical learning environments. They work across both NHS and non-NHS areas to ensure equitable access to support, regardless of where students are placed. PEFs deliver these workshops as part of their normal day jobs and there are no additional overheads, as rooms are booked in-house. Therefore there are no additional cost implications for each session, except that of staff time, because participants must be released from practice in order to attend.





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KEY CHALLENGES

There have been very few challenges, as the PEF network and all of the Trusts involved have been very supportive. However the one issue that has proved difficult in some of the Trusts is that of staff release, both for the facilitator and the attendees themselves. This has prevented some workshops taking place. Facilitators work across Trusts, to help deliver sessions elsewhere. This is made easier by the fact that there is a standardised session descriptor (Appendix 2) and agenda for the day. Due to the flexibility of dates and venues across the Trusts staff from the Trust and non-NHS areas can access a variety of workshops, which fit with clinical need and the demands of the service.

KEY LEARNING

- Using peer review forms has proved a useful way of maintaining effective quality assurance (Appendix 3)
- Collaboration across various Trusts has allowed different organisations to share lesson plans, which saves duplication of effort, and facilitates partnership working across the region.
- The workshops have been led directly from within practice and have spread via word of mouth. This bottom up approach is beneficial as participants often know the people delivering the sessions, and can discuss situations that everyone has been directly involved in.

SUSTAINABILITY

SLiP workshops have become well established within existing organisations and are gaining prevalence within more and more organisations. Additionally, the NMC Standards for Education (2010) recommended that registered nurse mentors or other registered professionals who are 'suitably prepared' to support and assess students can participate in the pre-registration assessment process. As such HEIs have recently recognised that SLiP workshop could be a useful tool in ensuring that an adequate number of staff have been suitably prepared, particularly as students can be supported by staff from a diverse range of professional backgrounds. For instance a physiotherapist could assess a nursing student and vice versa.

Once the NMC's requirement of 'suitably prepared' staff has been more clearly defined, then workshops can be tailored to include relevant training. This will allow participants to be added to HEI registers and will further strengthen the sustainability of these workshops.

NEXT STEPS

- NHS Trusts in Cheshire have expressed an interest in developing these workshops and it is likely that they will be rolled out across the Cheshire area as well.
- Discussions are currently under way about potentially including medics, which would enhance the multi-professional learning experience and the number of staff trained to offer students support.

SUPPORTING MATERIAL

Appendix 1 – [NMC SLAiP Standards](#)

Appendix 2 – Session descriptor

Appendix 3 – Peer review form *

Appendix 4 – Workshop Powerpoint Presentation & Lesson Plans *

* Please contact Ann Butler directly to access appendices 3 and 4 as these documents were being revised at the time of going to print

FURTHER LINKS

Placement Learning Support System (PLLS) - www.plss.org.uk

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