

STEP

Stengthening Team-based Education in Practice

Expansive Learning

Student peer support/learning

The role of 'Helpful Others'

Socialisation - comprehensive orientation

Academic-practice partnership working

@STEPMDX



Health Education England

Overview

- A HEE funded project involving staff from:
 - Middlesex University (Lead), London
 - Southbank University, University of Hertfordshire, City, University of London, University of Surrey (consultancy).
 - London Association of Mental Health Practitioners (LAMP).
 - Practice partners from organisations across North Central and East London region.

The overall pedagogy is designed to enhance the learner experience and promote a richer, social model of learning in practice.

STEP objectives

- Explore student and staff perceptions / experiences (nursing and midwifery) in order to develop, pilot and evaluate a range of approaches to enhancing learning in practice.
- Create a range of resources / toolkits to reflect best practice and support a collaborative approach to learning in practice.
- Develop placement opportunities across health and social care (general practices, nursing homes and other independent and voluntary sector areas).

Academic-practice partnership working

- Partnership working requires strengthening to support proposed NMC education framework (NMC 2017).
- Data gathered from practice staff/academics identifies a number of areas of positive partnership working and areas where additional support is required.
- The current role of the link lecturer explored and new models of working being proposed.

Socialisation & comprehensive orientation

- Exploration of the lived experiences of pre-registration student nurses and midwives.
- Data gathered regarding preparation for practice, support during first two weeks and factors that would have further enhanced the experience.
- Student involvement in the development of resources to support best practice.

The role of "helpful others"

- Data gathered to explore perceptions/ experience of the role of 'helpful others' (Eraut 2007), specifically care assistants who currently provide about 60% of hands on care (Willis 2015).
- Both helpful and unhelpful elements identified.
- Recommendations and resources to clarify roles and promote positive working for both groups.

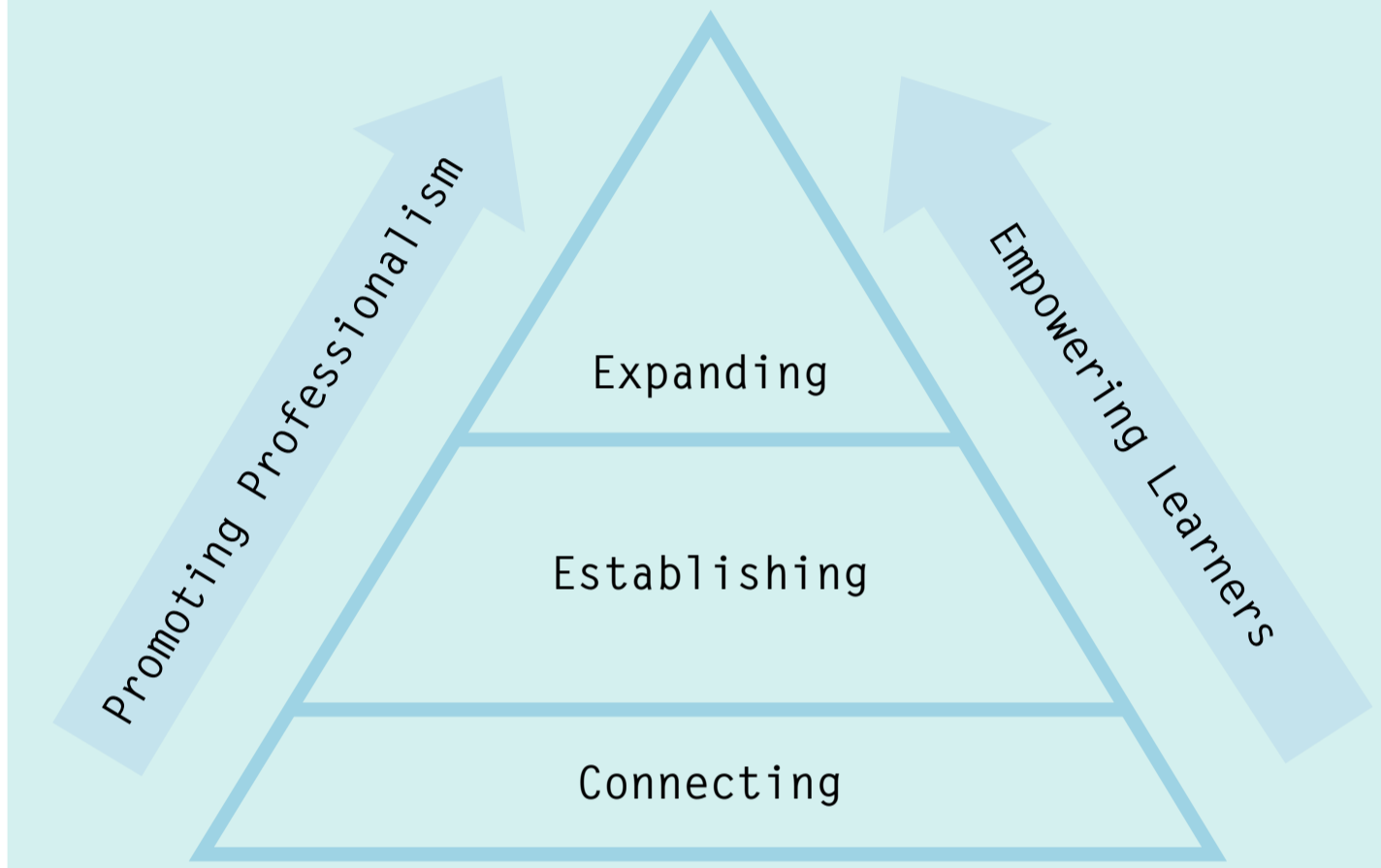
Student peer support & learning

- A number of models related to peer learning in academic and practice settings have been explored.
- Senior students views on a range of perspectives related to peer support and learning in practice gathered, highlighting both benefits and challenges.
- Recommendations to support developments in line with the proposed NMC standards for nursing.

Timeline Dec 2016 - July 2018

Expansive learning

- Data collected from mentors to identify coaching elements to support expansive learning (Fuller and Unwin 2003).
- Student data has helped identify who and what best supports learning in practice and demonstrates links with other themes.
- Model of Learning proposed including concepts of 'Connecting', 'Establishing' and 'Expanding' to support development of resources to enhance learning in practice.



Coaching Model to Support Expansive Learning

References

- Eraut, M., 2007. Learning from other people in the workplace. *Oxford Review of Education*, 33 (4), 403-422.
- Fuller, A. Unwin, L., 2003. Learning as Apprentices in the Contemporary UK Workplace: creating and managing expansive and restrictive participation. *Journal of Education & Work*, 16 (4), 407-426.
- Morley, D.A., 2015 A grounded theory study exploring first year student nurses' learning in practice. (Doctor in Professional Practice), Bournemouth.
- NMC 2017 Consultation on standards of proficiency for registered nurses; www.nmc.org.uk/education/education-consultation/registered-nurses/ (accessed 20.08.17)
- Willis, G., 2015. *Raising the Bar. Shape of Caring: A Review of the Future Education and Training of Registered Nurses and Care Assistants.* London.

Contact

- Kathy Wilson: K.Wilson@mdx.ac.uk
- Natalie Holbery: Natalie.Holbery@hee.nhs.uk