



Greater Manchester Health and Care Learning Environment Strategy

2021 – 2024

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AUTHORITY

NHS
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Health Education England

Foreword

This is the Greater Manchester Health and Care Learning Environment Strategy 2021-2024.

It is our vision to steer the future of practice education for Greater Manchester, in order that we can enable effective learning environments for our Allied Health Professional (AHP), Midwifery and Nursing learners to support the development of our future health and care workforce.

Across Greater Manchester, we are prepared for a significant growth in healthcare learner numbers over the next three years. **The Greater Manchester Health & Care Learning Environment Strategy** has been developed to meet the needs of those learners and places an unrelenting focus on the quality of the learning environment and the learners experience underpinned by research and education. This strategy sets out the requirements for practice education across the system, to equip the future workforce to meet the healthcare needs of the communities we serve.

The challenges that arose during the global pandemic in supporting, preparing and ensuring quality learning environments for learners, have provided a catalyst for change. Increased use of technology, simulation and identification of new learning environments that support services and learners' requirements, alongside the identification of innovative new practice learning opportunities, will enable the system to meet the need of all learners.

The role of the clinical educator in practice will be key to the success of this strategy. Teaching future health and care workers is a fundamental requirement for registered practitioners; continued development and investment in education practitioners will be a priority for Greater Manchester.

This strategy gives permission to all who work in health and care to review, change and innovate the learning environment, to raise the profile of practice education and educator roles and to create a culture of continuous improvement in teaching and learning for the professions.



Professor Cheryl Lenney OBE

A handwritten signature in black ink that reads "Cheryl Lenney".

Chief Nurse, MFT
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Background and Purpose

What is the strategy?

The Health Education England (HEE) Quality Strategy (2019) outlines a need for improved clinical placement education systems where healthcare education and training are well-led, effectively managed and provides supportive learning environments. With correlation between enabling high quality learning environments, ensuring sufficient capacity and future workforce supply with the knowledge, skills, values and behaviours to deliver the highest quality patient care.

In response to this as a key strategic priority, HEE awarded funding to Greater Manchester (GM) to be used across all non-medical professions with the agreement to plan and deliver a system-wide approach to Enable Effective Learning Environments. The cumulation of this work has resulted in the Development of the Greater Manchester Health and Care Learning Environment Strategy.

The strategy provides direction and aspiration to facilitate innovation and drive change, embracing the developments in health and care delivery across all sectors. It intends to enhance the quality of practice education within all learning environments, for all pre-registration non-medical programmes. It will ensure that we are able to facilitate emergent practitioners and effectively develop our future health and care workforce

The strategy is for all key stakeholders and organisations across Greater Manchester that provide education and support to Allied Health Professional (AHP), Midwifery and Nursing learners as part of their educational programmes across a range of sectors. The strategy is also for all learners and the universities that develop and deliver their programmes. Importantly, the strategy and its delivery requires collaboration and partnership across all these parties in order that the vision of the strategy can be achieved, and the aims delivered.

The strategy also identifies the need to extend learning environment opportunities beyond healthcare, to include social care and other care sectors, and facilitate engagement with these sectors as a priority.

The strategy does acknowledge the challenge of the availability and utilisation of capacity to place learners but does not provide immediate solutions to this challenge. It does however, go beyond the focus on capacity alone, to identify long term solutions to challenges that need to be addressed, in order that we can maximise the learning opportunities for our future workforce and enable effective learning environments. This will in time serve to have a positive impact on capacity across the region and support greater access to learning environments and how we support and meet the future workforce requirements.

The strategy aims to identify, acknowledge and address the many factors that impact on the enablement of effective learning environments across Greater Manchester; this is a complex and multifaceted issue that requires a strategy to facilitate focus and to identify key priorities for Greater Manchester for the next three years.



Acknowledging the needs of each professional group

Although the strategy itself refers to the collective 'Greater Manchester', it is important to acknowledge the individual identity of each non-medical profession – Allied Health Professions, Nursing and Midwifery. An overview of each of these professional groups is provided in appendix one. Each profession has its own nuanced requirements and challenges; that is acknowledged in part through the presented strategy. This will need to be considered in the delivery of the strategy. Although the strategy focuses on non-medical healthcare professions, learning environments do not function in isolation of the medical professions and it is important that the outputs of the strategy considers this; there are opportunities for shared learning that will be embraced across all professions.



The Strategy vision

- To deliver an innovative and integrative strategy for practice education within learning environments across all pre-registration non-medical healthcare programmes in Greater Manchester.
- To maximise partnership working to overcome identified barriers, with a solution focused approach.
- To foster the development and provision and maintenance of effective high quality learning environments across all sectors, to maximise the education, support and experience in the development of our future multi-professional health and care workforce; to facilitate the delivery of the highest quality care for the people of Greater Manchester.
- To encourage responsibility for practice education and the development of effective learning environments through empowerment and collaboration, to drive culture change across Greater Manchester.

The Strategy aims

- Effective planning, collaboration and innovation between learners, care provider organisations and education providers to ensure the planned and efficient use of all learning environments.
- Driving innovation to enhance and develop effective learning environments.
- Establishing systematic processes in which planning and utilisation of learning environments and capacity are strategically understood and driven as part of current and future workforce and education requirements.
- Facilitating a culture that embraces practice education within learning environments; empowering all to play their part in the development of our future health and care workforce.
- Raising the profile and the value of practice education within learning environments through effective leadership and enhancement of the support infrastructure.
- Provide quality assured learning facilities and resources that are developed in partnership between care provider organisations and universities.
- Establish sustainable commitment from organisations to deliver quality practice education within effective learning environments across Greater Manchester; to support the development of our future health and care workforce.

Where are we now?

Greater Manchester is a great place to study and work, attracting over 4600 non-medical healthcare learners annually to a vibrant region with a positive reputation for learner experience. People want to come to Manchester to live and to work; with many learners making the decision to make Greater Manchester their home after they have completed their education.

The advent of the devolution agreement in 2015 and the development of the Greater Manchester Health and Social Care Partnership has allowed Greater Manchester to “Create a strong, safe and sustainable health and care system” (NHS England 2018); with further endorsement

for the need to integrate care delivery set out in the NHS Five Year Forward View (NHS England 2014). Enabling effective learning environments across the care delivery system is vital to support a long-term approach to the future of our health and care services through the transformation of the workforce and review and development of a new and updated workforce strategy. The Health and Social Care Partnership are currently working on the delivery of ‘Our People Plan for Greater Manchester’ and it is essential and it is essential that this strategy links closely with this work to facilitate the development of our future workforce.



The Health and Care Systems

NHS, Private and Independent Funded healthcare – Provides healthcare delivery across a range of settings including hospital, community settings and hospices

Social Care – Provides practical support because of illness or disability delivered through a system of related services and informal support, including health, housing, welfare, benefits, leisure and day care

Care Homes – Provides accommodation and personal care for people who cannot live alone and may have complex care needs. The two types of care home are nursing home (care home with nursing care) or residential home (NHS England 2021).

Personalised Care (including social prescribing) – Enables people to have a voice, to be heard and be connected to each other and their communities; ensuring they are key in decision making about their own health (NHS England 2019). It takes a whole system approach, integrating services around the person including health, social care, public health and wider services.

Primary Care – Provides the ‘first point of contact’ in the health and care system and includes services such as general practice, community pharmacies, dental care, and optometry services (NHS England 2021)

Informal or Familial Care – Support provided to those with health and care needs in a non-professional capacity (Kings Fund 2006)



Key Drivers

Greater Manchester – this is the place!

Greater Manchester is a unique and diverse region – as Tony Walsh said “This is the place”; always at the forefront of change and innovation. This must be fostered for the delivery of practice education for our future health and

care workforce in the enablement of effective learning environments. We have a sound and established foundation on which we can lay the priorities identified in the strategy in order that we can progress and grow together.

Our people

The importance placed on practice education is pivotal to the development of our future healthcare workforce. Both care provider organisations and universities must continue to work in partnership to create learning environments that:

- Reflect the current developments in health and care delivery.
- Address the impact of health inequalities and the need for personalised and person-centered care provision across all sectors.
- Facilitate learners to see healthcare not in isolation, but in partnership with a range of care provider organisations across the health and care system.
- Assure that our learners and future healthcare workforce have vital insight into the health and care needs of the Greater Manchester population and an appreciation of how organisations work together in the support of people living with a range of health and care needs.
- Are inclusive of the voice of service users and their carers
- Engage learners to promote and enhance the health of the Greater Manchester population and beyond.



Our future health and social care workforce

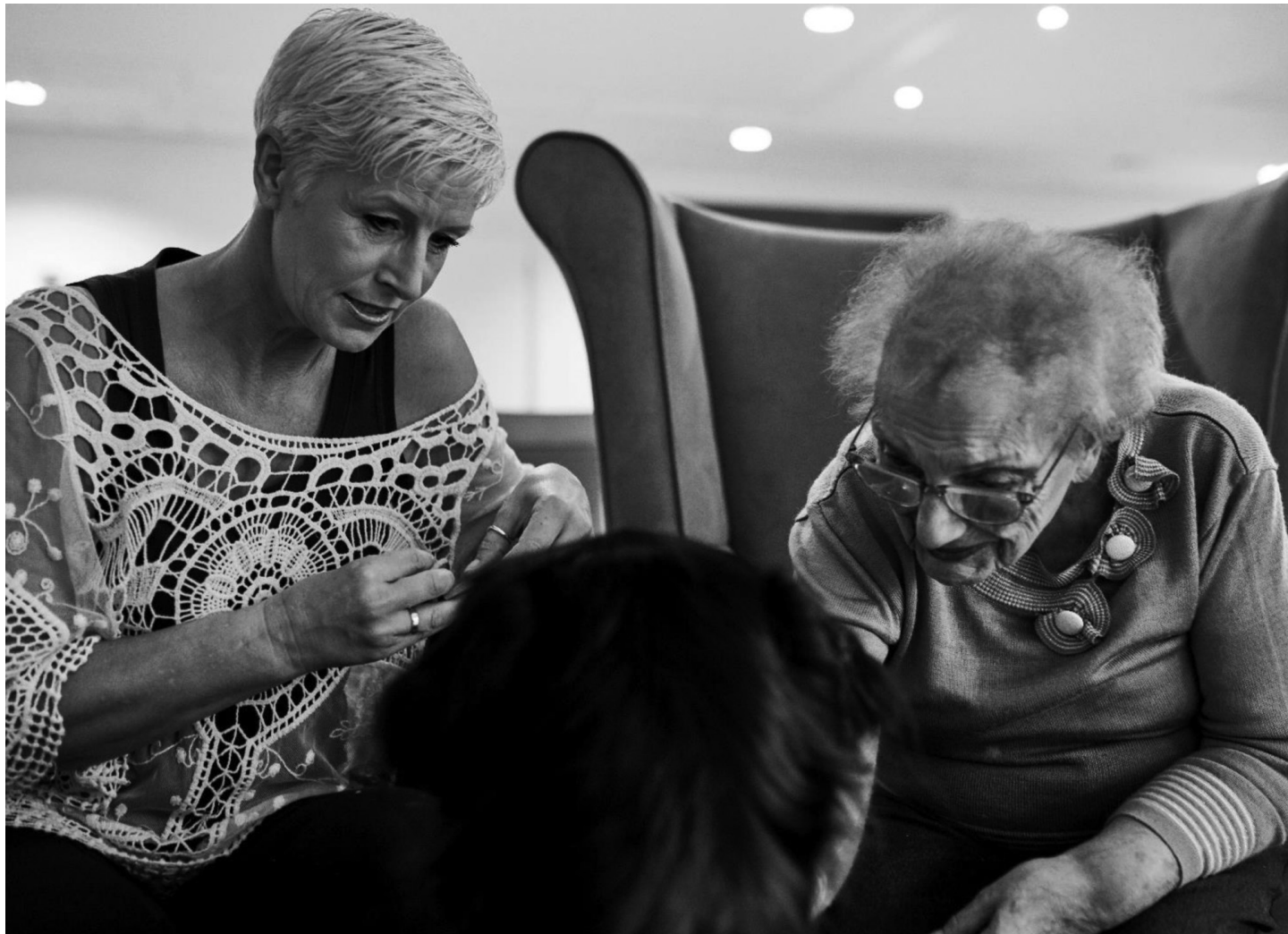
The experience of our learners is pivotal both in the universities and in practice; with the implications of a positive learning experience having profound impact, not just in the decision of the learner to continue in their programme of study, but in their decision to remain in their profession, identify their preferred career pathway and place of work. Ultimately, positive learner experience impacts the quality and delivery of person-centered care as identified by Health Education England in both the RePAIR report (HEE 2018) and Raising the Bar (HEE 2015).

The importance of enabling effective learning environments

As a partnership across health and care providers, universities and learners it is essential that we take the opportunity to consider what we mean by an effective learning environment; looking to the drivers for change across Greater Manchester, as well as regional and national influence.

We must embrace change towards the needs of the people of Greater Manchester and the services that are provided to support them across the system. To inform the strategy, we have identified the priorities of learners and the current health and care workforce. These key priorities are identified in figures 1 and 2.

To ensure relevance and validity the strategy has been developed with national policy and local mandate as key drivers (see appendix two).



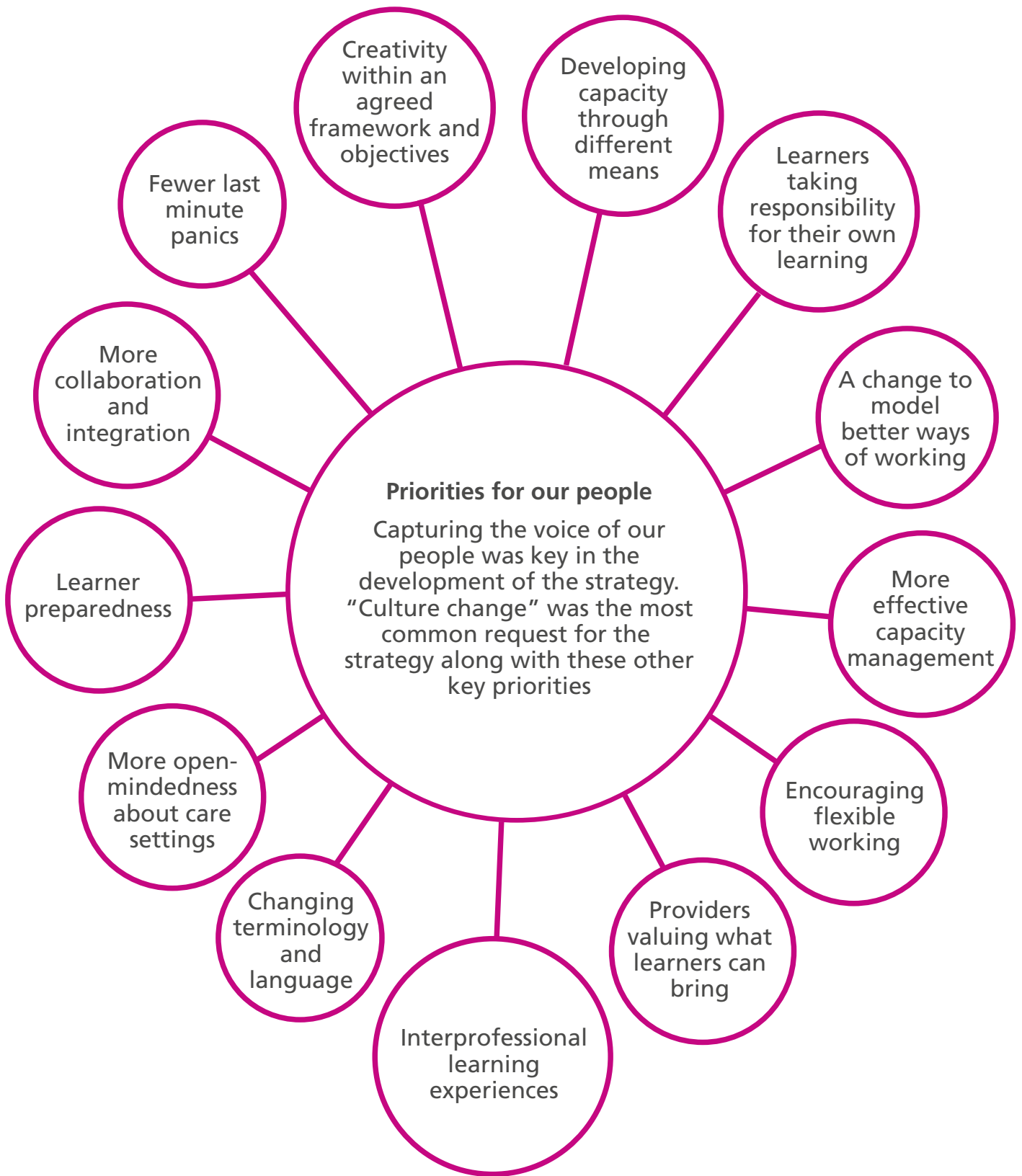


Figure 1 Key priorities for the Health and Care Workforce



Figure 2 Key priorities for Learners

The impact of COVID-19 and opportunity for change



At the start of the development of the strategy in early 2020, the world was a very different place. It is essential that the impact of COVID-19 for us as a population and society, in addition to the impact on service provision of health and care across our region, is acknowledged in the delivery of the strategy.

This is a time of significant challenge, but also a time of significant change and innovation. It is an opportune time to launch a strategy in line with the recovery from COVID-19, to embrace the need for a cultural shift to enable effective learning environments. This is an opportunity to emerge, develop and grow in partnership to facilitate a longitudinal approach and sustainability.



Current Innovation and Partnership Working

Across Greater Manchester we have many established examples of excellence in partnership working, that provide a forward vision and demonstrate ambition in how we can enable effective learning environments

Innovation in practice education within learning environments has been established in several areas across Greater Manchester and has already started to make an impact on how effective learning environments can be enabled to support positive learning experience and develop partnership working.

An overview of some of these initiatives, projects and group are presented here:

- Greater Manchester Midwifery Education Group
- Greater Manchester Synergy Project
- Community of Practice
- AHP Role Emerging Learning Experience



Greater Manchester Midwifery Education Group

The Greater Manchester Midwifery Education group was established in 2017, to address the challenges of midwifery workforce recruitment, retention and professional development and support strategies in preparing midwives of the future for their evolving role. Core members include:

- Directors and Heads of Midwifery Services
- Lead Midwives for Education
- Programme leaders of all three universities providing undergraduate midwifery education
- Head of Greater Manchester Project Management Office
- Midwifery Lead for the Strategic Clinical Network
- Midwifery expansion lead funded by Health Education England

The group is chaired by a Director of Midwifery and Vice Chair is a Lead Midwife for Education to provide balance and equity in proposals for discussion and review.

The group meets monthly to maintain momentum, and to ensure that key challenges are managed timely, effectively, efficiently, and consistently. The group is supported by Terms

of Reference and from a governance perspective is formally part of the Greater Manchester reporting structure.

To date, key issues addressed include teamworking in placement capacity mapping leading to an approximate 15% increase in numbers of student midwives in education each year across Greater Manchester maternity provider sites, partnership working in initiating and implementing coaching models for student support in practice, collaboration in implementing new NMC standards for supporting learners in practice, joint consultation and contribution to the development of the All England Midwifery Clinical Assessment Documentation, co-operation in developing a bespoke model of midwifery support with the Professional Midwifery Advocate, and operational support to all during the pandemic.

The group functions collegiately in a shared and reciprocal forum that has enabled partnership working to evolve and progress. This environment has facilitated innovation and collaboration that has led to joint approval and implementation of successful strategies that contribute to future transformation of the maternity workforce in Greater Manchester.



Greater Manchester Synergy Project

Based on the principles of the University of East Anglia's Collaborative Learning in Practice (CLiP) placement model as recommended in the Shape of caring review Health Education England (2015), The Greater Manchester (GM) Synergy Model applies coaching methodologies with emphasis placed on clinical leadership development and collaborative and facilitative learning whilst at the same time increasing practice education experiences for learners from within the learning environment. A Health Education England (HEE) commissioned city-wide evaluation of GM Synergy resulted in the creation of our unique GM Synergy Model that has identifiable systems that need to be in place to ensure the models success and sustainability.

For GM Synergy to be implemented successfully, each of these systems need to be considered carefully and collaboratively by the Higher Education Institution and care provider organisation. Required is that learners and other key stakeholders are prepared and made aware

of the Concept of GM Synergy. An Organisational Culture that supports the delivery of the most effective version of Synergy should promote Collaborative and Facilitative Learning opportunities for learners that leads to excellent personalised care and promotes student nurse clinical leadership development.

Feeding forward evaluation data to the city-wide GM Synergy Steering group has resulted in a refresh of the GM Synergy model that now has three guiding principles for AHP, midwifery and nursing learners:

1. Coaching conversations
2. Peer learning
3. Participation in service delivery



Community of Practice

A collaborative response group of care provider organisations and universities was established at the onset of the COVID-19 emergency, to support the deployment of healthcare professional learners across Greater Manchester. The aim of the group was to ensure the learners experience into deployment was safe and supportive, and that communication across all partners was clear and effective.

Outputs from this group included:

- COVID-19 Supervision and Delegation Framework for learners and practice partners which was then published in the British Journal of Nursing (BJN 2020, Vol. 29, No.11, pg. 632-638)
- Learning Environment Toolkits to enable recovery of learning environment capacity

- Collaborative Risk Assessment that supports learners safe return to learning environments.

The group has now evolved into a community of practice group with continued partnership working and support of the ongoing challenges presented by COVID-19. The group facilitates the space to share innovation relating to practice education and enables university and practice colleagues to explore the development of practice education beyond 'traditional' learning environments and encourages inter-professional working in their development. The community of practice group has facilitated all partners across Greater Manchester to engage in practice education to support quality learning experiences and increase the capacity requirements for the future workforce needs.

AHP role emerging learning experience



University of
Salford
MANCHESTER

To supplement a variety of 'traditional' learning experiences, final year Occupational Therapy learners at the University of Salford also undertake a contemporary 'role emerging' learning experience. The models support learners to:

- Work in pairs within an organisation that does not have an established occupational therapy service
- Identify and explore a potential role for the profession

They are jointly supported and assessed by an in-house (non-occupational therapy) member of staff and an off-site occupational therapist. These two educators support the learners to promote and apply elements of an occupational therapy service to staff, individuals or groups within the setting. Generic learning outcomes such as communication and professionalism are jointly assessed, while specific occupational therapy outcomes are the sole responsibility of the occupational therapist educator, thus ensuring professional standards are met.

The role emerging model is consistently evaluated positively by both learners and learning environments (Hook and Kenney, 2007), with over 1200 Salford learners engaging since the introduction to the curriculum in 2006; with community partnerships developed in approximately 150 organisations. There are many identified benefits to the model including:

- Development and enhancement of confidence and professional reasoning
- 'Light bulb' moments of learning occur as learners realise the importance of the occupational therapy process in structuring practice and the value of occupational therapy models in assessment and intervention
- Pitching and promoting the profession and advanced communication skills are required
- Learners report the intrinsic job satisfaction of prioritising person-centred occupationally focused practice in new and emerging settings.

Development of the Strategy



Understanding 'now' to envision the future

The strategy has been developed following an extensive period of scoping from March - September 2020. Despite the challenges posed by the COVID-19 emergency, significant stakeholder engagement was facilitated across the Greater Manchester health and care system.

The support of online resources allowed for ongoing development of scoping activity and engagement was facilitated via established multi-professional forums, to capture the voice of the learner and the voice of each profession, with the use of online platforms to develop task and finish groups and key stakeholder workshops.

Following the completion of the scoping exercise, all captured information and data

was reviewed and analysed to support in the identification of themes for inclusion as priorities in the presented strategy.

The development of the strategy and subsequent period of consultation was guided by a developed communication strategy.

Steer from key stakeholders

Steer for the development of the strategy was managed via the development of the role of 'Organisational Lead Contact'. Identification of a lead contact from all relevant Greater Manchester organisations across all sectors; with monthly online meetings maintained and well attended despite the challenges of the COVID-19 emergency at the time. The role also supported communication within key organisations and will be vital in the implementation of the strategy.



The Three Pillars

Three underpinning pillars have been identified to provide structure to the strategy. Each pillar correlates to a key part in the Greater Manchester process for enabling effective learning environments; acknowledging current infrastructure, how this can be enhanced and developed and our vision for innovation to support practice education to develop our future healthcare workforce. Although depicted in a

linear format each pillar and subsequent themes are of equal importance and are to be addressed concurrently.

The number of themes is reflective of the complex and multifaceted issues that impact on the development and support of learning environments, each theme cannot be viewed in isolation.

Get Prepared	Embrace the Experience	Model the Future
Themes		
Improving the impact of investment to enhance and facilitate learning environments and capacity	Promoting the value of the role of the educator in practice	Driving innovation in models to support practice education across Greater Manchester
Partnership and process in the identification and development of new learning environments	Developing university-based roles to support and facilitate practice education within learning environments	Widening access to learning environment opportunities in social care by identifying and overcoming barriers
Preparing and empowering learners to embrace practice learning opportunities	Ensuring the quality of practice education within learning environments for all learners	Widening access to learning environment opportunities in primary care by identifying and overcoming barriers
Welcoming learners to care provider organisations and learning environments		Maximising the opportunities offered by simulation and virtual learning
Valuing learners – they are the future of our health and care workforce for Greater Manchester		Meeting the challenge of learning environment capacity head on
		Addressing the challenges of Private and Independent Voluntary Organisation learning environments – development, sustainability and support to ensure learning environments and capacity

Supporting Work Streams

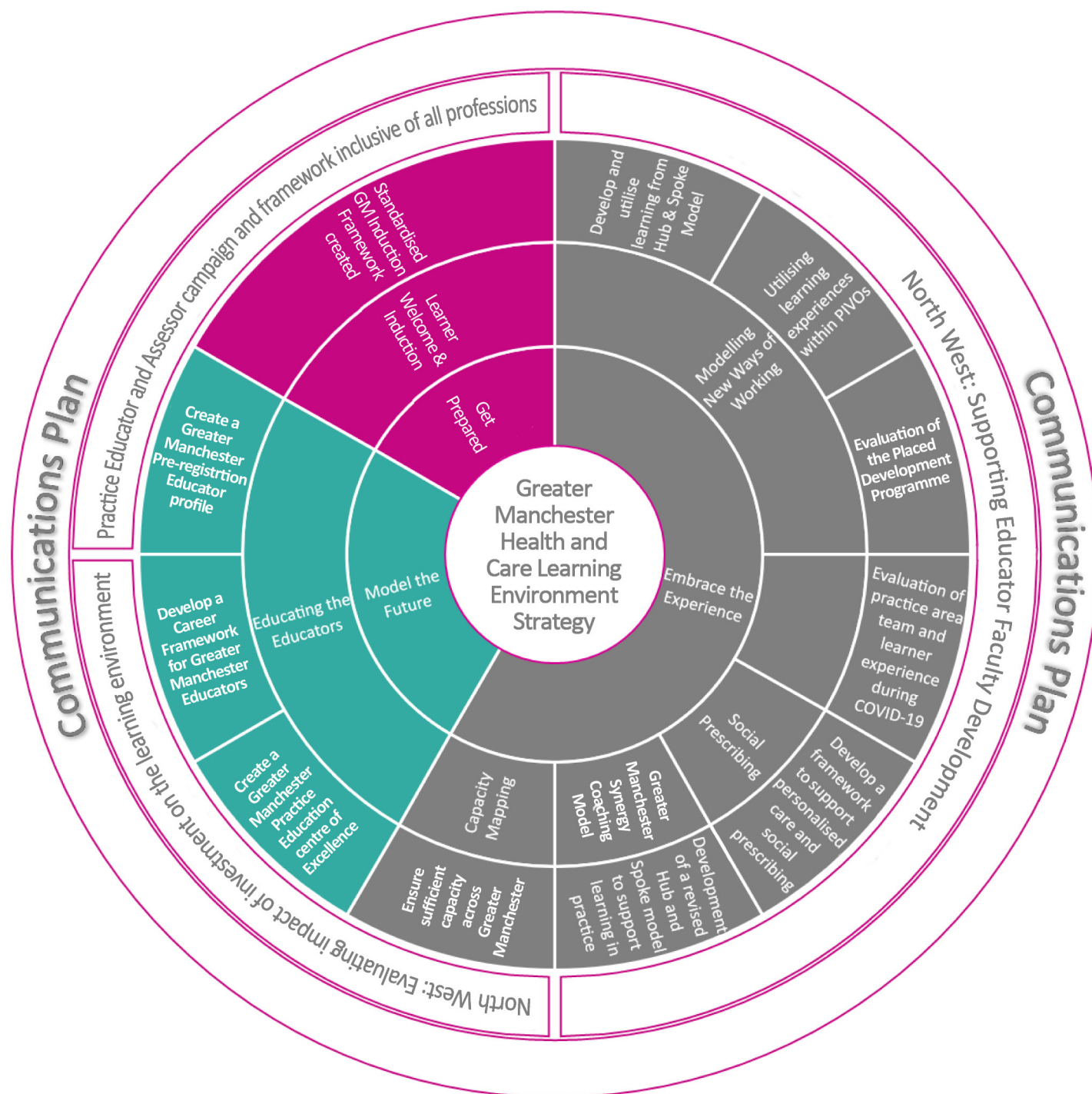


Figure 3 Multiple work streams were utilised to support the development of the strategy. This diagram demonstrates the relationship between these work streams, the three pillars, the wider North West elements of the Enabling Effective Learning Environments project and the supporting communications plan.

Where we want to be - Our Vision and Priorities to Enable Effective Learning Environments

This section provides an overview of the vision and priorities of the strategy. More detailed overview with proposed actions and timelines are provided in Appendix three

Get Prepared

It is vital that learners, learning environments, care provider organisations and universities are adequately prepared so that practice education can be effectively supported. Under this pillar the identified themes focus on the need to continue to build on partnership working and collaboration to enable effective learning environments. Getting prepared; to work together to manage how we co-ordinate the impact of investment to facilitate learning environments, how learners are prepared and welcomed and importantly how we raise the value and importance of the learner across the Greater Manchester health and care system.



We will improve the impact of investment to enhance and facilitate learning environments and capacity by:

- Assuring that there is Greater Manchester wide and cross profession awareness of developments supported by investment to maximise learning environments and output from investments
- Sharing best practice and learning from each other in the development of learning environments
- Securing that practice education within learning environments is central to curriculum development and enhances further partnership and collaboration between Greater Manchester universities and care provider organisations
- Embracing practice education as a key component and priority for all healthcare programmes

We will develop partnership and process in the identification and development of new learning environments by:

- Developing a clear agreed process for the identification and management of new learning environments across all Greater Manchester universities and care provider organisations
- Identifying new learning environments to support the expansion in learner numbers in line with workforce requirements
- Embracing the benefits of the implementation of the InPlace Placement Management System across Greater Manchester

We will prepare and empower learners to embrace practice learning opportunities by:

- Empowering all learners to be adequately prepared for their practice learning experience by the universities in partnership with care provider organisations
- Identifying that it is essential to prepare learners for their practice learning experience and manage expectations from the very start of their learning journey; ensuring that this evolves with the developments of programmes

- Facilitating all learners to take ownership of their learning opportunities as adult learners and to be supported to be proactive in their own professional development

We will welcome learners to care provider organisations and learning environments by:

- Welcoming all learners and preparing them for their practice learning experience with high quality, consistent provision of key information for learners in their allocated learning environment and care provider organisation
- Identifying that it is essential that learners are welcomed to the organisation and the learning environment, so they feel a valued member of the team during their time in practice.

We will value learners – they are the future of our health and care workforce for Greater Manchester by:

- Fostering all learning environments across Greater Manchester to support and develop the future workforce
- Developing and understanding the challenges of future workforce requirements, linking to the impact of capacity challenges
- Ensuring that quality of the learning environment and in the learning experience is a key consideration
- Aligning with the ongoing work in response to the outcomes of the HEE RePAIR Project (2018): Reducing attrition, enhancing experience and minimising the impact of COVID-19 on the learner experience
- Developing an agreed approach to foster learners as colleagues and to acknowledge their importance as the future workforce and their positive contribution to health and care delivery across the Greater Manchester health and care system.

Embrace the Experience

It is vital that learners, learning environments, care provider organisations and universities are encouraged to enhance opportunities for the facilitation of learning and education in practice. To support this and to ensure that all involved 'embrace the experience' of learning and educating we must ensure that the value of this is clearly identified and embedded across Greater Manchester.

We will promote the value of the role of the educator in practice by:

- Promoting a culture and acceptance that supporting education and learning is a shared expectation and responsibility for all registered healthcare professional, so that educators in practice are valued and see themselves as leaders for practice education
- Cultivating clarity and consistency in educator roles

We will look to the development of university-based roles to support and facilitate practice education within learning environments by:

- Developing and enhancing current roles of the academic link for practice across all Greater Manchester universities, identifying the vital nature of the role in the facilitation of partnership working across Greater Manchester
- Scoping the time required and complexity of the varying roles that have been developed by universities to support in practice, to create a considered and a consistent approach to university support roles

We will assure the quality of practice education within learning environments for all learners by:

- Assuring implementation of the North West wide approach to quality assurance processes for learning environments including the launch of InPlace Placement Management System to support this process
- Ensuring that the Health Education England Quality Assurance Framework is central to our developments.



Model the Future

It is vital that learners, learning environments, care provider organisations and universities are given permission to direction and aspiration to facilitate innovation and drive change across all pre-registration non-medical programmes, embracing the developments in health and care delivery across all sectors. To do this, we need to understand and overcome the identified barriers and extend our approach to what we perceive as an effective learning environment, responsive to the developments in the Greater Manchester health and care system

We will drive innovation in models to support practice education across Greater Manchester by:

- Exploring learning environment opportunities across a range of care settings and service provision through partnership working between universities and care provider organisations
- Exploring and scoping the feasibility and benefits of using alternative models of supporting learning in practice to facilitate a move from 'traditional' models of practice education and to embrace innovation and development

We will widen access to learning environment opportunities in social care by identifying and overcoming barriers by:

- Engaging with social care partners to understand the opportunities their environments can bring to healthcare learners

- Exploring, scoping, and developing the profile and value of care learning opportunities; facilitating a system wide approach to the delivery of person-centred care
- Ensuring that all learners understand cross sector care to maximise the quality of person led care and the promotion of health for the Greater Manchester population

We will widen access to learning environment opportunities in primary care by identifying and overcoming barriers by:

- Embracing a structured system wide approach to enhancing access to learning opportunities in primary care and ensuring insight into the concept of neighbourhoods and place
- Exploring, scoping, and developing the profile and value of access to the wider primary care provision and learning environments
- Exploring, scoping, and developing primary care networks as learning environments

We will maximise the opportunities offered by simulation and virtual learning by:

- Exploring the possibilities of simulation based learning and virtual learning environments to support practice learning exposure
- Scoping and addressing variation across universities and programmes in the utilisation of simulation to support practice learning with a range of facilitates and simulation fidelities in line with professional body recommendations



We will meet the challenge of learning environment capacity head on by:

- Cultivating a full system and sustainable approach to capacity management- addressing key identified barriers to capacity increase
- Making sure that we do not focus on capacity in quantitative terms alone, but that we tackle the real and grass root challenges that will support capacity development in the longer term, and facilitate sustainable improvements in the quality of learning experiences
- Developing a Greater Manchester wide approved methodology for agreeing fair share allocation
- Maintaining the availability and utilisation of learning environment capacity across all care provider organisations that is managed in a uniform and standardised approach, to support capacity utilisation effectively and proactively across all professional groups
- Embracing the benefits of the implementation of the InPlace Placement Management System across Greater Manchester

We will address the challenges of PIVO learning environments – development, sustainability and support to create learning environments and capacity by:

- Developing a clear and unified process for the identification and management of PIVO learning environment capacity through partnership working with universities and care provider organisations
- Developing clear insight into ‘untapped’ PIVO capacity and have plans in place to manage this.

The themes identified in the strategy demonstrate the complex and multifaceted nature of the factors that impact and influence the enablement of effective learning environments, and of enhancing practice education within learning environments. It is essential that each is not managed in isolation and all need to be addressed in order that we can embrace our vision and ambitions for the future.



Strategy Ownership and Delivery

It is also acknowledged that the development of the required actions will not be a 'quick fix', but will assure that we embed a cultural shift that is essential to enable effective learning environments; with the aim of ensuring capacity for learners across all sectors and ultimately the development of our future health and care workforce.

The themes and actions also acknowledge the strong foundations of effective partnership working that are established and embedded across the Greater Manchester health and care system. There is also the requirement to acknowledge that the need for each professional group is considered in the implementation of the

strategy, with co-production of deliverables and variation in delivery reflective of the needs of professional groups.

The next three years will need assurance and commitment from all Greater Manchester care provider organisations and universities to ensure the strategy is realised and achieved. We must embrace engagement of all colleagues across Greater Manchester, capturing the expertise, passion and enthusiasm in the development and ownership of workstreams to drive forward the many aspects of the strategy.

The acknowledgement and implementation of the identified actions will require engagement at all levels as depicted in fig.4:

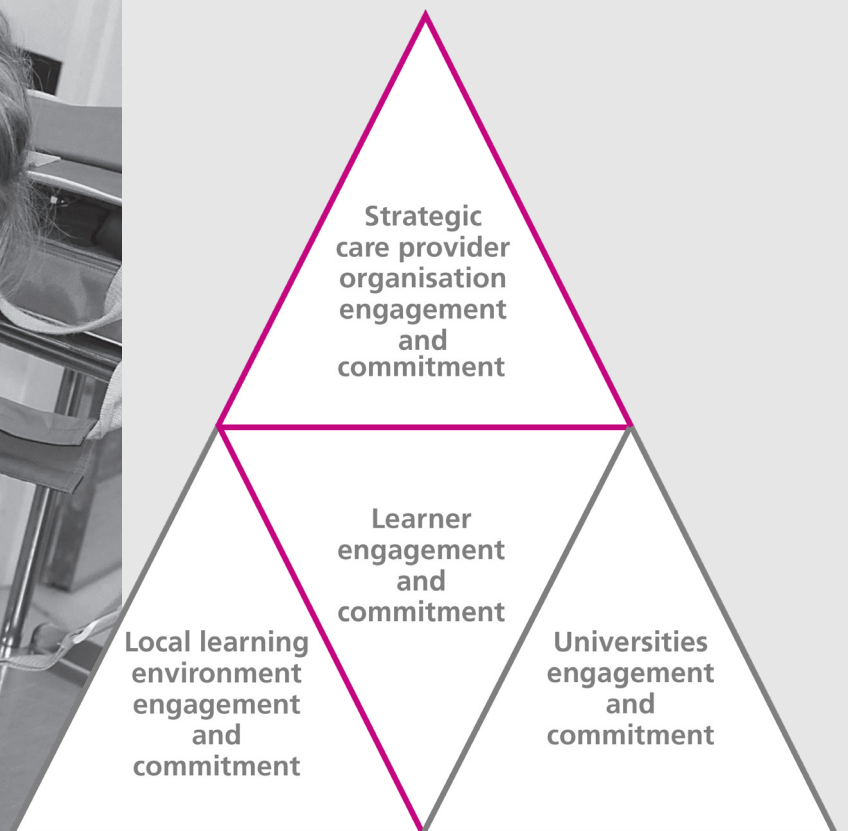


Fig 4. Adapted from Health Education England (2018)

Next Steps

- Central co-ordination of the strategy implementation is essential with the Programme Management Office (PMO) having oversight.
- A project lead will ensure delivery of actions as defined by the year one implementation plan.
- The development of a centralised Greater Manchester Practice Education Centre of Excellence which will be pivotal to the sustainability of the strategy providing leadership and co-ordination beyond year one.
- Engagement of key practice education colleagues who will be central to the delivery and sustainability of the strategy.
- The impact of COVID-19 is acknowledged with the need to ensure that the implementation of the strategy is approached sensitively and is guided by an evidence-based approach to change management.

www.manchester.ac.uk/effective-learning-environments



Glossary

Learning environment	A space for learners to enhance their knowledge, skills and values. The learning environments supports the achievement of educational outcomes and enables the design, development and delivery of person-centred care
Placement	Identifying an appropriate learning environment for the learner to attend and the act of allocation of the learner to the learning environment
Learning experience	Facilitated by appropriate placement and a positive learning environment, this is enhanced and supported by supervision and learner engagement
Practice education	The facilitation of learning in a health and care setting which supports the learner to meet the objectives and proficiencies required
Practice learning	The learning which has taken place via practice education
Learner (student)	Any person who is learning
Educator	Any person who provides educational support to facilitate learning in a learning environment

Appendix one: Professional Groups

Diagnostic Radiographers, registered with the HCPC, are responsible for the accurate and safe use of X-radiation, magnetic resonance imaging, ultrasound waves and radiation-emitting radionuclides.

Therapeutic Radiographers, registered with the HCPC, provide care to patients diagnosed with cancer and safely deliver accurate radiotherapy treatment. They are responsible for patients for their whole course of treatment.

Operating Department Practitioners, registered with the HCPC, work alongside anaesthetists and surgeons caring for patients during operations. They provide specialist expertise before and during surgery, and as the patient recovers from anaesthesia.

Paramedics, registered with the HCPC, provide care for people from birth to death, and are there for the public in times of mental and physical crisis, injury, illness and life-threatening emergencies.

Prosthetists, registered with the HCPC, are responsible for the assessment, prescription, measurement, design, fit, supply and review of prosthetic limbs that enhance life for people of all ages.

Orthoptists, registered with the HCPC, specialise in diagnosing and managing eye conditions, in a wide age range of individuals, that affect eye movements, visual development or the way the eyes work together.

Dietitians, registered with the HCPC, help people make informed choices about their food and nutrition. They work to promote good health and prevent disease in individuals and communities.

Speech and Language Therapists, registered with the HCPC, assess, treat and help to prevent speech, language and swallowing difficulties.

Orthotists, registered with the HCPC, work in different settings with people of all ages. They improve activity and reduce pain using orthoses (braces) as part of their treatment plan.

Occupational Therapists, registered with the HCPC, help people find ways to continue doing what is important to them when illness, injury, disability or ageing make ordinary tasks harder to do.

Physiotherapists, registered with the HCPC, work with people of all ages, helping improve movement and quality of life using physical and psychological techniques, including movement and exercise.

Podiatrists, registered with the HCPC, work with people of all ages to assess, diagnose and manage foot and lower limb problems using a broad range of knowledge and skills.

Midwives, registered with the NMC, provide care and support to women and their families while pregnant, throughout labour and during the period after a baby's birth.

Nursing Associates, registered with the NMC, work with healthcare support workers and registered nurses to deliver care for patients and the public.

Adult Nurses, registered with the NMC, delivering a wide range of nursing care to people over the age of 18, across different settings (in some situations 16-18 year old's may be cared for in adult settings).

Children and Young Peoples Nurses, registered with the NMC, delivering a wide range of nursing care to children under the age of 16, across different settings (in some situations 16-18 year old's may be cared for in a CYP setting).

Learning Disability Nurses, registered with the NMC, delivering a wide range of nursing care to people with additional learning needs and disabilities across different settings.

Mental Health Nurses, registered with the NMC, delivering a wide range of nursing care to people with mental health across different settings.

Appendix two: References

Greater Manchester Combined Authority (2018)

**Our People Our Place –
The Greater Manchester Strategy**

Greater Manchester Health and Social Care
Partnership (2015)

**Taking Charge of our Health and Social Care in
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Greater Manchester Health and Social Care
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**The Primary Care Contribution Our Primary
Care Strategy 2016-2021**

Greater Manchester Health and Social Care
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Greater Manchester AHP Strategy 2019-2022

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Care Strategy 2019-2024**

Health Education England (2015)

**Raising the Bar Shape of Caring: A Review of
the Future Education and Training of Registered
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Health Education England (2017)

**Facing the Facts, Shaping the Future – A draft
health and care workforce strategy for England
to 2027**

Health Education England (2018)

**Reducing Pre-registration Attrition and
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Kings Fund (2006)

Securing Good Care for Older People

NHS England (2014)

NHS Five Year Forward View

NHS England (2017)

AHPs into Action

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**Greater Manchester Health and Social Care
Partnership**

NHS England (2019)

NHS long term plan

NHS England (2019)

NHS Personalised Care

NHS England (2020)

**We are the NHS: People Plan 2020/21 –
action for us all**

NHS England (2021)

Primary Care Services

NHS England (2021)

Care Homes

Appendix three

Our Priorities to Enable Effective Learning Environments

Pillar	Theme	Aim	Actions	Timeframe		
				Year 1	Year 2	Year 3
Get prepared	Improving the impact of investment to enhance and facilitate learning environments and capacity	To ensure that there is GM wide and cross profession awareness of developments supported by investment to maximise learning environments and output from investments	To develop an agreed central oversight of investment and agreed process to maximise GM wide agreement for use of investment to support practice education: Priority areas/ effective communication of outputs/reduced duplication of work and effort/shared learning To Develop and implement the GM Practice Education Centre of Excellence			
		To share best practice and learning from each other in the development of learning environments	The developed centre will lead on the development and implementation of interventions to raise the profile of the value of education and learning in practice and the importance of the engagement of everyone in supporting and facilitating learning			
		To secure that practice education within learning environments is central to curriculum development and enhances further partnership and collaboration between Greater Manchester universities and care provider organisations	The centre will ensure that there is enhanced partnership working across universities and care provider organisations with the development of a practice learning curriculum as a key part of all healthcare programmes			
	Partnership and process in the identification and development of new learning environments	To develop a clear agreed process for the identification and management of new learning environments across all GM universities and care provider organisations	To develop and implement an agreed shared process for the management of new learning environments across all care settings -fostering partnership, transparency and collaboration - linking with the implementation of InPlace			
		To identify new learning environments to support the expansion in learner numbers in line with workforce requirements	Evaluation of the impact of the developed system and the impact on fair share of learning environment capacity across all universities in GM.			
Preparing and empowering learners to embrace practice learning opportunities the universities	To empower all learners to be adequately prepared for their practice learning experience by the universities in partnership with care provider organisations	To develop and implement a GM wide agreed process to prepare learners for practice - developed in partnership with care provider organisations				
	It is essential to prepare learners for their practice learning experience and manage expectations from the very start of their learning journey; so this evolves with the developments of programmes e.g. TEC and LE developments	This must include opportunity to maximise professionalism and role identity for all programmes ensuring learners understand and appreciate their role as a learner and their roles within multi-professional teams				
Facilitating all learners to take ownership of their learning opportunities as adult learners and to be supported to be proactive in their own professional development						
Welcoming learners to provider organisations and learning environments	To welcome all learners and prepare them for their practice learning experience with high quality, consistent provision of key information for learners in their allocated learning environment and care provider organisation	To develop and implement a GM wide standardised induction framework developed by care provider organisations in partnership with universities				
	It is essential that learners are welcomed to the organisation and the learning environment, so they feel welcomed and a part of the team during their time in practice	A multi-professional approach and consistent, partnership message between universities and practice this will be at all levels – GM, care provider organisation and learning environment To evaluate the impact of the implemented framework with links to learner experience, team membership and understanding of their role as a registrant in the wider team				
Valuing learners – they are the future of our health and care workforce for GM	To foster that all learning environments across GM support and develop the future workforce	To develop, implement and evaluate a GM wide campaign to raise the profile of the value of learners in all learning environments				
	To developing and understand the challenges of future workforce requirements, linking to the impact of capacity challenges	To ensure clear links with the implementation of 'Our People Plan for Greater Manchester'				
	To ensure that quality of the learning environment and in the learning experience is a key consideration	To promote a cultural shift by changing the language we use when we talk about learners: student to learner/taking a student/to welcoming the learner to the team - so they have a clear identity and the whole team welcome them				
	To develop an agreed approach to foster learners as colleagues and to acknowledge their importance as the future workforce and their positive contribution to health and care delivery across the Greater Manchester health and care system	Link with the theme of highlighting the role of the educator in practice ensure that the campaign targets all levels of staff and that the value of the learner and supporting their education and development is 'everyone's responsibility' in each organisation at all levels. Valuing the role of the educator so learners will want to educate and develop a culture that embraces the development of the future workforce as an asset for GM				

Pillar	Theme	Aim	Actions	Timeframe		
				Year 1	Year 2	Year 3
Embrace the Experience	Promoting the value of the role of the educator in practice	<p>To promote a culture and acceptance that supporting education and learning is a shared expectation and responsibility for all registered healthcare professional, so that educators in practice are valued and see themselves as leaders for practice education</p> <p>Cultivating clarity and consistency in roles in order that the recommendations for the strategy can be driven forward</p>	<p>To develop a GM wide and consistent approach to all educator roles within learning environments, working towards agreed GM objectives.</p> <p>To develop and implement a GM Educator Profile and career framework for practice education</p> <p>To develop a GM wide review of all practice education roles including the role of the PEF to ensure their impact is maximised across all professions</p> <p>To development and implement a project to generate a culture a shift to raise the profile of practice education within learning environments; ensuring representation for practice education is key to strategic decision making across organisations</p> <p>The organisational structure benchmark for education including roles and associated outputs; enabling gold standard practice education within learning environments</p> <p>To understand the utilisation of HEE education tariff in each care provider organisation to support the enabling of effective learning environments</p>			
	The development of university- based roles to support and facilitate practice education within learning environments	<p>To develop and enhance current roles of the academic link for practice across all GM universities, identifying the vital nature of the role in the facilitation of partnership working across GM.</p> <p>To scope the time required and complexity of the varying roles that have been developed by universities to support in practice, to create a considered and a consistent approach to university support roles</p>	<p>Implementation and evaluation of an agreed and standardised university based academic in practice role profile to be implemented and evaluated across nursing and midwifery programmes for GM</p> <p>To scope and review all academic support roles across GM universities and a review of the time required to fulfil these roles, their impact and value, to maximise partnership working across universities and care provider organisations</p>			
	Ensuring the quality of practice education within learning environments for all learners	<p>Assuring implementation of the North West wide approach to quality assurance processes for learning environments including the launch of InPlace Placement Management System to support this process</p> <p>To ensure that the Health Education England quality Assurance Framework is central to our developments. Consistent approach to university support roles</p>	<p>To scope all care provider organisations re: use of the developed Clinical Placement Assurance Toolkit</p> <p>Aligning to the implementation and evaluation of the NW approved quality assurance process with the introduction of the InPlace (Placement Management System) Implementation and evaluation of an agreed and standardised university based academic in practice role profile to be implemented and evaluated across nursing and midwifery programmes for GM with a focus on quality assurance</p> <p>To review and enhance the agreed GM wide process for raising concerns about a learning environment and learner experience in practice</p>			

Pillar	Theme	Aim	Actions	Timeframe		
				Year 1	Year 2	Year 3
	Innovation in models to support practice education across Greater Manchester	<p>To explore learning environment opportunities across a range of care settings and service provision through partnership working between universities and care provider organisations</p> <p>To explore and scope the feasibility and benefits of using alternative models of supporting learning in practice to facilitate a move from 'traditional' models of practice learning and to embrace innovation and development</p>	<p>To scope current evidence base to support and guide system wide decision making about the development and integration of new models to facilitate practice education within learning environments</p> <p>Evaluation of new models to assure quality and effectiveness of models prior to wider implementation.</p> <p>Ongoing evaluation of models for quality and effectiveness: GM Synergy Role emerging Place Based Model – journeys/pathways</p> <p>A system wide agreement to work in partnership in the development of new models to support practice education within learning environments and to share learning from developments across the GM footprint with all universities and care provider organisations</p> <p>Agreement across GM to facilitate partnership working of care provider organisations and universities in the emergence of a practice learning curriculum for all healthcare programmes</p> <p>Review of the current practice elements for each university including specific programme requirements and developments, internal to each university, to support engagement with developments of new models and interprofessional education for practice education within learning environments e.g. inclusion of coaching, social prescribing, social care, multi-professional working</p>	■	■	■
	Widening access to learning environment opportunities in social care by identifying and overcoming barriers	<p>Embracing a structured system wide approach to enhancing access to learning opportunities in primary care and ensuring insight into the concept of neighbourhoods and place</p> <p>To explore, scope and develop the profile and value of care learning opportunities; facilitating a system wide approach to the delivery of person-centred care</p> <p>To ensure that all learners understand cross sector care to maximise the quality of person led care and the promotion of health for the GM population</p>	<p>To raise the profile of social care and a system wide approach to care delivery for all GM learners in partnership learning from the findings of the place-based approach and the primary care/PIVO project; mapping possible advantages and development opportunities that can embed and embrace links to social care.</p> <p>Development of a unique and bespoke induction programme across the scope of social care; raising awareness of: Roles and responsibilities Care delivery in social care Communication across sectors Team working in community care provision</p> <p>Development and implementation of an engagement programme to connect non-medical healthcare learners and universities with the value of learners with social care providers.</p>	■	■	■
	Widening access to learning environment opportunities in primary care by identifying and overcoming barriers	<p>To embrace a structured system wide approach to enhancing accessing to learning opportunities in primary care and ensuring insight into the concept of neighbourhoods and place</p> <p>To explore, scope and developing the profile and value of access to the wider primary care provision and learning environments</p> <p>To explore, scope and developing primary care networks as learning environments</p>	<p>To raise the profile of primary care and a system wide approach to care delivery for all GM learners. Learning from the findings of the place-based approach and the primary care/PIVO project; identifying barriers and mapping possible advantages and development opportunities that can embed and embrace links to primary care including the development of primary care networks as a learning environment.</p>	■	■	■

Pillar	Theme	Aim	Actions	Timeframe		
				Year 1	Year 2	Year 3
Maximising the opportunities offered by simulation and virtual learning	To explore the possibilities of simulation based learning and virtual learning environments to support practice learning exposure To scope and address variation across universities and programmes in the utilisation of simulation to support practice learning with a range of facilitates and simulation fidelities in line with professional body recommendations	To develop of a GM wide approach to the use of simulation with links to professional body standards in partnership between universities and care provider organisations, through the development of a central GM group of simulation experts across universities and practice and professions who will exploring a range of opportunities and developments and to consider the use of simulated learning as a learning environment Sharing of best practice across GM and agreement to scope all healthcare programmes in GM to maximise the use of simulation across all programmes and to consider simulation as a 'learning environment'	█	█		
			█	█	█	
Meeting the challenge of learning environment capacity head on	To cultivate a full system and sustainable approach to capacity management- addressing key identified barriers to capacity increase To ensure that we do not focus on capacity in quantitative terms alone, but that we tackle the real and grass root challenges that will support capacity development in the longer term, and facilitate sustainable improvements in the quality of learning experiences To develop a Greater Manchester wide approved methodology for agreeing fair share allocation To maintain the availability and utilisation of learning environment capacity across all care provider organisations that is managed in a uniform and standardised approach to support capacity utilisation effectively and proactively across all professional groups To embrace the benefits of the implementation of the InPlace Placement Management System across Greater Manchester	To develop a transparent, equal and accessible process for the management of learning environment capacity across GM through the development and implementation of a GM capacity identification tool and fair share process; to ensure consistency, accountability and sustainability and effective utilisation of learning environment capacity across all organisations Agreement that all GM care provider organisations and universities will cultivate that learners have a sense of belonging and that their contribution to care delivery is valued. Educators must also feel that they are valued and provide a positive contribution to the education of the future workforce	█			
			█			
				█		
					█	
Addressing the challenges of PIVO learning environments – development, sustainability and support to create learning environments and capacity	To develop a clear and unified process for the identification and management of PIVO learning environment capacity through partnership working with universities and care provider organisations To develop clear insight into 'untapped' PIVO capacity and have plans in place to manage this	A GM system wide review of the use of the tariff in a way that can be utilised across the 'place' to maximise the use of funding to support across neighbourhoods to facilitate integration across all care sectors	█			
				█		

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