Partnership in Practice: Work Based Learning

Fiona Hibberts, Consultant Nurse & Co-Lead Nightingale Academy, Guy’s & St Thomas’s NHS Foundation Trust

Annie Holme, Lecturer & Academic Lead for Work Based Learning, Florence Nightingale Faculty of Nursing, Midwifery & Palliative Care, King’s College London

Brendan Garry, Senior Teaching Fellow, Deputy Lead for Work Based Learning, Florence Nightingale Faculty of Nursing, Midwifery & Palliative Care, King’s College London
Presentation aims

• To share our experience of partnership working in developing a work based learning solution to meeting current workforce development needs
The problems

- Reduction in CPPD funding
- Workforce challenges
Needs

• Quality clinical education
• Flexible provision to meet staffing requirements
• Reduced cost
• Academic progression
Existing provision

Trust provision of clinical education

University provision of academic credit for work place learning
A solution
Strengthened partnership

Trust

Work Based Learning

Organisation
Team
Individual

HEI

Guy’s and St Thomas’ NHS Foundation Trust
KCL Work Based Learning provision

‘A learning process which focuses university level critical thinking upon work…., in order to facilitate the recognition, acquisition and application of individual and collective knowledge, skills and abilities to achieve specific outcomes of significance to the learner, their work and the university’.

Gibbs & Garnett (2007, p411)

Work Based Learning offer

• Modules at levels 6 and 7
• 15 and 30 credits
• Can be taken free-standing or as optional modules on degree and masters programmes
• Reduced fees
• Portfolio assessment
Work Based Learning ethos

- Development of students as life long independent learners
- Critical and reflective thinking applied to practice
- Critical and reflective thinking applied to own development as learner
- Recognition and articulation of ‘learning how to learn’ skills and development
- Integration of academic mastery and effective clinical practice
Learning Power (Deakin Crick, 2007)

Four Categories

- Learning capacities
- Learning identity
- Learning story
- Learning relationships

Seven dimensions

- Changing and learning
- Critical curiosity
- Meaning-making
- Resilience
- Creativity
- Relationships/interdependence
- Strategic awareness

Partnership based learning

- Student
- Trust course leaders
- HEI
- WBL module leaders
- Student learning
Current

- Non-medical endoscopy
- Nightingale Award
- Community transition
- Emergency Nurse Practitioner
- Cancer Genetics
- Allergies
- Dermatology
- Respiratory
- Heart Failure
Evaluation

- Expansion and roll-over of provision
- Student and trust evaluations
- Clinical outcomes

“Understanding learning styles and strategies enhanced my learning experience and I became more comfortable in new learning situations and more enthusiastic to engage in them”

“I am excited to apply my learning to further academic studies and to work on the development of concept/mind maps”

“This module was relevant to my practice and my essay was based on clinical interests and practices relating to patients in our caseload”

“As an independent learner I doubted my ability to critically analyse literature...however the resources helped me overcome my apprehension and encouraged me to work in a more organised manner. Critical thinking is essential for a safe and skilful practitioner”
Partnership working

Clinical development
Work Based Learning
Academic development

Trust
HEI
Questions?
References


