

## The 4 Rs:

Reflecting, revising, reimagining and *renegotiating* negotiated work-based learning for health care professionals

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LEARNING AND TEACHING CONFERENCE,

UNIVERSITY OF LIVERPOOL 2021



**Don't wait for the right  
opportunity: create it.**

George Bernard Shaw

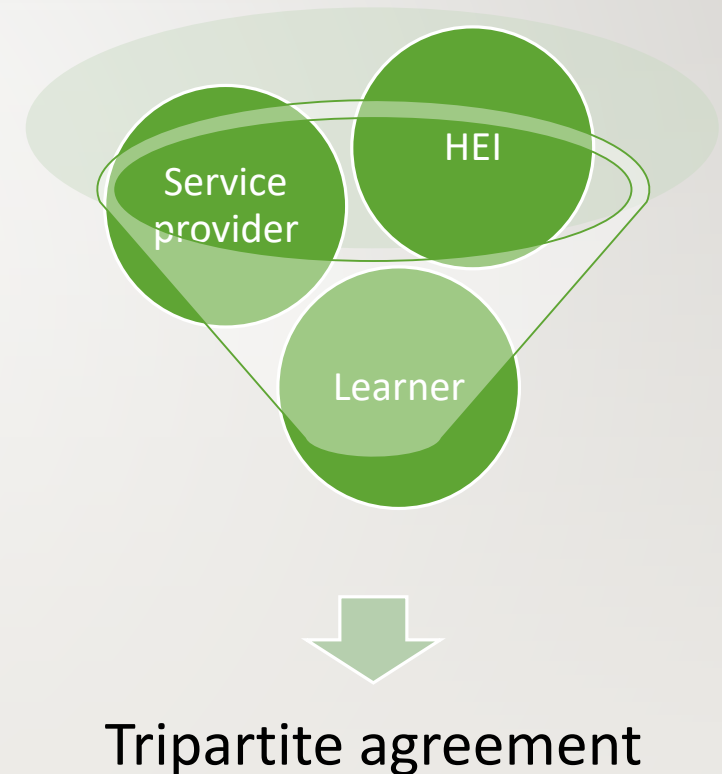
“ quote fancy

# Negotiated work-based learning

- Level 7 – 20 credit module and optional
- Part of MSc Advanced Practice in Healthcare or MSc Advanced Clinical Practitioner (Apprenticeship) programmes
- Assessment:
  - Learning contract (bespoke module specification) – 20% (2000 words)
  - Critical reflection of the learning – 80% (3000 words) including recommendations
  - Portfolio of evidence – pass/fail element
- Recommendations: assess impact (research project or change report)

# Characteristics of negotiated work-based learning

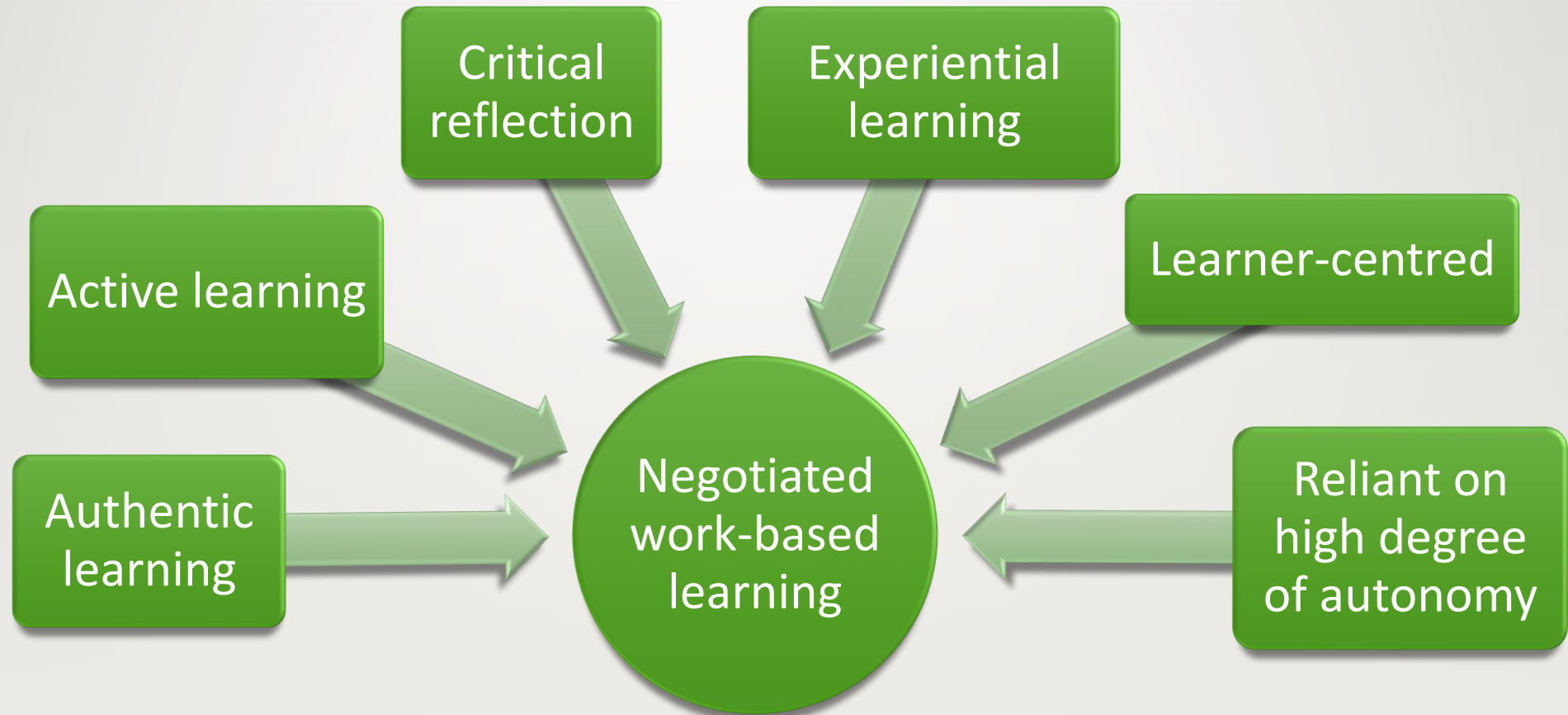
- Facilitates development of bespoke roles necessary to address views and plans of health care organisations<sup>1</sup>
- Increasingly important for advanced clinical practitioners to meet local health needs<sup>2,3</sup>
- Enables education to be delivered in partnership with increased collaboration between education providers (HEI) and service provider (clinical environment)<sup>4</sup> as part of a tripartite agreement



# Nature of negotiated work-based learning project

- Development and acquisition of advanced clinical skills including:
  - Interventional radiology to facilitate nurse-led peripherally inserted central catheters (followed by the development of a protocol)
  - Interpretation of plain radiographs in nasogastric tube tip position / or post arthroplasty
  - Advanced clinical practitioner lead roles in Children Adolescent and Mental Health Services
- Development of education and competency documents
  - Proctoscopy within a sexual health service
  - Role of pre-assessment nurse for patients undergoing gastroscopy
  - Use of risk assessment tools in secure units
- Development of care pathways

# Characteristics of negotiated work-based learning



# Impact of COVID-19 on negotiated work-based learning projects from January 2020

Break-in-learning  
(apprentices)

Limited  
access to/  
lack of  
resumption  
of normal  
caseload

Redeployment  
of staff  
(students;  
clinical  
colleagues)

Cancellation  
of specialised  
external  
courses

Social  
distancing

Shielding

# Impact of COVID-19 on negotiated work-based learning projects from January 2020

Break-in-learning  
(apprentices)

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Whether we succeed or fail  
in life depends on our  
ability to conquer the  
challenges in our  
opportunities, and to  
discover the opportunities  
in our challenges.

*Joan Marques*


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ncing

Shielding



## Social distancing: challenges and opportunities

- Tripartite meetings with learner, HEI and NHS Trust



Face to face within  
the learner's  
working  
environment

Telephone; online via  
MS Teams or Zoom

## Break-in-learning: challenges and opportunities

- Significant number of apprentices were affected by a forced break-in-learning by their NHS Trusts with apprentices returning within 4 weeks; one year or even 18 months
- Resulted in challenges and opportunities including new roles and promotions; need to accelerate their NWBL project without academic supervision and a revised NWBL being planned to fit the module requirements

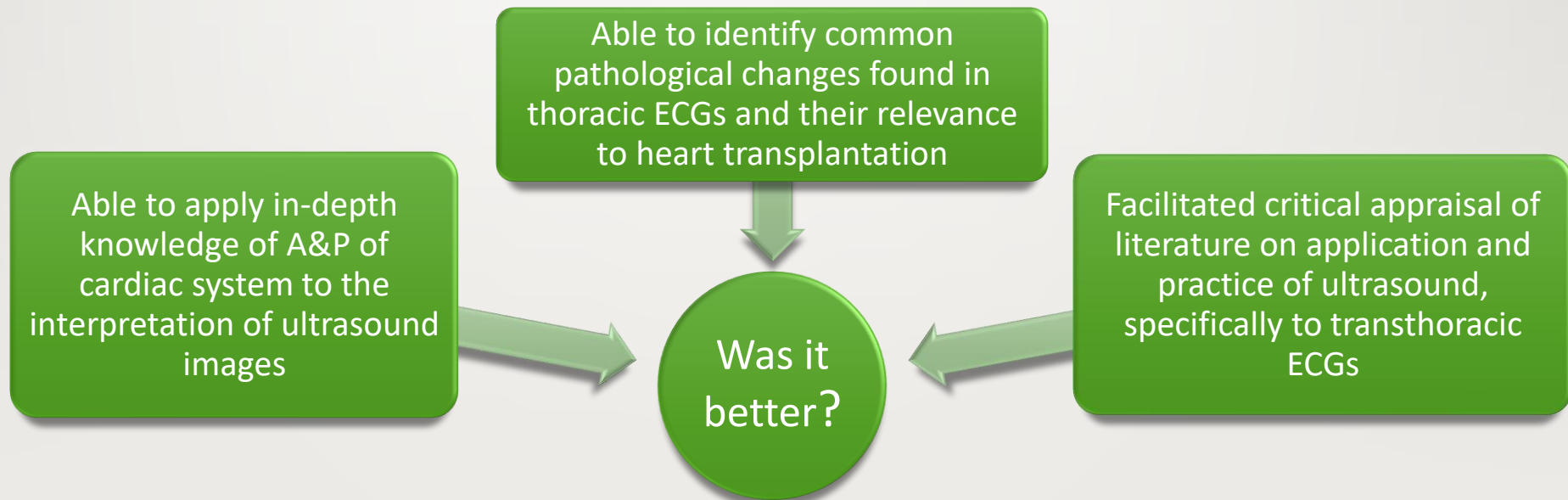
## Cancellation of external courses

- Specialist Nurse-Organ Donation (SN-OD): role is to facilitate the option and process of organ donation to NHS patients
- Advanced and niche clinical skills needed to optimise the use of the heart transplantation suitability = cardiac echocardiography
- Work-based learning dependent upon completion of an externally run course to gain a Focused Intensive Care Echocardiogram (FICE) qualification, originally scheduled for March 2020; rescheduled for September 2020 and then for early 2021



## Cancellation of external course

- A revision: negotiated work-based learning to prepare for the completion of a focused intensive care echocardiogram (FICE) qualification by equipping the learner with the theoretical knowledge required for this new area



## Cessation of normal services and social distancing

- Affected by first wave of COVID-19 pandemic
- Aim of NWBL: Designing a programme of learning and implementing a “Good Thinking Skills Group” which would meet weekly for up to 18 weeks.
- Delay in implementation due to other caseload demands
- Planned for face to face delivery but alternative measures put in place by using a virtual platform which, although not ideal, was a short-term fix.



## Shielding and reduced patient contact

- Second wave of the COVID-19 pandemic
- Clinically focused NWBL
- Clinical practice had to be curtailed as learner had to shield from start of third trimester of pregnancy
- Not all learning outcomes from their learning contact were met: an additional tripartite meeting arranged to address how this could be managed
- Action plan:
  - The learner will utilize their “keeping in touch days” to gain more clinical experience
  - The mentor will continue to supervise the learner on their return to work and review achievement of learning outcomes and remain in contact with module leader

## Addressing the challenges within the academic assignment: learning contract and critical reflection

- Negotiating with module leader and mentor was key
- Learning contract – generally unchanged from the original plan
- Critical reflection: learners encouraged to be honest about both the challenges associated with the module and propose solutions
- Implementing a post-module action plan
- *From an academic perspective: revision of submission dates*



## References

1. <https://www.hee.nhs.uk/our-work/advanced-clinical-practice/what-advanced-clinical-practice>
2. NHS England. The NHS Long Term Plan; NHS England: London, UK, 2019.
3. NHS England. Interim NHS People Plan; NHS England: London, UK, 2019
4. Attenborough J, Abbott S, Brook J, Knight RA (2019). Everywhere and Nowhere: work-based learning in healthcare education. *Nurse Education in Practice*; 36(March): 132-138



*Thank you for listening*

