

A learning focused organisation

Proposed approach

The aim is to drive the **we**learn campaign in 2019 to promote a learning culture, stimulate curiosity and engage employees in learning. We will use it to rebrand learning and reinforce the Trust's commitment to celebrate the excellence that takes place all year round and for everyone to learn from mistakes and errors

Private Trust Board: 3rd January 2019

Kam Dhami, Director of Governance



We have tried to do this before...

A three step approach

1

What should be known?

Creating the learning from everything we know through systematic evaluation

2

How best should it be shared?

Pushing and pulling knowledge across the organisation and adapting the approach to range of learning styles

3

Is it making a difference?

Is knowledge being shared at scale and in all parts of the Trust, and is that learning converting into changed results

Please consider which step has not worked before?

Creating knowledge

Ensuring that what is learned locally is spread widely

A drive for nurturing learning will develop a culture for learning worth shouting about. This will be helped by making learning visible to everyone, in meetings, on the intranet, in newsletters and our website. Initial ideas on ways to achieve this include:

- 1) The development of a **learning wall** to display and share pieces of learning to generate curiosity, become conversation points and foster knowledge transfer.
- 2) The **formation of a squad of people** who draw together local knowledge and intelligence from across the organisation and translate it into learning ready for wider sharing being mindful of different learning styles
- 3) Encouraging directorates to achieve a required number of valuable learning opportunities each month, to be known as **GEMS**. This visual representation will help teams to focus on whether they have identified sufficient knowledge, and also help to track which teams are actively engaged in sharing knowledge.

Sharing better

Some existing approaches we use to learn

- *Video reflexivity and simulation*
- *Schwartz rounds*
- *Grand rounds*
- *Quality Improvement Half Days*
- Journal clubs
- *Learning Alerts and other policy briefings*
- *Learning from excellence*
- *Big room*
- Case reviews

- Research / quality improvement projects
- Observing peers
- Reflective practice
- Discussion groups
- *'Master classes'*
- Literature / internet searches
- Audit and service reviews
- Continuing education sessions
- Model Hospital/GIRFT
- Benchmarking with other services

*Some, but not all, of these approaches will be re-branded and governed through the **wel**learn programme to ensure that they have the professionalism, inclusivity and approach needed. In the same way that QIHDs replaced clinical governance afternoons.*

Sharing some ideas from elsewhere

1) **Learn from celebrated failure:**

Failure is natural and it's also natural to want to feel embarrassed or discouraged by it. Successful organisations use failure as a stepping-stone to far better things.

2) **Mind mapping / Brainstorming**

Mind mapping and brainstorming are staple methodologies for any problem-solving activity. In these sessions, learners come up with ideas and post them on a board.

As a group, colleagues then select the best ones and use those to come up with a solution.

3) **Role Playing**

Role playing is also another effective approach founded on active learning methods. Role playing simulates real-life situation that requires problem-solving skills. More importantly, it is also a medium for gauging actual performance.

Role playing activities can include job simulations like customer interaction through the phones, email, chat, or in some cases, virtual reality.

Sharing new: some ideas from elsewhere

4) Scavenger Hunts

Here is another fun and engaging activity that involves the use of the organisation's knowledge base. Scavenger hunts start off with a 'customer' concern. The learner's task is to use the system and find the appropriate resource to address the issue. Not only does it familiarize the learners with the system, but it also prepares them to handle real-life scenarios.

5) Push it Good:

When content is pushed it is given to colleagues at the right time and in places where the learner will use it.

6) Pull it Back:

One of the easiest and best ways to empower the workforce to learn and organise on their own is to make sure resources are managed and accessible at all times. Create an archive and ensure that employees know how to use it and gain access to it.

- **Create Learning Opportunities:** With a collected database employees from different departments can expand their knowledge base, giving them opportunities to grow and become more informed for their own sake and the company.
- **Reduce Scheduling Conflicts:** By giving employees the tools to self-teach this can do away with the scheduling nightmares that can arise when doing mandatory group sessions.
- **Refresh:** It can be difficult, if not impossible to learn everything in one or two sessions. Having 24/7 access leverages employees' natural way of learning and allows them to look back at the material as needed.

Making it work – and making a difference

Quantity/scale

- Directorates to be encouraged to achieve a count of **25** valuable learning **GEMS** in a year.
- **Core attendance** expected of individuals at portfolio of learning events
- Volume of **posters and articles published by directorates** to form part of performance review and evaluation
- Achieve **150 QIHD Posters** in 2020 contest

Impact – *to be developed further...*

- Assessed through longitudinal study of both **audit results** and staff/patient feedback
- **Reduction in observed errors** and improvement in always event delivery
- Increase in employees reporting that the **Trust is committed to learning** in surveys