NHS SCOTLAND

NHS Education for Scotland

Releasing Time to Learn

TOOLKIT

What is the toolkit?

This toolkit is a reference manual for the tools and techniques mentioned within Releasing Time to Learn module. These can be used in a stand alone fashion or can be accessed for use when implementing other modules from the Productive Series.

Designed as an interactive resource, this toolkit will support teams to utilise and adapt the resources for their greatest impact. This format allows information / data to be collated, modified, downloaded or shared to increase usability.

Tools alone will not provide the results for your improvement but they will help by providing a structure for the improvement cycle.

While it is not necessary to implement all the tools provided you are invited to have the toolkit to hand when implementing Releasing Time to Learn.

Copyright Information

Viewing on Mobile Devices

Toolkit Index

You will find the toolkit resources in the following two sections:

Tools and Templates

1. Core team template – *involve the right people*	
Who?	What will they do?
Department manager/ senior/team leader	
Ward/department/staff members	
Patients, relatives, carers and key care partners	

2. Appreciative Inquiry

What is it?

Appreciative inquiry (AI) is a way of working with your team in order to:

- understand problems and develop new and creative ways of dealing with them
- appreciate and value the best of what you have got and take steps to make it even better

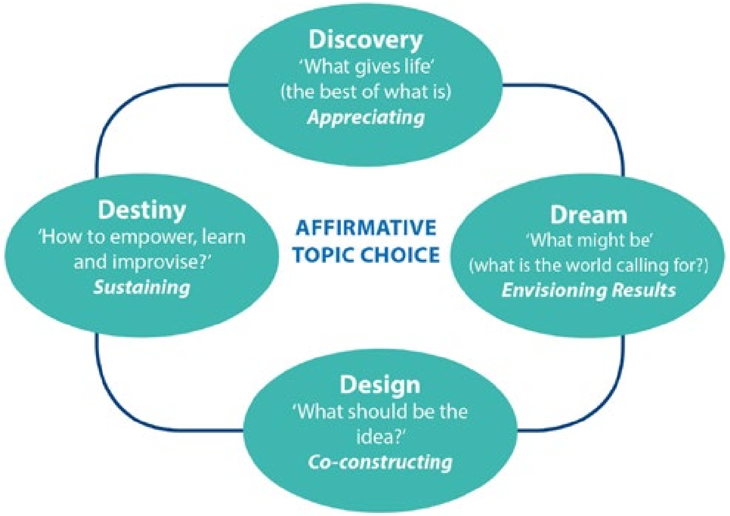
How does it work?

- rather than using traditional problem solving approaches, AI asks questions from a positive perspective to create an environment where individuals will think positively about change and experiences. The strength of this approach lies in the frame of positive inquiry and the understanding that change and inquiry sit side by side.

This process will enable your team take the best of the past into the future and will help to identify common themes and to construct new and creative ways to improve your learning environment.

There are four 'core' questions/statements that are used to guide teams through the AI process:

Using focus groups or post-it notes/flip charts to collect staff thoughts and feelings will help you progress through each phase.
Questions you could ask are:



Appreciative Inquiry '4-D' Cycle

Discover phase
(the best of "what is")

- Describe a time when you felt supported by the Learning Environment (LE)
- Describe the situation
- Describe a time when you were proud of your LE. Why were you proud?
- What do you value most about your LE? Why?
- What are the positive factors that give it life?
- Information from the Discover Phase can be used as a platform for the next phase to help speculate on possible or desired futures

Dream phase
(imagining "what might be")

- What would things be like if?
- What do you envision as the best of the best?
- What would make the future better?
- Your 3 wishes
- What do you want more of?

Design phase
(co-constructing "what should be")

- How can we construct the ideal together.
- What changes do we need to make to the culture, people's thinking and operational norms.
- What stimulating proposals can we come up with as a result of our inquiry to challenge current practice.
- A small working group may help with this.

Destiny phase
(sustaining, learning, adjusting)

- How will we deliver this?
- How will we embed it in practice?
- How will we share the learning?
- How will we celebrate success?

3. Learning Resources Template				
Name of resource	Who uses them?	Are they up-to-date?	Do staff know where to access them?	Status Red / Amber / Green

4.Time to Learn (T2L) Tracker

Tracking is not a new concept for teams already embedding RTC and should not be carried out if the information is already available.

What is it?

A snap shot of your learning environment capturing educational activities actually taking place.

Why do it?

To understand how much time people spend on learning activities and to provide information to inform quality improvement activities.

When to use it?

In the Assess phase and repeat during evaluation.

T2L Tracker

Name:

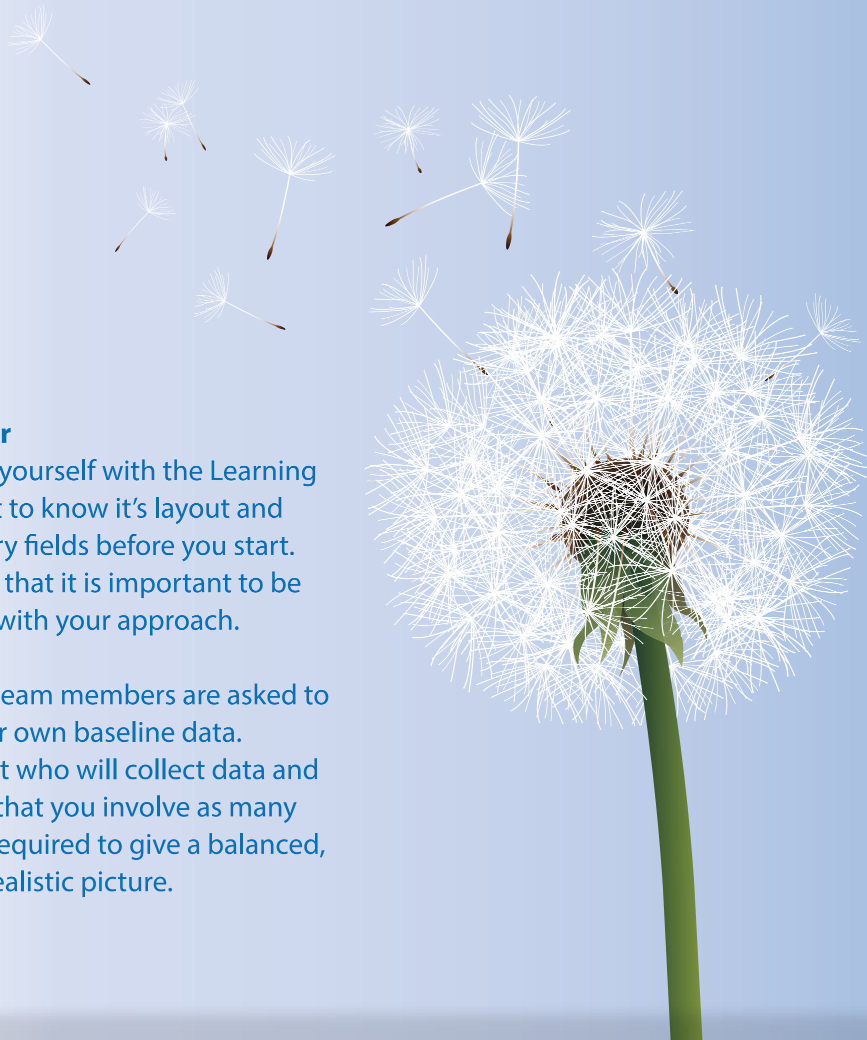
Date:

		Hour 1						Hour 2						Hour 3						Hour 4						totals
		10	20	30	40	50	60	10	20	30	40	50	60	10	20	30	40	50	60	10	20	30	40	50	60	
Complete when engaged in educational activity? Please complete the tracker below by entering a 1 for yes or leave blank for no.																										
What were you doing?	Reflection																									0
	Supervision																									0
	Assessment																									0
	Evaluation																									0
	Observational practice																									0
	Teaching																									0
	Learning																									0
	Any other educational activity																									0
Who else was involved?	I was alone																									0
	Patient / relative / carer																									0
	Multidisciplinary group																									0
	Single discipline group																									0
	Student																									0
	Other																									0

T2L Tracker

Familiarise yourself with the Learning Tracker, get to know it's layout and the category fields before you start. Remember that it is important to be consistent with your approach.

Individual team members are asked to collect their own baseline data. Think about who will collect data and make sure that you involve as many people as required to give a balanced, clear and realistic picture.



Method:

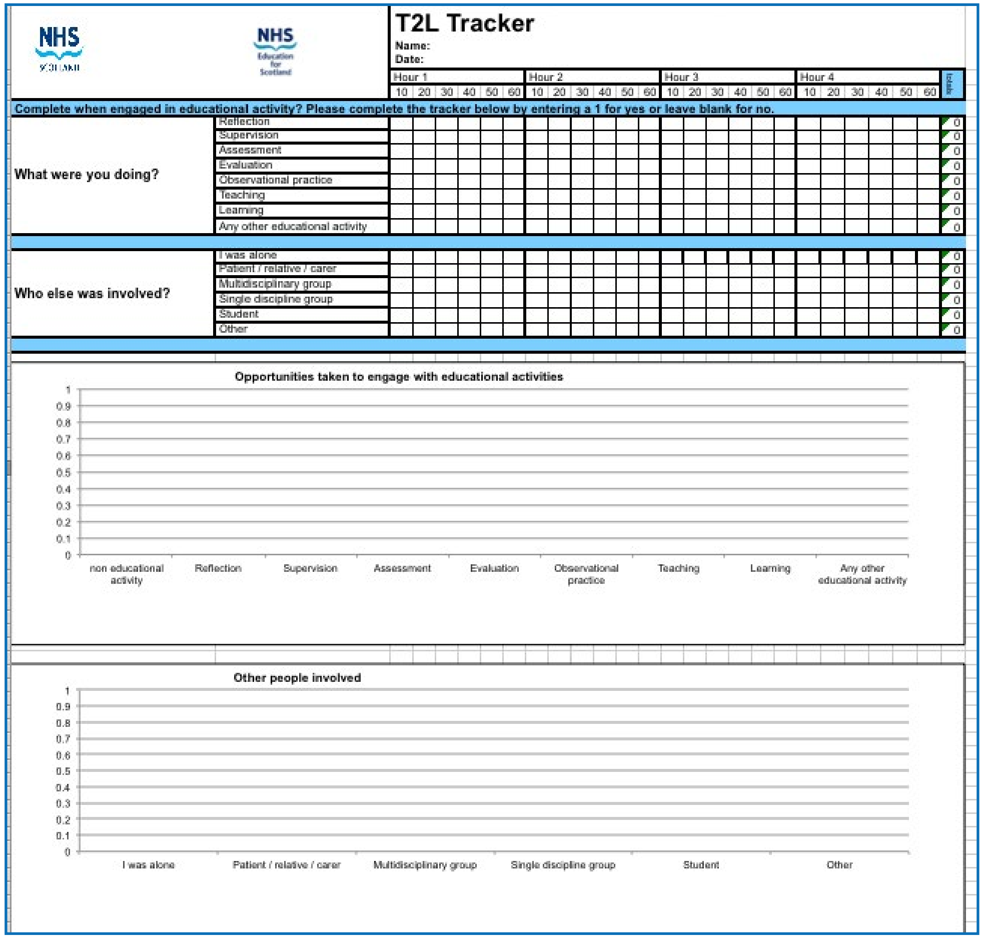
Individual team members are asked to collect their own baseline data over a 4 hour period.

Carry the tracker with you and enter data at 10 minute intervals. There are 2 sections in the tracker which should only be completed if educational activities were being undertaken, if not then leave BOTH blank.

- What were you doing?
- Who else was involved?

Examples of educational activities include: reflection, supervision, teaching and learning, there is a box for any other educational activity not already listed. Enter a "1" against the appropriate category and the T2L Tracker will provide you with a graph to demonstrate your findings.

To have a consistent approach, data may be entered retrospectively but it is important to complete as soon as possible.



Link to Tracker - version in previous guide is incorrect!

5. The Senses for Learning Tool		*What we currently do?*	*What could we do better?*
A sense of security	to feel safe within relationships		
A sense of belonging	to feel part of a team		
A sense of continuity	to experience consistency in learning		
A sense of purpose	to have personal goal(s)		
A sense of achievement	to make progress towards a desired goal(s)		
A sense of significance	to feel that you matter		

(Adapted from Davies et al 1999, Nolan, 2001)

6. Process Mapping

What is it?

A tool to map the current status of a process e.g. accessing training, collecting educational resources, carrying out PDPs, allocating time for reflection or clinical supervision.

Why do it?

To allow visual representation of a process, facilitating discussion and to identify potential improvement and added value. Value is ensuring learning takes place to enable safe, effective person centred care.

When to use it?

To map existing processes. To identify issues. To consider solutions for an identified issue as a team.

How to do it:

1. Collect data and understand the process.
2. Create the current state map.
3. Analyse the current state map.
4. Look for areas for improvement.
5. Create a future state map.

1. Collect data and understand the process
It is important to gather any information that demonstrates what currently happens. This information may be collected during the Assess phase from your team's T2L Tracker or by observing and timing what actually happens. It is important to demonstrate the reality of the process.

2. Create a current state map Involve everyone relevant to the process.
This may include external resources e.g. training departments and specialist staff. Map the process using one sticky note for each step in sequence. Note the time lapsed between each step and remember this is not about criticism or blame but highlighting areas of good practice and room for improvement.

Example: Access to mandatory Training

Receive email notifying update required	Wait to see manager for area	Discuss with manager and find out dates for training	Email request to training department	Receive booking form
	3 days	15 minutes	20 minutes	2 days

Continue to do this until you have reached your end point

Remember to:

- define the start and end of the process
- consider other activities that may impact on your process
- keep notes of any other issues or concerns that are raised
- agree that what you have created is a true representation of what actually happens
- add any other information you may have to inform the process

Don't try to make your map look like ones you have seen elsewhere, this is your map, let your ideas grow as your map grows.

3. Analyse your process map

Ask your team:

- How many steps are there in your process?
- How long does it take from start to finish?
- Is there any duplication?
- Are there any bottlenecks/challenges for education and learning within your area?
- How long does each step take?
- What concerns/frustrations have been identified by producing the process map?
- Are the right resources used?
- What/who drives the process?

4. Look for areas for improvement

As a team look for ideas or suggestions on how to improve the process. Use sticky notes and add suggestions onto a flip chart but remember all ideas are important no matter how big or small.

5. Create a future state map

At this point it is important to aim for the ideal situation. Doing this will help push you beyond good and aim for excellence. Your ideal future map should be free of concerns, frustrations and waste. Remove yourself from the constraints within your current state and deliver the most efficient and effective process for stakeholders. Build this future process as before only this time write down the actions required to achieve each step. Once you have completed your new process cross-reference to the initial process ensuing the actions captured will address all the concerns initially raised.

6. List your changes onto an action planner

If you need to prioritise these actions you could use the impact and influence matrix from the Time to Learn module. Remember to assign responsibilities for each action and share these across the team to increase ownership. Teamwork will support sustainable change while demonstrating the value of your workforce.

7. Test the changes and document the results

Testing changes before full implementation provides learning and evidence of improvement. Demonstrating this impact will raise awareness of your work and hopefully generate enthusiasm as you progress. Make sure you feedback the results within and out with your team.

8. Future state = current state

The future state has now become the current state from which you can continue to improve and spread to other areas.

7. The nine wastes in the learning environment

Waste is anything other than the minimum amount of equipment, materials, space, or time which is essential to add value to the service. Consider these categories as a team to identify potential waste in your area.

Capacity	The failure to realise the full potential and experience within the learning environment.
Motion	Unnecessary motion, transporting or searching for items or information.
Process handling	Unnecessary processes and documentation in place to deliver an effective educational outcome.
Defects	Timeous process for assessment.
Assets	Disinterested and disengaged staff.

Knowledge	The failure to realise the existing knowledge of the staff within the learning environment.
Talent	Not fully acknowledging the skills, training and knowledge of staff and students.
Overproduction Effort	Generating more information than is needed for the learners, duplication and making change for change sake.
Time	Idle time created when people or equipment are not ready or prepared.

8. SWOT analysis

Waste is anything other than the minimum amount of equipment, materials, space, or time which is essential to add value to the service. Consider these categories as a team to identify potential waste in your area.

Strengths	Weaknesses
Opportunities	Threats

9. Module Action Planner

= Understood = Underway = Complete = Sustained

	Action	Who	When	Progress	Initial

10. 5S

5S is a structured tool to improve your work area.

Performing 5S will ensure your team:

- have easy access to the teaching, learning and assessment information and records you need
- are able to focus on educational activities
- have released wasted time – accessing and looking for resources or information
- have agreed a way of learning
- work towards sustaining improvements

The 5 steps are:

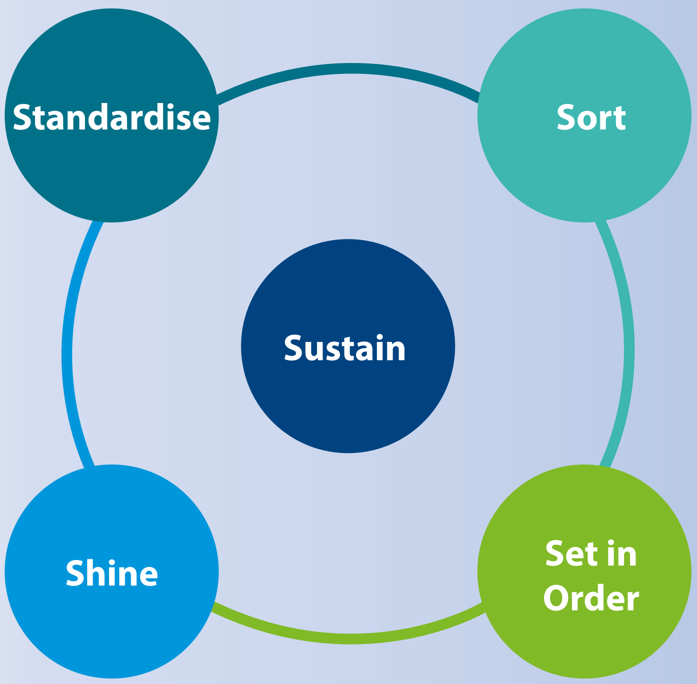
SORT – remove what is not needed

SET – agree what goes where and make it easily accessible

SHINE – keep the environment clean

STANDARDISE – an agreed, consistent process agreed by all

SUSTAIN – and continually improve



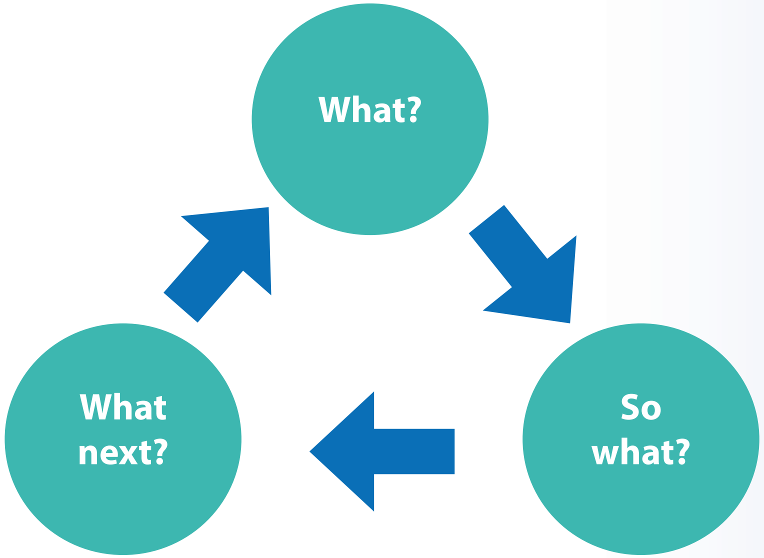
Things to think about before starting 5S:

- What area will you focus on first?
- have you reviewed the learning resources?
- take 'before' pictures
- when will you start?
- have you defined what you want the area to look like 'after' 5S?
- who else do you need to involve/communicate with?

When you undertake 5S activities make sure everyone is involved. This is a team approach so consider all comments and suggestions. Think about how you are going to communicate the change to all stakeholders and build this into your action planner.

11. Reflection/feedback

Routine feedback and reflection on improvements can improve individual and team performance. This can impact on person-centred learning experience. Using a model for reflection…



(Driscoll Model of Reflection, 1994)

Collect feedback from all stakeholders and take time to reflect on what went well. Think about the reasons why projects succeed and consider further improvements.

There are many models of reflection you could use to structure your thoughts on the teaching and learning activities within your team and environment. Using the Driscoll Model, here is an example of some prompt questions:

What?

currently happens?

do you see?

do you do?

do other people do? e.g. colleague, patient, visitor

do you see as key aspects of teaching and learning activities in your area?

So what?

are your feelings?

are the effects of what you do (or do not do)?

"good" activities do you see? e.g. for self /others?

could be improved on, if anything?

troubles you, if anything?

are your experiences in comparison to others?

are the main reasons for feeling differently from others?

So what?

are the implications for you and others?

needs to happen to alter the situation, if anything?

are you going to do about making changes?

happens if you decide not to alter anything?

might you do differently if faced with a similar situation again?

12. Module Story Template

Releasing Time to Care - Time to Learn Module Story

NHS Board	
Ward / department	
Module	
Contact person	
Date	

This spreadsheet does not replace the module handbooks for Releasing Time to Care but aims to compliment the process by offering support to teams with the improvement process. It provides a reporting mechanism and a log for change to demonstrate hard work and impact within your area. It is not essential to complete all the tabs provided along the bottom i.e. process mapping may not be carried out in all modules. Alterations can be made to the language in the data fields to fit individual areas however cells containing formulae have been secured. Data entered will inform the final Module Story tab, the recognised method for reporting. Please find a brief descriptor of individual tabs below.

First steps	First steps include collecting the entire teams **concerns and frustrations** for the process. Entering this onto the template provides a log that may be revisited at a later date to evaluate if issues have been removed. Composing a list of all **stakeholders** in the process will ensure everyone is involved in the process which enhances success and sustainability. **Integration** with other programmes of work, local/ national policies and guidelines provides an opportunity to refocus on quality while removing potential duplication across programmes of work. This in turn increases the chances of streamlining improvement work
Data sheet	The data sheet and the Process Map tabs can be used separately or as complementary steps. The data sheet provides a template for teams to print and use to collect real time data from a process as it happens. This information can stand alone or be used to inform process mapping activity.
Process mapping	If teams decide to use process mapping as a tool to inform improvements this tab will provide a log of current and future process. Guidance on how to carry out process mapping should be accessed from RTC Toolkit. Follow steps 1 - 10 as indicated to complete the information.
Impact	Too often teams do not complete the final step and celebrate the impact of their improvement work. This tab has been developed to measure the calculated impact of change.
Module Story	You will find that some fields in this tab contain formula that allow them to cross populate. This will reduce the amount of work required to complete your module story. When completed this can be used as a mechanism for reporting locally and nationally.
	Boxes shaded neutral should be completed

Releasing Time to Care (RTC) Releasing Time to Learn (T2L)

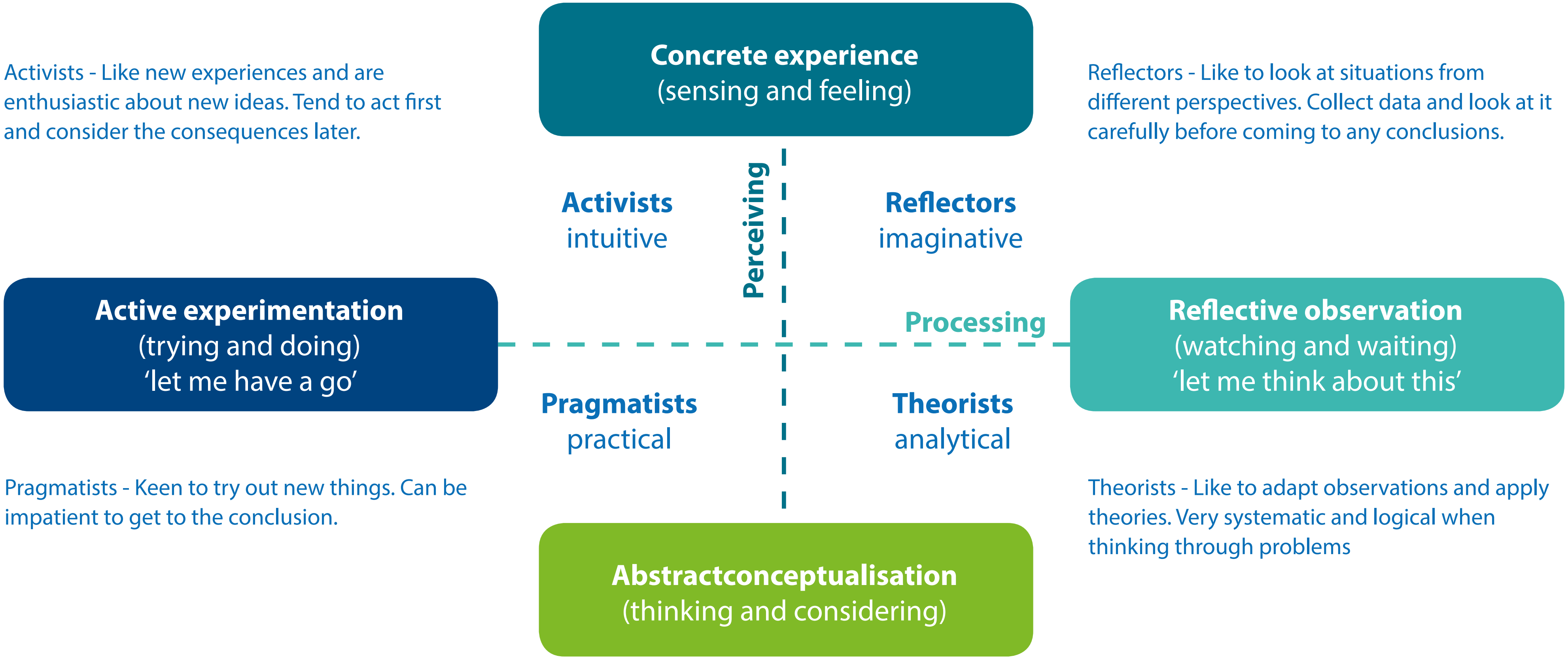
Link - URL in original resource is not working!

13. Learning Styles

Everyone has a preferred learning style. Identify your preferred learning style from the diagram below:

Activists - Like new experiences and are enthusiastic about new ideas. Tend to act first and consider the consequences later.

Reflectors - Like to look at situations from different perspectives. Collect data and look at it carefully before coming to any conclusions.



Pragmatists - Keen to try out new things. Can be impatient to get to the conclusion.

Theorists - Like to adapt observations and apply theories. Very systematic and logical when thinking through problems

Learning Styles

You may already know your preferred style but remember it is important not to use the labels as an excuse not to change behaviour. This may be a process of active change.

Understanding your strengths and challenges allows you to identify how to modify your behaviour to become even more effective.

Identify and articulate issues

What I need to change

Learn new skills and techniques

New approach

Achieving aims

Apply learning and insights

Shift in behaviour

Checklists

Prepare milestone checklist (complete before moving to next stage)

Checklist	Completed?
1. Did you identify stakeholders and a core team?	
2. Was the wider team briefed on the module?	
3. Were challenges and frustrations explored by the team?	
4. Did the team visualise what an excellent learning environment looks like?	
5. Was person-centred learning discussed?	
6. Did the team revisit the RTC team Vision?	

Effective Teamwork Checklist	Tick if yes
1. Did all of the team participate?	
2. Was the discussion open?	
3. Were the hard questions discussed and answers agreed by all?	
4. Did the team remain focussed on the task?	
5. Did the team remain focussed on the area / process, not on individuals?	

Assess milestone checklist (complete before moving to next stage)

Checklist	Completed?
1. Did you appraise your current learning resources?	
2. Did you collect information about your current learning environment?	
3. Was T2L Tracking carried out?	
4. Did you use tools within this phase to assess current practice?	

Effective Teamwork Checklist	Tick if yes
1. Did all of the team participate?	
2. Was the discussion open?	
3. Were the hard questions discussed and answers agreed by all?	
4. Did the team remain focussed on the task?	
5. Did the team remain focussed on the area/process, not on individuals?	

Plan milestone checklist (complete before moving to next stage)

Checklist	Completed?
1. Did you prioritise improvement projects?	
2. Did you plan improvement projects?	
3. Did you utilise problem solving techniques?	
4. Did you consider cross-over for learning?	
5. Did you complete the Module Action Planner?	

Effective Teamwork Checklist	Tick if yes
1. Did all of the team participate?	
2. Was the discussion open?	
3. Were the hard questions discussed and answers agreed by all?	
4. Did the team remain focussed on the task?	
5. Did the team remain focussed on the area/process, not on individuals?	

Treat milestone checklist (complete before moving to next stage)

Checklist	Completed?
1. Did you implement your module action plan?	
2. Did you apply the 5S tool?	
3. Did you develop/revise standard operating procedures?	

Effective Teamwork Checklist	Tick if yes
1. Did all of the team participate?	
2. Was the discussion open?	
3. Were the hard questions discussed and answers agreed by all?	
4. Did the team remain focussed on the task?	
5. Did the team remain focussed on the area/process, not on individuals?	

Evaluate milestone checklist (complete before moving to next stage)

Checklist	Completed?
1. Did you review the effectiveness of your new learning environment?	
2. Did you use a model of reflection?	
2. Have you planned for sustainability and spread?	
3. Have you celebrated and shared your success?	
4. Have you reviewed your RTC vision?	

Effective Teamwork Checklist	Tick if yes
1. Did all of the team participate?	
2. Was the discussion open?	
3. Were the hard questions discussed and answers agreed by all?	
4. Did the team remain focussed on the task?	
5. Did the team remain focussed on the area/process, not on individuals?	

Question (ask the team member)	Answers for outcomes achieved
Describe what good preparation for a module involves	• Identify everyone who needs to be involved • Ensure clear roles and responsibilities are established for all team members • Develop a clear communication plan • Provide opportunities for team member to share their concerns and develop ideas • Ensure everyone feels their contribution is valued
Describe current practice for learning and compare with best practice	• Analyse data from current audits • Map against best practice examples from local and national education/ learning guidelines eg Quality Standards for Practice Placements
Describe the impact of new learning on staff performance and/or care delivery	• Improves patients/services users/carers satisfaction • Improves staff satisfaction • Better informed patients and a more knowledgeable workforce will result in better outcomes for patients/services users/carers
Describe which tools and techniques to use to support learning.	• T2L Tracker • Process mapping • SWOT analysis • Senses for Learning Tool • Releasing Time to Learn Toolkit
Describe the benefits of redesigning learning process	• Challenges traditional ways of learning • To have a more efficient, learning environment that is focused on individual learning • Reduce stress for all staff as roles and processes are defined • Improve the learning experiences for staff, patients/services users/carers

10 Point Checklist

This grid allows you to measure your performance against the checklist for this module. You should shade the boxes according to your achievements of the measure (green for complete, amber for in progress and red for not started). Your progress will then be clearly visible.

Time to Learn Module Checklist	Before	After 2 weeks	After 4 weeks	After 8 weeks
Example				
The quality of learning is valued by all				
Opportunities for learning have been identified				
Learning resources are accessible				
There is an identified process for reviewing learning resources				
There is an identified process for reviewing person-centred learning and training needs				
People feel that they are valued as learners and can access the information and resources to support them				
Quality improvements have been made within the learning environment which emphasise and demonstrate the role of education and learning				
There has been a review of processes and practice to 'free-up' time				
Time and effort are focussed on actions and activities which improve the quality of the learning environment				

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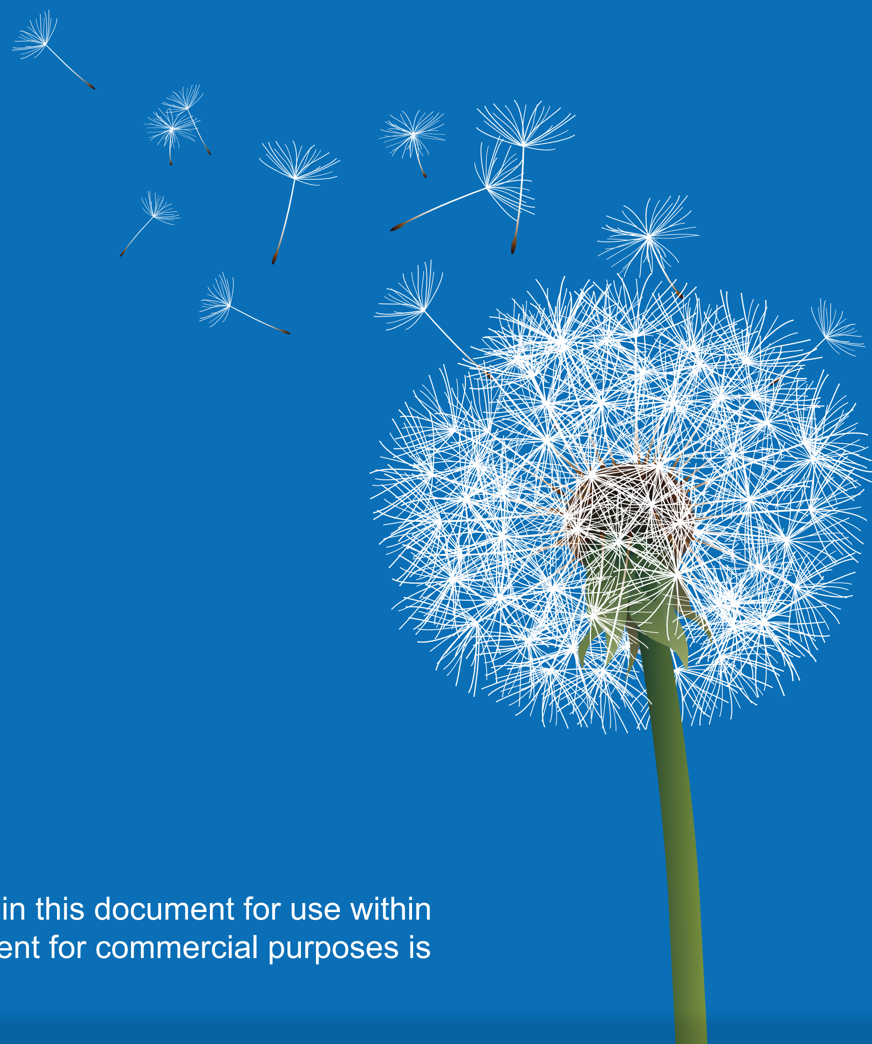
This resource may be made available, in full or summary form, in alternative formats and community languages. Please contact us on **0131 656 3200** or email **altformats@nes.scot.nhs.uk** to discuss how we can best meet your requirements.



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