Collaborative Learning in Practice

Information for Placement Providers
## Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Collaborative Learning in Practice</td>
<td>3</td>
</tr>
<tr>
<td>Key Drivers</td>
<td>3</td>
</tr>
<tr>
<td>CLiP in Practice</td>
<td>4</td>
</tr>
<tr>
<td>Planning and Preparation</td>
<td>4</td>
</tr>
<tr>
<td>Roles and Responsibilities</td>
<td>4</td>
</tr>
<tr>
<td>Process</td>
<td>4</td>
</tr>
<tr>
<td>Appendices</td>
<td></td>
</tr>
<tr>
<td>1. Implementation Plan</td>
<td>7</td>
</tr>
<tr>
<td>2. Staff information Sheet</td>
<td>8</td>
</tr>
<tr>
<td>3. Agreed Ground Rules / Expectations – Student/Learner</td>
<td>11</td>
</tr>
<tr>
<td>4. GROW Coaching Model</td>
<td>10</td>
</tr>
<tr>
<td>5. CLiP project – suggestions for 8 week placement</td>
<td>12</td>
</tr>
<tr>
<td>6. Student Introductory Letter</td>
<td>15</td>
</tr>
<tr>
<td>7. Weekly reflective meeting template</td>
<td>13</td>
</tr>
<tr>
<td>8. Student Daily Learning Log template</td>
<td>14</td>
</tr>
<tr>
<td>9. Student Reflective Diary template</td>
<td>17</td>
</tr>
</tbody>
</table>
Introduction to Collaborative Learning in Practice Placements

This clinical placement has agreed to take part in a project to implement Collaborative Learning in Practice Placements supported by your local University of Plymouth. The project is designed to enhance the student nurse/other learners experience and learning whilst on placement, involving the whole team.

Collaborative Learning in Practice (CLiP) model, originating in Amsterdam and is becoming increasingly popular in the UK. It is distinct from the traditional mentorship model in the way practice learning is organised and in the philosophy that underpins how students learn.

Key drivers

- NMC requirement to enhance the student placement learning experience in order to enable attainment of competency and proficiency (NMC 2018, Future Nurse Standards)
- Enablement of high quality supervision and coaching in the current climate of staff/supervisor shortages and increasing demands on nursing time.
- Need to attract, recruit and retain into nursing roles – a good placement experience = recruitment
- Need to increase capacity to secure the above and future of the profession (Heath Education England 2020).

The model moves away from previous concepts one-to-one mentors in favour of a ‘team’ approach. In 2018 the NMC introduced new Standards for the Supervision and Assessment of Students, introducing the new roles of Practice Supervisor, Practice Assessor and Academic Assessor which allows nursing students to be facilitated or ‘coached’ by registered health care professionals incorporating peer and tiered mentoring where senior students coach junior students in a variety of clinical environments (Clarke, Williamson and Kane, 2018, Williamson et al, 2020a, 2020b,).

Collaborative Learning in Practice is based on a concept of ‘coaching’ small groups of students working together and learning together where the focus is developing students’ confidence and performance through the use of facilitation and coaching skills and whereby:

- The role of the clinical supervisor role is valued leading to: Improved self-worth, motivation and job satisfaction for individuals and the team
- Partnership working is encouraged and increased between practice and educational environments
- Supports inter-professional approaches to care
- Environments where students rapidly develop confidence and leadership as they coach each other as well as being coached leading to:
  ✓ Increased self-esteem
  ✓ Increased ability to deal with and resolve problems
- Students take great responsibility for their learning and are more satisfied with their clinical practice than those students undergoing traditional supervision.
- Increased student capacity
- Increased job satisfaction and staff recruitment and retention
- Increased preparedness for registrant practice

(Williamson et al 2020a)
CLiP in practice

CLiP requires planning, preparation and project management as it requires a cultural change in supporting and assessing learning, delivering care and perpetuating best practice. The GROW model of coaching (Whitmore 2012) by supervisors and peer-to-peer coaching by students underpins learning requiring reflection and reflexivity which is already bedded into the ethos of nursing and midwifery.

Planning and Preparation

Planning and preparation of staff is key, there are several models that can be considered. Students are introduced to the concepts in the preparation for practice sessions and further prepared as part of placement induction.

The Placement Clinical Leads and staff together with their local University will plan implementation and review of the project. All staff will receive briefing and students will also receive induction/introduction. The Staff will be supported by a representative from the university and will also involve other tutors in the activity.

Roles and Responsibilities

Supporting HEI

- Support the preparation of staff in developing coaching skills
- Prepare students going into CLiP
- Support the weekly meeting and final review of the placement experience.

Placement Provider

- Support the project by upholding the student/learners supernumerary status at all times.
- Compliance with the Workplace Agreement contracted between the organisation and University.
- Ensure sufficient number of Practice Supervisors and Assessors are available as per NMC requirements (NMC, 2018)
- Provide reasonable protected time for Practice Assessors to conduct the assessment of student/learners.

Student/Learner

- Engage in peer-coaching with other students/learners in practice placement.
- Take responsibility for own learning.
- Demonstrate a professional attitude and willingness to work as a team.
- Encourage and support fellow students/learners to achieve their goals as well as your own.
- Take on board constructive feedback and incorporate it into practice where possible.

Process

Students are allocated Practice Assessors for the formal assessment, the practice assessor, or a delegated practice supervisor will work with the student to develop the initial learning plan.

The Practice Assessor will provide formal assessments at Midpoint stage and Endpoint stage. They also assess episodes of care in that placement area.

4 JLP/ AK Nov 2020
Several students (e.g. 2-4) working as a group or as pairs are allocated to a team on any particular shift, the Practice Supervisor is responsible for a group of patients, however the care is primarily organised and delivered by students. The Practice Supervisor will ‘coach’ the students for all the relevant activities and accept delegation of care as appropriate.

**The first week**

Students shadow staff to be orientated into the clinical setting

**Following weeks**

Students take responsibility for designated patients for all care delivery, first, second and third years are expected to work collaboratively together to enable peer-coaching to take place supporting and advising each other.

Often called the ‘Golden Hour’, students should spend time together each day to share experiences and learn collectively what has been achieved, and how, on that day or to explore together in more depth a particular patient or patients to enable consolidation of learning. This can be facilitated by the RN’s through receiving a quick overview of learning from the students, further learning objectives can be set.

There is also an opportunity for students from different professions to share their learning in this way.

Full student/learner group sessions are highly recommended once a week to review progress identify learning needs and set goals. This should be organised by the students/learners although may be led by Clinical staff/lead at first and will be attended, where possible, by university link or other personnel involved with this project. Notes of this meeting should be recorded, and any action plans shared with Practice Assessors.

Staff should support each other in the development of collaborative learning within their environment and should meet to review during the placement period.

More formal evaluation will be jointly undertaken at the end of the placement period.

Staff preparation e-learning is available at:  
https://xerte.plymouth.ac.uk/xerte/play.php?template_id=3145

Practice Assessor Preparation is available at:  
https://xerte.plymouth.ac.uk/xerte/play.php?template_id=4060

Practice Supervisor preparation is available at:  
https://xerte.plymouth.ac.uk/xerte/play.php?template_id=1763

Further information on Clip is available at:  
https://southlks.libguides.com/swquality

CLiP placements in General Practice  
https://vimeopro.com/healthandcarevideos/heeclip/video/368225932


http://dx.doi.org/10.1016/j.nedt.2018.11.022

[PMID: 30578971]


Appendix 1 Implementing CIp

**Initial Meeting with Pilot Sites**
- To establish capacity of clinical area
- To introduce support team, the pilot model and to identify any site requirements
- To establish full commitment of pilot across all parties

**Pilot Sites to Identify Roles**
- Establish Line Management (onsite) by identifying Practice Assessors and Supervisors
- Agree reasonable protected time for the assessment process

**University Preparation**
- Agree a date (or dates) to prepare all staff about the project and collective roles in the project
- Ensure that all Practice Assessors meet the NMC requirement and are active on the register of Assessors
- Ensure staff have access to documentation

**Coaching Sessions**
- University support team will provide coaching model tuition prior to commencement

**Preparation of Students**
- Students will be prepared by the University for the placement, prior to placement commencement.

**Pilot Site Staffing**
- In advance of student start dates each site should plan rota to ensure key staff are available to meet with the student group
- An induction/orientation to be undertaken at the start of placement for all students
- For the first week the students will be observing mainly, the GROW model to be introduced from week 2

**Concerns**
- Any early concerns to be communicated University link

**Week 2**
- Full implementation of student peer working and Coaching GROW model
- Practice Assessor to establish with the student/learner the placement development plan, establishing clear goals and learning outcomes for the placement
- Students/learners to work in groups/pairs to maximise peer learning opportunities
- Commencement of daily ‘Golden Hour’ session, where students meet to discuss that days experiences, reflect on practice and diary future learning opportunities including reflecting with other learners.
- Student/learners to organise a weekly ‘Review’ meeting to formally consolidate progress, raise any issues and give peer support. This session will be attended by University/Pilot staff when possible and key practice staff when available.

**Assessments**
- All Supervisors should constructively feedback daily to student/learners giving recommendations for improving practice (template available)
- Supervisors should also feedback to the Practice Assessor
- Initial, midpoint and final assessment interviews should be in protected time wherever possible

**Evaluation**
- Evaluations will be completed at the end of placement.
### Appendix 2

#### PRACTICE PLACEMENT

**STAFF INFORMATION**

| CLIP – Collaborative Learning in Practice | Originated in Amsterdam and been highly successful. More students are placed together in practice to enable peer coaching/learning and staff are ‘coaches’ rather than ‘mentors’. Designed to encourage clinical decision making and the potential for leadership. Piloted in the UK in the Acute sector, this project is unique as it is concentrated in the community. |
| Who Is Involved? | GP Networks Across SouthWest Peninsular |
| Length of the pilot in practice. Which students? | Between 8-12 weeks dependent upon which cohort the student is attached to. Primarily the placement should be between January and Easter. |
| Outcomes & Evaluation | TBC |
| Roles & Responsibilities | Practice Assessors – need to be live on the practice Assessor register.  
  Practice Supervisor – will be prepared for their role  
  Will be active in assisting with the goals and expected outcomes for the Learning Development Plan.  
  Practice Assessors will carry out both the Formative and Summative Assessment, after gaining quality feedback from other members of staff who have worked with the students.  
  This should improve the assessment process based on a broad range of assessment viewpoints resulting in improved inter-assessor reliability.  
  Practice Supervisors – will be prepared for their role  
  Will be active in assisting with the goals and expected outcomes for the Learning Development Plan.  
  work with students using coaching strategies for a period of time (daily perhaps). provide clear, reasoned feedback on the students competence and progression needs to be fed back to the students and their named mentor.  
  Clinical support staff (HCA’s etc) – as students are expected to be ‘hands on’ and work with the wider professional team, support will be required from HCA’s and other staff to help facilitate this. For example; a HCA could feedback on how a student delegated a task to them, how was it phrased? Were the instructions clear? Etc.  
  All other staff – it is important that everyone is aware of what this pilot is all about. Whether they have an active role or not. This is all about collaboration, everyone may have a part to play. |
| The Coaching Model ‘GROW’ | A placement Information file is insitu at each site, which includes information about the GROW model. All information can be accessed via POPPI at this link [https://www.plymouth.ac.uk/student-life/your-studies/academic-services/placements-and-workbased-learning/poppipoppipoppi-health/collaborative-learning-in-placement-practice](https://www.plymouth.ac.uk/student-life/your-studies/academic-services/placements-and-workbased-learning/poppipoppipoppi-health/collaborative-learning-in-placement-practice)  
 Mentors and staff need to familiarise themselves with this model. In essence there is a change from “What you do now is…” to “What are you going to do now?………and why?” Action plans can be useful in structuring completion of a goal and can be implemented by either the student, coach or assessor. |
| Weekly CLIP Reflective Meetings | Weekly review/relective meetings enable all students and staff to look back to look forward, where all/as many of the students involved attend. This |
must be onsite and at a time agreeable to the organisation. Along with the students there will be weekly representation by a member of the University staff for support only. Although a student led meeting, practice staff are encouraged to attend if available. This meeting is for reflection, sharing experiences, action planning, research and peer support. The students should appoint a Chair who will then take minutes and be responsible for updating students who missed the meeting. A copy of the minutes should be available for all.

In addition to the weekly meetings students will be working in pairs/groups on specific projects/research etc, time allowed for this collaboration is essential for the project. Any project should be monitored for competence in time management, leadership/management and knowledge acquired.

<table>
<thead>
<tr>
<th>Staff &amp; Student Support</th>
<th>For project queries or support the University Link will be available</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Any student issues can be passed to the Academic Assessor</td>
</tr>
</tbody>
</table>
## Appendix 3

### Agreed Ground Rules / Expectations – Student/Learner

<table>
<thead>
<tr>
<th>Ground rules/Expectation</th>
<th>Discussed and Agreed with Student/Learner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional behaviour – Student/Learner has read and understands the NMC Code of Practice</td>
<td></td>
</tr>
<tr>
<td>Professional boundaries – Student/Learner conforms to policy with social media, uniform and confidentiality.</td>
<td></td>
</tr>
<tr>
<td>Punctuality – Student/Learner demonstrates a professional approach to punctuality and shift pattern.</td>
<td></td>
</tr>
<tr>
<td>Absence – Student/Learner to inform Practice Assessor/Senior Management prior to shift if unable to attend. Also must inform University Administrator.</td>
<td></td>
</tr>
<tr>
<td>Shift patterns for placement, once agreed, should not be altered by the Student/Learner without agreement from the Practice Assessor.</td>
<td></td>
</tr>
<tr>
<td>Timesheets – the Student/Learner has responsibility for ensuring their timesheet is up to date and signed by the coach/assessor.</td>
<td></td>
</tr>
<tr>
<td>Mobile phones – Student/Learner is permitted to carry a mobile phone but must agree a suitable place to use it in placement.</td>
<td></td>
</tr>
</tbody>
</table>

**Discussed and agreed with (print name) ..............................................................(student/learner)**

**Mentor ..................................................(signature)**

**Student/Learner ..................................................(signature)**

**Date ..................................................**
## Appendix 4. GROW MODEL (Coaching Model)

[Diagram of GROW Model]

Whitmore (2009)

Using the following framework can structure the learning experience throughout the day:

<table>
<thead>
<tr>
<th>Goal (start of shift)</th>
<th>Reality</th>
<th>Options</th>
<th>Way forward – What will you do?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you want to focus on for this shift?</td>
<td>What is happening now?</td>
<td>What options are there?</td>
<td>What are you going to do next?</td>
</tr>
<tr>
<td>What do you want to achieve?</td>
<td>Describe the current situation…</td>
<td>What else could you do or what else could you try?</td>
<td>What options do you prefer and why?</td>
</tr>
<tr>
<td>Why is this important?</td>
<td>Use open questions</td>
<td>If anything was possible what would you do?</td>
<td>What are you actually going to do?</td>
</tr>
<tr>
<td>What will make you feel that this time has been well spent?</td>
<td>What have you tried so far?</td>
<td>How have you managed a similar situation before?</td>
<td>When are you going to do it?</td>
</tr>
<tr>
<td>Write some learning goals/outcomes for shift</td>
<td>What skills /attributes /knowledge /experience do you already have?</td>
<td>What if?….</td>
<td>How will you know when you have been successful?</td>
</tr>
<tr>
<td>What might you want to do differently?</td>
<td>I have a suggestion, would you like to hear it?</td>
<td></td>
<td>What challenges might you face, and how will you overcome them?</td>
</tr>
<tr>
<td>What is currently working well?</td>
<td></td>
<td></td>
<td>What support might you need and how will you get it?</td>
</tr>
</tbody>
</table>
Appendix 5. Clip project – suggestions for 8 week placement

WEEK ONE
- Induction and Orientation. Plan rotation through the network
- Goal Setting.
- NO CLiP Coaching for the first week.
- Shadowing and getting to know environment/patients.

WEEK TWO
- Students to organise themselves into peer groups for care delivery (mix of cohort years).
- Staff to coach the groups, ensuring that care is given by the students in a safe and caring manner.
- Daily or weekly goals can be set. The goals should be reviewed during the shift to ensure progress is being made.

WEEK – STUDENT REVIEW MEETING
- A weekly meeting should be attended by as many students as possible, a PU representative, and possibly a member of staff.
- This meeting should be at the same time and day each week.
- This is where the students review what they have learnt, reflect, support and share with their peers.

APPROXIMATELY 4 WEEKS
- Formative assessment should be completed, with the student, by the Practice Assessor.
- Feedback should have been given to the Assessor from all coaching staff before Formative.
- Feedback assists with forward planning and further goal setting.
- Formative should include an action plan for improvement or challenge.

END OF PLACEMENT
- Summative assessment needs to be completed before the last day of placement.
- Continued feedback from the wider team should ensure inter-assessor reliability.

AFTER STUDENTS LEAVE PLACEMENT
- Debrief with staff and University representative to discuss the experience.
Dear Student

We are pleased to welcome you to our placement area and hope that your time with us provides you with a valuable learning experience.

We have recently introduced a new model of learning and support called **Collaborative Learning in Practice Placements (CLiP)**

We hope that this model will:

- Enhance your student placement learning experience in order to enable attainment of competency and proficiency.
- Students work in a collaborative learning environment supervised by RN/support workers using coaching techniques to facilitate learning and development (Lobo et al, 2014).
- Students rapidly develop confidence and leadership as they coach each other as well as being coached. Additionally students take great responsibility for their learning and are more satisfied with their clinical practice than those students undergoing traditional supervision (Hellström-Hyson et al, 2012).
- Research has identified that students who are coached rather than taught/Practice Assessor develop sound clinical reasoning and decision making skills and preparedness to take on role of RN (Secomb, 2008, Hellström-Hyson et al., 2012).

**CLiP in Practice**

Students are allocated Practice Assessors who will set the initial learning plan, provide midpoint and final assessments – they do work with the students however will predominantly base decisions on feedback from those who supervise therefore increasing inter-assessor reliability.

Several students are allocated to a team on any particular shift or work in pairs together, the Registered Nurse (RN) is responsible for a group of patients, however the care is primarily organised and delivered by students. The RN will coach the students for all the relevant activities and accept delegation of care as appropriate. Coaching underpins the philosophy of learning so that students are supported to take on greater responsibility for their learning and the learning environment.

Students may rotate to other associated areas within a network or cluster.

Students take responsibility for designated patients for all care delivery including liaising with MDT after 1 week bedding into the ward. 1st, 2nd and 3rd years are expected to work collaboratively together in caring for their group of patients, supporting and advising each other.

Reflection sessions with all students take place once a week in order to ensure feedback is shared regarding the learning, challenges and actions.
### CLiP Team – Weekly Review Meeting

**Date:** .................................

**Placement Area:** ..........................................................

<table>
<thead>
<tr>
<th>What went well?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Were there any challenges?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>At the end of placement: Have all the action plans been reviewed?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
Appendix 8

STUDENT LEARNING LOG

Name of Student: ……………………………………………………………………………………………

Name of Coach: ……………………………………………………………………………………………

Date: ………………………………………………………………………………………………………...

Overview of Learning Outcomes:

<table>
<thead>
<tr>
<th>Goals for the day:</th>
<th>Current level of knowledge/ability:</th>
<th>Plan:</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will be achieved? What will be the specific outcomes?</td>
<td>Beginner – no previous experience with no skill / no knowledge. Intermediate – some previous experience / some knowledge. Advanced – able to perform skill competently under supervision / able to provide rationale.</td>
<td>(please elaborate level of skill (reasons why))</td>
</tr>
<tr>
<td><strong>Student Self-Reflection</strong></td>
<td><strong>Coach’s Assessment / Feedback</strong></td>
<td></td>
</tr>
<tr>
<td>-----------------------------</td>
<td>----------------------------------</td>
<td></td>
</tr>
<tr>
<td>What has been learnt? What do you need to do more of or start doing? Is there anything you should do less or stop doing?</td>
<td>Feedback on professional behaviour and performance, reassess competency in relation to days agreed Learning Outcomes. Discuss unexpected achievements. Action plan to further develop skills.</td>
<td></td>
</tr>
</tbody>
</table>

**Student Signature:**

**Coach Signature:**

*With acknowledgements to the Health Academy Lancashire Teaching Hospital*
### STUDENT REFLECTIVE DIARY

<table>
<thead>
<tr>
<th>Brief description of topic/experience (what is it, how did it happen etc?)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Significance - why is this of interest/importance? What is the context, what theories/guidelines influence this?</td>
<td></td>
</tr>
<tr>
<td>Feelings</td>
<td></td>
</tr>
<tr>
<td>Observations (what have you learned and why?)</td>
<td></td>
</tr>
<tr>
<td>Follow up tasks/learning (what is the next step?) Action Plan.</td>
<td></td>
</tr>
</tbody>
</table>