

communications

Strategy Pillar	Strategy Theme	Strategy Aim	Strategy Year 1	Strategy Year 2	Strategy Year 3	Objective Strategy Action	Key Performance Indicator	Milestone	Measurement Plan	Roles & Responsibilities O= Oversight I= Implementation M= Measurement	Comment
						To measure the quality of practice learning and learning environments for all learners	A 50% increase in completed on PARE or profession specific alternative for all GM learning environments in comparison to 20 / 21	<p>Q1 Baseline review of percentage of completed PARE evaluations per profession [or alternative] for GM learning environments</p> <p>Q2 Review of data and development of action plan to increase engagement with evaluation process</p> <p>Q3 Action plan</p> <p>Q4 Comparative review to baseline of number of completed PARE evaluations for GM learning environments</p>	Baseline review of completed evaluation for each provider organisations and comparative review at end of 2021/22 period	O = EELE project Lead I & M = PEF Chair [Helen Bowler] & Provider organisation education leads & HEI Practice Leads	Year 2 Oversight = GM PECE This will be a longitdunal piece of work in order to be able to measure the quality of practice learning Some professions are not utilising PARE for evaluations; these alternative evaluations need to be considered e.g. Radiotherapy
						To change the language we use when we talk about practice learning and practice education to support a cultural shift across the GM system	100 % of GM communications will reflect the change of language within the strategy across programmes and across care settings and forums	<p>Q1 Baseline review of all GM practice education communications</p> <p>Q2 Identify areas for update</p> <p>Q3 Implementation of updates across communications</p> <p>Q4 Comparative review of all GM practice education communications</p>	Internal review of all comms across university programmes Internal review of all comms across provider organisations updated language in prep for practice and induction programmes - Baseline review and comparative review at end of 2021 year period	O = EELE project Lead I & M = Organisational Lead Contacts (OLCs) [Identified lead in Provider organisations & HEIs]	
						To measure the impact of the year 1 strategy actions on the practice learning experience for learners	Qualitative data indicates positive impact of the year 1 strategy actions on practice learning experience for learners aligning to scoping outputs	<p>Q1 Submit ethics application</p> <p>Q4 Student focus group: to evaluate impact of the strategy on practice learning as compared with initial student consultation</p>	Qualitative data collection and comparison review to initial student consultation with similar structure	O & I & M = EELE project lead & project support	Year 3: Relationship between student attrition and qualitative findings to be reviewed
						To develop a consistent and robust reporting process across year 1 of the implementation plan to ascertain if developments are impacting positively on practice education across GM and to ensure plans for future sustainability	100% evaluation and reporting of all aspects of strategy Year 1 outputs	<p>Q1 Review of current governance structure and reporting mechanisms including online survey to OLCs</p> <p>Q2 Update and adapt governance structure and reporting mechanisms</p> <p>Q3 Report accordingly</p> <p>Q4 Review the impact of governance structure and reporting mechanisms via online survey to OLCs</p>	quarterly reporting across the GM system will be maintained	O = Head of GM PMO I = OLCs I & M = EELE project lead & project support	

Sustainability & Comi

To ensure clear links with the implementation of 'Our People Plan for Greater Manchester'	The strategy will complement the implementation of the people plan across GM and the project lead will develop and maintain communication with the Workforce collaborative through effective reporting	Q1 Meet with key stakeholders and identify correlations and gaps between strategy and people plan Q2 & Q3 Ensuring alignment of activity to people plan Q4 Meet with key stakeholders and identify ongoing future correlations to strategy and people plan	Ongoing review of process - not to be measured	O & I = EELE project lead & project support & Head of GM PMO	
To facilitate alignment to the outputs of the RePAIR project	The strategy will complement the implementation of the RePAIR Project	Q1 Meet with RePAIR Ambassador/Fellows to identify GM and national RePAIR project objectives and identify correlations and gaps between strategy and RePAIR project Q2 & Q3 Ensuring alignment of activity to GM and national RePAIR project through quarterly catch ups or webinars Q4 Meet with RePAIR fellow and identify ongoing future correlations to strategy and GM and National RePAIR project	Ongoing review of process - not to be measured	O & I = EELE project lead & project support & Head of PMO	
To develop and implement a communication strategy to support delivery of implementation plan and provide foundation for sustainability	By the end of 2021 period 80% GM Stakeholders across all care provider organisations and universities will be aware of the strategy and be engaged in its delivery across the system	Q1 Apply for ethics Q2 Baseline survey of strategy awareness across system Q2 Implement communication plan Q4 Comparative survey of strategy awareness across system	Biannual online survey across all key stakeholders	M & I & O = EELE project lead & project support	
To define the role of and effectively utilise Organisational Lead Contacts (OLCs) within provider organisations	OLCs aware of role and supported to deliver requirements across all care sectors in GM	Q1 Review current OLC role outline and identify organisational gaps Q2 & Q3 Raise and maintain the profile of the OLC role strategically Q4 Measure engagement; through attendance at key strategy forums; and activity	Number and engagement of OLCs as compared to baseline	M & I & O = EELE project lead and EELE project support officer	
To provide an overall project evaluation of all priority areas and prepare for year 2 priority actions	Project evaluation and year 2 (2022/23) implementation plan	Q4 Complete Evaluation & Implementation plan	Ongoing review of process - not to be measured	O = EELE project lead and EELE project support officer M & I & O = EELE project lead and EELE project support officer	Objective aligned to HEE EELE bid
To share innovation in practice learning via publication, conferences, awards and blog posts	Innovation in practice learning shared with an agreed process in place	Q1 Agree a process for sharing innovation Share innovation Q2 Share innovation Q3 Review process Q4 Share innovation and hand over process to PECE	Number of publications/awards/conferences attended Number of blog posts	O & M = EELE project lead and EELE project support officer I = Organisational Lead Contacts	Objective aligned to HEE EELE bid GM PECE will have oversight in Y2 Publication to be standing agenda item at OLC meetings for write up

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	Improving the impact of investment to enhance and facilitate learning environments and capacity	Assuring that there is GM wide and cross profession awareness of developments supported by investment to maximise learning environments and output from investment				To develop an agreed central oversight of investment and agreed process to maximise GM wide agreement for use of investment to support practice education: Priority areas/effective communication of outputs/reduced duplication of work and effort/shared learning	By the end of 2021 all GM organisations will be engaged with an agreed centralised process for the management of investment to support practice learning/education and begin to develop a system to support this process	Q1 & Q2 Baseline review of current processes for the management of investment; scoping sustainability and resources within the system [e.g tariff, HEI student funding] Q3 Development of report Q4 Publication of report with proposed governance structures for decision making regarding management of investment	Ongoing review of process - not to be measured	O = Head of PMO I = EELE project lead & EELE project support officer	Year 2: Developing a system to support the centralised process i.e. application for spending centrally & clear central reporting/communications regarding projects
		Sharing best practice and learning from each other in the development of learning environments. Securing that practice education and practice learning is central to curriculum development and enhance further partnership and collaboration between GM universities and provider organisations Embracing practice learning is a key component and priority for all healthcare programmes				To Develop and implement the GM Practice Education Centre of Excellence The developed centre will lead on the development and implementation of interventions to raise the profile of the value of education and learning in practice and the importance of the engagement of everyone in supporting and facilitating learning The centre will ensure that there is enhanced partnership working across universities and care provider organisations with the development of a practice learning curriculum as a key part of all healthcare programmes	GM PECE will be developed and fully implemented by the end of the 2021 period	Q1 agreement for development of PECE and develop project role outline Q2 assign project lead role Q3/4 Development of PECE and handover to ensure a sustainable plan for the ongoing actions within the GM Health & Care Learning Environments Strategy that support the development of practice learning curriculums in partnership with HEIs	Ongoing review of process - not to be measured	O = Head of PMO & EELE project lead & EELE project support officer I = GM PECE Project Lead	Objective aligned to HEE EELE bid

Get Prepared

<p>Partnership and process for the identification and development of new learning environments across all care settings</p>	<p>To ensure that there is GM wide and cross profession awareness of developments supported by investment to maximise learning environments and output from investments</p> <p>To share best practice and learning from each other in the development of learning environments</p> <p>To secure that practice education within learning environments is central to curriculum development and enhances further partnership and collaboration between Greater Manchester universities and care provider organisations</p> <p>To embrace practice education as a key component and priority</p>		<p>To develop and implement an agreed shared process for the management of new learning environments across all care settings - fostering partnership, transparency and collaboration - linking with the implementation of inPlace</p>	<p>100% of all provider organisations, care settings and universities will engage in the development and implementation of an agreed framework for identifying, opening and sustaining new learning environments will be developed and implemented by September 2021 period</p>	<p>Q1 Baseline review of existing processes for identification of learning environments and impacting factors</p> <p>Q2 Develop a new process and plan that will identify the required learning environment expansion needs in line with workforce requirements for GM</p> <p>Q3 Implementation of new process</p> <p>Development of GM [impact assesment] evaluation tool for evaluation of new practice learning innovation to support future developments</p> <p>Q4 Evaluation of new process: Provider engagement and number of new learning environments identified through process</p>	<p>Baseline review of current processes across GM Following implementation by October 2021 review impact of framework at the end of the 2021 period</p>	<p>O = Head of PMO & EELE project lead I & M = EELE Facilitation Lead [Marie Mathews]</p>	<p>Objective aligned to HEE EELE bid</p>
<p>Preparing and empowering learners to embrace practice learning opportunities</p>	<p>To empower all learners to be adequately prepared for their practice learning experience by the universities in partnership with care provider organisations</p> <p>It is essential to prepare learners for their practice learning experience and manage expectations from the very start of their learning journey; so this evolves with the developments of programmes e.g. TEC and LE developments</p> <p>Facilitating all learners to take ownership of their learning opportunities as adult learners and to be supported to be proactive in their own professional development</p>		<p>To develop and implement a GM wide agreed process to prepare learners for practice - developed in partnership with care provider organisations</p> <p>This must include opportunity to maximise professionalism and role identity for all programmes ensuring learners understand and appreciate their role as a learner and their roles within multi-professional teams</p>	<p>The development and implementation of an agreed process by July 2021 with 90% of all learners having access to the process by end of 2021 period</p>	<p>Q1 Utilise developed baseline process and the findings of GM HC LES scoping exercises linked to preparing learners for practice and welcoming learners; and additionally engage learners to finalise framework</p> <p>Q2 & Q3 Implement process</p> <p>Q4 Evaluate impact: Student satisfaction and understand of role as a learner and within multi-professional teams</p>	<p>Baseline review of current process for each university and evaluation of impact at end of 2021/22.</p>	<p>I & O = ELEE project lead & project support officer M & I = OLCs & ELEE Implementation Lead [Laura Hammond]</p> <p>[PEF Forum & HEI practice leads & programme directors & Provider organisation leads]</p>	<p>Objective aligned to HEE EELE bid</p> <p>Ensure correlation with welcoming learners work [below]</p>

<p>Welcoming learners to provider organisations and learning environments</p>	<p>To welcome all learners and prepare them for their practice learning experience with high quality, consistent provision of key information for learners in their allocated learning environment and care provider organisation</p> <p>It is essential that learners are welcomed to the organisation and the learning environment, so they feel welcomed and a part of the team during their time in practice</p>	<p>To develop and implement a GM wide standardised induction framework developed by care provider organisations in partnership with universities</p>	<p>The development and implementation of an agreed process by July 2021 with 90% of all learners having access to the process by end of 2021 period</p>	<p>Q1 Utilise developed baseline process and the findings of GM HC LES scoping exercises linked to preparing learners for practice and welcoming learners; and additionally engage learners to finalise framework</p> <p>Q2; Q3 & Q4 Implement framework</p>	<p>Baseline review of current process for each university and comparative review at end of 2021 year period</p>	<p>O & M = ELEE project lead</p> <p>I = ELEE Implementation Lead [Laura Hammond]</p> <p>[PEF Forum & HEI practice leads & programme directors & Provider organisation leads]</p>	<p>Objective aligned to HEE EELE bid</p> <p>Year 2: Evaluate impact: Student satisfaction and understanding of role as a learner and within multi-professional teams</p>
<p>Valuing learners - they are the future of our health and social care workforce</p>	<p>To foster that all learning environments across GM support and develop the future workforce</p> <p>To developing and understand the challenges of future workforce requirements, linking to the impact of capacity challenges</p> <p>To ensure that quality in the learning environment and in the learning experience is a key consideration</p> <p>To develop an agreed approach to foster learners as colleagues and to acknowledge their importance as the future workforce and their positive contribution to health and care delivery</p>	<p>To develop and implement a GM wide campaign to raise the profile of the value of learners in all learning environments</p>	<p>The development and implementation of an agreed campaign by Q4</p>	<p>Q1; Q2 & Q3 Development of campaign</p> <p>Q4 Implementation of campaign</p>	<p>Ongoing review of campaign - not to be measured</p>	<p>O & I = EELE project lead & EELE project support officer</p> <p>I & M = PEF Forum</p>	<p>Year 2: Measurement of impact of campaign</p>
<p></p>	<p></p>	<p>To ensure clear links with the implementation of 'Our People Plan for Greater Manchester'</p>	<p>The strategy will complement the implementation of the people plan across GM and the project lead will develop and maintain communication with the Workforce collaborative through effective reporting</p>	<p>Q1 Meet with key stakeholders and identify correlations and gaps between strategy and people plan</p> <p>Q2 & Q3 Ensuring alignment of activity to people plan</p> <p>Q4 Meet with key stakeholders and identify ongoing future correlations to strategy and people plan</p>	<p>Ongoing review of process - not to be measured</p>	<p>O & I = EELE project lead & project support officer & Head of PMO</p>	<p>Objective included within sustainability and communications</p>
<p></p>	<p></p>	<p>To promote a cultural shift by changing the language we use when we talk about learners: student to learner/taking a student/to welcoming the learner to the team - so they have a clear identity and the whole team welcome them</p>	<p>100 % of GM communications will reflect the change of language within the strategy across programmes and across care settings and forums</p>	<p>Q1 Baseline review of all GM practice education communications</p> <p>Q2 Identify areas for update</p> <p>Q3 Implementation of updates across communications</p> <p>Q4 Comparative review of all GM practice education communications</p>	<p>Internal review of all comms across university programmes Internal review of all comms across provider organisations updated language in prep for practice and induction programmes - Baseline review and comparative review at end of 2021 year period</p>	<p>O = EELE project Lead</p> <p>I & M = OLCs</p>	<p>Objective included within sustainability and communications</p>

Strategy Pillar	Strategy Theme	Strategy Aim	Strategy Year 1	Strategy Year 2	Strategy Year 3	Objective Strategy Action	Key Performance Indicator	Milestone	Measurement Plan	Roles & Responsibilities O= Oversight I= Implementation M= Measurement	Comment
Experience	Promoting the value of the role of the educator in practice	To promote a culture and acceptance that supporting education and learning is a shared expectation and responsibility for all registered healthcare professional, so that educators in practice are valued and see themselves as leaders for practice education Cultivating clarity and consistency in roles in order that the recommendations for the strategy can be driven forward				To develop and implement a GM Educator Profile and career framework for practice education	100% of all provider organisations, care settings and universities will engage in the development and implementation of an agreed framework that will be developed and implemented by the end of the 2021 period	Q1 & Q2 Building on 2020/21 work outputs including GM career framework for practice education offering clear career progression across all provider organisations and provide leadership in practice learning; completed review of all undergraduate practice education roles. Finalise and agree career pathway outlines and GM process for recognition of educator role Q3 Implementation of profile and framework including self assessment as a benchmark and utilisation in professional development processes e.g. PDR in provider organisation Q4 Baseline review of implementation and developed role outline for all undergraduate educator roles within GM	Ongoing review of process - not to be measured	O = Head of PMO & EELE project lead & project support officer I & M = PEF Chair [Helen Bowler] & GM EELE Project Lead & Provider organisation education leads & HEI Practice Leads	Objective aligned to HEE EELE bid GM PECE will have oversight in Y2
						To develop a GM wide review of all practice education roles including the role of the PEF to ensure their impact is maximised across all professions	The development and implementation of an agreed process by July 2021 with 100% of all practice education roles reviewed by end of 2021 period	Q1 Scoping practice education roles; job descriptions and person specifications for all areas of practice learning and all professions including AHP learners and learning environments such as social care, primary care and PIVO Q2 Review findings Q3 & Q4 Develop report	Scoping of 100% of current PEF role descriptors Baseline review to understand PEF role across all learning environments sectors and professions across GM	O = EELE project lead & EELE project support officer I & M = PEF Chair [Helen Bowler] & GM EELE Project Lead & Provider organisation education leads & HEI Practice Leads	Objective aligned to HEE EELE bid This will be a longitudinal piece of work that will require ongoing development; implementing recommendations from report
						To development and implement a project to generate a culture a shift to raise the profile of practice education within learning environments; ensuring representation for practice education is key to strategic decision making across organisations	The development and implementation of an agreed project by September 2021	Q1 Review outputs of scoping from 2020/21 in regards to culture as well as RePAIR report Q2 & Q3 Development of project proposal and associated communications to include: Best practice education/ learning governance structure for provider organisations that increases the profile of practice learning and the practice educator role A campaign that raises the profile and value of practice education/ learning across GM 'Be a Greater Manchester Educator' campaign to raise the profile of the educator role in GM [to Align to NW campaign] Q4 Launch project	Ongoing review of process - not to be measured	O = EELE project lead & EELE project support officer & Head of GM PMO I & M = PEF Forum & Provider education leads & HEI Practice Leads	Objective aligned to HEE EELE bid This will be a longitudinal piece of work after 1 year: GM PECE

Enhance the Ex

			<p>To understand the utilisation of HEE education tariff in each care provider organisation to support the enabling of effective learning environments</p>	<p>The development of a report with recommendations</p> <p>Engagement of 100% of provider organisations by September 2021 with a developed report by end of 2021/22 period</p>	<p>Q1 Agree engagement and develop internal review process</p> <p>Q2 & Q3 Collating internal review data</p> <p>Q4 Analyse and develop report with recommendations for further action</p>	<p>Baseline review of current process across all provider organisations in 2021</p>	<p>O = Head of GM PMO & EELE project lead & Project support officer</p> <p>I & M = EELE Implementation Lead [All with Laura Hammond lead] [Heads of nursing/AHP and Midwifery & Provider organisation education leads & Provider organisation Directors of Finance & HEE]</p>	<p>Objective aligned to HEE EELE bid</p> <p>This will be a longitudinal piece of work after 1 year</p>
<p>The development of university-based roles to support and facilitate practice education within learning environments</p>	<p>To develop and enhance current roles of the academic link for practice across all GM universities, identifying the vital nature of the role in the facilitation of partnership working across GM.</p> <p>To scope the time required and complexity of the varying roles that have been developed by universities to support in practice to create a considered and a consistent approach to university support roles</p>		<p>To scope and review all academic support roles across GM universities and a review of the time required to fulfil these roles, their impact and value, to maximise partnership working across universities and care provider organisations</p>	<p>The development and implementation of an agreed process by July 2021 with 100% of all university based practice education roles reviewed by end of 2021 period</p>	<p>Q1 Scoping academic support roles; job descriptions and person specifications</p> <p>Q2 & Q3 Review findings and develop report regarding the development of university-based roles to support and facilitate practice education and practice learning</p> <p>Q4 Escalation of findings of report for action</p>	<p>Scoping of 100% of current university based practice role descriptors</p> <p>Baseline review of access to academic support roles across all learning environments sectors and professions across GM</p>	<p>O = EELE project lead/EELE project support officer</p> <p>I & M = EELE Implementation Lead [Marie Mathews]</p> <p>Provider organisation education leads & HEI Practice Leads</p>	<p>Objective aligned to HEE EELE bid</p>
<p>Ensuring the quality of practice education</p>	<p>Assuring implementation of the North West wide approach to quality assurance processes for learning environments including the launch of InPlace Placement</p>		<p>To scope all care provider organisations re: the use of the HEE Quality Assurance Framework 2021 - 22</p> <p>Aligning to the implementation and evaluation of the NW approved quality assurance process with the introduction of the InPlace (Placement Management System)</p>	<p>All organisations engaged with framework and new NW QA processes</p>	<p>Q3 & Q4 Implementation of new NW quality assurance processes and HEE Quality Assurance Framework</p>	<p>Review of use across all organisations at the end of the 2020/21 [baseline = all organisations using toolkit and QA processes]</p>	<p>O & M = ELEE project lead</p> <p>I = EELE Implementation Lead [Marie Mathews] [HEI practice leads & Provider organisation leads]</p>	<p>Year 2: Further development</p> <p>LEELs to understand new tariff process and new QA process</p>

	<p>n within learning environments for all learners</p>	<p>Management System to support this process</p> <p>To ensure that the Health Education England quality Assurance Framework is central to our developments.</p>		<p>To review and enhance the agreed GM wide process for raising concerns about a learning environment and learner experience in practice</p>	<p>The enhancement and implementation of an agreed process by September 2021 with 100% of all provider organisations and universities supporting the implementation of the developed process by end of 2021 period</p>	<p>Q1 Scoping of current process</p> <p>Q2 Consultation of review</p> <p>Q3 Development and implementation of review</p> <p>Q4 Evaluation of updates</p>	<p>Baseline review of use across all organisations with comparative review at end of 2021 year period</p>	<p>O = ELEE project lead & GM PMO</p> <p>I & M = GM PMO & HEI practice leads & Provider organisation leads</p>	
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Strategy Pillar	Strategy Theme	Strategy Aim	Strategy Year 1	Strategy Year 2	Strategy Year 3	Objective Strategy Action	Key Performance Indicator	Milestone	Measurement Plan	Roles & Responsibilities O= Oversight I= Implementation M= Measurement	Comment
						To scope current evidence base to support and guide system wide decision making about the development and integration of new models to facilitate practice education within learning environments	All developed innovations in practice learning/educations across GM will be developed following review of the current evidence base	Q1 Scope current initiatives Q2 Complete literature review to identify current evidence base Q3 & Q4 Develop evidence to ensure initiatives are evidence based	Ongoing review of process - not to be measured	O & I & M = EELE project lead & project support	
						A system wide agreement to work in partnership in the development of new models to support practice education within learning environments and to share learning from developments across the GM footprint with all universities and care provider organisations	The development and implementation of an agreed process to share best practice by September 2021 with 100% of all provider organisations and universities supporting the implementation of the developed process by end of 2021 period	Q1 Baseline review and update of models to support practice learning; scoping across all organisations and universities Q2 Develop an agreed central repository and dissemination plan Q3 Implement agreed repository and implementation plan Q4 Evaluate and continue implementation	Baseline review across all organisations and universities with comparative review at end of 2021 year period	O = EELE project lead & Head of GM PMO I & M = EELE Implementation Lead [All with Marie Mathews lead] [HEI practice leads & Provider organisation leads]	Hub and spoke work stream and e-rostering/IPE care home project
						To design and innovate new models to support practice education across the GM footprint with all universities and care provider organisations	New models designed/innovated to encompass a coaching approach to practice education Increase in the use of new models across all professional groups and sectors	Q1 Recommendations from the Placed Based Pilot and scoping (above), as well as third sector/social prescribing project; and response to COVID 19 (e.g. virtual and blended learning environments) implemented into any plans Evaluations of the place based programme and report from third sector social prescribing project incorporates key priorities for learners Q2 Clear sustainable process for reviewing and monitoring any new developments/ initiatives using a project methodology approach Q3 Workshops or task & finish group established (multi-professional, multisector, and inclusive of year 1 projects) to identify innovation in practice across GM identified clear plans for further development and implementation Q4 Clearly defined future models and resources which will integrate as part of the GM practice curriculum Robust communication strategies that support the implementation of new initiatives Implementation of new models across GM		O = EELE project lead & Head of GM PMO I & M = EELE Implementation Lead [All with Marie Mathews lead]	Objective aligned to HEE EELE bid E.g. TEC; Simulation To sustainably expand GM Synergy or coaching supervision model across all professions and within all organisations as the supervision method of choice

Innovation in models to support practice education across Greater Manchester

To explore learning environment opportunities across a range of care settings and service provision through partnership working between universities and care provider organisations

To explore and scope the feasibility and benefits of using alternative models of supporting learning in practice to facilitate a move from 'traditional' models of practice learning and to embrace innovation and development

<p>To reinvigorate and redesign the current hub and spoke model to support practice education across the GM footprint with all universities and care provider organisations</p>	<p>Hub and spoke model designed/innovated to encompass a coaching approach to practice education</p> <p>Increase in the use of model across all professional groups and sectors</p>	<p>Q1 Recommendations from the informal evaluation of the Placed Based Pilot; scoping (above); outputs of EELE Y1 funding; and learning from MFT pilot implemented into any plans</p> <p>Evaluations of the place based programme incorporates key priorities for learners</p> <p>Workshops or task & finish group established (multi-professional, multisector and inclusive of year 1 projects)</p> <p>Q2 Clearly defined future models and resources which will integrate as part of the GM practice curriculum</p> <p>Robust communication strategies that support the implementation of new initiatives</p> <p>Clear sustainable process for reviewing and monitoring any new developments/ initiatives using a project methodology approach</p> <p>Recommendations from second phase informal evaluation of place based pilot considered</p> <p>Responding to the output of the Year 1 EELE third sector/social prescribing project and incorporating into developed model</p>		<p>O = EELE project lead & Head of GM PMO</p> <p>I & M = EELE Implementation Lead [Marie Mathews]</p> <p>PEF Forum</p>	<p>Objective aligned to HEE EELE bid</p> <p>To sustainably expand GM Synergy or coaching supervision model across all professions and within all organisations as the supervision method of choice</p> <p>PECE Priority Y2: Evaluate number of PIVOs utilised as part of Hub and Spoke model</p>
<p>To scope and plan of e-rostering for learners</p>	<p>Task and Finish group membership representative of all GM care provider organisations and HEIs to engage in scoping across all professions</p>	<p>Q1 To scope the use of e-rostering in GM care provider organisations including barriers and facilitators</p> <p>To contact EELE project lead for L&Sc</p> <p>Q2 Development of workshops or task and finish groups established (multi-professional, multisector)</p> <p>Q3 & Q4 To plan for e-rostering for learners</p>		<p>O = EELE project lead & Head of GM PMO</p> <p>I & M = EELE Implementation Lead [Sam Roper]</p> <p>PEF Forum</p>	<p>Objective aligned to HEE EELE bid</p>

<p>To develop and implement interprofessional education project based in care homes across GM with output to support sustainable access to care homes for healthcare learners</p>	<p>Developed and implemented interprofessional education project based in care homes across GM with output to support sustainable access to care homes for healthcare learners</p>	<p>Q1 Project steering group established with key stakeholders represented (multi-professional, multisector and inclusive of year 1 project leads : Care homes and learner groups clearly identified and defined</p> <p>Development of communications and Resources for care homes and learners available re interprofessional engagement and overcoming barriers to facilitating learning environments</p> <p>Attendance at and collaboration with PeRCIE steering group</p> <p>Incorporate learning from EELE Y1 projects and CPEP projects inc. managing supervision and assesment without registered staff</p> <p>Q2 Implementation and evaluation of the impact of the pilot</p> <p>Development of campaign to promote care homes as a learning environment to learners, HEIs and care homes</p> <p>Engagement with the end of project Social Prescribing report and recommendations including identification of organisations that value learners to showcase as exemplars</p>		<p>O = EELE project lead & Head of GM PMO</p> <p>I & M = EELE Implementation Lead [Sam Roper]</p> <p>PEF Forum & EELE Care Home Project Lead [Sarah McRae]</p>	<p>Objective aligned to HEE EELE bid</p> <p>To sustainably expand GM Synergy or coaching supervision model across all professions and within all organisations as the supervision method of choice</p>
<p>Review of the current practice elements for each university including specific programme requirements and developments, internal to each university, to support engagement with developments of new models and interprofessional education for practice education within learning environments e.g. inclusion of coaching, social prescribing, social care, multi-professional working</p>	<p>The development and implementation of an agreed process by September 2021 with 100% of all provider organisations and universities supporting the implementation of the developed process by end of 2021 period</p>	<p>Q1 & Q2 Baseline review of practice learning within current curriculum and practice</p> <p>Q3 Development of report with recommendations for HEIs</p> <p>Q4 Circulation of report across system; including deans advisory group and Oversight committee</p>	<p>Baseline review with recommendations for future curriculum requirements</p>	<p>O = Head of GM PMO & EELE Project lead</p> <p>I & M = Graduate Workforce Group [HEI practice leads & Provider organisation leads]</p>	<p>Objective aligned to HEE EELE bid</p>

Model the Future

<p>Widening access to learning environment opportunities in social care by identifying and overcoming barriers</p>	<p>Embracing a structured system wide approach to enhancing access to learning opportunities in primary care and ensuring insight into the concept of neighbourhoods and place</p> <p>To explore, scope and develop the profile and value of care learning opportunities; facilitating a system wide approach to the delivery of person centred care.</p> <p>To ensure that all learners have an understanding of cross sector care to maximise the quality of person led care and the promotion of health for the GM population</p>		<p>To raise the profile of social care and a system wide approach to care delivery for all GM learners in partnership learning from the findings of the place-based approach and the primary care/PIVO project; identifying barriers and mapping possible advantages and development opportunities that can embed and embrace links to social care.</p>	<p>Identification of current access to social care learning environments across GM</p> <p>Increased engagement with social care sector to inform next steps</p>	<p>Q1 Baseline review of access to social care learning environments; taking into consideration evaluation of placed based pilot; using workshops or T&F groups (multi-professional, multisector inclusive of ongoing year 1 project leads) and learning from EELE Y1 projects and CPEP projects inc. managing supervision and assesment without registered staff Engagement/consultation with social care leads</p> <p>Attendance at and collaboration with PeRCIE steering group</p> <p>Support developement of utilisation of indentified social prescribing third sector learning environments</p> <p>Q2 Development and publication of report and engagement/consultation with social care leads</p> <p>Engagement with the end of project Social Prescribing report and recommendations including identification of organisations that value learners to showcase as examplars</p> <p>Q3 Robust communication strategies that support the implementation of new initiatives inc. webinars</p>	<p>Baseline review of use of social care and other care learning environments across all organisations and universities</p>	<p>O = EELE project lead & EELE Project Support Officer</p> <p>I & M = EELE Implementation Lead [Sam Roper]</p>	<p>Objective aligned to HEE EELE bid</p> <p>Year 2: 10% increase in access to social care learning environments by the end of 2021 period</p>
<p>Widening access to learning environment opportunities in primary care by identifying and overcoming barriers</p>	<p>To embrace a structured system wide approach to enhancing accessing to learning opportunities in primary care and ensuring insight into the concept of neighbourhoods and place</p> <p>To explore, scope and developing the profile and value of access to the wider primary care provision and learning environments</p> <p>To explore, scope and developing primary care networks as learning environments</p>		<p>To raise the profile of primary care and a system wide approach to care delivery for all GM learners. Learning from the findings of the place-based approach and the primary care/PIVO project; identifying barriers and mapping possible advantages and development opportunities that can embed and embrace links to primary care including the development of primary care networks as a learning environment.</p>	<p>Identification of current access to primary care learning environments across GM</p> <p>Increased engagement with primary care sector to inform next steps</p>	<p>Q1 baseline review of access to primary care learning environments including identification of barriers and facilitators; taking into consideration evaluation of placed based pilot; using workshops or T&F groups (multi-professional, multisector and inclusive of year 1 projects leads)</p> <p>Engagement/consultation with primary care leads</p> <p>Q2 Development and publication of report including findings of PBP and engagement/consultation with primary care leads</p> <p>Q3 Robust communication strategies that support the implementation of new initiatives inc. webinars</p> <p>Q3 & Q4</p> <p>Action plan in place to address barriers and any emerging barriers with a strategy to support the sustainability of primary care learning environmnets</p> <p>A clearly defined future model and resources which will integrate as part of the GM practice</p>	<p>Baseline review of use of primary care learning environments across all organisations and universities</p>	<p>O = EELE project lead & EELE Project Support Officer & Head of GM PMO</p> <p>I & M = EELE Implementation Lead [Laura Hammond]</p>	<p>Objective aligned to HEE EELE bid</p>

<p>Maximising the opportunities offered by simulation and virtual learning</p>	<p>To explore the possibilities of simulation based learning and virtual learning environments to support practice learning exposure</p> <p>To scope and address variation across universities and programmes in the utilisation of simulation to support practice learning with a range of facilitates and simulation fidelity.</p>
<p>Meeting the challenge of learning environment capacity head on</p>	<p>To cultivate a full system and sustainable approach to capacity management-addressing key identified barriers to capacity increase</p> <p>To ensure that we do not focus on capacity in quantitative terms alone, but that we tackle the real and grass root challenges that will support capacity development in the longer term, and facilitate sustainable improvements in the quality of learning experiences</p> <p>To develop a Greater Manchester wide approved methodology for agreeing fair share allocation</p> <p>To maintain the availability and utilisation</p>

<p>To develop of a GM wide approach to the use of simulation with links to professional body standards in partnership between universities and care provider organisations, through the development of a central GM group of simulation experts across universities and practice and professions who will exploring a range of opportunities and developments and to consider the use of simulated learning as a learning environment</p>	<p>The development of an agreed standardised best practice guidance/framework by March 2022 with 100% of all provider organisations and universities engaging in the development of the framework</p>	<p>Q1 Scoping use of simulation learning across all HEIs and provider organisations and identification of organisational simulation leads</p> <p>Q2 & Q3 Development of working group and best practice guidance/framework with a plan of action in place to take forward/ pilot any recommendations</p> <p>Q4 Publication of best practice guidance/framework with recommendations for Year 2 implementation</p>	<p>Baseline review of all simulation learning across all universities and provider organisations</p>	<p>O = Head of GM PMO & EELE project lead & EELE project support</p> <p>I & M = EELE Implementation Lead [Laura Hammond]</p> <p>I = Organisational Simulation Leads</p>	<p>Objective aligned to HEE EELE bid</p> <p>Year 2: GM PECE</p> <p>Data from scoping collected - task and finish group to be set up</p>
<p>To develop a transparent, equal and accessible process for the management of learning environment capacity across GM through the development and implementation of a GM capacity identification tool and fair share process; to ensure consistency, accountability and sustainability and effective utilisation of learning environment capacity across all organisations</p>	<p>The development and implementation of an agreed tool to identify and manage learning environment capacity by September 2021 Clear processes for escalation of issues and the management challenges to capacity both internal to each organisation and across GM. 100% of all provider organisations and universities supporting the implementation of the developed process by end of 2021 period with a 25% increase in learning environment capacity by the end of 2021 period</p>	<p>Q1 Baseline review of learning environment capacity and management across all professional groups using a workshop based approach</p> <p>Q2 Development of tool/process for the identification of capacity, how this is shared and how capacity is maintained across all provider organisations and clear process for escalation of issues internal to each organisation and across GM</p> <p>Q3 Implementation of tool/process for the identification of capacity, how this is shared and how capacity is maintained across all provider organisations acknowledging all the variables that can impact on capacity and clear process for escalation of issues internal to each organisation and across GM</p> <p>Q4 Evaluation of the impact of the agreed GM capacity identification tool</p>	<p>Baseline review of learning environment capacity and utilisation across all organisations and universities with comparative review at end of 2021 year period</p>	<p>O= EELE project lead & Head of GM PMO</p> <p>I&M= EELE Implementation Lead [Sam Roper and Laura Hammond]</p> <p>[Link w/ Midwifery expansion lead: Nisha Ridley]</p> <p>[PEF Forum & HEI practice leads & Provider organisation leads]</p>	<p>Objective aligned to HEE EELE bid</p> <p>Qualitative data needed re: use</p>

	<p>Addressing the challenges of PIVO learning environments – development, sustainability and support to create learning environments and capacity</p>	<p>To develop a clear and unified process for the identification and management of PIVO learning environment capacity through partnership working with universities and care provider organisations</p> <p>To develop clear insight into ‘untapped’ PIVO capacity and a plan in place to manage this</p>		<p>To develop and implement a GM wide agreed and streamlined approach to identification and management of PIVO capacity, learning from the output of the 2019-2020 EELE projects and the place based pilot; addressing the barriers and facilitators to PIVO learning environments and long term sustainability</p>	<p>The development of an agreed framework to identify and manage PIVO learning environments by March 2022</p> <p>100% of all provider organisations and universities supporting the implementation of the developed process by end of 2021 period with a 25% increase in PIVO learning environment capacity by the end of 2021 period</p>	<p>Q1 Baseline review of current processes across and barriers/facilitators and develop report; taking into consideration evaluation of placed based pilot and learning from EELE Y1 projects and CPEP projects inc. managing supervision and assessment without registered staff</p> <p>Attendance at and collaboration with PerCIE steering group</p> <p>Q2 & Q3 Develop agreed action plans, using workshops/T&F groups (multi-professional, multisector inclusive of ongoing year 1 project leads) and webinars, to address barriers with a clear and sustainable process for reviewing and monitoring new initiatives; and strategy to support sustainability; with a clearly defined future model and resources and clearly defined communication strategy</p> <p>Engagement with the end of project Social Prescribing report and recommendations including identification of organisations that value learners to showcase as exemplars</p> <p>Q3 Robust communication strategies that support the implementation of new initiatives inc. webinars</p>	<p>Baseline review of PIVO learning environment capacity and utilisation across all organisations and universities with comparative review at end of 2021 year period</p>	<p>O= EELE project lead & Head of GM PMO</p> <p>I&M = EELE Implementation Lead [Sam Roper & Marie Mathews]</p> <p>[PEF forum & HEI practice leads & Provider organisation leads]</p>	<p>Objective aligned to HEE EELE bid</p> <p>Link with social and primary care objective work</p> <p>GM PECE Y2: Evaluate impact of framework and develop report</p>
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