



Ambulatory Emergency
Care Network

Ambulatory Emergency Care

Action Learning Sets

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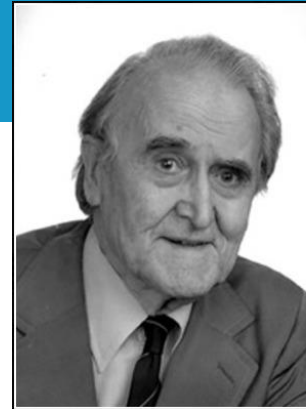


What is Action Learning?



- An approach to individual and organisational learning. Working in small groups called sets, people tackle important organisational or social challenges and learn from their attempts to improve things
- Action Learning is being used across the network:
 - Learning transfer between sites
 - An opportunity to work with peers on real time improvement
 - Networking and collaboration across the programme
 - Shared learning
- Your experience of Action Learning will be evaluated at the end of the programme

History and Origins



There can be no learning without
action, and no action without
learning

— Reg Revans —

AZ QUOTES

‘There can be no learning without action and no action without learning’ (Revans)

- Been around a long time as an approach
- Developed by Revans as a methodology to help managers address intractable, ‘wicked problems’, messy problems
- AL is ideal for finding solutions or options to issues or situations where there is no obvious or single solution
- Both ideology and methodology (person centred at heart)
- L = PK = QI (Learning = Programmed knowledge + Questioning insight) later added R for reflection and A for action

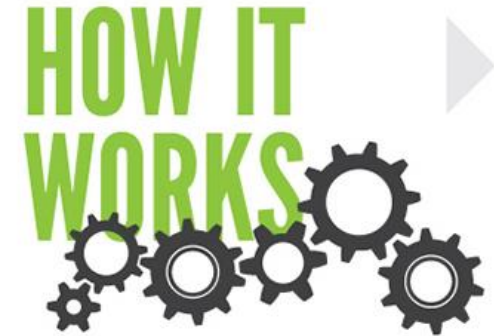


Principles and Premise

- A well explored problem or issue begins to suggest its own solution
- Solutions are best found as close as possible to the problem or issue and are more likely to be successfully applied if the person comes up with the solutions/ options themselves
- Premised on believe that we know best – working together with others who care, rather than depend on experts
- AL is based on the premise that people have an unlimited capacity to learn from experience but a limited capacity to learn from being taught
- Most fertile learning comes from discussion of what we don't know not what we do know



How it works in practice



- Individuals (voluntarily) work in small groups called sets, meeting up usually every 6 weeks for a set number of meetings
- Usually, not always, with a set facilitator
- Set members work on real, current workplace issues, projects, challenges and problems with a view to finding options, solutions and taking action current in their SAEC project
- Set members work on their issues one at a time (not a discussion)
- Facilitator, holds the process, manages time and in the early stages models the core skills

Typical Set Meeting Order

- Arrive, check in and update on action from last meeting
- Agenda set and bid for time on issues
- AL rounds (4 basic steps)
- Process review – how well have we worked together today as a set? What's my individual learning?





Golden rules for Issue holder presentations

1. No interruptions during presenters airspace when outlining their issue
2. No own stories
3. No advice giving or suggestions (unless requested by Issue Holder)
4. Facilitator does not take air time





Logistics

- Allocation to action learning sets by sites – 1 person per site
- Virtual – Go to Meeting
- Monthly sets
- At least six sets throughout the programme
- 6 people per set
- 2 hours per set
- Carolyn and Andy will facilitate the sets



Set allocation

Carolyn Robertson;

- City Hospitals Sunderland NHS FT
- Aintree University Hospital NHS FT
- Mid Cheshire Hospitals NHS FT
- Wirral University Teaching Hospital NHS FT
- Central Manchester University Hospitals NHS FT
- St Helens and Knowsley Teaching Hospitals NHS Trust

Andy Mitchell;

- Barts Health NHS Trust
- The Royal Bournemouth & Christchurch Hospitals NHS FT
- Norfolk and Norwich University Hospitals NHS FT
- Frimley Health NHS FT
- Whittington Health NHS Trust
- Kingston Hospital NHS FT