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# **Innovative Partnership – Shaping learning through the Third Sector**

Dr Michelle Howarth & Professor Jacqueline Leigh,  
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# Aims

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- Explore person-centred care and social prescribing
- Explore the challenges of a traditional pathogenic curricula model
- Provide an example of a recently completed Higher Education Funded pilot project that evaluated student nurse placements in three VCSE organisations and discuss key lessons.
- Provide an overview of how we can develop the future workforce through introducing an innovative and creative salutogenic framework that enables student learning in the third sector
- The discussion will conclude with an open discussion about the challenges and enablers to innovative workforce development through the third sector.

# Traditional Model

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- Pathogenic



# Salutogenic

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- **Personalised Care-** *“is a partnership approach that helps people make informed decisions and choices about their health and wellbeing, working alongside clinical information”*
- **Social Prescribing** – *“a means of enabling GPs and other frontline healthcare professionals to refer patients to a link worker - to provide them with a face to face conversation during which they can learn about the possibilities and design their own personalised solution”*
- Range of models
- Range of services

# Models

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Signposting: Most basic referral, often without relationships with organization referrals made to, minimal contact with patient and little to no follow up

Social Prescribing Medium: Health facilitator in practice with good relationships both with patients and VCSE sector, more support but still very directed to specific behaviours or objectives

Holistic: personalised, works across agency, wellbeing conversation & follow up

# Social Prescribing in GM..The Third Sector



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# HEE Pilot

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- To increase undergraduate nursing student's knowledge surrounding the prevention of ill health and general awareness of public health; including undergraduate nursing students' involvement in health and wellbeing outreach programmes that employ a social prescription approach as part of their service delivery



# Partnership was Key

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# The 'Ask'



Week 1-2	<p>Student starts on NHS 'hub' placement Discuss the project at initial assessment explore what learning opportunities they want to focus on. 'Health promotion' focus that the student will use to support their learning whilst in the placement.</p>
Week 3-5	<p>Student attends VCSE Social Prescribing practice placement, Works with the organization to gain an understanding about the work they do, how they support clients and how they can engage with clients to develop this. Activities that students take part vary across organizations, depending on organizational client group, philosophy and current projects.</p>
Learning Outcomes	<ol style="list-style-type: none"><li>1. Identify and discuss the needs and strengths of the client population in the third sector</li><li>2. Evaluate any existing social prescribing connections between the NHS hub placement and third sector using SWOT analysis</li><li>3. Apply concepts and principles from the All Our Health framework and analyse how community-centred approaches may benefit the current patient/client population within the third sector</li><li>4. Effectively communicate findings considering appropriate and creative methods of dissemination for both client/public/patient (non-health and social care specialist) and practice audiences (specialist)</li></ol>
Week 6 –	<p>Student returns to the NHS hub placement to disseminate what they have learned about the third sector experience to the mentor and the Practice Education Facilitator</p>

# What We Learned

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- *"it added value from both sides - for the student and the organisation"*
- *"nice to hear feedback from the student - it provides the organisation with different perspectives"*
- *" the students brought a real energy - and seemed to get a lot of personal development as it really challenged their perspectives about mental health"*
- *"enabled the students to see the starting point of a conversation that wasn't about 'fixing' someone and treating the person rather than the illness"*



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## What we Learned: Students

<https://youtu.be/xLil7uFUIOU>



# PerCle Framework

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- Guide and support HEI's, and Practice Education Facilitators (PEFs) to enable health and social care students to learn about strengths-based approaches to health and wellbeing delivered by services that provide a social prescribing offer
- Co-created by a network of experts from a broad range of professional backgrounds and institutions/organisations

Enabler for both educators and institutions/organisations  
Teaching and Learning Strategy

# The Scope, Spoke & Co-produce (SSC) Model for PIVO Learning

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<b>Scoping -</b>	Learners exploring their professional relationship with personalised care / social prescribing and identifying community-based assets and priorities, e.g. via neighbourhood studies, workbooks, etc.
<b>Spoking</b>	Short-term experiences in learning environments observing how a VSCE organisation works and joining in where possible
<b>Co-production</b>	Learners work with local groups / organisations to deliver a project. This would be a community led project with the learners not acting as experts, but as partners with particular skills and knowledge. This may be delivered via service-learning projects, partnerships between community groups, schools, etc. & professional programmes or other means. Students have an opportunity to develop demonstrate leadership skills.

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- Support a post to work with PEFs to develop partnership opportunities between Third Sector organisations and HEIs that will enable development and future implementation of the PerCIE framework within the third sector across Primary Care Network acute and community care sites.

# The Project

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- Scope readiness of Greater Manchester
- Provide Social Prescribing practice learning experiences and identify factors needed for successful experiences
- Coordinate PEFS and Third Sector meetings to identify opportunities and grow partnerships
- Examine feasibility of potential practice learning experiences (suitability, readiness, willingness, cost, capacity, quality etc.)
- Set up a third sector/PEF/HEI Steering Group to facilitate scaling up
- Appraise student practice learning experiences potential against anticipated student Learning Outcomes and public health core competencies assessment framework
- Support PEF and Educator awareness of third sector through webinars



# Next Steps

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- Robust appraisal of third sector practice learning experiences and placement sites.
- Full Quality Assurance checks on sites included.
- Scope potential for an online HEE shared database of asset-based organisations able to accommodate students.
- Partnership network of third sector organisations, PEFs, GPEFs.
- Dissemination through publication and conference/event presentations and webinars.
- Phase 2 funding application which will be submitted within 3 months of the end of Phase 1

# Discussion

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- Key questions...add responses to chat
  - How will this work help to create your future workforce?
  - How relevant is this work to your organisational objectives
  - What are the key enablers?
  - What are the key barriers
  - Anyone interested in working with us?

# Contact

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- Prof Jacqueline Leigh
- [J.a.leigh4@Salford.ac.uk](mailto:J.a.leigh4@Salford.ac.uk)
- Dr Michelle Howarth
- [M.I.howarth2@Salford.ac.uk](mailto:M.I.howarth2@Salford.ac.uk)