

A Framework for learning from Covid-19 - How To guide and facilitation pack

Content of learning pack

1. Proposal Presentation:
Lessons Learned Workshop: Learning from Covid the proposal
2. Framework for learning Covid19 - Improvement Cymru:
Lessons Learned Workshop: Framework for Learning Covid19 (short version)
3. Draft lesson plan for post-Covid workshop:
Lessons Learned Workshop: Draft lesson plan for post Covid workshop
4. Presentation to facilitate workshop:
Lessons Learned Workshop: Learning from Covid – Helping teams to move forward
5. Action Plan – Moving Forward:
Lessons Learned Workshop: Action Plan – Moving Forward

Introduction

The following resources have been designed by Improvement Cymru in order to support teams within the NHS to reflect, learn and move forward out of the crisis of Covid-19. The learning pack offers a tool kit to support leaders to facilitate a workshop within their area of practice. The learning pack has been created and influenced by the current research, and best evidence to support teams in reflection, difficult conversations and crisis management action to help make sense of their experiences.

How to use the toolkit step by step guidance

The toolkit should be worked through methodically to ensure all participants have an opportunity to participate and for teams to ensure everyone's learning is captured, emotional support and wellbeing is offered throughout each stage.

- Identify the facilitation leader and one other person to support the coordination of the learning and workshop.
- To begin identify a team with a maximum of 10 people to participate (8 is the ideal number).
- Send the learning offer presentation to the team leader, appointed person or all the team interested in order for them to have further understanding of what they will be expected to be involved in.
- Establish a convenient date for the team allowing a time scale of a maximum of 90 minutes to facilitate the workshop.
- One week prior to the workshop date send out the framework for learning to all participants and request they complete this prior to the workshop. This can be used on

the day of the workshop for individuals to revert back to, to help individuals have structure reflection and to support their conversations during the workshop.

- The facilitation leader or appointed person leading the workshop should familiarise themselves with the lesson plan and presentation that would be used to support the structure of the workshop.
- If the workshop is virtual ensure all are able to access the necessary software programme or IT facilitates to participate.
- The facilitation leader or appointed person should be highlighted to the team prior to the workshop and post-workshop in order to sign post and support anyone with additional needs, considering mental and emotional wellbeing during the process.
- Once the workshop has been completed send out the actions learnt crisis management plan within the first 3 days of completion of the workshop for the team to consider how they utilise this moving forward.
- Send out evaluation feedback form once the event has been completed.

Guidance to facilitating the virtual workshop learning from Covid-19

- Ensure a secured video conference tool or app can be used and agreed within your organisation. For example Microsoft Teams or Skype.
- Consider a test meeting to ensure all IT is working and everyone participating has the necessary access prior to the virtual workshop.
- An effective virtual workshop should be held for a maximum of 90 minutes.
- Maximum participants 10.
- Appoint a lead facilitator and a second facilitator to time keep and take notes.
- Consider co-facilitation to keep engagement and to utilise individual's strengths in different aspects of the workshop.
- All participants to have their video on as this improves engagement and helps to make the team feel more connected.
- Participants should remain on mute if they are not speaking.
- Begin by clearly outlining the aim, objectives and any housekeeping or etiquette in relation to the virtual workshop.
- Use the screen sharing option and work through the presentation to give people some focus on what you are saying.
- The aim is to create a safe, comfortable environment for sharing which can be difficult online and therefore an ice breaker and introductions should always be completed even if everyone knows everyone in the team. This should help people feel relaxed and comfortable to engage in dialogue.
- Concentration is harder online than in person. Pay attention to your team's concentration levels and encourage people to take a break if people need to.
- Aim for a scheduled break every 60 minutes.
- Contributions should be succinct and clear. Encouraging participants to pause and think is ok!
- Encourage the use of chat box to share issues and ask questions. This is also an option if people don't feel comfortable speaking online.
- The meeting may surface some difficult or emotional issues. Encourage people to step outside of the room if they need to or turn their video off for a short period. Ensure facilitators are familiar with local support networks and are prepared to follow up and signpost if necessary.

- Ensure facilitators are well prepared and familiar with the tools to provide a successful workshop. Often virtual workshop preparation requires more time and lesson planning than face to face workshops.

How to provide ongoing support and emotional wellbeing to the team

The Covid-19 framework for learning will possibly trigger some emotional responses in participants dependent on their professional and personal experiences during the crisis. Asking participants to consider their thoughts, feelings, roles and responsibility maybe more difficult for some than others. It is essential as the facilitator you express this in the beginning and respect individual's contribution. It is vital that care, kindness and compassion is shown when people raise difficult conversations and the facilitator needs to feel equipped to potentially respond. The workshop is designed to ensure participants have an equal opportunity to share and reflect and the facilitator needs to actively listen to everyone, ensuring they do not offer their own opinions or beliefs in order to provide any ongoing support that maybe required for the participants. If the facilitator is the team leader or manager of the team they need to consider if they are the right person to lead the framework for learning and to create that open honest dialogue. The facilitator needs to not be fearful of people's reactions, feelings, vulnerability or loss of control as this may make participants feel uncomfortable to honestly raise their concerns. The workshop is designed to take an action learning approach and the role of the facilitator is key to support the team to problem solve and come to their own resolves to develop an action plan to move forward collectively. The facilitator may want to ensure ground rules that are developed by the group participants prior to the workshop commencing to help establish that safe place and to give the group ownership of the workshop. There should be an appointed person throughout who provides any follow up, checking's or further sign posting for participants that may require any additional support.

This toolkit was created by Improvement Cymru for adaption by the NHS in Wales. For any queries please contact: Paul Gimson (Paul.Gimson@wales.nhs.uk) or Lois Andrews (Lois.Andrews2@wales.nhs.uk)