



NICHE
Anchor Institute

NHS
Norfolk and Suffolk
NHS Foundation Trust

UEA
University of East Anglia

AN INAUGURAL NSFT/NICHE FIVE DAY RESIDENTIAL PROGRAMME

'Leading & Facilitating the Development of Person-Centred Care & Cultures'

19th – 23rd June 2023

Norwich Sports Park, UEA



A PROGRAMME REPORT

15th August 2023

Commissioned by Norfolk and Suffolk NHS Foundation Trust and the former Norfolk and Waveney Clinical Commissioning Group

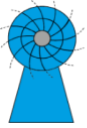
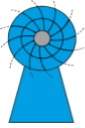


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EXECUTIVE SUMMARY

'Leading and Facilitating the Development of Person-Centred Care and Cultures' was co-designed and developed with Norfolk and Suffolk NHS Foundation Trust (NSFT). The five-day residential programme used the delivery framework created by the International Practice Development Collaborative (IPDC)¹ for Practice Development Residential Schools, run Internationally (i.e., Australia, Canada, Europe, UK). The content however of the NSFT/Norfolk Initiative for Coastal and Rural Health Equalities (NICHE) programme focussed on the key priorities identified by the Trust which guided content development along with a Co-Facilitator model for delivery.

Twenty-five participants from across a variety of clinical services at NSFT took part in the residential programme. Key emergent themes from the week were: an appetite by participants to seek opportunities to learn, share and network with each other making new and renewed connections from across the Trust. In addition, there was a willingness and commitment to create cultures of practice that supported and nurtured person-centred ways of working underpinned by compassionate, collective leadership.

INTRODUCTION

NSFT offers specialist mental health services to a population of over 1.6 million people living and working in the Norfolk and Suffolk regions of East Anglia.

NSFT employs more than 4,700 staff, working across 50 different locations across Norfolk and Suffolk based geographical sites³. Some of the main clinical service sites are based at Hellesdon Hospital, Norwich; Wedgwood House, Bury St Edmunds, and Woodlands Unit in Ipswich.

NICHE works as an Anchor Institute across the Norfolk and Waveney Integrated Care System (N&W ICS), and provides academic, research and evaluation support, focusing on addressing workforce and system level transformation.

NSFT in collaboration with NICHE co-designed this inaugural residential programme to maximise potential for a sustained approach to culture change and clinical leadership enablement across the Trust. Working in close alignment to the NSFT internal strategic planning, drawing upon aspects of the 'Big Conversation'⁴ and the Models of Care initiatives, for example, the programme has been developed to enable opportunities from which ongoing and sustainable improvement work can be embedded at the clinical interface of care with the people who use mental health services, across Norfolk and Suffolk locations and two Integrated Care System borders.

PURPOSE

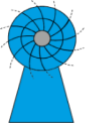
This document provides a programme evaluation report, following the first NSFT/NICHE co-facilitated residential programme, held at the UEA Sportspark during the week commencing June 19 – 23rd, 2023.

¹ <https://www.fons.org/library/journal-about-ipdc> (last accessed 4/7/2023)

² <https://www.fons.org/programmes/schools> (last accessed 4/7/2023)

³ <https://www.nsfh.nhs.uk/about-us/> (last accessed 25/6/2023)

⁴ <https://www.nsfh.nhs.uk/download.cfm?doc=docm93ijjm4n2110.pdf&ver=3357> (last accessed 4/7/2023)



The residential programme was commissioned as part of the NSFT improvement and culture recovery plan, associated with Care Quality Commission (CQC) rating⁵.

Focused on working with clinical staff in leadership roles, the residential programme aimed to provide intensive experiential time and space to critically reflect on the current workplace culture. Personal and professional development needs were also identified, whilst introducing participants to a variety of theoretical and evidence-based concepts for initiating improvement. Focus centred on creating person-centred practices, that can enhance and sustain highly effective workplace cultures of improvement and ongoing development.

PROGRAMME STRUCTURE

The NSFT/NICHE Residential Programme was not developed as a conventional didactic course. Instead, it provided a programme of experiential learning, through use of active participatory and creative approaches to learning, drawing on participants' own experiences of their workplace. Through a shared understanding of the issues associated with working across NSFT, focus on influencing change at the clinical, interface of care and professional practice was pivotal to the aims of the week.

Key to delivery was ensuring participants remained actively engaged in the week's activities, the programme having been co-designed and co-delivered with NSFT and NICHE Facilitators, working as a cohesive team. Facilitators and Co-Facilitators agreed to work in pairs for the week, representing an effective partnership approach to shared learning, with each pair taking the lead role across the five days.

NSFT/NICHE RESIDENTIAL PROGRAMME OBJECTIVES

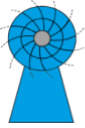
The NSFT/NICHE residential programme was co-designed to focus on achieving the following objectives:

- Developing shared values, understanding and a shared vision for NSFT improvement drawing on contemporary evidence/ literature linked to the workplace.
- Utilising evidence, effectiveness and evaluation methodologies and approaches linking theory to the practice context through shared learning and reflection.
- Establishing an understanding of what is an effective workplace culture underpinned by person-centred, compassionate and collective leadership.
- A practice centred, real-world approach to different styles of facilitation, reflection and active learning drawing on practice development methodology.
- Underpinning theories of person-centredness, culture of practice and compassionate, collective leadership.

FACILITATION & CO-FACILITATION TEAM

- Jonathan Webster, (Professor of Practice Development, NICHE) was the weeks programme lead, and has been a central point of contact to ensuring the programmes content and delivery scheduling was planned and delivered in accordance to key principles of Collaboration, Inclusion and Participation. Jonathan co-facilitated day 3 and also co-led one of the Active Learning groups all week with Lewis Burton (NSFT).

⁵ <https://www.cqc.org.uk/provider/RMY> (last accessed 25/6/2023)



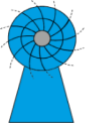
- Sally Hardy (Professor of Mental Health and Practice Innovation, NICHE) was part of the facilitation team for the week, and co-facilitated day 2. Sally also co-led one of the Active Learning groups all week with Margaret Tanner (NSFT).
- Ann Jackson (External RMN Consultant, NICHE) was part of the facilitation team for the week, and co-facilitated day 4 with Alison Thomas (NSFT) who attended as an invited speaker (Thursday 22nd June 2023). Ann co-led one of the Active Learning groups all week with Zoe Challis (NSFT).
- Margaret Tanner (People Participant Lead, NSFT) was part of the facilitation team for the whole week, and co-facilitated an Active Learning group with Sally Hardy.
- Zoe Challis (Training and Education Manager, NSFT) was able to join for majority of the week and co-facilitated an Active Learning group with Ann Jackson.
- Lewis Burton (Organisation Development Practitioner, NSFT) was able to join the latter part of the week and co-facilitated an Active Learning group with Jonathan Webster.
- Paul Johnson (Associate Director of Nursing, NSFT) was able to join the first and last day as a member of the NSFT Senior Leadership team who commissioned and worked to co-design the programme.
- Paula Pearce and Liane Ward were part of the NICHE Planning Team and led all the non-programme delivery activities for the week i.e. booking accommodation; ordering resources; compiling learning materials; drafting communication to participants; liaising with suppliers and working with NSFT in identifying final numbers of attendees.

PROGRAMME CONTENT

The programme content was based on the concept of an established curriculum arising from the IPDC¹, of which Professors' Sally Hardy and Jonathan Webster were part of the founding membership. The origins of the residential programme focused on an experiential and developmental programme, taking participants through a process for growing a critical mass of people with a level of foundational knowledge of practice development internationally, for the purpose of improving patient care. Initially these international programmes were delivered in Oxford, and in the longer term though the resulting collaborative community spread across Australia, Europe, Canada, Southern Ireland and the four countries of the UK. The primary purpose was to provide programmes of activity that enabled practitioners and others to develop their knowledge, skills and expertise, who then joined a collaborative community of practitioners committed to improving person-centred care through systematic, practice development approaches.

Active Learning underpinned each day of the NSFT Residential Programme. Active learning draws on the four cycles of learning: dialogue with self; dialogue with others; observation and doing⁶. Participants were randomly allocated to an Active Learning Group on Day One, which they then stayed with for the whole week, working with the same NICHE Facilitator and NSFT Co-Facilitator.

⁶ Dewing J, 2010, Moments of Movement: Active Learning and Practice Development, Nurse Education in Practice, 10, pp22-26



Day	Theme
Monday 19 th	Welcome, Introduction to the Programme (am) & Group Active Learning (pm)
Tuesday 20 th	Co-creating Person-Centred approaches (am) & Group Active Learning (pm)
Wednesday 21 st	Creating Workplace Cultures for person-centredness (am) & Group Active Learning (pm)
Thursday 22 nd	Compassionate and Relational Leadership Celebratory Dinner (evening)
Friday 23 rd	Active learning group feedback Evaluation & Closure.

Table 1: NSFT/NICHE Indicative programme content

Throughout the week participants were invited to add to a ‘creative instillation’ focussing on where they were at that moment in time. On Day 5 participants were invited to take a piece of the instillation away with them.

The five days ran to a similar structure. Mornings were spent focussing on the theme for the day drawing on the evidence base to support the theme. Afternoons were spent in Active Learning Groups in which participants explored the emergent themes from the morning, drawing on different approaches to reflection, shared learning and insights from the workplace context.

The facilitation team met at the end of each day to review the informal and formal written feedback and to identify and address any issues that needed to be actioned or amended for the following days activity and programme content to suit participants needs.

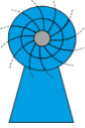
In the following sections of the report, each day will be reported by the lead facilitator in more detail. Further information and write up of participants input has also been provided in the Appendix Section.

DAY ONE: WELCOME

Day One focussed on introducing the week to participants, explaining the programme structure and approaches to learning. The aim was to help participants explore expectations for the week, their hopes, fears and expectations (see Appendix 1). Key themes for Day One included the underpinning approach to Psychological Safety and Wellbeing, along with recognising that individuals learn in different ways, linked to preferred learning styles.

Day 1 timetable

Time	Activity	Lead
9.30am	Arrival, Refreshments & Registration – UEA Sports Park	
10.00am	Welcome Team Introductions Programme for the week Arrangements – Accommodation, Meals etc	All
10.30am	NSFT Context	PJ
10.45am	Hopes, Fears & Expectations inc. theming activity	All
11.15am	How do we (I) learn?	JW/ SH
11.45am	Psychological Safety & Wellbeing	AJ



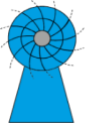
12.15pm	What is Active Learning & Active Learning Groups?	JW
12.45pm	Lunch	
1.45pm	Move into Active Learning Groups. Questions to guide activities: <ul style="list-style-type: none"> • Introductions • How do we want to work together as an AL Group? • Agree Ground Rules/ ways of working • What will I want to take away from being part of an AL Group? • What would positive learning look like at the end of the week for you? • Feedback for Day 5 	
4.00pm	Back to the main group to share any learning from the afternoon.	JW
4.30pm	Complete Daily Paper Evaluation & Looking to Day 2	All/ SH/ MT
4.40pm	Facilitators Debrief Day One	JW
5.00pm	Planning for Day 2	SH/MT
6.30pm	Dinner – Sports Park	

Written evaluation at the end of Day One identified the following feedback:

- What worked well:
 - Shared goals and aspirations
 - Value of collective learning
 - Space for reflection
 - Importance of working with others, and sharing learning
 - It's not always about trying to fix things
 - Space, and time to reflect
 - Wellbeing impact on experience
 - Value of recognising different learning styles
- What could we do differently:
 - Introduce a morning tea break
 - Consider greater diversity in the Active Learning Groups
 - Randomise Active Learning Groups but with some 'rules' eg managerial relationships
 - Allow participants more time to introduce themselves
 - More of a 'balanced' lunch selection

What have I learnt today	Questions that emerged for me	What will I take away
<i>The importance of meeting your colleagues is invaluable.</i>	<i>What personal/career goals can I look forward to as a result of being a participant on the programme?</i>	<i>Reframing some of my beliefs and practice</i>
<i>The value of collective learning</i>	<i>How to look at things from others perspectives?</i>	<i>How we maintain momentum for the week and beyond</i>
<i>All staff are the face of NHS</i>	<i>Self-protection/self-care in relation to my caring role?</i>	<i>To give myself permission to be who I am</i>

Table 1.1: Participants feedback from Day 2: random Selection



DAY TWO: PERSON CENTREDNESS

The purpose of Day Two was to provide participants with the theoretical underpinning of person-centred practice, drawing on classic psychological and mental health related theories and practice (Carl Rogers, Michael Burber, and Brian Thorne for example) relevant to the participants professional practice setting.

The person-centred framework (McCormack et al, 2021) was shared, and participants were invited to consider their own insights in terms of personhood, and the values that emerge from a creative exercise exploring self and personhood. Following this exercise, another large group discussion moved to focus on person-centred practice, and relating insights gained from the previous theory and practical application to the care context at NSFT.

Two experiential exercises were shared, first the person-centred story cube and second a trust exercise working in pairs. Facilitated discussion in the Active Learning Groups in the afternoon were focused on application of person-centred practice and offered time for people to further critically reflect on the exercises, theory and application of the mornings structured activities.

Day 2 timetable

Time	Activity	Lead
7.30am – 8.30am	Breakfast – Sports Park	
9.00am	Evaluation Feedback from Day 1	All
9.15am	Creating and environment of psychological safety – to explore self	SH/ MT
9.30am	Ice Breaker	SH/ MT
9.45am	What is person centredness, models and theoretical concepts	SH
10.00am	Exploring self, personhood, values and beliefs	MT
10.45am	What we mean by person centred care?	MT
11am	Break for Refreshments	
11.30am	What we mean by person centred care? (cont.) <ul style="list-style-type: none"> • Guided Walk • Reflective Walk 	MT
12.30pm	Review and Recap on the Person-centred Framework	SH
12.45pm	Lunch	
1.45pm	Active Learning Groups. Questions to guide activities: <ul style="list-style-type: none"> • Use examples from your work experiences to discuss and explore in your active learning activity person centred practice. • How do you apply person centredness to your health and social care practice? • What might be some of the barriers, or challenges of working with person centredness? 	



	<ul style="list-style-type: none"> How do you safeguard self /and your teams/colleagues/patients/citizens personhood, when working in challenges workplace contexts? 	
4.15pm	Reflections on the day	SH/ MT
4.30pm	Complete Daily Evaluation & Looking to Day 3	All/ JW/ LB
4.40pm	Facilitators Debrief Day 2	SH/ MT
5.00pm	Preparation for Day 3	JW/ LB
6.30pm	Dinner – Sports Park	

Written evaluation at the end of Day Two identified the following feedback:

- What worked well:
 - Vulnerability
 - Relationship building/ connections.
 - Self-awareness
- What could we do differently:
 - Focus on leadership
 - Individual self-reflection
 - Respect for shared space
 - More direction in Active Learning

What have I learnt today	Questions that emerged for me	What will I take away
<i>That change and impact starts with you.</i>	<i>How to encourage others to culture change with vigour?</i>	<i>Even in situations that cause me anxiety I felt safe and contained</i>
<i>I have learnt that networking and gaining knowledge can go a long way to overcoming barriers to being person centred</i>	<i>What happens with individuals and teams where values don't align?</i>	<i>I hope to take away strong peer relationships and friendships</i>
<i>That in order for us to move forward we have to heal – individually and collectively</i>	<i>How can I bring psychological safety back to team and embed this in our training?</i>	<i>I am considering what conversations need to happen and with who, in order to make change an action, not just an aspiration.</i>

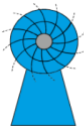
Table 2.1: Participants feedback from Day 2: random Selection

DAY THREE: PERSON-CENTRED CULTURES OF PRACTICE

The purpose of Day Three was to explore participants workplace culture as it is 'now' and what it 'could be'. An overview was provided of both the national and the local 'picture' of organisation and workplace culture. Participants were introduced to the Guiding Lights for Effective Workplace Cultures as a Framework⁷ to help define and visualise their workplace culture.

In their Active Learning Groups participants were invited to produce a Creative Instillation (using recyclables and art materials) of their Workplace Culture as it is now. The wider group were then

⁷ Cardiff, S., Sanders, K., Webster, J., Manley, K. (2020) Guiding Lights for effective workplace cultures that are also good places to work. International Practice Development Journal. Vol. 10. No. 2. pp 1-20.



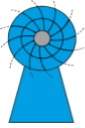
invited using their senses, 'I see, I sense, I feel' to feedback on the three groups codesigned instillations. Back in their Active Learning Groups, participants adjusted their instillations as to what their workplace culture could be. Using creativity in this way, helped participants to explore their workplace cultures through visualisation to support reflection and discussion.

Day 3 timetable

Time	Activity	Lead
7.30am-8.30am	Breakfast – Sports Park	
9.00am	Evaluation Feedback from Day 2	All
9.15am	Introduction to Day 3 – linking themes from Day 2	JW/ LB
9.20am	The NSFT Context – Person-Centred Cultures of Practice	LB
9.45am	Introduction to the Guiding Lights for Effective Workplace Cultures	JW
10.15am	What do the GL for EWC mean in my working/ practice context?	LB/JW
10.30am	Building a Creative Instillation – the culture in my working/ practice context – 3 groups.	JW
11.00am	Break for Refreshments	
11.30am	Viewing feedback using the senses – 'I see, I sense, I feel' (all moving around the 3 instillations)	JW/ LB
12.00noon	Amend the Creative Instillation - What I would like a person-centred culture in my working/ practice context to be.	JW
12.15pm	Group discussion (not moving around)	All
12.30pm	What have I learnt about the culture in my working/ practice context?	JW/LB
12.45pm	Lunch	
1.45pm	Active Learning Groups. Questions to guide activities: <ul style="list-style-type: none"> • How does the culture in my work/ practice context relate to my role as a leader? • How do I understand what the culture of my team is? • What do we want the culture to be? • How does my workplace culture impact on me and others? • How do I get from where we are to what we want the culture to be? • As a leader, what do I need to do? 	
4.15pm	Reflections on the day	LB/JW
4.30pm	Complete Daily Paper Evaluation & Looking to Day 4	All/ AJ/ ZC
4.40pm	Facilitators Debrief Day Three	JW/ LB
5.00pm	Preparation for Day Four	AJ/ AT
6.30pm	Dinner – Sports Park	

Written evaluation at the end of Day Three identified the following feedback:

- What worked well:
 - Unlocked creative skills
 - Working together, shared values
 - Fantastic contacts, networking



- What could we do differently:
 - Time for individual reflection
 - Thoughtful of who has the opportunity to speak, allow different members of the group to contribute
 - Understanding our plans to cascade culture change, strategy plans to all
 - Time away from the large room – the temperature!

What I learnt today	Questions that emerged for me	What will I take away
<i>About aspiration and building relationships, changing perspectives, and interpretations of the same things. Finding my communication</i>	<i>How do I ensure each voice in my team has time and space? How do I manage dominant voices to give space to others?</i>	<i>Improved interpersonal relationships. A sense of the potential to change self and culture</i>
<i>thought about my teams journey around infinite change, and where we are at the moment – introduced to guiding lights</i>	<i>What is this my dark humour hiding? Why do I feel resistant to this style of learning?</i>	<i>Thoughts about how to introduce team more in NSFT without opening up too much hostility? Thought about functions of distress</i>
<i>Understanding of what is person-centred values What makes a sound ‘umbrella’ Strategy Appreciative inquiry</i>	<i>Some internal questions Struggling with hearing conversations which do not feel person centred, yet others accepting of...</i>	<i>To use umbrella – within practice To be more creative in practice To feel liberated to work in a different way</i>

Table 3.1: Participant feedback examples from day 3: random selection

DAY FOUR: COMPASSIONATE LEADERSHIP

The focus of Day Four was on ‘self’ in relation to the previous days’ work, but importantly to provide an opportunity for time to reflect and consider participants own needs as leaders. The group was introduced to key ideas and international speakers around the meaning of compassion. For example, Paul Gilbert & Michael West’s compassionate and collective leadership in healthcare; Brene Brown’s work on vulnerability and courage as leaders. Facilitators particularly wanted participants to understand the importance of self-compassion, (drawing on the work of Kristin Neff) and finally, to consider the need to speak up with trust and integrity.

Day 4 timetable

Time	Activity	Lead
7.30am-8.30am	Breakfast – Sports Park	
9am	Evaluation Feedback from Day 3	All
9.15am	Compassionate & Collective Leadership	AJ
9.30am	Self-Compassion	AJ/ AT
10.15am	Speaking up with Trust and Integrity	AJ
11.00am	Break for Refreshments	
11.30am	Facilitated Exercise <ul style="list-style-type: none"> • What does this mean for yourself, your team, your organisation & your health community? 	AJ/AT



12.30pm	Capture the Learning	AJ/AT
12.45pm	Lunch	
1.45pm	Active Learning Groups. Questions to guide activities: <ul style="list-style-type: none"> • What does any of this mean for you as an individual, a nurse, a leader? • How do we support ourselves and others to ‘respond rather than react’? • How do we manage our vulnerabilities in the context we are working in now? • Where do you get your feedback from? • What do you do to create safe spaces for yourself and others? • What can you do to develop curiosity, compassion and courage? • <i>NB – Groups may want preparation time for Friday Feedback</i> 	
4.00pm	Main Group – share learning from the afternoon	AJ/ AT/ ZC
4.30pm	Daily Evaluation & Looking to Day 5	All
4.40pm	Facilitators Debrief	AJ/ AT/ ZC
5.00pm	Preparation for Day 5	All
6.30pm	Celebratory Dinner – VISTA (Smart Casual)	

As an activity for reflection and action - participants were invited to work on their own, or in a preferred coupling and develop their own ‘commitments to act’ following the programme. They were invited to look at resources that had been cited during the week, use any of the facilitators or co-facilitators for information or coaching. They had the choice to keep their commitments to act or the cards they used to be posted to them in a month’s time.

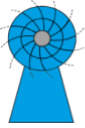
The Facilitation team also co-produced their own commitments to act to ensure and maximise ongoing outcomes and support to the group and their clinical teams.

As a facilitation team our Commitments to Act were:

- 1: To continue and cascade out ongoing infrastructures of support, that have been co-constructed with you, therefore remaining relevant and closely aligned to sustaining improvements throughout your daily practices.
- 2: To support ongoing growth and development across NSFT through:
 - Authentic Partnership working
 - Addressing inequalities
 - Shadowing opportunities with NICHE/ facilitators
- 3: To work with NSFT Executive to consider an approach for ongoing use of the residential programme for other staff groups. This will be achieved through:
 - Writing a programme report to share with the NSFT Executive
 - Having ongoing discussions and contact with participants
 - Exploring with curiosity, person centredness, compassion and courageous leadership opportunities

Box 1: Commitments to Act: Compiled on 22 June 2023 v 1

A ‘human library’ was developed on this day, with information pertaining to each of the participants alongside portrait photographs, as an acknowledgement that a strong outcome for the group was their wish to keep in contact and become a ‘cohort’ for support. The idea of a human library is that



people can take out time with others in order to have supportive and challenging conversations. NSFT agreed to set up a system for participants and facilitators to have access to this resource.

Written evaluation at the end of Day Four identified the following feedback:

- **What worked well:**
 - *Connections (re-connections)*
 - *Self-Compassion is vital*
 - *Great active learning - who worked together beautifully*
 - *The link between vulnerability and trust building*
 - *The next journey*

- **What could we do differently:**
 - *Not much!*
 - *Nothing! Today was at great pace*
 - *Could today's session have been earlier?*

A celebratory dinner was arranged, where guests were invited from the NSFT Executive to hear more of the week's activities. Photographs of the week's activities were scattered across each table as an aide memoire and talking point to share with the guests. This event also gave participants an opportunity to utilise their networking and influencing skills, to share vision, ambitions and learning from the week's activities relating this back to their workplace and organisational context (refer to Appendix 3 for photographs of the evening)

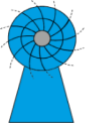
What I learnt today	Questions that emerged for me	What will I take away
<i>Creativity, team work, benefits of compassionate leadership</i>	<i>How to identify safe space and encourage one?</i>	<i>Being vulnerable, choosing courage, compassionate leadership</i>
<i>Sitting with and being vulnerable is a key feature in compassionate leadership</i>	<i>I wonder whether today's session could be earlier in the programme as I feel this may support some of the other learning?</i>	<i>Giving myself the time is important to looking after myself and others</i>
<i>That many different skills and personalities can be used effectively together in partnership to create goals</i> <i>Brene Brown – self compassion</i>	<i>How I transfer my learning about myself into practice, when I return to the team and how I keep the transformation ongoing?</i>	<i>That connections and working together is an important part of leadership</i>

Table 4.1: Participant feedback examples from day 4: random selection

DAY FIVE: EVALUATION AND CLOSURE

The purpose of day 5 was to capture the learning from the week's residential activity, and to maximise potentials for longitudinal learning and application back in practice settings. Each Active Learning Group was invited to share their learning from the week. Methods used included:

- Poetry and movement
- Silent movement and whole group participation
- Dialogue and narrative



Day 5 timetable

Time	Activity	Lead
7.30am-8.30am	Breakfast	
9.00am	Evaluation Feedback from Day 4	All
9.15am	Preparation to feedback learning to the whole group	All
9.45am	X3 Group Feedback (20 minutes per group)	
11.00am	Break for Refreshments	
11.30am	Move into Active Learning Groups to discuss next steps: <ul style="list-style-type: none"> • What will I take away? • What will I do? • What action do I want to see in my work/ practice context? 	
12.45pm	Lunch	
13.15pm	Back to the main group to share next steps – what will I take away?	JW
2.00pm	Evaluation and closure group activity – take a piece of the picture, postcard – thank you activity.	SH
2.30pm	Participants Depart	
2.30pm – 2.50pm	Facilitators Debrief from Day 5	

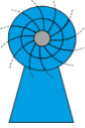
One participant wrote the following poem to reflect his learning:

The Crumbs of Time

*'What is time.
Some say time is a fabric.
Some say we wear time as a shelter to live in, like a tortoise wears its protective shell.
Physicists debate: slices of moments, differing mathematical equations & measured 1 second by 1 second.
In some cultures and philosophies, they say, time does not exist. We live in the now. It is not possible to physically be in the past or the future.
In the words of the late Dolores Cannon "Humans are the only species silly enough to measure something that does not exist".
The past was a net that dredged our memories and harvested our wisdom.
The future only exists as predictions we make now.
Now is where we are, if we reflect on the paradox of past, present and future. we achieve a better now'.*

Poem with kind permission, Ivan Codling, (June 2023)

A PowerPoint review of the week was provided, in picture/photograph format and played to an inspiring, uplifting musical soundtrack. Once reviewed, the evaluations from day 4 were shared and addressed. Participants were asked to share Statements of Gratitude (see Appendix 2) to close the week.



CONCLUSION

From the start of the week participants demonstrated a 100% commitment to attendance and active participation. As Facilitators and Co-Facilitators, we recognised that through using different approaches to learning, some participants experienced an element of personal learning discomfort, as activities posed questions, challenged and had time to critically reflected on experiences from practice, their workplace culture, leadership styles, and development needs. What became clear was a total commitment and willingness to work through such learning discomfort, where all participants emersed themselves in each available learning opportunities offered across the week. The participants all demonstrated an openness and willingness to embrace new thinking linked to developing and embedding person-centred practices. Throughout the five days residential week, participants achieved 100% attendance and active participation.

I really cannot articulate what I will internalise from today, however it is invaluable. Thank you!

A deep sense of gratitude to being part of this.

A great sense of pride in what we have achieved in our Active Learning Group

Box 2: Examples of participants written feedback day 5

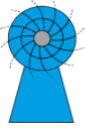
Investment in the NSFT inaugural residential programme has supported learning opportunities maximising collaborative shared learning, with and from each other both inside and outside of the classroom setting. The Facilitators and Co-Facilitators observed learning that didn't finish when the structured day ended, as connections and supportive professional networks started to grow and develop throughout the week, enhanced by the residential experience. We observed participants who identified feeling 'isolated' at the start of the week were soon engaged in building relationships to sustain them once back in the workplace. Different groups emerged and few people exclusively kept to familiar colleagues but embraced new opportunities for reconnecting and connecting with each other as a cohort. We recognised the positive impact of this approach to the residential format, and experiential learning has on psychological self-compassion by intentionally co-creating a nurturing, learning workplace culture that supports staff wellbeing, retention and recruitment.

At the start of the week, we sensed a high level of emotional 'fatigue' in some participants – stories were shared that described a sense of some people feeling demoralised and professionally frustrated in which they were fiercely protective of their clinical teams. However, as the week progressed a high level of energy and motivation emerged, that matched their commitment and resolve, in which participants moved into feeling enabled to make a difference to their workplace culture showing insight and vision for realistic improvements, through working as a cohesive, collective leadership embracing opportunities to improve workplace culture across NSFT.

Not all places on the programme were filled. Participants did question why colleagues who had wanted to attend from NSFT had not been allowed?

NEXT STEPS

As Facilitators and Co-facilitators, we recognised the importance and our commitment to support ongoing learning in the workplace, (refer to Box 1: Commitments to Act). For this reason, NICHE will continue to fund one of the Facilitators (Ann Jackson) to work with the participants on their 'commitments to act' for the next twelve months, maximising opportunity to embed and cascade learning across the organisation. Ann will also act as a conduit back to the wider NSFT Co-Facilitation



Team and will share any issues or shared themes that arise over the 12 months post the Residential Programme. Ann will encourage participants to reflect on their learning and leadership needs, resources and the actions needed to support them in their ongoing leadership journey – this will be supported by one of the NSFT Co-Facilitators. Participants have been given the options of:

- Individual 1:1 30-minute online sessions
- Small group of their making eg locality based, areas of practice or buddying arrangements
- Small groups made-up of participants from the Active Learning Groups.

Participants and Co-Facilitators supported by Professor Sally Hardy (as an NSFT Non-Executive Director) have been invited to present a short synopsis of the programme to the Executive Directors, with a summary of the organisational cultural and wellbeing benefits focussing on commitments, putting themselves first with curiosity, compassion and courage. In addition, participants and Co-Facilitators have been invited by the Deputy Chief Executive to present to the NSFT Public Board as part of the Trusts 'Cultural Journey of Improvement', one year on to outline how this is part of the future of NSFT, and to demonstrate how investment in our leaders is enabling growth and opportunities in cultural development.

RECOMMENDATIONS FOR PROGRAMME DELIVERY & DEVELOPMENT

1. Co- Design and Co-Production

Co- Design and Co-Production with NSFT formed the underpinning guiding principle of content development for the Residential Week. We believe that this formed an integral enabler for the success of the week and should be central to such programme planning, delivery, and evaluation.

2. Co-facilitation

The week was delivered by Facilitators who were highly skilled and experienced in this area of transformation work, with many years of group facilitation experience and running a residential programme of this kind. Working with the Co-facilitation model yielded many benefits and the success of the week in which Facilitators and Co-Facilitators blended different levels of expertise and insight. Preparation for Co-facilitation needs to be included in both the planning and programme design at the outset in which time is spent understanding each other's styles and approaches ensuring equity and role responsibility in both roles.

3. Post Programme Support

A week-long residential programme exposes participants to many new experiences and learning. Translation back into the workplace context and culture is fundamental to enabling change, development, and transformation. Integral to commissioning the delivery of the programme is the need to include workplace support for participants and should be core to the residential programme 'offer'.

NSFT RECOMMENDATIONS

4. Recommissioning the Programme

It is recommended that the Residential Programme be recommissioned for 2024 for leaders at NSFT (Band 6-8a) following the same principle and format as the 2023 programme taking into consideration the recommendations and reflections in this Programme Report.



Authors:

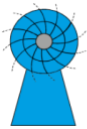
- Jonathan Webster, Professor of Practice Development, NICHE
- Sally Hardy, Professor of Mental Health and Practice Innovation, NICHE
- Ann Jackson (External RMN Consultant, NICHE)

Co-Authors:

- Margaret Tanner, People and Participation Lead, NSFT
- Zoe Challis, Training and Education Manger, NSFT
- Lewis Burton, Organisation Development Practitioner, NSFT

Acknowledgements:

Our thanks to the former Chief Nurse (Cath Byford) of Norfolk and Waveney CCG who funded part of this programme and to NSFT - Cath Byford, Paul Johnson, Harprit Hockley, Diane Hull and Mike Seaman for the funding the remainder. Importantly, our thanks to the participants who showed an unwaning commitment to attendance, shared learning and energy throughout the whole week.

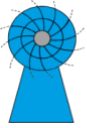


APPENDIX 1

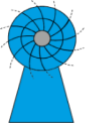
Day One: Hopes, Fears and Expectations Exercise

19/6/2023

HOPE	FEARS	EXPECTATIONS
<p>LEARNING: I hope that what I learn can be shared throughout our team to improve culture and retention Learn from others To learn in a new way To listen and learn from others, and my voice to be heard also Learn as much as I could to help develop the team to full capacity. Learn about how to develop and support my team Better understanding of person-centred cultures To learn how to inspire my team and others, to do different</p> <p>DEVELOPMENT: To be inspired Having time to myself to develop myself To be creative Becoming to lead more effectively Generate a change culture To be able to transfer skills Supervision – I am passionate about supervision To feel reassured All staff can feel values This course will benefit the wellbeing of frontline staff I hope to be confident about my new learning experience</p> <p>ENERGISE Fun To be challenges and to see real change Re-energise To feel more inspired and energised Space and time to reflect/think</p> <p>ORGANISATION To feel able to continue with my role and the organisation Increase our CQC rating Delegates to talk to directors on the celebration evening That we can take this back to NSFT to promote a great workplace environment that helps us retain great staff.</p>	<p>APPLYING LEARNING Doesn't bring a change in culture Lack of trust to move forward Too busy to implement in the workplace so unable to promote positive change Not having time to apply new learning Not being able to make changes following the learning That there will be an impossible expectation to change the Trust culture and evaluate the change (prove it) Fear of not being able to practice new learning in the real world Doing this week and it not leading anywhere No continuation of this after we finish Too much to discuss, with insufficient outcomes No one wants to hear about this afterwards</p> <p>DISTRACTIONS OF USUAL WORK Work stuff building up I won't be able to switch off Emails catch up Emails – work will distract me Emails</p> <p>FEELINGS I won't want to leave That a week won't be long enough to learn and share all I wish So excited to do every class (gym) May be too excited and do too much To not be judged Lack of energy to participate fully Fear of not knowing much Having to be in the midst of managers and leaders, as a newbie – but I hope to make the best of it Lack of safety Too hot I will have to be creative I will be inspired to be creative and go back into creative learning and leave the NHS My husband will kill the kids!</p>	<p>LEARNING Learn We all learn together A well-structured, well led course Information collaboration and learning Improve upon my skills, knowledge on evidenced person-centred care Learn from the experience of leaders and managers in the room, to apply that to shaping my work Learning new ways and ideas of working Learning from others experience To improve knowledge and experience to share with the team To improve myself Challenges and stretched Learn new skills and gain new knowledge Gather resources to support my masters</p> <p>TIME FOR FUN AND SELF To have time for myself Time to pause and to see what emerges out of the space rather than agendas. An opportunity to switch off from the daily grind -both professionally and personally A rest!! To have fun Fun Positive culture and work</p> <p>FEELINGS People develop bravery Speaking up Share Be vulnerable More unified approach To connect As a person who never has too much expectations, I am feeling now I want to connect Pressures -of work, and more work to be done</p> <p>BEING AND DOING To be able to offer better support to the team</p>



<p>NETWORKING That colleagues will positively come on a journey of change Good networking and positive culture and ideas New friends We make many new connections New contact and friends Networking- building positive links with other managers and teams Feel more part of the Trust Get to know people Networking and continue to keep in touch and learn from my new networks</p> <p>FUTURE How we take forward and build That we create something that then we can sustain The experience brings a positive change to ways of working Trust responding positively to feedback from staff Discussions re how others work towards improving care for colleagues and our service users Reduction in conflict</p>	<p>NHS PRESSURES The difficulties of the NHS will be glossed over Increased wait lists and increasing pressures on colleagues Reduction in budgets CQC constant pressures to perform and to deliver</p>	<p>Safe non-judgemental space Commitment to the week and for everyone to want positive change To feel inspired Refreshing wellbeing To have an open mind Embedding culture change</p> <p>CONNECTIONS To meet people New ideas and new relationships Self-development with others New meaningful contacts Meet new people and network</p>
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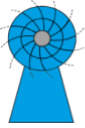


APPENDIX 2

Statements of Gratitude *Closing Exercise Day 5: 23 June 2023*

Evaluation statements from participants and facilitators (some of whom put in more than one statement)

- 1: Privileged to be a part of this network, new friends
- 2: In an environment of creativity, connection, and networking, I feel brave and at the same time vulnerable and I am grateful for that opportunity. Meeting people I never thought I would meet. In maybe 6 months of a year, gives me a sense of fulfilment, thank you
- 3: I am grateful for the opportunity to get to know not only my colleagues but also more about myself
- 4: The intimacy and vulnerability of the delegates
- 5: I am grateful for people's openness and sharing of vulnerability
- 6: I am grateful for the opportunity to connect with others, through vulnerability for the opportunity to heal and grow together
- 7: Grateful for the bonds that have been made and the ongoing development we will all achieve
- 8: I am grateful for the opportunity to be part of a group that brought out the best qualities in us. It was beautiful to see
- 9: I am grateful for the love in everyone's eyes
- 10: I'm grateful for the open-ended nature of the programme
- 11: I am grateful for the most action packed, nourishing pause, I have ever known. Alongside some of the most remarkable people I have ever met – thank you
- 12: I am grateful for having been fully accepted as my authentic self, and hope that I have fully accepted others
- 13: I am grateful for the investment in me, which has enabled me to flourish, challenges, provoked, and strengthen me through powerful connections
- 14: I am so grateful for the opportunity to learn and grow, with passionate colleagues, to become more passionate leaders
- 15: I am grateful for being given the opportunity to share vulnerability, with purpose and humility
- 16: I am grateful for having spent time with people this week who have brought – joy, laughter, learning, honesty and openness
- 17: I am grateful for the opportunity to experience the relationships and new friendships
- 18: Friendship and meaningful connection
- 19: Learning the value and power of vulnerability and creativity
- 20: Open heartedness
- 21: You Care, I care, We Care
- 22: Connections, kindness, compassion
- 23: Togethering
- 24: A safe, creative, inclusive, caring, togethering, wilding (working) team!



25: For you all giving us your time, emotions and sweat! Watching the transformation of each of you and the group. And for you letting me be part of it. Always a pleasure to see the future of NSFT on its journey

26: I am grateful for opportunity connections, and vulnerability to think and friendships made and kindness shared, and to shift my thinking – that I am enough

27: That there is such talent and grace in the NHS/ NSFT

28: Being invited to co-facilitate, feeling permission to have the time to immerse myself in it. Meeting such a wonderful group of staff, proud of them all – Togethering !

29: I am grateful for peace and space to learn that being compassionate means starting with me. And that bond we have formed will continue

30: I am very grateful that every aspect of this week has felt positive. The conversations, the relationships. Reflections and memories, of work and life of work. The sun has shone all week. The pool was peaceful, and the food was sustaining. We were blessed.

31: I am grateful for the new connections and friendship

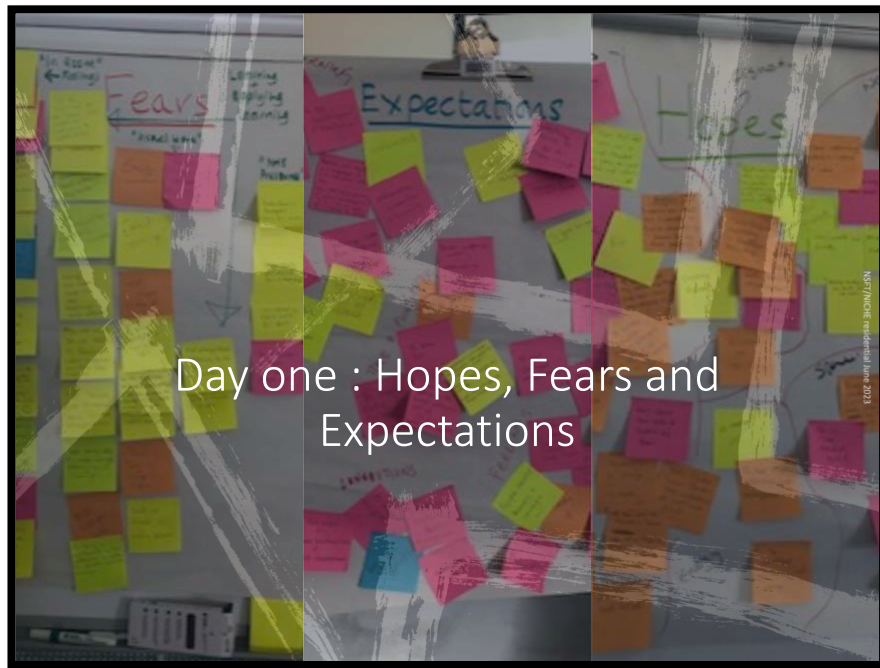
I am grateful for the opportunity of being part of a new beginning

32: I am grateful for the experience and knowledge. I am grateful for the kindness that everyone gave

33: I am grateful to have met and share with these amazing professionals, facilitators, and lecturers

34: Thinking time

APPENDIX 3
Photographs of the week's activities



Day two
Person-centredness



NSFT/NICHE residential June 2023



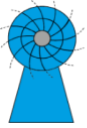
Day three : Culture collage

NSFT/NICHE residential June 2023



Day 4: Leadership

NSFT/NICHE residential June 2023



Celebration Dinner /Networking

NSFT/NICHE residential June 2023