

Orchard Trust

Moments Of Rewarding Engagement (M.O.R.E.) E-Project

Background

Orchard Trust is a charity based in the Forest of Dean, Gloucestershire. It is a Gold Investors In People organisation, with just over 170 staff. The Trust provides a broad range of services to adults with learning disabilities, including residential care, supported living, respite care, education and other services.

Within the Trust, there is also a learning provider. This team designs, develops and delivers innovative approaches to learning and development for staff across all Health and Social Care sectors, including elderly, dementia, learning disabilities, residential and day care settings.

Orchard Trust ran a very successful project in 2013-14 with Innovation Fund monies, to develop the skills of Activity Coordinators within Gloucestershire and set up a viable network, within the County, of individuals passionate about Activity Provision within the Health and Social Care setting. This project has been endorsed and supported by Gloucestershire County Council and has also been selected as a 'Best Practice' exemplar that is currently on the Skills for Care Web Portal, 'Learn from Others'.

The success of the project last year led to the development by Orchard Trust of the 'Gloucestershire Activity Champions Network'. This is a group with over 100 members that meets once every two months to explore how to create meaningful lives for those who access care and support services, whatever they are. The inception of this group has proved to be timely, given that the new Care Act 2014 has asked the sector to focus more clearly and closely on 'compassionate care'. The purpose of this network is to look at how activity provision can be part and parcel of that values-driven approach to care; the group have tasked themselves with developing a 'whole organisation approach' to meaningful activity provision, by getting all staff to own the challenge of making individuals feel valued and respected by the people that provide their care and support.



What we wanted to achieve

It was this shared passion for the importance of meaningful engagement and its value that led the team at Orchard Trust to develop a second 'phase' to this first initiative. It allowed us to identify the primary issues that need addressing – especially that of a need to shift attitudes and thinking about what enabling, person-centred support should look like. It also helped us to identify the difficulties of changing the attitude and mind set of some care staff – this is a challenge, in that it could involve changing the culture of the care setting to influence the behaviours of care and support staff. It involves changing what behaviour gets rewarded – formally and informally – and this is a big 'ask' for managers.

This challenge is where the project design was embedded for Orchard Trust. It was felt that, for this kind of change to take place, everyone in the staff group needed to be 'upskilled' – not just the manager. This was what influenced our choice of design for the project – it was important that we produced learning materials for everyone in the organisation that was involved in this kind of culture change, not just some ideas for the manager about how they could persuade others to do things differently.

We considered training delivery as an option, but felt that the reach of the project would be greater through the use of technology (E-learning). It also meant that the manager would have flexibility in how they built on the learning from the modules we produced, making the use of the E-learning more flexible.

The aim of producing these E-learning modules was to provide organisations with tools that could be used as a catalyst to generating a change, or improvement in culture, within the workplace. They are intended to be the starting point for conversations and action plans, all based around the concept of creating a care setting where every member or staff feels a shared responsibility for enriching the lives of the individuals they support; where home managers create a workplace environment in which this kind of attitude is noticed and rewarded; where Activity Co-ordinators do not feel isolated by their role, but see themselves instead as the link in the organisation between the manager and the support staff, allowing the

shared values of the organisation to flow from top to bottom.

Finally, the main aim we hoped to achieve was a feeling for people who need care and support that they were being supported by staff who understood them as unique individuals, and who tailored their support to their own needs in a way that made them feel that they had value, purpose and joy in daily living.

What we did

The theme of the project was enabling staff at any level to understand the importance of engaging in a meaningful way with the people they provide care and support to - and how fundamental a part this is of their job role, whatever their job title. So the theme of the modules became thinking about Moments Of Rewarding Engagement - in other words, 'Thinking M.O.R.E.'

Orchard Trust set out a plan to write design and deliver a total of 5 E-learning modules within the project:

- Module 1: a general awareness/overview of the topic for all participants to complete
- Modules 2-5: a follow-up module for every participant to complete, but selecting the module most applicable to their job role from the four on offer, i.e.:
- Manager module
- Activity Co-ordinator module
- Staff member module (for those working in a residential or multi-service user setting)
- Staff member module (for those who work one-to-one with service users e.g. domiciliary care staff or personal assistants)

Modules were planned, designed and written by the team at Orchard Trust, who then worked with a software designer to create the modules using Adobe Captivate as the design platform. The intention was to steer away from traditional E-learning styles, and try a more innovative approach. A magazine style for the modules was used, as a 'hook' to entice the learner into seeing the modules as something that they would choose to look at and read, as they would a magazine they

bought for themselves. The format was chosen to make the learner have a positive initial reaction to the style, and then want to read on. The content and the learning messages in the modules are delivered in the same style; word searches, quizzes, 'agony aunt' columns and interviews are all utilised to retain the format familiarity, but to use it to get across key learning points.

It was not felt that a knowledge test was appropriate – the learning in the modules is about changing attitudes and challenging values – 'soft skills' are needed to be looked at and, as such, these need to be promoted, rather than tested.

The Activity Champions' Network members were directly involved in the project from the outset. Requests for participating organisations were made through Network meetings – this gave us organisations to approach, either for access for filming, photography and interviews, or for staff groups to pilot the E-learning modules for us. This was done by invitation, and the response was very positive in both areas. The Network was also active in creating ideas for the most appropriate content of the modules and the key learning that should be contained within them. This was done through organising workshop discussion sessions with groups of Managers and Activity Co-ordinators from Health and Social Care settings.

The photography and film/video used within the modules was all done using the staff and resources/facilities of organisations who are members of the Activity Champions' Network. The video of three people who are in residential care that can be seen in the first module was filmed at a residential care home in Gloucester, with the support of the home manager, the rest of the staff group and, of course, the three wonderful residents who agreed to go on camera and talk about what good care looked like for them – a very powerful message. Lots of care organisations opened their doors to us, allowing us to photograph and film service users, staff, the environment and surroundings etc. They were also really willing to identify individuals who would be able to talk about their roles on camera, and to help 'sell' the message of the importance of meaningful engagement with individuals who require care and support services.

Fourteen care organisations volunteered to pilot the E-learning modules for us, with a total of around 130 learners accessing the modules, plus doing a pre and post module online survey for us as part of the project evaluation.

What we achieved

Orchard Trust have produced five E-Learning Modules, aimed at being relevant to a wide spread of staff in all kinds of job roles, across a broad range of settings.

All 5 modules of The Orchard Trust's M.O.R.E. resources are free to access for other care organisations to use from the following website address:

www.orchard-trust.org.uk/training/m-o-r-e/

Important:

Please note that the resources use Google Documents which some employers restrict access to. If you cannot access these free resources, you will need to refer to your own IT teams. They are not available elsewhere or in other formats.

Learners have so far (in the pilot) come from residential and day care services, from group homes to domiciliary care, and job roles range from Manager, through Activity Co-ordinator to care staff and cleaners/handypersons and cooks. Feedback in the surveys has indicated an overwhelmingly positive response to the modules, indicating that learners have understood the messages in the modules about everyone needing to engage at a personal level in order to create meaningful lives for those they support.

“ I have got 'M.O.R.E.' plastered all over my care home now – it is a real talking point for staff, and they look for those Moments Of Rewarding Engagement with the residents in ways that they never did before the project. ”

Manager, Residential Care Home pilot organisation

Other feedback has indicated that some organisations in the pilot have moved on to utilise the modules as the catalyst for encouraging culture change, and more of a ‘whole organisation’ approach to person centred care and support. ‘M.O.R.E.’ (the acronym for Moments Of Rewarding Engagement) has gone up on staff notice boards, been used in posters, has become part of the language (and so become embedded into the culture) for some organisations, giving colleagues a ‘label’ for the attitudes that they want to encourage, and making it easier to discuss the behaviours that drive the intended culture.

What we learnt

We encountered, during the progress of the project, several obstacles that we had not anticipated:

E-learning Considerations

In order to make E-learning user friendly, there is a lot of learning for the producers of the E-learning that needs to ‘front-end’ the final production of the modules themselves! It is easy to produce E-learning that has a standard, PowerPoint-style module, but in being aspirational about the style and content of our modules, we created design problems that had to be overcome. The designer had a real sensitivity to both the messages we wanted to get across, plus the requirements and content suitability for the learner group, which was a distinct advantage.

However, upon reflection we feel that this extra effort was worth it because of the positive feedback about how much fun learning was because of the format we had chosen. The format and content of the modules – their ‘magazine’ style, with lots of interaction (‘click on here’, ‘complete this quiz’ etc. seemed to be a great success with learners – learners have said that the modules didn’t feel like traditional learning because they were so much fun to do, but afterwards they realised.

Not every person working in health and social care has their own email account or easy access to a computer – even though we had made the modules ‘tablet-friendly’, there were problems in staff being able to gain access – and also whether the expectation was that they did the modules in or outside work time for some.

Issues with the software design technology used (the Adobe Captivate 8 software having compatibility issues with certain computers) meant delays in the timescales of the project. It then became difficult to meet funding deadlines throughout the project, especially those of evaluation at the end, due to staff not being able to complete post-learning evaluations online in the timescales required.

Support from Participating Organisations

We experienced significant difficulties in getting the support of organisations to see the project through to the end outputs – pilot organisations were thorough (generally) in getting staff to complete the pre-learning survey online, then at getting them to do the modules (two each), but we hit significant barriers in getting organisations to persuade staff to go back online to do the post-learning survey online. This has meant that we are still chasing survey returns, in order to get enough data together to make a pre and post learning evaluation a possibility.

One organisation has withdrawn from the project at post-learning survey stage, and two more only have one person who has been able to complete both surveys (mainly due to managers not tracking what staff are doing, citing workload as the barrier to success). Having chosen an online survey as the easiest way for staff to contribute their information, it would appear that we may have had more success if we had used a more direct approach for evaluation e.g. attending staff meetings, or doing some small group sessions in each organisation.

Another key point – if staff are going to participate in a learning based project – they want a certificate as evidence that they have done the learning!

“ I have been off work with an injury for five weeks, and have come back to a different ‘feel’ in the workplace: all the staff are engaging more with residents and my job has become much more of a co-ordinator of activities, rather than everyone else expecting me to do it all myself ”

**Activity Co-ordinator/participating learner,
Elderly residential care**

For more information please contact

Bev Harvey - Learning and Development Officer

bev.harvey@orchard-trust.org.uk

www.orchard-trust.org.uk

All 5 modules of The Orchard Trust's M.O.R.E. resources are free to access for other care organisations to use from the following website address:

www.orchardtrusttraining.co.uk/morelearning

Important:

Please note that the resources use Google Documents which some employers restrict access to. If you cannot access these free resources, you will need to refer to your own IT teams. They are not available elsewhere or in other formats.

Skills for Care Recommends

We have produced various products and services to support employers to support care organisations around safeguarding and the Care Act.

Care Certificate

Safeguarding Adults and Safeguarding Children form two of the 15 Standards that make up these minimum induction standards.

www.skillsforcare.org.uk/carecertificate

Adult Social Care Qualifications

A range of adult social care vocational Diplomas, Awards and Certificates include units dedicated to strengthening safeguarding skills.

www.skillsforcare.org.uk/qualifications

Care Act

Skills for Care has helped to develop tools and training resources to support employers adjusting to the expectations of the Care Act.

www.skillsforcare.org.uk/careact

Skills for Care
West Gate
6 Grace Street
Leeds
LS1 2RP
telephone 0113 245 1716
email info@skillsforcare.org.uk
web www.skillsforcare.org.uk

[@skillsforcare](https://twitter.com/skillsforcare) 

www.facebook.com/skillsforcare 

www.youtube.com/skillsforcare 

www.linkedin.com/company/skills-for-care 

