

A Blended Learning Case Study: Conflict Resolution Training

- I. Ambulance Community Responders
- II. Ambulance Operational Staff



South Western Ambulance Service **NHS**
NHS Foundation Trust

helpingustohelpyou



South Western Ambulance Service NHS Foundation Trust (SWAST) delivers high performing emergency and urgent care and non urgent patient transport services for the residents and transient population of Cornwall and Isles of Scilly, Devon, Dorset and Somerset.

The Trust mission is to respond quickly and safely to save lives, reduce anxiety, pain and suffering. The Trust covers one of the most rural areas of the UK, providing ambulance services to a population of 2.5 million people over an area of 6,260 square miles. SWAST are committed to providing the population of the South West with the highest standard of out-of-hospital care and work closely with the many responders who volunteer to help members of their local community.

The Challenge:

In 2010 SWAST identified a requirement to train over 1,000 Community First Responders in Conflict Resolution Training as mandated by the NHS Counter Fraud and Security Management Service. The target learners were spread across four counties and operated as volunteers to the Ambulance Service.

SWAST needed:

1. To define a blended learning strategy, championed by the Education Team with Trust-wide "buy-in"
2. To avoid the obligation of 1,000 Community Responder classroom days every two or three years
3. To trial a successful first course pilot with good learner adoption and high learner approval ratings
4. To ensure learners had access to an Ambulance Service Compliance & Learning Management System
5. To achieve a "proof of concept" for the practical introduction of cost effective blended learning

The Solution:



The Blended Learning Strategy

Solutions Training led and supported a 3 month Trust- wide consultative review, in which a comprehensive 40 page "Requirement Specification Document" was compiled and approved by the Trusts CEO and Directors. This work established the outline and understanding for a move towards a new blended learning strategy.

The Blended Course Design

SWAST took the lead to commission its first customised 3 hour e-learning online course that would provide the theoretical knowledge of Conflict Resolution, complemented by a 1.5 hours practical classroom program.



The course synopsis and core theme was titled – "Keeping Myself Safe"

This course was designed to equip ambulance staff with the skills, knowledge and experience to manage conflict situations so that they can keep themselves safe at all times. The course was designed to meet the entire CFSMS syllabus, meeting the NHS requirement that all front line staff complete such training which must be renewed on a three-yearly basis.

Four key tools were adopted throughout the course that, when used together, will help ambulance staff to avoid becoming victims of violence. The four key tools are:

1. *The Anger Escalation Ladder*
2. *Continuous Dynamic Risk Assessment*
3. *The Right Attitude*
4. *Conflict Resolution Management*



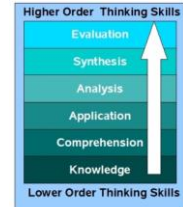
The course enables ambulance staff to learn how to apply these tools so that they can monitor any situation continuously, judge the level of danger and keep safe.

The Academic and Educational design

This course was designed in conjunction with the NHS framework for Lifelong Learning and Work Force Confederation. It fulfills the aims of "lifelong, voluntary, and self-motivated" pursuit of knowledge for personal or professional reasons. It pragmatically assesses theory, policy and practice through real world scenarios.

The educational framework was designed by the SWAST educational team, incorporating the educational levels, assessment strategies and core content model details. The course was designed to:-

1. Level 2 of the National Qualifications Framework
2. Blooms level 3 – "Application of Knowledge" to test use and application of knowledge, putting theory into practice, using knowledge in response to real circumstances.
3. Adopt the Plain English approach to give access to clear and concise information
4. Incorporate summative and formative assessments with immediate feedback
5. Support a move to evaluative learner assessments by SWAST trainers "observing"
6. The course is looking for endorsement by the College of Paramedics in 2011 and is supported by the I.H.C.D., H.S.E. CFSMS and Care Quality Commission.



Course & My eSKiLS Build

The build involved the establishment of many design principles that will be used in future course development. Project management, content development, video production, instructional and graphical design, software course development, learner access and administration functionality, reporting, were completed by Solutions.

Course and My eSKiLS Implementation

The online course went live successfully in Jan 2011 and rolled out to four counties of Community Responders. Training and support was provided to the SWAST administrator support team, along with a 70 page User Guide. The course ran successfully from the outset, immediately achieving very good learner feedback. My eSKiLS was set up for automated administration functionality and rich educational and compliance reporting.

Conflict Resolution: Course Modules

Course Modules	Blended Delivery	Topics
Module 1:	E -Learning	Customer Service and Attitudes
Module 2:	E -Learning	Causes and Definitions of Violence
Module 3:	E -Learning	Assertive, Aggressive and Submissive Behavior
Module 4:	E -Learning	Fight or Flight and Communication
Module 5:	E -Learning	Dynamic Risk Assessment
Module 6:	E -Learning	Law of Self-Defence and reasonable force
Module 7:	E -Learning	Conflict Resolution Models
Module 9:	E -Learning	Lone Working
Module 10	CLASSROOM	Disengagement skills and self protection.

The online course was intentionally designed to be "learner centric". The approach aimed to measure and gain high feedback ratings from learners in four key areas:-

1. Attention - did it grab and retain the learners' attention throughout the course?
2. Relevance - was the course relevant to the learners needs and environment?
3. Confidence – did the course give the learners more confidence in the subject taught?
4. Satisfaction – were the learners satisfied the course had been worthwhile to them?

Attention

The course was compiled using subject matter experts and designed by professional instructional designers, optimising the use of graphic interactivities, words, images, audio and video to manage the learner's attention.

Relevance

The CRT course incorporated a range of SWAST Ambulance Services people and equipment images. It utilised risk-based video clips (filmed by Solutions Training) based on real world risk scenarios typically experienced by Community Responders. In future these videos can be periodically replaced with new risk based situations.

Confidence

The course design was focussed to be practical and applicable to the world of a Community Responder. It was aimed at building the learner's theoretical knowledge - as they understand better, learners gain confidence.

Satisfaction

The course aimed to leave learners with a life skill, making the learner feel that their time and effort had been worthwhile. An inbuilt survey at the end of the course provides a valuable feedback loop to test the achievement of this aim and point to any improvement or remedial works.

Module and Course Assessments

The course uses formative and summative assessments as key integral elements of the learning process. The learner is required to acquire a minimum 80% pass rate from 5 questions randomly selected a bank of 10.

An Ambulance Services Learning Management System



My eSKiLS was launched in 2011 as a specialised Ambulances Services managed learning portal – to operate as a secure web hosted system outside an organisations IT environment. SWAST required a powerful and configurable web based learning & compliance management system that would deliver, manage and track SWAST's SCORM based courses.

Learner access challenges across the Trust's network and mixed broadband availability within the South West region were key challenges to overcome. A strategy of developing and offering multiple routes for learners to gain access was designed through the use of My eSKiLS online and offline players, CD ROM, DVD, mobile devices and/or paper based.

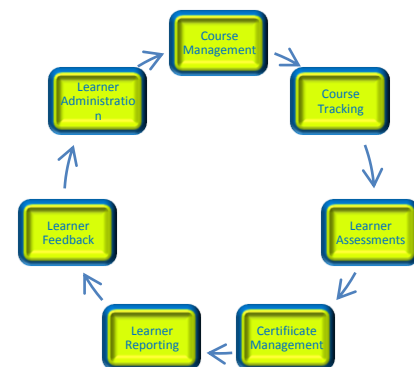
Many key admin processes were fully automated enabling learning and compliance to be easily tracked across learners and course performance and learner feedback to be measured. This is all recorded, reported and easily exported to Excel for further analysis. My eSKiLS will support and track SWAST learners across large customised courses externally procured and small courses that might have been locally authored.

My eSKiLS also has the potential to work as an "evidence-based document publishing platform". It can operate as a secure document publishing platform to manage and track document compliance / readership throughout the Trust. This includes SWAST Word docs, Excel, docs. PowerPoint's , PDF's etc

At the heart of its design and reporting was the need to for "easy access", "learner motivation" and "educational rigour". SWAST's My eSKiLS is available to learners ANY TIME... ANY PLACE... ANY PACE....

My eSKiLS is a configurable database system to accommodate future SWAST needs. The system was designed to be intuitive to set-up and use, both for administrators and learners. It has two levels of access using secure password & user name access controls for – administrators and learners.

- 1. Learner Management** - Assigning, running and managing courses
- 2. Learner Tracking** - Bookmarking, recording learner progress
- 3. Learner Assessments** - Objectively testing and recording learning
- 4. Learner Certification** - Automated recognition to learners
- 5. Learner Reporting** - Measuring progress & completion of learners
- 6. Learner Feedback** - Evaluating learners feedback experiences
- 7. Learner Administration** - Automating activities of learner administration



The reporting levels were created to run at three main levels:

1. *Learner*
2. *Department*
3. *Organisation*

Considerable functionality was built into the system to meet the needs of the Ambulance Service

1. Capacity for unlimited courses
2. Automated and centralised course administration
3. Multiple and easy access routes to courses from all parts of the Trust
4. High learner engagement using Ambulance customisation and various interactive learning tools
5. Bookmarking and tracking tools for learners course progress
6. Measurement and demonstration of learning through rigorous module assessments
7. Records of module attempts, assessment questions, course completions and historical records
8. Automated evaluation and measurement of learner feedback and course effectiveness
9. Automated course assignment- learners receive automatic email notification on course enrolment
10. Course progress reminders – learners can be automatically sent email reminders
11. Learners failed module reporting and escalation processes
12. Learner data can be easily imported or exported in bulk to/from spreadsheets
13. News Bulletin boards enable immediate communication capabilities to learners
14. Course cancellation - learners get automatic email notifications
15. Course completion – learners automatically get recognition with email certifications

Measuring the Learning Outcomes: "If you can't measure it, you can't manage it"!

The SWAST My eSKiLS platform was configured to measure performance across a number of organisational, compliance and learning parameters. Examples of 6 customised SWAST Reports are shown below.

1. Learner Course Reports

Course	Group	Assigned Learner	Enrolled Learners	Course Completion	No. of Modules Completed	No. of Modules Passed	Average passed score	% Course Completion	Course Time-Hrs	Start Date	Completion Date	Elapsed Days
--------	-------	------------------	-------------------	-------------------	--------------------------	-----------------------	----------------------	---------------------	-----------------	------------	-----------------	--------------

2. Learner Evaluation Report

RATINGS		1. Very Poor/Very Difficult	2. Acceptable	3. Good	4. Very Good	5. Excellent						
No		Questions					1	2	3	4	5	Good or above
1	O	How well did the course invitational instructions prepare and inform you?					1	4	12	14	10	88%
2	O	At the outset, how easy did you find it to start and operate the course?					3	5	14	12	7	80%
3	O	Towards the end of the course, how easy did you find it to operate the course?					1	1	6	12	21	95%
4	O	How well did the course content educationally stimulate you?					2	7	6	13	13	78%
5	A	How effective video, audio and other media for you?					0	5	8	12	16	88%
6	A	How well did the course retain your attention throughout?					2	6	8	11	14	80%
7	A	How well did the course stimulate your curiosity to challenging issues?					0	4	10	10	17	90%
8	R	How relevant was the course content to your needs?					1	3	6	19	12	90%
9	R	How engaging was the course in making you think and absorb the information?					2	2	9	14	14	90%
10	R	How useful was the content to your job role?					0	1	7	15	18	98%
11	C	How will do you think the course content will transfer the day job?					2	4	6	17	12	85%
12	C	How much new confidence do you now have in the subject learnt?					1	3	9	16	12	90%
13	C	How confident did you feel that the level of learning was appropriate for you?					0	2	8	15	16	95%
14	S	How will do you feel you learnt new skills or reinforced existing skills?					1	2	8	17	13	93%
15	S	How would you rate the course overall?					2	7	4	17	11	78%
16	S	How well would you say you enjoyed the course?					3	7	7	12	12	76%
Overall Course Totals						21	63	128	226	218	87%	
						3%	10%	20%	34%	33%		

Measuring Learner Motivation - using the John Keller ARCS Model

1	Operational Performance	7	17	38	51	51	85%
2	Attention Rating Performance	2	15	26	33	47	86%
3	Relevance Rating Performance	3	6	22	48	44	93%
4	Confidence Rating Performance	3	9	23	48	40	90%
5	Satisfaction Rating Performance	6	16	19	46	36	82%
Overall Course Totals		21	63	128	226	218	87%

Measuring e-Course Effectiveness - using the Bersin 5 Step Process

1	Step 1: Enrolment	(Assigned learners enrolled)					29%
2	Step 2: Activity	(% of the assigned learners modules completed)					16%
3	Step 3: Completion	(% of the enrolled learners modules completed)					57%
4	Step 4: Scores	(Average pass mark of completed learners)					90%
5	Step 5: Feedback	(Average scores of all good and above)					87%

3. E learning Effectiveness - Organisational Level Report

E learning Effectiveness		
Step 1: Enrolment	(Assigned learners enrolled)	29%
Step 2: Activity	(% of the assigned learners modules completed)	16%
Step 3: Completion	(% of the enrolled learners modules completed)	57%
Step 4: Scores	(Average pass mark of completed learners)	90%
Step 5: Feedback	(Average scores of all good and above)	87%

4. Failed Module Report - Total: showing all learners who have failed a module.

Failed Module Report -Learners											
Learner	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6	Module 7	Module 8	Module 9	Module 10	Total failed attempts
Alan Wood	0	1	6	0	1	7	3	0	0	1	19
Aline Turner	0	0	1	0	0	0	0	0	0	0	1

5. Failed Question Report - Learner level: Report showing learners failed performance across all assessment question attempts.

Learner : Alan Griffiths

Module 3											
Failed Answers to Questions											
Questions											
Attempts	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	
1	NP	NP	NP	NP	NP	1		1			
2			1	1	1	NP	NP	NP	NP	NP	
3	NP	NP	NP	NP	NP	1		1	1		
4			1	1		NP	NP	NP	NP	NP	
5	NP	NP	NP	NP	NP			1	1		
6				1	1	NP	NP	NP	NP	NP	

Key : [] : Blank - No Failed Answer, [1] : Failed Answer, [NP] : Not Presented Questions to learner

6. Assessment Questions Performance Report - Course level: Report showing total assessment questions failed by module.

Unsuccessful Learner Question Attempts: Report - Module 2										
Bank of 10 Questions in Module 2										
A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	
1	7	9	4	2	10	5	25	24	29	
% Rate of failure										
5%	33%	43%	19%	10%	11%	6%	28%	27%	33%	

Community Responders Learner Feedback:

Some of the typical comments ...



Margaret Kingdom – South Molton Community First Responder Group

I'm not that good using a laptop - my children helped me out a lot (!) but after a couple of blips getting into the course I found it easy to use and really enjoyed the course. It was common sense a lot of the time but I'm glad you get a chance to redo modules where you just didn't quite get it first time. I'm sure that I will actually put into practice some of the body language, dialogue ideas etc if a tricky situation arises when out on a shout.

David Hampden-Smith – East Prawle Community First Responder Group

Whereas some of the items covered might have seemed obvious, the theory course was very useful in demonstrating how to deal with both the obvious and more importantly the not so obvious.

Julia Oaten – Horton/Ilminster Community First Responder Group

- Receiving instant feedback on your assessment at the end of each module was brilliant, if not a little nail biting!!!
- Easy to access and work your way through.
- Completing the course in bite sized chunks was very useful and was easy to slot in between being a taxi service for teenagers!!!

Tim Roberts – Westward Ho! Community First Responder Group

- Although an NHS requirement, good to see CFRs recognised and given access to training in this way
- Very professional and user friendly training format
- Good combination of media used....video, pics, voice, with a good variety of understanding checks....jigsaw puzzles, moving terms into different boxes, multi choice questions etc
- Be good to deliver other training in this way
- Overall a major step forward for the ongoing support of CFRs
- Good to have opportunity of "dipping in and out" of the training

Overall Outcome and Impact:

"A highly successful course and pilot introduction to blended learning – we are confident the course will save us the planned classroom days"

Dave Halliwell - Head of Education Team SWAST



"Solutions Training have delivered us an impressive CRT course and My eSkiLS LMS platform. They were with us all the way – they brought ideas to us, they led us, they supported us, they responded to us. They are real professionals and easy to work with – so far we are extremely pleased with our implementation".

Rob Horton SWAST CRT Implementation Manager

87% of completed learners rated the CRT Course as **GOOD, VERY GOOD or EXCELLENT**

1. **85 %** of completed learners said that the course **"operated"** as GOOD, VERY GOOD OR EXCELLENT
2. **86%** of completed learners said that the course held their **"attention"** as GOOD , VERY GOOD, EXCELLENT
3. **93%** of completed learners said that the course **"relevance"** was GOOD, VERY GOOD OR EXCELLENT
4. **90%** of completed learners said the course gave them **"confidence"** in the subject matter of GOOD, VERY GOOD OR EXCELLENT
5. **82%** of completed learners felt a course **"satisfaction"** level of GOOD, VERY GOOD OR EXCELLENT