

Bild Association of Certified Training Newsletter November 2021

Certification news

Certified organisation meeting dates

Dates have been confirmed for the certified organisation meetings in 2022.

These are for ALL certified organisations:

- 26th January 2022
- 17th May 2022
- 5th October 2022

Annual review

Starting in November we will be commencing our next wave of annual reviews. Where possible we will be trying to facilitate a visit to complete this. If this is not possible, we will be arranging a video call to undertake the review.

Quarterly update reminder

- The quarterly update is designed to ensure that necessary updates are processed in a systematic and auditable manner and to minimise the bureaucratic burden in keeping the information contemporary.
- We will be expecting all certificated organisations to be completing their quarterly updates and forwarding them to us from the beginning of December 2021. [Quarterly update form here](#)

Certified organisations with affiliates

To increase the speed with which affiliate organisations can be registered we just need to remind people that they need to provide the following:

- A fully completed spreadsheet
- A signed and dated organisational agreement
- Copies of signed and dated agreements for all active Associate Trainers

Affiliate observations

Observations for affiliated organisations have commenced. If you haven't already sent training dates for the selected affiliate organisations, please send them in as soon as possible.

Please remember if an affiliate organisation has decided to stop being affiliated you should inform us immediately. (It helps keep the information up to date).

Affiliate recognition

All affiliate organisations will be added to the Bild ACT website, thus ensuring they are visible to the CQC.

To be uploaded to the website the appropriate fees need to be paid.

Affiliate fees will be charged pro-rata at the point within the year cycle that new organisations are approved [bringing fees in line with the annual organisational fee] and thereafter invoiced annually.

The Bild ACT Team

You will be aware that Paul Keedwell was appointed our Certification Director earlier in the year. We have further restructured our team to ensure that we are able to optimise the service we provide:

- Luke Seagrave will become the schemes Lead Assessor
- Lee Hollins has moved to a Quality Improvement/Technical Advisory role
- Dawne Falcus has been appointed as the Bild ACT administrator
- We will also be increasing our administration and assessment capacity over the coming months and will let you know as soon as appointments have been made.

Restraint Reduction Network News

Have you booked your place at our upcoming conference?

Special offer for Bild Act Certified Orgs and Affiliate Orgs – Early Bird rate held until 23 November 2021

This year our Restraint Reduction Network Conference will be hosted in Leeds between 30 November – 1 December 2021 at The Queen’s Hotel with in-person and virtual places available, spotlighting the theme ‘exploring inequalities and restrictive practice’.

In exclusive keynotes, panels and workshops, we will explore the work that is being done – and still needs to be done – to tackle social injustices. We will debate and share good practice, and discuss how to champion the rights of everyone we work with, so we can work collectively to eliminate the use of unnecessary restrictive practice.

The conference will also highlight how people from black and minority ethnic backgrounds, people with learning disabilities, autistic people, females, children and young people, and older people living with dementia, are disproportionately subjected to restrictive practices.

Special Offer

The ‘Early Bird’ rate is held for all Certified Organisations and Affiliate Organisations for full in- person attendance and virtual attendance. This offer is available until 23 November 2021

Book your place now at: <https://bit.ly/RRNConf21orgOffer>

A note on safety. We are committed to the safety of all our delegates, and will be keeping to government guidance throughout to ensure a COVID-safe event.

RRN Webinar

Please accept Bild ACT’s sincere apologies but due to unforeseen circumstances the RRN are not available to deliver the Webinar planned for 19 November. We are however, pleased to be able to inform you that it has been rescheduled for **15 December 2021 from 11 - 12 noon**.

The recent Doodle poll that you kindly completed will address two of the top three issues of concern to you and a further Webinar will be arranged in the new year to address the remaining area of interest: What is expected to be included in a psychological risk assessment?

This Webinar will consider the following two concerns:

1. Why should Certified organisations recognise preventative training delivered by other organisations over which they have no influence or quality control? Preventative training (and how TNA can be used to inform if preventative covered elsewhere).
2. How should the new Blended Learning guidelines be interpreted including the hours recommended for both blended and preventative training.

New appendix to cover online delivery of training

We have recently published a new appendix to cover online delivery of training which will come into effect in April 2022.

There have been some queries, so we hope this will provide some clarity to what, may be, a new endeavour for some providers. We can also cover this in the upcoming Bild Act webinar.

Context

This guidance replaces the interim guidance, it was flagged as a priority at RRN steering group meetings in 2020 and by training providers for RRN to develop permanent guidance, as blended learning was likely to play a bigger role in workforce development in the future.

The guidance does not relate to physical intervention skills which should not be taught online.

Consensus from consultation with industry experts, training providers and regulators was that it would be most helpful to produce this appendix in a principle for practice format.

Principles would not be over prescriptive and would give training providers some flexibility when they developed content. The onus is on the training provider to describe how they have considered the principles when developing and delivering their curriculum. The flexibility would give providers opportunities to test out and develop models that work for specific content in this training environment which is still fairly new in this field and support Bild Act to develop some assessment guidance

We also need to consider that evidence is still emerging for the impact of this type of training.

Certainly, sector feedback is currently acknowledging limitations as well as advantages of online learning. Emerging evidence and feedback from many different sources, including health and care providers and online trainers, suggests that some individuals find it difficult to be online and engaged for long periods of time and keep concentration up to a high level.

There are a number of studies available through ResearchGate or Google Scholar and suggestions for mitigation of fatigue and other related problems. If it is helpful, RRN can provide links to some of these. We could create a good practice resource for everyone to contribute. We think this is an opportunity for providers who are interested to develop some really good models that could be tested for impact

The principles were developed over a period of eight months. It included consultation with industry experts (online consultants and designers, training providers from different sectors) and people who had experienced online training.

A range of commercial and in house training providers also provided information. A survey was sent out three times after this to training providers.

A draft was then sent to the standards subgroup for approval. The subgroup consists of people with lived experience, representatives from NHSE and CQC and representatives from different UK nations.

There are responses below to the specific queries we have received about individual principles and we have provided some concrete examples to illustrate the principles as requested – please note these are examples only.

1. Live screen time with a trainer is used thoughtfully and sparingly to minimise screen fatigue

The principle for practice would be to plan online screen time carefully.

This is a principle that is also relevant to face to face delivery. Concrete examples of doing this could be that delegates are not expected to watch lengthy presentations or listen for long periods. We heard of the eight-minute online rule from some industry experts. Trainers should be aware and alert to screen fatigue and plan accordingly, key points could be covered early on in screen time and repeated later, changing mediums and activities to stimulate engagement. A flipped learning approach is a good model of how time with a live tutor can be spent effectively maximising interactivity.

2. Online sessions should not be more than two hours in length including break

We think this is reasonable and was agreed with by the majority of survey responders, **but** it does not specify how many sessions per day. A reasonable break between session would be expected.

3. Materials should be adjusted to support a slower learning pace online

There is evidence that most people learn at a slower pace in live online sessions. Trainers should plan accordingly. It is up to training providers how they make reasonable adjustments. One concrete example of doing this might be to reduce to one learner point per PowerPoint slide. (This was a key recommendation by online experts). Training material might be adjusted to ensure key points are repeated.

As above, it is up to the training provider to make reasonable adjustments to suit the content they are providing. They should be able to explain their rationale for adjustments and how they have checked that the adjustments they have made are successful and adapt them if needed.

It is probably not helpful to be prescriptive as all training courses are different and presented differently but the outcome needed would be those reasonable adjustments to existing face-to-face training material had been considered and tested when converted for use in online delivery

4. Group's size and trainer ratio should reflect the activity and topic. Typically contact that needs:
 - High interactivity with a trainer / facilitator. This should be a small group of learners (may include self-disclosure and challenging values), one trainer with six learners. This should be no less than 33% of the whole programme
 - Medium interactivity with trainer. One trainer with maximum of 12 learners – mostly trainer led, some questions / activities to the group. This should be no less than 33% of the whole programme
 - Minimum interactivity with trainer, e.g., Webinar for up to 25 learners with one presenter. This should be no more than 33% of the programme

The amount of interactivity is related to the ratio of trainer to participants in online live sessions. Engagement is generally harder to gauge online.

There is more opportunity for interactivity with a trainer in smaller groups – and less opportunity for interactivity in large groups. The majority of survey respondents chose these percentages.

5. Self-directed learning should be no more than 33% of the programme and could be paired with live tutorials to check understanding (flipped learning) and maximise learning

This would be based on average times expected to complete the self-directed learning (some people will complete at different rates). An average time could be specified as part of pre course information about the training and would be helpful to participants.

6. Online eLearning that is fixed, pre-recorded, and linear or computer managed should have a means of basic assessment such as a quiz with a specified pass mark of a recommended 80%

To make this more robust we suggest the use of the function that does not permit people to continue clicking until they pass an assessment. Attempts could be limited in most online learning management systems. Repeated failures may mean a case of reasonable adjustments needed and would warrant further attention and managed in the same way as face-to-face assessment processes. It would be good practice to discuss this with the commissioner and plan for this occurrence.

The majority of respondents to the survey suggested an 80% pass mark.

7. Any blended learning preventive content must be taught prior to physical skills and techniques and must be completed not more than two weeks in advance of the physical restraint training and referenced in the training

Preventative skills need to be taught prior to physical skills and within a time frame that means they are connected and still resonate for the learner. The majority of respondents thought within two weeks was best practice. If unavoidable circumstances disrupt this (sickness etc) then the soonest possible timeframe should be used. It would be good to get a view from training providers about the maximum length of time that the gap should be.

Best wishes

The Bild Association of Certified Training Management Team