

Mind the gap:

Transformative Learning for Consultant Practice

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This 3-day, 10 credit masters level (level 7) unit has been developed based upon findings from a PhD that has a focus on the definitions and the learning and development of consultant level practice across nursing, midwifery and the Allied Health Professions with a foundation of international literature. The evidence highlights a widespread lack of clarity regarding the purpose and definitions of consultant-level practice. It reveals a distinct gap between advanced-level practice and the transition toward developing consultant-level capabilities. While advanced practice lays the groundwork for clinical expertise, it does not equip clinicians with the necessary skills to evolve into reflexive, transformational leaders within complex systems.

This unit has therefore been developed to aid understanding of the definitions of consultant practice, and to provide an experiential journey of transformative learning, the vehicle to becoming a transformational systems leader.

The unit is split into 3 days with day one being available on an attendance only basis for those exploring their readiness for the transition to consultant level practice.

Day 1: Navigating the transition from advanced to consultant level practice:

Delivery Mode: Online

Aim: to facilitate understanding of consultant level practice and the transition from advanced to consultant level practice to develop clinical transformational systems leadership.

Learning outcomes

1. Gain understanding of advanced and consultant level practice and the relationship between the 2 levels of practice
2. Develop an understanding of consultant practice across professions and specialities
3. Gain insight of the context of transformational systems leadership in relation to consultant practice and the differences with operational transformational leadership
4. Introduction to transformative learning as the vehicle for the development of clinical transformational systems leadership and the interrelationship with dynamic support networks
5. Gain insight into the multiprofessional consultant capability and impact framework and how individuals can benchmark against it to identify learning needs

Who is this for:

- Clinicians at all levels of practice aspiring to develop to consultant level practice across nursing midwifery and allied health professions
- Mandatory for those completing the full 3-day Unit who meet the day 2 and 3 prerequisites
- Key for the consultant support network: clinical and professional placement supervisors, coaches, mentors, line managers, senior leadership, ICB, commissioners, PCN leads, COOs and CEOs, academic educators, politicians, charitable organisations, national arm's length bodies, regulatory bodies and professional bodies

- For all those who have a touchpoint in relation to the development and implementation of consultant practice across nursing midwifery and the allied health professions

Course content

- Introductions
- What is advanced level practice, national and international perspectives
- What is consultant level practice?
 - History of consultant level practice
 - Definitions; national and international
 - What does expertise look like, and why does it matter?
- The transition between advanced and consultant level practice, is it a simple step change or something else?
- Transformational systems leadership
 - What is it?
 - How does it relate to transformational leadership theory
 - How does it relate to the neuroscience of transformational leadership?
 - Introduction to transformative learning



Progressing to Day 2 and 3

Delegates may wish to exit the process following Day 1 if they completed the mapping process and do not feel ready to progress with their transition.

Those delegates that wish to proceed onto Day 2 and 3 should be clinicians who meet the following prerequisites

- Have attained a master's degree relevant to their specialty
- Have evidence of experience across all advanced practice domains of practice
- Have evidence of years of consolidated knowledge in their subject area to develop expertise in practice
- Have completed day one with and the required mapping

These 2 days are face to face to create an environment for transformative learning experience with a 2-day placement outside their normal working environment in between. All delegates therefore should have negotiated their 2 day placement before attending Day 2.

Day 2: How to develop as a transformational systems leader

Delivery Mode: Face to Face

Aim: To cultivate the knowledge, skills, and experiential insight necessary to engage in transformational systems leadership through an understanding of its neuropsychological foundations, the application of personality tools, and the facilitation of transformative learning in practice

Learning outcomes:

1. Develop an understanding of Transformational systems leadership, the neuropsychology of transformational leadership and transformative learning as the vehicle to develop it.
2. Understand how personality tools can be used as facilitators for transformative learning
3. Gain an understanding of how transformative learning works in practice and how best to facilitate this on a 2-day placement supported by a dynamic support group
4. Complete a 2 day placement outside of your normal workspace to facilitate personal and professional challenge to facilitate transformative learning in practice

Course content

- Introductions and recap
- Feedback from mapping to the multiprofessional capability and impact framework
- Introduction to transformative learning theory and transformative learning in practice
- Psychometric testing with Myers – Briggs (individual exercise)

- Applying Myers Briggs to transformative learning (group exercise) <https://my-personality-test.com/>
- Feedback from the transformative learning group exercise
- How does this apply in practice?
- How to make the most of a 2-day placement outside your normal working environment to develop transformative learning skills
- Immersion into the experience
- Creating a support network
- Introduction to writing a critical narrative at level 7 using disorientating dilemma, critical reflection and communicative discourse as a template.

Day 3: Being comfortable with being uncomfortable

Delivery Mode: Face to Face

Aim: To explore the role of affective and transformative learning in developing clinical expertise and systems leadership, fostering personal growth and preparing for the transition from advanced to consultant-level practice through experiential reflection and self-directed challenge.

Learning outcomes:

1. Gain a practical understanding of affective learning through experiential learning of emotions as the driver for critical reflection.
2. Develop an understanding of the relationship between self-transformation and transforming others and systems
3. Gain insight into how the golden thread of transformative learning is enacted through clinical expertise across all consultant domains of practice
4. From personal experience, gain an understanding of the next steps to prepare for the advanced to consultant level journey



Course content

- Feedback from experiences from the 2- day placement in relation to systems leadership (in pairs)
- Feedback to the wider group for group discussion; connecting to emotions.
- The relationship between self-transformation and wider professional transformation
- The golden thread of systems transformation through clinical expertise across all domains of consultant level practice (group exercise)
- Feedback from group exercise
- Practical next steps.
- Feedback forms and close.

Assessment

Formative Assessment

Following Day 1 you will complete a mapping against the advanced to consultant practice capabilities of the consultant capability and impact framework to identify training needs analysis. You will be encouraged to reflect and on the experience of undertaking the mapping exercise in relation to ease of the task and self-reflection in relation to where you are professionally, and how the task made you feel will be introduced. This will then be presented and discussed in Day 2 with your peers.

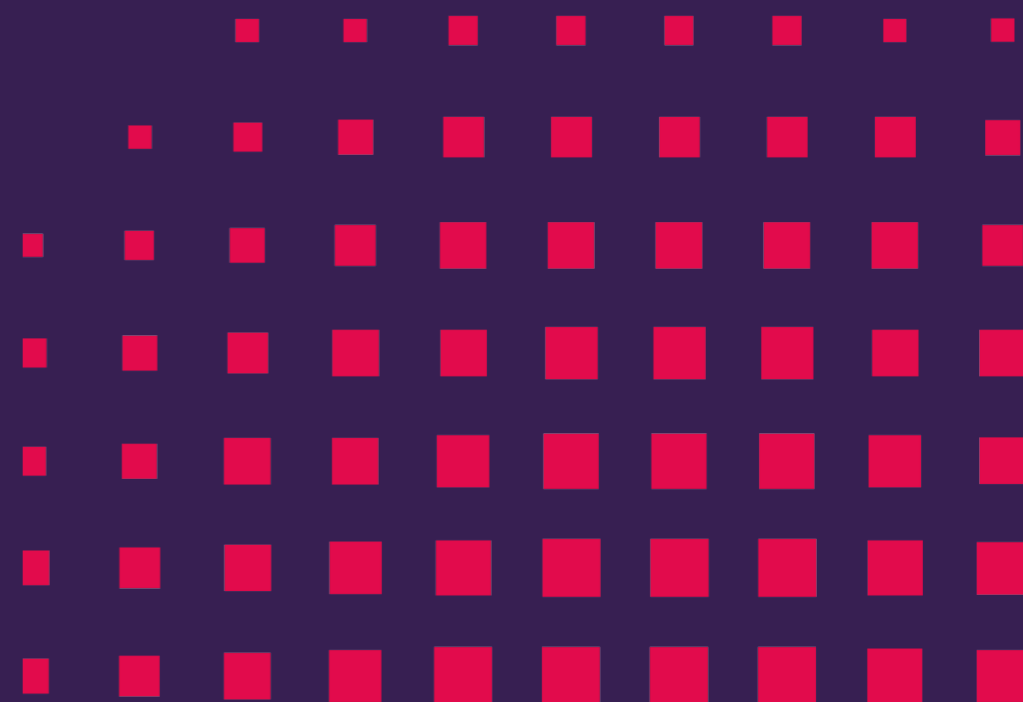
Summative Assessment

You will complete a 2000-word critical narrative evidencing your experience of transformative learning initiating critical reflection and change. It will be in the framework of Mezirow to show you have been through the transformative process i.e. disorientating dilemma through personal challenge; exploring emotion to understand what to critically self-reflect on with communicative discourse (exploring their dilemma with others) leading to a change in behaviour through either expanding or changing your frame of reference.

By demonstrating that you have experienced and engaged with the transformative learning cycle, you are demonstrating readiness to change.

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