

# OUTSTANDING TEACHING, LEARNING AND ASSESSMENT TECHNICAL SKILLS NATIONAL PROGRAMME

**Document: Lean Management Case Study- Work Placement.**

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## Lean Management Case Study

### First an Overview of the Lean Process.

Lean is a customer focused methodology used to continuously improve any process through the elimination of waste in everything you do; it is based on the ideas of “Continuous Incremental Improvement” and “Respect for People.”

There are variants to the process, the one below is tailored to the service industry and the one applied to this project.

- Focus on the customer.
- Identify and understand how the work gets done (the value stream).
- Manage, improve and smooth the process flow.
- Remove Non-Value-Added steps and waste.
- Manage by fact and reduce variation.
- Involve and equip the people in the process.
- Undertake improvement activity in a systematic way.

Through Lean education has been transformed through a re-designed curriculum based on LEAN principles. Participants have been upskilled in identifying what outstanding teaching and learning may look like from a student perspective. This has enabled students to apply their learning and be more independent. They benefit from close links with employers through applied initiatives and work placement opportunities.

### Problem/challenge

Work placements form a mandatory part of L3 Health and Social Work programmes to give learners valuable experience of working in the care sector. Learners are placed with 4 different employers for a week at a time. Using the Lean principles, the value created from placements was discussed at length with teachers, employers and students. All participants highlighted challenges that arose from a lack of structure to placements that led to:

- lack of clarity in purpose and expectations
- low value being placed on experience where students are unclear how this links to their learning.
- employers struggling to find students something to do and students often looking bored.

- reluctance from employers to take on students as there was no perceived benefit.

## Solution

A learning placement workbook designed to correlate between classroom based theory and work based practice to:

- increase productivity and develop an appreciation of the work environment, demonstrating a value in every task.
- reduce waste with clear links between activities and student learning
- increased opportunities for critical and analytical reflection to reduce the need for assignments
- opportunities to enhance knowledge through a controlled assessment

## Resources:

[Year 1-Placement workbook-Nelson & C.PDF](#), [Year 2-Placement workbook-Nelson & C.PDF](#)

During student feedback, one of the most complained about tasks was making drinks. Using Lean principles we mapped the value created during this process to demonstrate broader links to learner's study programme.

Steps in making tea:

- making a decision as a team to prepare and serve drinks, often this is on a rota basis.
- Preparing the trolley which involves washing cups, boiling water and storing it in a safe portable dispenser, tea and coffee at the ready to offer every individual a choice.
- Suitable clothing and equipment at the ready, for example an apron and wipes for any spillages
- Direct engagement with service users to offer the choice of drinks available
- Support where necessary to drink
- Observation of service users where drinking is being monitored

Learning objectives

- Policies/procedures in infection, prevention and control
- Person centred service, giving every individual a choice and making adjustments for them to be able to have a cup of tea (equality and diversity)
- Working as a team to observe individual's fluid levels and provide drinks timely
- General observations to report safeguarding/health issues whilst observing information sharing policies and procedures.
- Health and safety, minimising risk of spillages and safely handling hot water, supplying tea to every resident using clean cups.

## Application of Lean principles

Step 1 define the value from the customer perspective

Step 2 map the value stream

Step 3 pull from the customer

Step 4 work toward perfection

## Outcomes

- Increased structure for students with a clear link between work based practice to theoretical learning.
- Improved mapping of work based learning to curriculum with a reduction in assignments and teaching time.

- Improved preparation of students for employment with development of professional standards, increased focus on self study and evidencing of CPD to track professional competencies.
- Increased motivation from students and co-operation from employers with clear evidence of value created.
- Improved employer relationships and willingness to co-operate.
- Improved differentiation and reduction in marking and assessment in the long term.

### Outputs

- 9 employers engaged/benefitting through a range of focus groups and providing students a placement in company.
- 110 students will benefit through a more structured work placement.
- 6 practitioners engaged through training and input into the design of workbooks.
- 2 senior managers engaged to implement and lead the process.

### Teacher feedback

“The workbooks link well to each unit and give learners the chance to develop their knowledge in the best way for them. There is differentiation and they are inclusive. They will be helpful in teaching reflective practice and in understanding how each unit synoptically links together. “

“The workbooks will help students reduce wasted time on placement and enable them to see the value of every task they are asked to do.”

“The workbooks will make placements more productive and give students a clear link to theory. They will create synoptic learning and support the externally controlled assessment