



**IGNITE PROGRAMME
5 Day Residential Programme**

'Leading & Facilitating the Development of Inclusive Care & Cultures'

7th – 11th July 2025

Norwich Sportspark, UEA



A PROGRAMME REPORT

1st September 2025

Commissioned by Norfolk and Suffolk NHS Foundation Trust



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THE IGNITE PROGRAMME: PROGRAMME REPORT
A cofacilitated 5 Day Residential Programme by NICHE and NSFT
‘Leading & Facilitating the Development of Inclusive Care & Cultures’
Delivered 7th – 11th July 2025 at Norwich Sportspark, UEA

EXECUTIVE SUMMARY

The ‘Ignite’ Residential Programme, ‘*Leading and Facilitating the Development of Inclusive Care and Cultures*’ was co-designed and delivered with Norfolk and Suffolk NHS Foundation Trust (NSFT). The five-day residential programme used the curriculum framework created by the International Practice Development Collaborative (IPDC)^{1 2} for Practice Development Residential Schools, run Internationally (i.e., Australia, Canada, Europe, UK). The content however of the NSFT/Norfolk Initiative for Coastal and Rural Health Equalities (NICHE) programme in July 2025 built upon learning from the NSFT/NICHE 2023 residential programme addressing key priorities identified by NSFT which guided content refinement, along with a Trust Co-Facilitator model for delivery. Additional learning was taken from the NICHE residential programme commissioned by the Queen Elizabeth Hospital King’s Lynn (QEHKL) delivered in January 2025.

Twenty participants from across a variety of clinical and corporate services at NSFT took part in the ‘*Ignite Programme*’. Key emergent themes from the week were: an appetite by participants to seek opportunities to learn, share and network with each other making new and renewed connections from across the Trust. In addition, there was a willingness and commitment to co-create cultures of practice that supported and nurtured inclusive ways of working, underpinned by compassionate and self-compassion in leadership.

INTRODUCTION

NSFT offers specialist mental health services to a population of over 1.6 million people living and working in the Norfolk and Suffolk regions of East Anglia.

NSFT employs more than 4,700 staff, working across 50 different locations across Norfolk and Suffolk based geographical sites³. Some of the main clinical service sites are based at Hellesdon Hospital, Norwich; Wedgwood House, Bury St Edmunds, and Woodlands Unit in Ipswich.

NICHE works as an Anchor Institute across the Norfolk and Waveney Integrated Care System (N&W ICS), and provides academic, research and evaluation support, focusing on addressing workforce and system level transformation.

NSFT in collaboration with NICHE co-designed the *Ignite residential programme* (building on learning from the NSFT/NICHE inaugural programme delivered in 2023), working to maximise potential for a sustained approach to culture change and clinical leadership development across the Trust. Working in close alignment to NSFT’s internal strategic planning, drawing upon aspects of the Models of Care initiatives the *Ignite Programme* was developed to enable opportunities for ongoing and sustainable improvement work embedded at the clinical interface, in which care is delivered and experienced by

¹ <https://www.fons.org/library/journal-about-ipdc> (last accessed 7/8/2025)

² <https://www.fons.org/programmes/schools> (last accessed 7/8/2025)

³ <https://www.nsfh.nhs.uk/about-us/> (last accessed 7/8/2025)



people who use mental health services, across Norfolk and Suffolk locations which borders two Integrated Care Systems.

PURPOSE

This Report provides a programme evaluation following the NSFT/NICHE co-facilitated *Ignite Residential Programme*, held at the UEA Sportspark during week commencing July 7th – 11th, 2025.

The Ignite Programme was commissioned as part of NSFT's ongoing improvement and culture recovery plan, associated with Care Quality Commission (CQC) report⁴, along with collated evidence of impact arising from the 2023 longitudinal evaluation of the inaugural NICHE/NSFT residential programme completed in 2024⁵.

Focused on working with clinical and corporate staff in leadership roles, the Ignite Programme aimed to provide intensive experiential time and space to critically reflect on the current working practices that influence safe and effective workplace cultures. Personal and professional development needs were also identified, whilst introducing participants to a variety of theoretical and evidence-based concepts for initiating improvement linking to the practice context. Focus centred on creating inclusive practices, that can enhance and sustain highly effective workplace cultures of improvement and ongoing development.

PROGRAMME STRUCTURE

The Ignite Programme was not developed as a conventional didactic taught course. Instead, it provided an immersive programme of experiential learning, through use of active participatory and creative approaches to learning, drawing on participants' own experiences of their workplace. Through a shared understanding of the issues associated with being part of and working across NSFT, the focus was on influencing change at the clinical interface of care, and improving professional practice which was pivotal to the aims of the week.

Key to delivery was ensuring participants remained actively engaged in the week's activities. The programme was co-designed and co-delivered with NSFT staff, working with NICHE Facilitators, offering role modelling of engaging as a cohesive team. Facilitators and Co-Facilitators agreed how they were to work in pairs for the week, representing an effective partnership approach to shared learning, with each pair taking the lead role across one of the five days.

Prior to the week commencing, an on-line briefing session was held in which participants were invited to attend so that any questions could be answered and the foundations for learning across the week laid – this approach had been undertaken with the QEHL which was observed to really help allay any anxieties people may have had prior to joining and committing to the residential week.

NSFT/NICHE IGNITE PROGRAMME OBJECTIVES

The Ignite programme was co-designed to focus on achieving the following objectives:

⁴ <https://www.cqc.org.uk/provider/RMY> (last accessed 6/8/2025)

⁵ https://assets.uea.ac.uk/f/185167/x/cb5aecdc09/nsft_niche-residential-programme-web-ver-final-report.pdf (last accessed 6/8/2025)

- Developing shared values, understanding and a shared vision for NSFT improvement drawing on contemporary evidence/ literature linked to the workplace as a place and source of embedded learning.
- Utilising evidence, effectiveness and evaluation methodologies and approaches, linking theory to the practice context through shared learning and critical reflection on practice.
- Establishing an understanding of what is an effective workplace culture underpinned by inclusive, compassionate leadership.
- A practice centred, real-world approach to different styles of facilitation, critical reflection and active learning, drawing on Practice Development methodology's.
- Underpinning theories of inclusivity, culture of practice, compassionate and self compassion in leadership.

FACILITATION & CO-FACILITATION TEAM

- Jonathan Webster (JW), (Professor of Practice Development and Co-Director of NICHE) was the weeks programme lead, and was a central point of contact to ensuring the programmes content and delivery scheduling was planned and delivered in accordance to key principles of Collaboration, Inclusion and Participation. Jonathan co-facilitated day 3 and also co-led one of the Active Learning groups all week with Zoe Challis (NSFT).
- Sally Hardy (SH), (Professor of Mental Health and Practice Innovation and Director of NICHE) was part of the facilitation team for the week, and co-facilitated day 2. Sally also co-led one of the Active Learning groups all week with Michaela Langley (NSFT). Sally was identified as the Wellbeing lead for the week and held any confidential contact information for participants should emergency or practical issues arise during the residential week.
- Ann Jackson (AJ), (External RMN Consultant, NICHE) was part of the facilitation team for the week, and co-facilitated day 4. Ann also co-led one of the Active Learning groups all week with Rebecca Webster (NSFT).
- Zoe Challis (ZC), (Head of Training and Development, NSFT) was part of the facilitation team and co-facilitated an Active Learning Group with Jonathan Webster.
- Rebecca Webster (RW), (Professional Lead Staff Training and Development) was part of the facilitation team and co-facilitated an Active Learning Group with Ann Jackson.
- Michaela Langley (ML), (Participant from the 2023 Programme and Community Team Leader) was part of the facilitation team for the whole week, and co-facilitated an Active Learning group with Sally Hardy.
- Neil Lad (Associate Director of Education, NSFT) was able to join the first and last day along with the celebratory dinner (Thursday night) as a member of the NSFT Senior Leadership team who commissioned the programme.
- Idris Phillips-Fry and Joe Collins (NICHE) led all the non-programme administrative and delivery activities for the week i.e. booking accommodation; compiling learning materials;

drafting communication to participants; liaising with suppliers and working with NSFT in identifying final numbers of attendees.

- Jade Morley (NSFT) led the advertising and administrative recruitment of participants. Jade also provided the link within NSFT to all participants who were part of the programme ensuring clear lines of communication and information dissemination.

PROGRAMME CONTENT

The Ignite Programme content was based on the concept of an established curriculum arising from the IPDC¹, of which Professors' Sally Hardy and Jonathan Webster were part of the founding membership. The origins of the residential programme focused on an experiential and immersive developmental learning programme. In taking participants through such a collective learning process enables growing a critical mass of people with a level of foundational knowledge of using practice development principles for the purpose of improving patient care and influencing workplace cultures of effectiveness. Initially these IPDC residential programmes were delivered in Oxford by the Royal College of Nursing Institute, and subsequently by an international collaborative Practice Development community spread across Australia, Europe, Canada, Southern Ireland and the four countries of the UK. The primary purpose was to provide programmes of practice development that enabled practitioners to develop their knowledge, skills and expertise linking learning and knowledge to the workplace culture and context where care is delivered and experienced.

Active Learning underpinned each day of the Ignite Programme. Active learning draws on the four cycles of learning: dialogue with self; dialogue with others; observation and doing⁶. Participants self-allocated to an Active Learning Group on Day One, which they then stayed with for the whole week, working with the same NICHE Facilitator and NSFT Co-Facilitator. 20 Participants were spread across three active learning groups that met each afternoon to critically reflect on the mornings programme of learning. The Ignite programme schedule is outlined below (Table 1).

Day	Theme
Monday 8 th	Welcome, Introduction to the Programme (am) & Group Active Learning (pm)
Tuesday 9 th	Co-creating Inclusive approaches (am) & Group Active Learning (pm)
Wednesday 10 th	Creating Workplace Cultures for person-centredness (am) & Group Active Learning (pm)
Thursday 11 th	Compassionate and Self-Compassion in Leadership Celebratory Dinner (evening)
Friday 12 th	Active learning group feedback Evaluation & Closure.

Table 1: NSFT/NICHE Indicative programme content

⁶ Dewing J, 2010, Moments of Movement: Active Learning and Practice Development, Nurse Education in Practice, 10, pp22-26

The five days ran to a similar structure. Mornings were spent focussing on the theme for the day drawing on the evidence base to support the theme. Afternoons were spent in Active Learning Groups in which participants explored the emergent themes from the morning, drawing on different approaches to reflection, shared learning and insights from the workplace.

The facilitation team met at the end of each day to review the informal and formal written feedback from the day in which they identified and addressed any issues that needed to be actioned or amended for the following days programme to suit participants learning needs.

Throughout the week participants were invited to add to a 'creative instillation' focussing on where they were at that moment in time. On Day 5 participants were invited to take a piece of the collective creative instillation away with them as a memento of the weeks learning and shared experiences.

In the following sections of the report, each day will be reported by the lead facilitator in more detail. Further information and write up of participants input has also been provided in the Appendix Section.

DAY ONE: WELCOME

Day One focussed on introducing the week to participants, explaining the programme structure and approaches to learning. The aim was to help participants explore expectations for the week, their hopes, fears and expectations (see Appendix 1). Key themes for Day One included the underpinning approach to Psychological Safety and Wellbeing, along with recognising that individuals learn in different ways, linked to preferred learning styles. Importantly, participants were given 'permission' to be present for the week, putting away devices that would draw them away from week and back to the work place*.

Day 1 Programme

Time	Activity	Lead
9.30am	Arrival, Refreshments & Registration – UEA Sports Park	
10.00am	Welcome Team Introductions Programme for the week Arrangements – Accommodation, Meals etc	All
10.30am	NSFT Context	Neil Lad*
10.45am	Hopes, Fears & Expectations inc. theming activity	All
11.00am	How do we (I) learn? Reflections on Learning	SH ML
11.30am	Psychological Safety & Wellbeing	AJ
11.45am	The Human Library	ZC/RW
12.30pm	What is Active Learning & Active Learning Groups?	JW
12.45pm	Lunch	
1.45pm	Move into Active Learning Groups. Questions to guide activities: <ul style="list-style-type: none"> • Introductions • How do we want to work together as an AL Group? • Agree Ground Rules/ ways of working 	

	<ul style="list-style-type: none"> • What will I want to take away from being part of an AL Group? • What would positive learning look like at the end of the week for you? • Feedback for Day 5 	
4.00pm	Back to the main group to share any learning from the afternoon.	JW
4.30pm	Complete Daily Paper Evaluation & Looking to Day 2	All/ SH/ ML
4.40pm	Facilitators Debrief Day One	JW
5.00pm	Planning for Day 2	SH/ML
6.30pm	Dinner	

Written evaluation at the end of Day One identified the following (verbatim) feedback:

- **Most useful:**
 - *Shared learning: not alone,*
 - *Getting to know each other,*
 - *Different style of learning*
 - *ACTIVE LEARNING GROUPS ++++*
- **Least useful:**
 - *Lengthy intros,*
 - *How do I learn – had this before,*
 - *Confused – what's the relevance?*
- **Learning so far:**
 - *Opening up, Just at the start of a journey*

What has had the most significant impact on my learning?	What does this mean for my practice and the area I lead?
<i>Positive learning behaviours.</i>	<i>My thoughts feel validated and it feels like I am on the right path – looking forward to the rest of the week.</i>
<i>How we don't think about ourselves.</i>	<i>Thinking about who I am as an individual – my strengths and how that applies to my role.</i>
<i>The active learning session, ability to resonate and share with each other, roles and responsibilities, our drivers, roles and responsibilities, balancing the negative and positive.</i>	<i>Am learning about team positiveness and recognising others.</i>

Table 1.1: Participants feedback from Day 1: Random Selection

DAY TWO: Inclusive Practice

The purpose of Day Two was to provide participants with the theoretical underpinning of inclusive practice, drawing on classic psychological and mental health related theories and practice (Carl Rogers, Michael Burber, and Brian Thorne for example) relevant to the participants professional practice

setting. The Care Learning Organisation's framework⁷ steered discussion across aspects of inclusivity such as; the nine personal characteristics encompassing; Intersectionality; Personal Circumstances; Capacity and capability; Motivation and Readiness to Engage and Protective factors.

Participants were invited to consider their own insights in terms of inclusivity, and the values that emerged from a creative exercise exploring how we listen, think and interpret information. Following this exercise, a facilitated large group discussion moved to focus on inclusive practice, and relating insights gained from the previous theory and practical application to the care context at NSFT.

Experiential exercises were shared – introducing the construction of a person-centred story cube enabled participants to explore self and what is important to them as a 'person'. One participant related their experience of culture through a poem they had previously shared at the NSFT, and gave written and verbal permission to have the poem read aloud during the mornings large group discussions. The poem is provided in full as Appendix 2.

Facilitated discussion in the Active Learning Groups in the afternoon were focused on application of inclusive and person-centred practice and offered time for people to further critically reflect on the exercises, theory and application of the mornings structured activities.

Day 2 Programme

Time	Activity	Lead
7.30am – 8.30am	Breakfast	
9.30am	Evaluation Feedback from Day 1	SH/ML
10.00am	Introduction to Inclusive Practice	SH/ML
10.15am	Opening exercise – working from assumptions	All
10.25am	Why Inclusive Practice – critical reflections/ discussion	SH/ML
11am	Break for Refreshments	
11.15am	Story Cubes	SH/ML
12.00 noon	Capturing learning from the session	SH/ML
12.45pm	Lunch	
1.45pm	Move into Active Learning Groups. Questions to guide activities: <ul style="list-style-type: none"> • How do you observe inclusive practice in the workplace? • What do the CIP principles mean for ways of working? • What aspects of NSFT do you identify as needing to address inclusive practice • What aspects of intersectionality do you observe in the clients and teams you work with? 	
4.00pm	Back to the main group to share any learning from the afternoon.	SH
4.30pm	Complete Daily Evaluation & Looking to Day 3	All/ JW/ ZC
4.40pm	Facilitators Debrief Day 2	SH/ MT

⁷ <https://carelearning.org.uk/blog/equality-and-diversity-blog/what-is-inclusive-practice-in-health-and-social-care/>

5.00pm	Preparation for Day 3	JW/ ZC
6.30pm	Dinner	

Written evaluation at the end of Day Two identified the following feedback:

- **Most useful:**
 - Everything!
 - Thought provoking – useful and inclusive.
 - Energised and looking forward...
- **Least useful:**
 - Wordy PowerPoints.
 - Making the Cube.
 - Making ‘the box’.
- **Learning so far:**
 - Taking back and making sense

What has had the most significant impact on my learning?	What does this mean for my practice and the area I lead?
<i>Active Learning – group as always. Great takeaway ideas and things to action.</i>	<i>Encourage more people to embrace inclusion – lower incident rate and improve patient safety.</i>
<i>How to consciously be more inclusive and impact of ‘the little things’.</i>	<i>Implementing honest and open conversations within my team – transparency.</i>
<i>Inclusivism starts with me, continuous reflection on my practice.</i>	<i>To build on collaborative work around inclusion in our practice.</i>

Table 2.1: Participants feedback from Day 2: random Selection

DAY THREE: PERSON-CENTRED CULTURES OF PRACTICE

The purpose of Day Three was to explore participants workplace culture as it is ‘now’ and what it ‘could be’. An overview was provided of both the national and the local NSFT ‘picture’ of organisation and workplace culture. Participants were introduced to the Guiding Lights for Effective Workplace Cultures as a Framework⁸ to help define and visualise their workplace culture.

In their Active Learning Groups participants were invited to produce a Creative Instillation (using recyclables and art materials) of their Workplace Culture as it is now. The wider group were then invited using their senses, ‘I see, I sense, I feel’ to feedback on the three groups codesigned instillations. Back in their Active Learning Groups, participants adjusted their instillations as to what their workplace culture could be – over lunch participants were invited to view the adjusted instillations. Using

⁸ Cardiff, S., Sanders, K., Webster, J., Manley, K. (2020) Guiding Lights for effective workplace cultures that are also good places to work. International Practice Development Journal. Vol. 10. No. 2. pp 1-20.

creativity in this way, helped participants to explore their workplace cultures through visualisation to support reflection, critique and discussion.

Day 3 Programme

Time	Activity	Lead
7.30am-8.30am	Breakfast	
9.00am	Evaluation Feedback from Day 2	All
9.15am	Introduction to Day 3 – linking themes from Day 2	JW/ ZC
9.20am	The NSFT Context – Shared Direction and Culture	ZC
9.45am	Introduction to the Guiding Lights for Effective Workplace Cultures	JW
10.15am	What do the GL for EWC mean in my working/ practice context?	LZC/JW
10.30am	Building a Creative Instillation – the culture in my working/ practice context – 3 groups .	JW
11.00am	Break for Refreshments	
11.30am	Viewing feedback using the senses – ‘I see, I sense, I feel’ (all moving around the 3 instillations)	JW/ZC
12.00noon	Amend the Creative Instillation - What I would like a person-centred culture in my working/ practice context to be.	JW
12.15pm	Group discussion (not moving around)	All
12.30pm	What have I learnt about the culture in my working/ practice context?	JW/ZC
12.45pm	Lunch – informal group viewing of the adjust instillations	
1.45pm	Active Learning Groups. Questions to guide activities: <ul style="list-style-type: none"> • How does the culture in my work/ practice context relate to my role as a leader? • How do I understand what the culture of my team is? • What do we want the culture to be? • How does my workplace culture impact on me and others? • How do I get from where we are to what we want the culture to be? • As a leader, what do I need to do? 	
4.15pm	Reflections on the day	ZC/JW
4.30pm	Complete Daily Paper Evaluation & Looking to Day 4	All/ AJ/ RW
4.40pm	Facilitators Debrief Day Three	JW/ LB
5.00pm	Preparation for Day Four	AJ/ RW
6.30pm	Dinner	

Written evaluation at the end of Day Three identified the following feedback:

- **Most useful:**
 - Guiding Lights.
 - Instillation of Workplace Culture.
 - Active Learning.

- **Least useful:**
 - Wordy PowerPoints.
 - Brain overload!
- **Learning so far:**
 - Growth and innovation.
 - Supporting each other.
 - Importance of culture.
 - Thinking and connecting.

What has had the most significant impact on my learning?	What does this mean for my practice and the area I lead?
<i>Building a creative instillation – would like to take that to my team.</i>	<i>Utilise different tools to support staff inclusiveness.</i>
<i>Different strategies of improving culture in our team and how to implement there. Building ‘craft’ instillations.</i>	<i>Improve changes and understand why change is taking place: improve productivity and team goal achievement.</i>
<i>Continuous learning from each other as individuals and from various team perspectives.</i>	<i>To look at the environment and culture and see if it is fit for purpose..</i>

Table 3.1: Participant feedback examples from day 3: random selection

DAY FOUR: DEVELOPING COMPASSION & SELF COMPASSION IN YOUR LEADERSHIP

The focus of Day Four was on ‘self’ in relation to the previous days’ work, but importantly to provide an opportunity for time to reflect and consider participants own needs as leaders. The group was introduced to key ideas and international speakers around the meaning of compassion. For example, Paul Gilbert & Michael West’s compassionate and collective leadership in healthcare; Brene Brown’s work on vulnerability and courage as leaders. Facilitators particularly wanted participants to understand the importance of self-compassion, (drawing on the work of Kristin Neff) and finally, to consider the need to speak up with trust and integrity.

During Day Four, Professor Ruth Endacott, Director of Nursing and Midwifery for the National Institute for Health Research joined the group (as part of a pre-arranged visit) and shared her reflections on leadership and influence drawn from her own career.

Day 4 Programme

Time	Activity	Lead
7.30am-8.30am	Breakfast	
9am	Evaluation Feedback from Day 3	All
9.15am	Introduction to Compassion, Self Compassion & Compassionate Leadership	AJ
10.15am	Speaking up with Trust and Integrity	RW

11.00am	Break for Refreshments	
11.30am	Guest: Ruth Endacott, Director of Nursing & Midwifery, NIHR	
11.45am	Facilitated Exercise/ Reflection Time	AJ/RW
12.15pm	Capture the Learning	AJ/RW
12.45pm	Lunch	
1.45pm	Active Learning Groups. Questions to guide activities: <ul style="list-style-type: none"> • What does any of this mean for you as an individual, a colleague, a leader? • How do we manage our vulnerabilities in the context we are working in now? • What do you do to create safe spaces for yourself and others? • What can you do to develop curiosity, compassion and courage? • <i>NB – Groups may want preparation time for Friday Feedback</i> 	
4.00pm	Main Group – share learning from the afternoon	AJ/RW
4.30pm	Daily Evaluation & Looking to Day 5	All
4.40pm	Facilitators Debrief	AJ/ AT/ ZC
5.00pm	Preparation for Day 5	All
6.30pm	Celebratory Dinner	

Day Four closed with a Celebratory Dinner in which guests from the Trust were invited to view creative work produced during the week before joining participants for dinner in which participants shared their learning. Feedback from the guests included:

- Really evident how the group focus has shifted from feeling 'negative about our trust/ leaders/ culture to something that could be wonderful!
- Hugely creative! Multiple shared themes and desire to make a change. Some apprehension about how the wider trust will receive this. Important to fan the fire rather than extinguish the passion.
- Change starting with individuals leading to changing perspectives was really powerful. Loved seeing how colleagues who maybe knew each other before now know each other at a deeper level. Don't lose the passion you have developed this week.
- Running theme of a need to reconnect the disconnected.

Written evaluation at the end of Day Four identified the following feedback:

- **Most useful:**
 - Compassion/self-compassion/speaking up
 - Wanting more...
- **Least useful:**
 - Want to work on case study/more activity

- PowerPoint
- **Learning so far:**
 - Practicing self-compassion, and commitment to compassion
 - Very helpful to my career
 - Compassion and confidence
 - Definitely grown and priorities have changed - a bit
 - Empowerment
 - The cake is forming....

What has had the most significant impact on my learning?	What does this mean for my practice and the area I lead?
<i>Reflecting on compassion.</i>	<i>To maintain compassionate leadership and show self-compassion by maintaining boundary to work and home life.</i>
<i>The thinking about self-compassion. How I tend to ensure others are ok and maybe not myself.</i>	<i>Take time to care for myself – reflect on my own/self-compassion and to be able to offer others compassion.</i>
<i>Developing self-compassion and the flow of compassion – to others and from others.</i>	<i>Big change – challenging to speak-up. .</i>

Table 4.1: Participant feedback examples from day 4: random selection

DAY FIVE: EVALUATION AND CLOSURE

The purpose of day 5 was to capture the learning from the week's residential activity, and to maximise potentials for longitudinal learning and application back in practice settings. Each Active Learning Group was invited to share their learning from the week. Methods used included:

- Silent movement reflecting learning
- A group wrap
- A group activity drawing on key words and phrases from the week.

Day 5 Programme

Time	Activity	Lead
7.30am-8.30am	Breakfast	
9.00am	Evaluation Feedback from Day 4	All
9.15am	Preparation to feedback learning to the whole group	All
9.45am	X3 Group Feedback (20 minutes per group)	
11.00am	Break for Refreshments	
11.30am	Move into Active Learning Groups to discuss next steps: <ul style="list-style-type: none"> ● What will I take away? ● What will I do? 	

	<ul style="list-style-type: none"> What action do I want to see in my work/ practice context? 	
12.45pm	Lunch	
13.15pm	Back to the main group to share next steps – what will I take away?	JW
2.00pm	Evaluation and closure group activity – take a piece of the picture, postcard – thank you activity.	SH
2.30pm	Participants Depart	
2.30pm – 2.50pm	Facilitators Debrief from Day 5	

A PowerPoint review of the week was provided, in picture/photograph format and played to an inspiring, uplifting musical soundtrack. Once reviewed, the evaluations from day 4 were shared and addressed. Participants were asked to share Statements of Gratitude to close the week.

Written evaluation at the end of Day Four identified the following feedback:

- **Most useful:**
 - The 'Octopus' to feedback to each other
 - Everything! Lots of emotion and efforts from the group.
 - Solidifying networks built and connecting with others.
- **Least useful:**
 - Nothing!
- **Learning so far:**
 - The importance of self- compassion
 - Changed, still the same, better, enthused and happy!
 - Opening up!

What has had the most significant impact on my learning?	What does this mean for my practice and the area I lead?
<i>The performances and the similarities and differences highlighting the same threads.</i>	<i>Starting with one small change to create a difference.</i>
<i>Collaboration, shared learning, feedback.</i>	<i>Areal beginning of a lasting difference in self, belief, desire, energy and new ideas to take forward.</i>
<i>Moving forward – doing something for myself and how this will feed into the team.</i>	<i>To support myself in order to enable other colleagues to bring out the best in them through self compassion.</i>

Table 5.1: Participant feedback examples from day 5: random selection

CONCLUSION

From the start of the week participants demonstrated a 100% commitment to attendance, active participation and learning. As a facilitation team we recognised that through using different approaches to learning, some participants experienced an element of personal learning discomfort as embedded learning activities posed questions that challenged their thinking.

The Ignite Programme called for participants to critically reflected upon experiences from practice, their workplace culture, leadership styles, and development needs. What became clear was a total commitment and willingness to work through such learning discomfort (sometimes associated with the move from didactic teaching to experiential learning), where all participants emerged themselves in each available learning opportunity offered across the week. All participants demonstrated an openness and willingness to embrace new thinking linked to developing and embedding inclusive practices within their work settings.

Some participants reflected on the positive influence that those who attended the 2023 programme had on their own appetite to join this programme as they wanted to experience the same learning opportunities and outcomes.

Investment in the NICHE/NSFT Ignite Programme has supported learning opportunities for clinical and corporate leaders, maximising collaborative shared learning, with and from each other both inside and outside of the classroom setting. The Facilitators and Co-Facilitators observed learning that didn't finish when the structured day ended, as connections and supportive professional networks started to grow and develop throughout the week, enhanced by the residential experience. We observed participants who identified feeling 'isolated' at the start of the week were quickly engaged and included within the larger group, through building relationships, trust and mutual respect, from which to sustain them once back in the workplace context.

It was noted that attendance from Suffolk was very small (2 participants) compared to 18 from Norfolk, however few people exclusively kept to engaging and spending time with more familiar colleagues but embraced new opportunities for reconnecting and connecting with each other as a cohort, further enhanced through the self-randomisation of active learning group membership. We recognised the positive impact of this approach to the residential format and experiential learning has on psychological self-compassion by intentionally co-creating a psychologically safe, nurturing, inclusive, learning workplace culture that supports staff wellbeing, retention and recruitment potentials.

As the week progressed a high level of energy and motivation emerged that matched participants commitment and resolve, in which people moved into a space of feeling enabled to make a difference to their workplace culture, showing insight and vision for realistic improvements embracing opportunities to improve workplace culture across NSFT.

NEXT STEPS

As Facilitators and Co-facilitators, we recognised the importance and our commitment to support ongoing learning in the workplace. For this reason, building on the success of the 2023 programme, NICHE will continue to fund one of the Facilitators (Ann Jackson) to work with the participants on their 'commitments to act' for the next twelve months, maximising opportunity to embed and cascade learning across the organisation. Ann will also act as a conduit back to the wider NSFT Co-Facilitation Team and will share any issues or shared themes that arise over the 12 months post the Ignite

Programme. Ann will encourage participants to reflect on their learning and leadership needs, resources and the actions needed to support them in their ongoing inclusive leadership journey. Participants have been given the options of:

- Individual 1:1 30-minute online sessions
- Small group of their making eg locality based, areas of practice or buddying arrangements
- Small groups made-up of participants from the Active Learning Groups.

Participants were invited to share their learning from the week by Andy Mack, Deputy COO with the Executive Leadership Team, tbc by NSFT – *this Report will be shared with the People and Culture Committee on the 11th September 2025.*

Not all places on the programme were filled (4), this led to discussion amongst the facilitation team as to the barriers that stopped people from Suffolk joining and what communication channels would be utilised to enhance interest and attendance. Refer to Appendix 3 for further reflections on the week from the facilitation team.

The Facilitator and Co- facilitator model of working was invaluable with Co-facilitators embedded within NSFT. One of the Co-facilitators shared their learning having been part of the programme in 2023 and now joining this programme as a Co-facilitator (Appendix 4).

Embedding learning leading to change is a key underpinning principle of the Ignite Programme. The programme delivered in 2025 drew on the ingredients of success from 2023 however also drew on learning from the residential programme delivered in January 2025 with the QEHL. The scope and potential to demonstrate impact and outcomes was captured in 2024 working with participants from the 2023 programme. Consideration should be given to commissioning a similar evaluation in 2026 working with participants from the 2025 programme.

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APPENDIX 1

Day One: Hopes, Fears and Expectations Activity

7th July 2025

HOPE	FEARS	EXPECTATIONS
Way of Learning <ul style="list-style-type: none"> Enjoy the work Develop knowledge and confidence Outside the 'box' thinking Understand more about how I learn Creating a psychologically safe space Confidently apply new skills and strategies into the workplace Gaining good knowledge of the course which will help my place of work Feel more confident supporting my team Learn new leadership skills Opportunity to apply skills and knowledge Applying back at work <ul style="list-style-type: none"> Overcome fears by the end of the course Incorporating inclusive care in my workplace Be more inclusive with patients and staff More networking Self development and awareness Compassionate leadership Learn from others Learn from others and make new contacts Learn new skills Develop new leadership styles Group activities Effective brainstorming Learning from others <ul style="list-style-type: none"> Learn from others and become less rigid in opening-up 	Work related <ul style="list-style-type: none"> May not be able to check emotions A week away from home – have only ever been away for a weekend Being overwhelmed and managing my workload at work Being away from home Work piling up New group New faces and people Stress and challenge <ul style="list-style-type: none"> Upsetting others Switching off from work Being away from family for 5 days Hoping it wont be difficult to apply learning to the workplace Skills, knowledge and experience – applying back to the workplace Things don't change to enable innovation A lot of red tape Challenging of the course Will not be able to put into practice Ability to achieve the expectations of this programme Will I be able to assimilate all that I learn from the programme? Experiencing burnout due to stress and long hours Seld consciousness and awareness <ul style="list-style-type: none"> Might be too much Being away from my daughter for the first time I wont meet anyone for meals 	Relationships and confidence <ul style="list-style-type: none"> Build new relationships across NSFT Build self confidence and ignite critical thinking Benefits of networking/ learning together Become bold in decision making Good outcomes and to build good relationships with others Working and learning <ul style="list-style-type: none"> Setting group boundaries Working hard and balancing work and home Opportunities to learn Active engagement with others Improve my working after the course linked to learning Applying learning to the workplace <ul style="list-style-type: none"> Follow-up and support after the week to help me embed my learning Practical 'things' to implement in the workplace Growing as a leader <ul style="list-style-type: none"> Growing in confidence and a change in my leadership style Equip with new knowledge as an inclusive leader Be proactive in development of inclusive leadership skills Improved leadership skills To feel more confident in discussing and embedding knowledge

<ul style="list-style-type: none"> I will be well equipped to deliver inclusive care and be a good leader in my little way <p>Career, confidence, compassion and Leadership -</p> <ul style="list-style-type: none"> Develop skills and advance my career Exploring how this fits with compassionate leadership Engaging leadership styles Improving my understanding skills Be more self-compassionate To separate 'self' from work Stop apologising unnecessarily Develop coaching skills Hope to be the leader I know I can be Gain more confidence Maintaining our team legacy Use radical Candor Relax without worrying about work Learn new 'things' 	<ul style="list-style-type: none"> No time for myself That I will fall out of the single bed! May eat too much Talk too much Making a 'fool' of myself Not knowing enough and feeling 'silly' Glitter! 	<ul style="list-style-type: none"> To develop as a compassionate leader To work through leadership qualities and how to use them in the working environment Develop myself <p>Working context</p> <ul style="list-style-type: none"> Forward plan and SMART Team goals Gain new information Gather new information to take and implement in my work place Learn about other Departments <p>Wellbeing</p> <ul style="list-style-type: none"> Finding balance and skills in compassion and assertion Better work/ life balance <p>Growing new skills</p> <ul style="list-style-type: none"> To have more skills in applying what I will have learnt into practice Learn and develop new skills, ideas = doing 'things' differently To improve on positive culture in the work place To learn how to be self-compassionate
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Appendix 2
'I am afraid, from me to you, and you to me'
A poem by Glenda Jele.

I am afraid to talk
I am afraid to exist in certain places
I am afraid that is how
I feel it even makes me more afraid
I am afraid I am of who I am
I am afraid I can't change myself
I am afraid that life is unfair
I am afraid I was born this way

Why am I afraid?
When I talk they say
I am too loud
I am afraid to speak
I am afraid I can't even challenge you
Even when you are wrong
You are the privileged one
You are the lucky one
You can't be challenged because you belong here
I can't

I am afraid
Everyday I am afraid
Why is it that you lot are like that?
You ask me this?
You lot are a handful
You are lazy
Your food smells
You are too loud
Do you even understand English?
I am talking to you lot

I smile because I am afraid
I am afraid because
I can't or should not speak,
I want to but I won't
I am screaming inside
I am more than this skin
I am afraid you win
And you win all the time
This is you, you can get
away with it
I can't
This is not your space
This is not your table
You can't eat with

us I am afraid
Oh my
I am afraid
This skin is
something else
When I complain
they said I am using
The race card
Oh please shush
Shush.
Sometimes it's loud
Sometimes it's hidden
Do not speak
You want that pay check
Smile

You want to be accepted
Smile
You want to belong
Smile
Oh I am afraid
this is heavy
My existence is heavy
I am afraid
Don't tell me you understand
You don't
You will never understand
This life I am afraid
Is life of survival and existence
Yes sometimes you think I have it all
Oh I will tell you
Roses have thorns
Thorns that will prick your heart
Oh my We are an anti racist trust
Are we?

I am afraid I will tell you
this because I am afraid
I am afraid that if I told you
I am uncomfortable they will say
I am racist
I am afraid I have to work with you
I am afraid
I am afraid if I tell
you what I am thinking
The law will favour you remember
I am not racist but...
I am afraid



People like you are infesting our county
like marmites in a drought season
I am afraid that's how I think
You lot sigh
You lot think you are special
I am afraid I can't speak
I am afraid you say this
I am afraid to tell you
I love you as a person

I am afraid
me and you are a team
I am afraid I can't
I can't because I am afraid
It's life, be afraid
Says who ?
Speak
Please say something

Do not be afraid
'If not today, then when?'
Why are you afraid?
Speak
Please say something
It's your turn now to speak
Do not be afraid

APPENDIX 3

Reflections on learning from the Facilitation Team

What worked well?

- Moving from person-centred to inclusive practice (Day 2). This helped focus and engage people on inclusivity which was pitched well and fitted where the organisation is at in its development. The focus on development and growth was evident in which the theme of inclusivity was clear and embedded throughout the week as a 'golden thread'.
- The structure and model of Facilitator and Co-Facilitation worked really well linking to the structure of the programme and the daily themes and leadership.
- Evident to see how the Active Learning Groups were working and the personal growth of participants – there was a free flow of shared learning and development drawing on learning 'from' and 'in' practice.
- The Active Learning questions acted as a helpful prompt focussing on the day but equally joining the themes of the days across the week.
- The power of the week and embedded learning was evident – able to see very clearly the journey participants were on.
- Very clear to see how participants were applying their learning to the work context and how they were bringing their lived experiences to the week.
- Wellbeing was a core theme linking to compassion and self-compassion.
- The development of the week was evident drawing from learning from the NSFT 2023 programme and the QEHKL programme in 2025.
- Access to the outside space supported learning taking people away from 'rooms' to learning, walking and reflecting in the outdoors.

What could have been different?

- The venue and catering didn't feel like a suitable learning environment.
- Sign-up and the application process didn't work smoothly – not all places were filled and limited and a low number of applications from people working in Suffolk.
- The Thursday Celebration event had limited 'Trust' attendance due to a conflict in scheduled events.
- Consider if the 'residential' focus may have excluded some applicants - do the benefits of the learning gained from the residential model outweigh a non-residential approach?
- The Daily Evaluation Form did not necessarily capture the depth of learning each day.

Next steps?

- The Human Library has much potential – could it be extended?
- Explore opportunities to share learning from the week with the Executive Team.
- Could the programme have a specific Suffolk focus? Could it be delivered as a non-residential programme?
- The need to evaluate impact and outcomes 12 months on.

Appendix 4

Reflection on Participation and Co-Facilitation

By Michaela Langley

‘From Participant to Facilitator - Journey of growth’

Two years ago, I attended a week-long residential course. NSFT in collaboration with NICHE co-designed the Ignite residential programme, designed around experiential learning, using active, participatory, and creative approaches. At the time, I was newly appointed as a Community Team Manager in Older People’s Mental Health, following a period of work-related stress and a temporary role that left me feeling vulnerable and jaded. Despite initial reservations, I remained open to the experience.

The course focused on co-creating inclusive practices and workplace cultures rooted in person-centredness, compassion, and self-compassion in leadership. It involved cycles of learning through dialogue with self and others, observation, and action. The experience was profound and transformative, helping me reconnect with my values and develop as a reflective, self-aware leader. As a social worker this has always been so important to me. Following the year after attending the course, I was fortunate to access a mentor, through NICHE. This opportunity has been instrumental in continuing the reflective journey that began during the residential programme. Through regular dialogue and support, I’ve been able to deepen my thinking and further develop both personally and professionally as a leader.

Mentorship has given me the confidence to challenge assumptions, ask “why,” and embrace vulnerability without fear. I’ve learned that it’s not only acceptable—but essential—to acknowledge when something feels difficult or when I need help. This shift has reinforced that vulnerability is not a weakness, but a gateway to authentic leadership and meaningful connection.

This year, I returned—not as a participant, but as a co-facilitator. Supporting others through the same journey was deeply motivating and offered fresh insights into my own development.

As a participant, I felt uncertain and emotionally raw. I questioned whether I could truly benefit from the course, given my recent experiences. However, I also felt a quiet hopefulness and a willingness to engage.

As a facilitator, I felt a deep sense of responsibility and privilege. Watching others grow, struggle, and connect reminded me of my own journey. I felt inspired, humbled, and affirmed in my commitment to compassionate leadership.

The course was impactful both times. As a participant, it offered a safe space to be vulnerable and rediscover my strengths. As a facilitator, it allowed me to witness transformation in others and reflect on how far I’ve come.

Challenges included navigating group dynamics and ensuring psychological safety, but these were outweighed by the richness of shared learning and connection.

The immersive nature of the course—its emphasis on experiential learning and reflective dialogue—was key to its effectiveness. It created space for authenticity, self-compassion, and collective growth.



Facilitating the course deepened my understanding of leadership as relational and emotionally intelligent. It reinforced the importance of creating cultures where vulnerability is met with empathy and where learning is co-created.

This experience has been pivotal in shaping my identity as a leader. It reminded me that growth often comes from discomfort and that leadership is not about having all the answers, but about being present, curious, and compassionate.

What have I learned

- Vulnerability is a strength: Allowing myself to be open and honest about my experiences created space for healing and connection.
- Self-compassion is foundational: Leadership rooted in self-compassion enables resilience and truthfulness.
- Growth is cyclical: Revisiting the course as a facilitator highlighted how learning continues and deepens over time.
- Facilitation is a mirror: Supporting others in their development reflected my own progress and areas for continued growth.
- Culture matters: Creating and sustaining compassionate workplace cultures is not only possible but essential for wellbeing and effectiveness.

I intend to continue fostering reflective practice within my team and advocate for spaces that support emotional wellbeing and inclusive leadership. Especially at a time when NSFT is going through a period of transformation and causing many to question their roles and identity. The opportunity to learn from this experience has supported me to cope and manage the uncertainty. I also hope to remain involved in future iterations of the course, supporting others on their journey and continuing my own.

Appendix 5

Collage of Photographs from the Week

