

# Healthcare Support Worker Learning Event

*Make Learning Work For You*

28 February 2019

## Workshop Presentation Notes:

Recognising and Supporting Learning

### Slide 5

- Bad experiences eg fear of school exams
- Age – some people feel they are too old to learn
- Jargon
- Style of learning is unsuitable eg classroom lecture
- Volume of topics/content to learn
- Perceived difficulty of topic/content
- Timing
- Low self esteem
- Lack of motivation

### Slide 7

A **Learning Needs Assessment** helps you to identify

- level of knowledge, understanding and skill
- learning already undertaken
- any learning barriers
- the preferred learning styles of the learners

**The results of an LNA will also help you to decide if**

- A learning programme is the most appropriate 'solution'
- An existing learning programme would address the skills gap(s)
- An existing learning programme needs to be adapted
- A new learning programme has to be designed and developed

**For more information on Learning Needs Analyses, see**

- CIPD (2017) [Identifying learning and development needs](#) (free registration required)
- Hennessy, D.A. and Hicks, C.M. (2011) [Hennessy-Hicks training needs analysis questionnaire and manual](#) (World Health Organization/University of Birmingham)
- Blake Stevenson (2011). [Learning Needs Analysis to Support the Implementation of Person-Centred Care](#). NHS Education for Scotland

The **Personal Development Planning and Review (PDPR)** process is at the heart of identifying learning and development needs. It provides an opportunity for you as a manager or supervisor to have a meaningful conversation with your member of

staff about the knowledge and skills that they require for their role to meet their personal development and service needs. You may find it useful to ask your staff member to consider a number of open questions that will encourage them to consider their own learning options.

Prioritise learning and development needs

Your learning needs analysis might identify several areas where you could invest in learning and development.

Think about which will have the most significant impact for the organisation, staff and people who access your service.

### **Slide 10**

#### **Supporting staff to recognise and record learning**

It is important that staff to recognise and record evidence of their learning, whether it's informal (for example, shadowing), or formal (for example, attending a workshop or undertaking a qualification or watching toolbox talk).

Recording evidence of learning is particularly important for **Recognition of Prior Learning (RPL)**, the process by which learners can gain credit for learning they have undertaken in the past. Staff can use RPL for career progression and to move on to further study.

[template](#) staff can use to record their learning.

### **Slide 11**

#### **Finding learning opportunities**

##### **Suggested list**

- Daily work experiences
- Knowledge sharing with colleagues
- Professional networks & groups
- Job/role swap
- Shadowing
- Secondment
- Coaching and mentoring
- Conferences/events
- Classroom training
- Ceb resources, social networks, blogging

#### **HELPSHEET**

##### **Supporting staff to find opportunities**

##### **Education Pathways**

##### **SQA webpage**

##### [Well-Qualified Workforce](#)

### **Slide 12**

70/20/10 model was created in the 1980s in USA, now widely used.

%age of learning

hands-on experience (the 70 percent) most beneficial for employees because it enables them to identify and improve their skills in context.

Employees learn from others (the 20 percent) through a variety of activities that include social learning, coaching, mentoring, collaborative learning and other methods of interaction with peers.

10 percent of professional development comes from formal traditional course, events, classroom instruction etc