About this unit

Welcome to the facilitating learning unit.

Nurses, midwives and allied health professionals (AHPs) facilitate learning regularly as part of their everyday practice. This unit is about developing your knowledge and skills to enable learning to flourish in the workplace, wherever you work. It is about your own learning as a newly qualified practitioner and supporting others to learn.

This could be:

- people who use services, their families and carers
- colleagues in your own or another profession
- support staff and students

Learning outcomes

At the end of this unit you will be able to:

1. Engage in professional development that demonstrates your commitment to career-long learning and excellence in practice.

2. Demonstrate ability and confidence in developing and supporting others to learn.
As a professional you have a duty to keep your knowledge and skills up to date through a continuous process of learning and reflection. You need to do this to:

- maintain safe, effective and person centred care
- improve your practice or develop new skills where a gap has been identified
- respond to changes and advances in your profession

CPD is your responsibility and an ongoing process throughout your career. It is also a mandatory requirement to maintain your professional registration with the Nursing and Midwifery Council or Health and Care Professions Council. Flying Start NHS will support you in meeting your regulatory requirements along with other learning and development opportunities.

Traditionally learning requires us to step away from the workplace to undertake a classroom based course. Sometimes this is necessary; however, Flying Start NHS encourages you to be more reflective about how to create opportunities for your own learning in a range of different ways that focus on work-based learning. The 70:20:10 Model illustrates what work-based learning can look like in relation to other types of learning:

Flying Start NHS is about making the most of real-life and on-the-job learning experiences i.e. the 70%.
1. Understanding learning styles and preferences

How do you learn best?

- Use the VARK questionnaire to identify your preferred learning style(s).
- What are the strengths and weaknesses associated with your learning style?

You may want to ask a colleague or other newly qualified practitioner to complete the questionnaire and compare results.

Now think about how you could use this knowledge to develop as a newly qualified practitioner in your new role and as a learner on the Flying Start NHS programme.

2. Identifying your learning needs for CPD and career development

Complete this eLearning resource to help you identify your learning needs and plan your learning.

3. Recording your learning

As a qualified practitioner it is essential that you record your learning. Keeping a professional portfolio is the best way to do this. You may wish to use the templates provided in The Definitive Guide to the Programme.

Click here to access top tips to evidencing and recording learning and development. Which tips will you use?

Helpful resources

- NHS Education for Scotland whiteboard animation that summarises the importance of developing your knowledge and skills and helps you think about different ways to access learning opportunities and resources
- Leading Better Care access to resources to support your continuing professional development
- Health and Care Professions Council (HCPC) the regulator of health and care professionals in the UK
- Nursing and Midwifery Council (NMC) the nursing and midwifery regulator in the UK including information on Revalidation
- NHS Education for Scotland Nursing and Midwifery ePortfolio this site enables nurses and midwives across Scotland to generate, record, reflect upon and share evidence of their learning and CPD
Most of the activities in Flying Start NHS focus on developing your skills and knowledge as a newly qualified practitioner. However, supporting others to learn is also an essential component of practice. For example, supporting people who use services, their families and carers, colleagues in your own or another profession, support staff or students to learn.

Supporting others to learn can be about formal, pre-planned activities or seizing informal, opportunistic learning moments. Either way it requires a range of skills, including:

- being committed to supporting learning and developing
- identifying learning opportunities
- knowing the type of learning that will be effective
- recognising the range of factors influencing learning
- recognising others’ learning styles
- having access to the resources needed

People learn best in practice when we pay attention to the learning environment and create the right conditions; these can be psychological, physical, contextual and cultural, to support people to acquire and develop knowledge and skills. Supportive practice learning environments don’t just happen on their own, they need to be created and you have an important role in this.
1. Supporting others to learn
Identify an opportunity to support someone else’s learning. It could be teaching a skill to a person that you are caring for, to enable them to self-manage; supporting a student or health care support worker; or presenting information to your team or another team.

Develop a plan for how you are going to undertake the activity. Investigate models or frameworks that could help you and provide structure.

Consider how you might involve people who use services, their families and carers, in the learning process. Are you communicating with people in a way that they can understand and which promotes their health literacy?

How will you demonstrate that learning has occurred? Could the Teach Back Technique help?

When you undertake this activity, ask your Flying Start Facilitator or an experienced colleague to observe you and give constructive feedback.

Reflect on the experience with your Flying Start Facilitator. What went well? What could you improve on? How will you achieve this?

Helpful resources
- Effective Practitioner access to resources to support others to learn
- Generic Guiding Principles for those Supporting Learning in the Workplace a useful guide for anyone involved in supporting work-based learning
- The Health Literacy Place access to health literacy information and resources in Scotland
- Teach Back access to information and resources about the Teach Back Technique, used for evaluating learning
## Additional Information

### Recording your learning

Remember to record your learning from this unit in your portfolio.

**The Definitive Guide to the Programme** provides templates to support you with this. You can also use forms and templates provided by your professional body or regulator, for example, if you are a nurse or midwife, the NMC templates for Revalidation.

### Knowledge and Skills Framework (KSF)

For newly qualified practitioners working in NHSScotland, the learning outcomes in this unit link to KSF Core Dimensions:

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<tr>
<th>Learning outcome</th>
<th>KSF core dimension</th>
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<tbody>
<tr>
<td>Engage in professional development that demonstrates your commitment to career-</td>
<td><strong>Core 1</strong> - Communication</td>
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<tr>
<td>long learning and excellence in practice.</td>
<td><strong>Core 2</strong> - Personal and people development</td>
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<td><strong>Core 5</strong> - Quality</td>
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<td>Demonstrate ability and confidence in developing and supporting others to learn.</td>
<td><strong>Core 1</strong> - Communication</td>
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<td><strong>Core 2</strong> - Personal and people development</td>
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