

Generic Guiding Principles

for those supporting
learning in the workplace





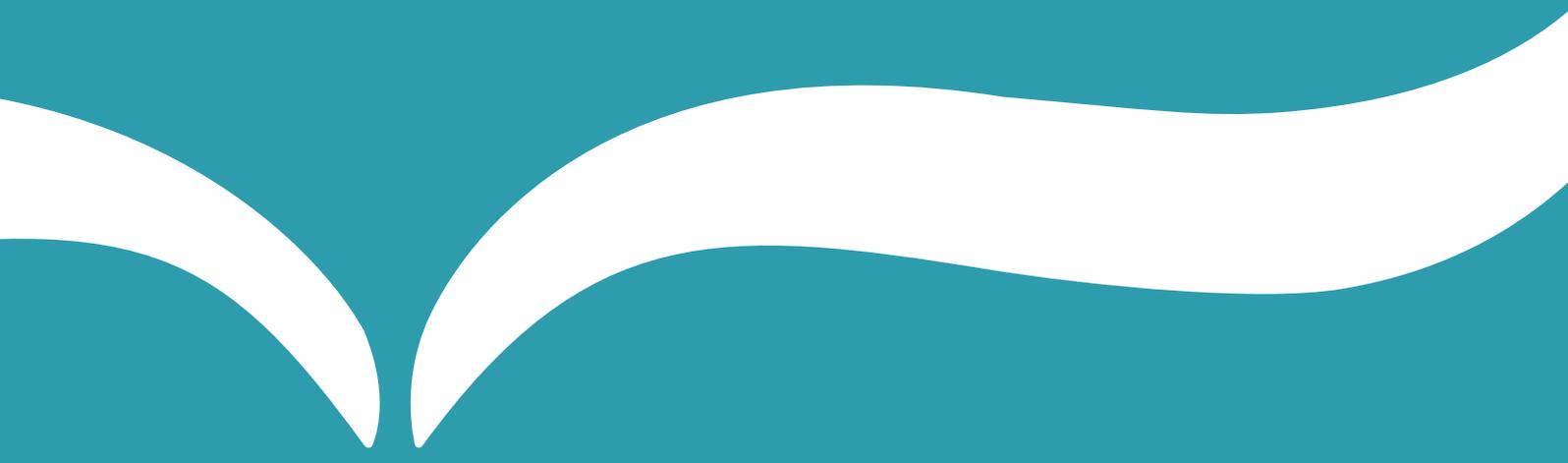
Contents

Page

Introduction

1.	Purpose	7
2.	Background to Development	7
3.	Target Audience	8
4.	Use of this Guidance	8
5.	Rationale and Drivers	9
6.	Guiding Principles	13
7.	Supporting Statements and Examples of Useful Resources	17
8.	Developmental Framework	25
9.	Example to Illustrate Implementation of the Guiding Principles	29
Appendix 1. Working Group Members		33

Introduction



1. Purpose

The purpose of this development is to support a learning culture by providing generic guiding principles for the preparation of individuals who support learning in the workplace. It is important that these principles are interpreted by individuals, groups and organisations in their own context.

2. Background

The principles were developed through collaboration between representatives from professions and staff groups across NHS Education for Scotland (NES) [Appendix 1] and are intended to provide guidance for those who support workplace learning.

It is recognised that while many professions/groups have formal preparation processes in place to develop staff for this role, for others there is a lack of guidance and a need for support in this area. The group agreed that from existing programmes of preparation, it would be possible to identify a range of overarching core concepts that were common to all professions/groups which could provide the basis of a generic guidance document.

Drawing from their own experiences, professional/workplace backgrounds, existing evidence and learning resources, the group formulated six generic guiding principles for those supporting learning in the workplace. Further supporting statements are provided to assist interpretation and contextualisation of each of the guiding principles. The group considered the links to the NHS Knowledge and Skills Framework to ensure that the principles were consistent with the relevant core and specific dimensions.

3. Target Audience

- Individuals who support learning in the workplace.
- Staff groups/health professions with a role in supporting learning in the workplace.
- Managers who are developing their staff as educators and learners within the workplace.
- Organisations who are developing their educational infrastructure.

4. Use of this Guidance

This guidance could be used to:

- Benchmark existing programmes of preparation.
- Inform the development of educational support within and across organisations and staff groups / health professions.
- Guide the development of individuals who support learning within the workplace.
- Assist in the identification of learning needs.
- Signpost resources to assist application of the principles for supporting learning in the workplace.

5. Rationale and Drivers

Rationale

The rationale for development of this guidance is to provide generic core principles which:

- Are applicable across and inclusive of all staff groups.
- Provide a basis for a more systematic and consistent approach to the support of learning in the workplace.
- Encourage shared learning within the multidisciplinary/multiprofessional context.

Drivers

- Policy and Regulation

Current policy, regulation, healthcare development and workforce changes all highlight the requirement for new collaborative ways of working to ensure the delivery of safe and effective healthcare.

- Quality Processes

“Systems and standards are required to enable organisations to control their educational activities and demonstrate accountability for the continuous improvement of quality and performance” (NES 2007)¹.

- Workforce Development

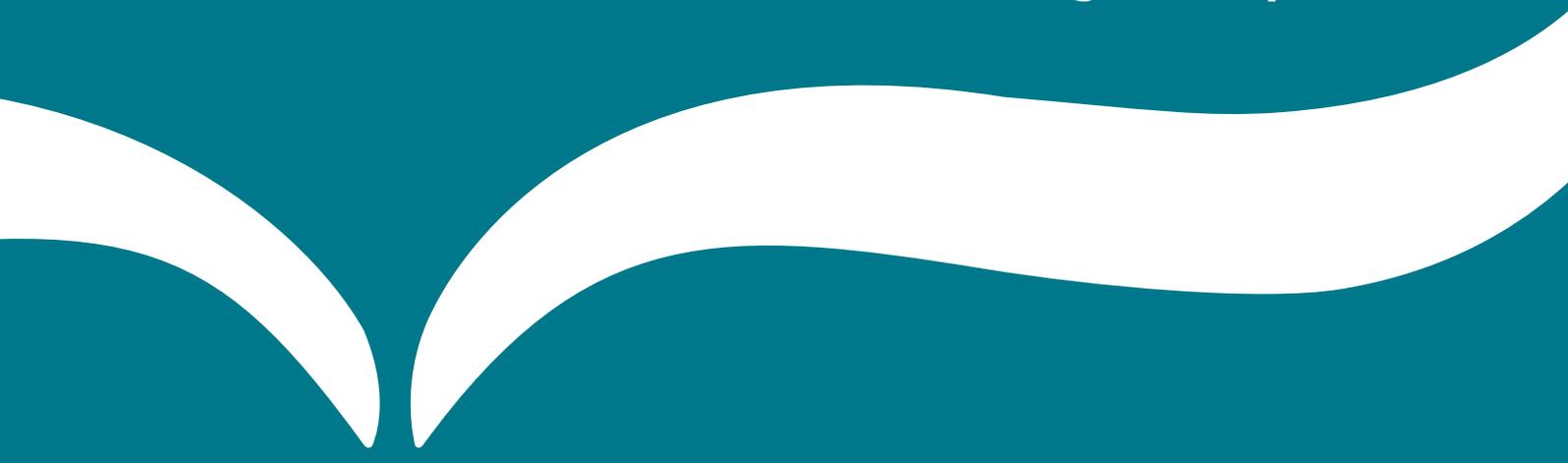
Education and professional development are essential to ensure a workforce which is fit for purpose. Workplace learning supports continual development and learning through experience, that is experiential learning.

Supporting workplace learning can:

- Facilitate the development of a learning culture in the workplace.
- Optimise learning opportunities.
- Promote equitable access to learning.
- Enable a timely response to identified learning needs.

¹ Educational Governance at NHS Education for Scotland:
http://intranet.nes.scot.nhs.uk/educational_governance/whatis/

The Guiding Principles



6. Guiding Principles

Those involved in supporting learning in the workplace must:

Principle 1

Be fit for purpose as defined by the context

Principle 2

Be committed to developing their own knowledge, skills and attitudes as a facilitator of learning

Principle 3

Be aware of what makes for effective learning in their context

Principle 4

Be able to select and apply as appropriate, the components of effective learning relevant to the context

Principle 5

Be able to recognise and respond to the interrelated factors influencing workbased learning

Principle 6

Have access to the resources necessary to achieve the desired outcomes of the learning experience

Supporting Statements

7. Supporting Statements

The following statements support the guiding principles.

Principle 1

Those involved in supporting learning in the workplace must be fit for purpose as defined by the context

The specific context defining fitness for purpose will vary and will be determined by the individual learning environment. This means that those involved in supporting learning in the workplace should have:

- The relevant experience, knowledge and understanding of their work and where applicable satisfy any minimum criteria set by the regulator.
- Knowledge and understanding of the characteristics of effective work based learning.
- Commitment to personal development as a facilitator of work based learning.

Examples of Useful Resources

Facilitation Skills

<http://www.infodesign.com.au/usabilityresources/general/facilitationtechniques.asp>
<http://www.wghill.com/facilitate.htm>

Learning Styles

<http://www.businessballs.com/kolblearningstyles.htm>
<http://www2.rgu.ac.uk/celt/pgcerttlt/how/how4d.htm>
(Races' Ripples)
http://www.support4learning.org.uk/education/learning_styles.cfm

Launer, J. (2006) Supervision, mentoring and coaching: one-to-one learning encounters in medical education. Edinburgh. Association for the Study of Medical Education

Working with Individuals/Groups

<http://www.practicebasedlearning.org/students/docs/Working%20with%20Others%20for%20Students.doc>
<http://reviewing.co.uk/articles/reviewing-by-numbers.pdf>

Action Learning Sets

<http://www.heacademy.ac.uk/assets/York/documents/events/conference/D2.doc>
http://www.library.nhs.uk/nlhdocs/ils_lon.doc
http://www.library.nhs.uk/nlhdocs/nlh_stg_introducing_learning_sets_200808.doc

Supervision Skills

<http://www.practicebasedlearning.org/resources/materials/docs/Brookes%20Final.pdf>

Personal Development Planning

<http://www.heacademy.ac.uk/ourwork/learning/pdp>

Principle 2

Those involved in supporting learning in the workplace must be committed to developing their own knowledge, skills and attitudes as a facilitator of learning

Developing as a facilitator of work based learning should include on-going awareness of personal strengths, learning needs and evaluation of teaching effectiveness. This will include:

- The ability to seek, receive and act on feedback.
- Reflection on own practice as a facilitator of learning.

Examples of Useful Resources

Reflection on and in the Workplace

<http://www.learningintheworkplace.org/students/docs/Reflection%20Students.doc>

Illustration of Kolb's Learning Cycle

<http://www2.glos.ac.uk/gdn/discuss/kolb1.htm>

<http://reviewing.co.uk/research/learning.cycles.htm>

<http://www.businessballs.com/kolblearningstyles.htm>

Facilitating Reflection in Small and Large Groups

<http://reviewing.co.uk/articles/reviewing-by-numbers.htm>

Peer Observation

<http://www.utexas.edu/academic/cte/PeerObserve.html#WhatIsIt>

Teaching Styles

Turnock, C. & Mulholland, J (2007) Learning in the Workplace. Unit One "Being an Effective Teacher" (p. 27) Chichester, Kingdom Press

Evaluation

<http://www.businessballs.com/kirkpatricklearningevaluationmodel.htm>

<http://www.businessballs.com/freematerialsinexcel/trainingevaluationkirkpatrickmodel.xls>

Principle 3

Those involved in supporting learning in the workplace must be aware of what makes for effective learning in their context

Effective facilitation of workbased learning is underpinned by an appropriate level of understanding of relevant adult educational principles, for example:

- self-directed learning
- active participation
- problem based learning
- experiential learning
- reflective learning

Examples of Useful Resources

Theories of Learning

Turncock, C. & Mulholland, J. (2007) Learning in the Workplace. Unit One "Theories of Learning" (P.11) Chichester, Kingdom Press

Learning Theories

<http://www.infed.org/biblio/b-learn.htm>

<http://www.learning-theories.com/>

Problem Based Learning

<http://www.materials.ac.uk/guides/pbl.asp>

Critical Incident Analysis

<http://www.faculty.londondeanery.ac.uk/e-learning/assessing-educational-needs/significant-event-or-critical-incident-analysis>

<http://www.prodait.org/approaches/cia/analysis.php>

Experiential Learning

<http://www.learningandteaching.info/learning/experience.htm>

Principle 4

Those involved in supporting learning in the workplace must be able to select and apply as appropriate, the components of effective learning relevant to the context

Effective facilitation of workbased learning is likely to include:

- Recognition of individual learner differences.
- Management of learner expectations.
- Negotiation of outcomes and setting specific and realistic learning objectives to meet these.
- Agreement of the learning process.
- Agreement of how learning will be monitored and/or assessed.
- Promotion of learning through constructive feedback.

Examples of useful resources

Learning Styles

<http://lorien.ncl.ac.uk/ming/learn/ilsintro.htm>

<http://www.ldpride.net/learningstyles.MI.htm#Learning%20Styles%20Explained>

Managing the Placement Learning Experience

<http://www.practicebasedlearning.org/resources/materials/docs/placementlearningexperience.pdf>

Range of Tools

Supporting Learning in Practice <http://www.practicebasedlearning.org/resources/resources.htm>

Turnock,C & Mulholland,J. (2007) Skills for Supporting Learning in the Workplace in Unit Two: Supporting Learning in the Workplace, Chichester: Kingdom Press

Freeman,R (1998) Ideas into reality: From formulation to implementation in Mentoring in General Practice Oxford, Butterworth Heinemann

Feedback

Turnock,C & Mulholland,J. (2007) Skills for Supporting Learning in the Workplace in Unit Four: Assessment in the Workplace, Chichester: Kingdom Press

http://www.iop.org/activity/careers/Mentoring/Feedback/page_4055.html

<http://www.faculty.londondeanery.ac.uk/e-learning/feedback>

Managing Failing Students

<http://www.practicebasedlearning.org/resources/materials/docs/Failing%20Students-%20final%20version%2022%20Nov.pdf>

Learning Outcomes

<http://www.ssdd.bcu.ac.uk/outcomes/>

Principle 5

Those involved in supporting learning in the workplace must be able to recognise the interrelated factors influencing workbased learning and respond to these

The interaction between the learner, facilitator, learning environment and what has to be learned makes each learning experience different. This interaction is influenced by a range of factors, some of these can be positively managed and others are outwith the control of the facilitator. An effective facilitator will account for these when planning and managing a learning experience.

Examples of useful resources

Managing the Learning Environment

<http://www.practicebasedlearning.org/resources/materials/docs/placementlearningenvironment.pdf>

Working with Others in the Workplace

<http://www.practicebasedlearning.org/resources/materials/docs/Working%20with%20Others/index.htm>

Diversity and Culture

Freeman,R (1998) Creativity and diversity in mentoring: Aspects of personal and professional culture in Mentoring in General Practice Oxford, ButterworthHeinemann

<http://www.britishcouncil.org/diversity/home-diversity.htm0>

Dyslexia

<http://www.practicebasedlearning.org/notts/notts.htm>

A Toolkit for Engaging with People with Communications Needs

www.communicationforumscotland.org.uk/talk-for-scotland.html

Principle 6

Those involved in supporting learning in the workplace must have access to the resources to achieve the desired outcomes of the learning experience

The effective facilitator of workbased learning should be able to identify and justify the essential resources to support the learning experience. The organisation should ensure that the necessary resources to support workbased learning are provided.

Resources identified as being necessary may include:

- facilitators' time and experience
- learner time
- learning materials

Examples of useful resources

Learning Materials

Learning in the Workplace (2007) A toolkit for placement tutors, supervisors, mentors and facilitators. Chichester: Kingdom Press

NHS Education for Scotland (2006) A National Approach to Mentor Preparation for Nurses and Midwives: Core Curriculum Framework. Edinburgh. NES

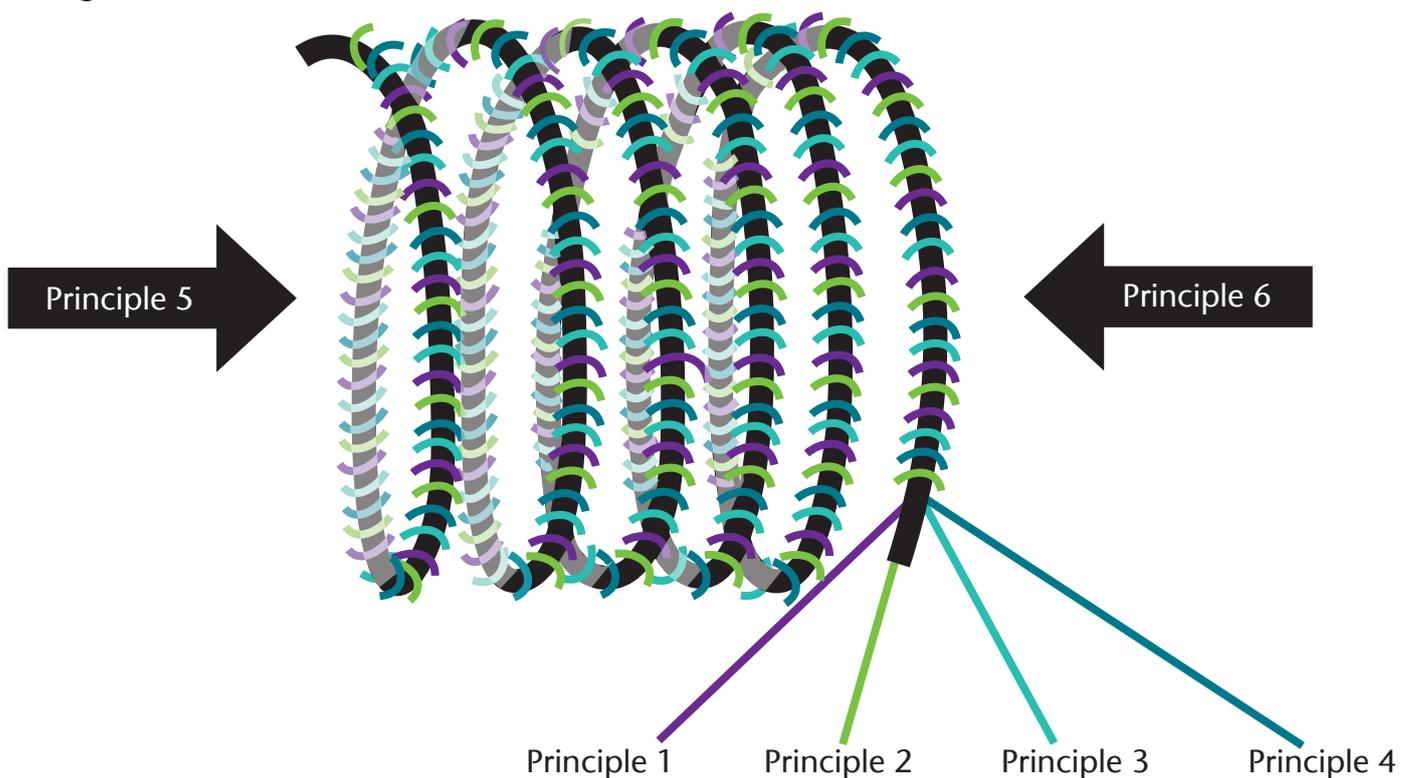
** Please note that the websites listed in examples of useful resources were live at the time of publication of this document.*

Developmental Framework

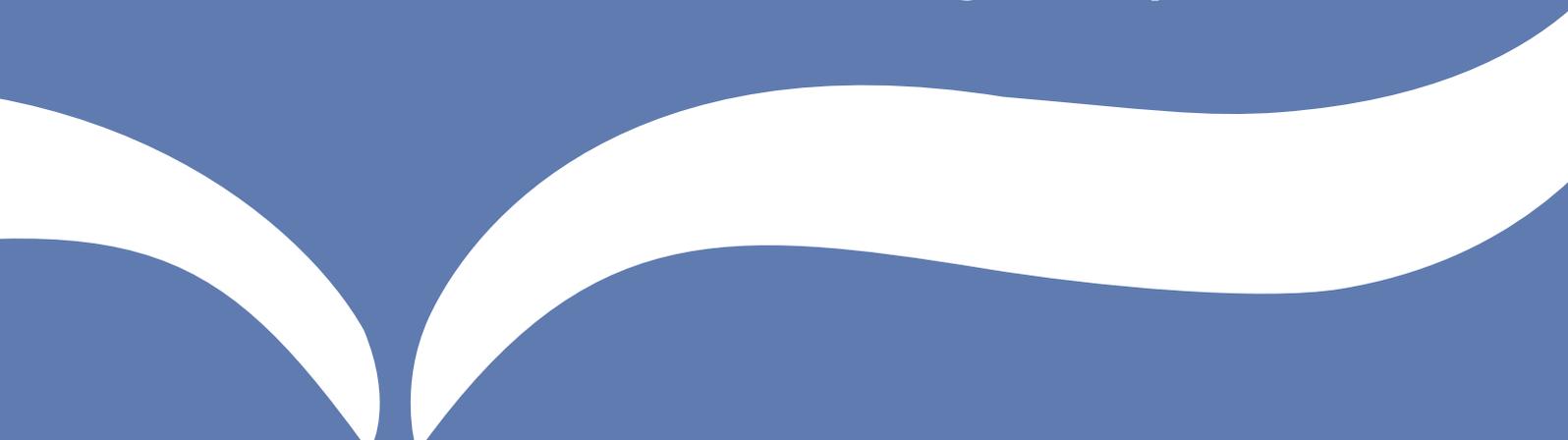
8. Developmental Framework

The guiding principles 1 - 4 can be best illustrated as a progressive cycle, as increasing experience of supporting learning in the workplace, accompanied by reflection on that experience, should enable facilitators to identify what knowledge, attitudes and skills they need to develop further. Principles 5 and 6 are external factors which influence the outcomes of 1 - 4 (Figure 1).

Fig.1



- Principle 1** Relates to the pre-requisites for the facilitation role - the individual's existing knowledge, skills, attitudes and experience
- Principle 2** Relates to the commitment to the role and professional development as a facilitator
- Principle 3** Relates to an understanding of the components of effective learning – why the role is important
- Principle 4** Relates to the effective performance of the role
- Principle 5** Relates to the factors which may influence performance of the role
- Principle 6** Relates to essential resources required to perform the role.



Example to Illustrate Implementation of the Guiding Principles

9. Example to Illustrate Implementation of the Guiding Principles

The application of the guiding principles are illustrated through the following case study. Each workplace is different and while the case study is generic it should be interpreted in your own specific context.

Anne has been asked by her manager to develop and provide a work based learning activity for a new member of staff.

? Is Anne fit for purpose? Does she have sufficient knowledge, skills, commitment and experience? Are there any formal requirements to undertake the role? ?

As an experienced member of staff, Anne has performed this role once or twice previously and is keen to assist once again. She has had no formal training for the role and there are no specific requirements for preparation.

Anne would appear to be fit for purpose but as part of her development would benefit from some formal training for this role. However she agrees to support the learner.

After delivering the training she becomes aware that the new member of staff keeps coming back and asking questions which Anne thought she had dealt with already. Anne realises that perhaps she has not performed this role as well as she could have and as a consequence now asks her manager to support her to access additional training.

? What opportunities may be available to allow Anne to develop in this role? ?

Through this additional training, Anne has gathered knowledge of ways to support learning in the workplace. She is asked to undertake the training role again and has opportunities to put strategies learned into practice e.g. she draws up an induction plan for the new member of staff to ensure that all necessary elements are covered. As far as she is aware this induction plan has worked well.

Shortly afterwards Anne is made aware that the learner was having a few difficulties as a consequence of dyslexia. This had not been raised as an issue when the induction plan had been drawn up but feedback obtained from the learner identified that this had hampered her learning.

Anne reflects on this and realises that perhaps she should have picked this up as part of identifying the learner's needs and adapted her facilitation style to take account of individual learner differences.

? How could Anne have identified individual learner differences in order to adapt her approach to learning? ?

Anne continues her involvement in the induction of new staff and realises the importance of reflecting on the outcome of each learning event to help her maintain and develop her skills.

Summary

Anne is fit for purpose (**Principle 1**) and has demonstrated her commitment to developing her skills (**Principle 2**). She has developed an induction plan for the new member of staff (**Principle 3**) and has recognised the importance of identifying individual learners needs (**Principles 4 & 5**). She has been able to undertake some training for the role (**Principle 6**).

Appendix 1

Working Group Members

Working Group Members

NHS Education for Scotland : Working Group Members

Karen Adams	Educational Projects Manager
Gellisse Bagnall	Educational Development Manager
Fiona Bell	Learning and Network Co-ordinator Practice Nursing
Alison Garvie	Associate Adviser (GP Training scheme)
Denise Gray	Educational Project Manager
Gerry Maclean	Knowledge Services Workforce Development Co-ordinator
Ali McPhail	Learning and Development Manager (Finance)
Mary Mitchell	Learning and Development National Co-ordinator
Stephen Peddie	Lead Pharmacist Educational Development
Ann Rae	Practice Education Co-ordinator Nursing and Midwifery
Susan Shandley	Practice Education Co-ordinator Allied Health Professions
Denis Toppin	Assistant Director of PG General Dental Practice Education
Fiona Whyte	Educational Project Manager





NHS Education for Scotland
Thistle House
91 Haymarket Terrace
Edinburgh
EH12 5HD

www.nes.scot.nhs.uk

December 2008