

Unit 48: Encouraging Learning and Development in Care Settings

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| Level: | 4 |
| Unit type: | Optional (Group B2) |
| Credit value: | 3 |
| Guided learning hours: | 20 |

Unit introduction

Development of your own and others' professional practice promotes the professionalism of individuals and of organisations, as well as supporting career development pathways. Personal and professional development is a core transferable skill that benefits individuals in their career progression within or outside the organisation. It is also important in maintaining standards of care for users of services.

In this unit, you will learn the principles of learning and development, looking at the role of continuous professional development (CPD) and different learning and development methods. You will apply your knowledge and skills to identifying learning needs and the different learning styles and abilities. Using a range of information sources, you will move through the unit to support individuals in identifying and supporting their learning and development needs through the development of action plans based on individual and organisational needs.

Learning outcomes and assessment criteria

To pass this unit, learners need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

| Learning outcomes | Assessment criteria |
|---|---|
| 1 Understand the principles of learning and development | 1.1 Assess the role of continuous professional development (CPD) in identifying and meeting individuals' learning and development needs |

| Learning outcomes | Assessment criteria |
|--|---|
| | <p>1.2 Analyse the advantages and limitations of different learning and development methods</p> <p>1.3 Explain how to identify individuals' learning and development needs</p> <p>1.4 Evaluate the role of self-reflection in learning and development</p> |
| <p>2 Be able to support individuals' learning and development</p> | <p>2.1 Promote the benefits of learning in own area of responsibility</p> <p>2.2 Support individuals in identifying their current and likely future learning and development needs from a range of information sources</p> <p>2.3 Agree with individuals the learning activities to be undertaken, ensuring they are within agreed budgets and consistent with the organisation</p> <p>2.4 Summarise agreed learning objectives, activities and review mechanisms of success criteria in a personal development plan</p> <p>2.5 Create an environment that encourages and promotes learning and development</p> <p>2.6 Provide opportunities for individuals to apply their developing competence in the care setting</p> |
| <p>3 Be able to evaluate individuals' learning and development</p> | <p>3.1 Analyse information from a range of sources on individuals' performance and development</p> <p>3.2 Evaluate the effectiveness of different learning and development methods</p> <p>3.3 Agree revisions to personal development plans in light of feedback</p> |

Unit content

What needs to be learned

Learning outcome 1: Understand the principles of learning and development

Role of continuous professional development (CPD)

- Purpose of CPD, e.g. review existing individual knowledge and skills, evaluating personal experiences, identifying need for updating of skills and knowledge, improving effectiveness of practice.
- Evaluating personal experiences and performance.
- Compliance with statutory, organisational and personal objectives.
- To inform current and future business needs.
- Types of learning.

Advantages and limitations of different learning methods

- Learning and development (L&D), e.g. progression opportunities, new learning, alternative routes towards new skills, choice of methods, on-the-job training, off-the-job training, self-directed learning, planned experience, work shadowing, coaching, interactive computer-based package, course attendance, guided reading, coaching, mentoring.
- Factors affecting options available, e.g. acceptability, location, access, internal and external resource availability, cost.
- Indicators of good learning and development activities, e.g. labour turnover, productivity measures, quality improvements, performance indicators, sales figures, customer service feedback.

Identifying individuals' learning and development needs

- Observation, e.g. change in job role, new job processes, use of new equipment or technology.
- Analysis methods, e.g. initial assessment, skills matrix, competency assessment, critical incident technique, job learning analysis, assessment centres, appraisal, interviewing, questioning and listening, self-assessment, 360° feedback.

Role of self-reflection

- Methods useful for self-reflection:
 - Maslow's hierarchy of needs
 - Rolfe et al reflective practice model
 - Gibbs reflective cycle model
 - Johari window model
 - Lawrence-Wilkes REFLECT model
 - professional development portfolio (PDP)
 - strengths, weaknesses, opportunities, threats analysis (SWOT).

What needs to be learned

- Benefits of self-reflection:
 - awareness of own personal and professional development
 - helps to identify solutions
 - understanding thoughts, emotions, strengths and weaknesses
 - enables creative thinking
 - strengthens emotional intelligence
 - enables integrity, confidence
 - embodies power and drive to achieve and progress
 - focuses individuals on goals.
- Negatives of self-reflection:
 - can stymie emotional intelligence
 - inappropriate or unachievable goals
 - sense of failure.

Learning outcome 2: Be able to support individuals' learning and development

Benefits of learning in own area of responsibility

- Personal development:
 - confidence building
 - job satisfaction
 - opportunities for promotion
 - demonstrates commitment to self-development
 - enables effective planning for own career goals
 - indicator of professionalism
 - opportunities to be innovative
 - employability
 - improves knowledge and skills.
- Organisational development within the care setting:
 - promotes organisational reputation
 - increases chances of retention
 - boosts productivity
 - builds networks
 - supports individuals and users of services.

Supporting individuals in identifying current and future needs

- Identifying skills, behaviours and knowledge:
 - comparison of individual's actual skills, knowledge and behaviours against job specification
 - tools to assess training and development needs, e.g. skills gap analysis (SGA), development cycle, needs, person, work analysis, content analysis, cost-benefit analysis.
- SMART targets to identify aims:

What needs to be learned

- specific - being unambiguous, understandable, objective
- measurable - being quantifiable or quantitative, related to performance measures
- achievable – being within timescale, ability
- realistic – being linked to business needs, own needs
- time-bound – being set within specific timeline with review dates and contingency measures.

Agreeing learning objectives

- In line with needs of the care setting.
- Within budget and timeframes.

Learning objectives, activities and review mechanisms

- Personal development plans (PDPs).
- Used effectively, can provide a structure which supports learning and development.
- Simple plan that sets out learning and development objectives.
- Should be SMART.
- Finalises learning and development needs.
- Encouraging feedback from individuals of agreement and commitment to training and development plans.
- Action plans, to include timelines summarising learning objectives, activities, review mechanisms and success criteria.
- Cost-benefit analysis summary justifying learning activities.

Environments that encourage

- Support.
- Enables engagement and motivation.
- Allows individuals to give feedback, share knowledge and skills through disseminating knowledge to colleagues.
- Culture that celebrates success, giving recognition to learning.
- Feedback, including suggestions for training and development opportunities.
- Partnership working and knowledge exchange networks.
- Allows individuals to demonstrate skills and knowledge in daily practice.
- Promotes individuals to support colleagues in developing learned skills and knowledge in daily practice.

Opportunities for individuals to apply developing competence

- Acting up into a more senior position for an interim period.
- Secondments.

What needs to be learned

- Delegating specific aspects of their work.
- Sprint or project work involvement.

Learning outcome 3: Be able to evaluate individuals' learning and development

Information from a range of sources

- Sources of feedback:
 - colleagues
 - line manager
 - self-reflection
 - users of services, families and carers
 - other professionals inside and outside the organisation
 - complaints and compliments.
- Types of feedback:
 - negative, positive feedback
 - negative, positive feedforward
 - effective, descriptive, evaluative, motivational
 - formal through appraisals
 - interim progress reports.

Effectiveness of different forms of learning and development methods

- Learner preference.
- Resources available, e.g. cost, time.
- Effective in meeting the learner need.
- Can be applied and is valuable to the workplace.
- Methods used in understanding learning needs and styles, e.g. Myers Briggs, Big Five.
- Methods of reflection, e.g. Rolfe, Johari, PDP, appraisals, feedback from others.

Agree revisions to PDPs in light of feedback

- Strategies for agreeing and monitoring performance.
- Using the PDP as a working document that is regularly updated and revised to reflect progress and development.
- Review periods that involve:
 - continued feedback from others
 - self-reflection
 - formal and informal meetings with colleagues, managers and others reviewing progression
 - organisational change

What needs to be learned

- statutory, non-statutory, local requirements/initiatives
- promotion
- opportunities to same or alternative objectives, career pathway.

Essential information for tutors and assessors

Essential resources

There are no special resources needed for this unit.

Assessment

This unit is internally assessed. To pass the unit, the evidence that learners present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

Assessment decisions for learning outcomes 2 and 3 (competence) must be made based on evidence generated during the learner's normal work activity. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment, but the final assessment decision must be within the real work environment. Simulation cannot be used as an assessment method for learning outcomes 2 and 3.

Assessment of learning outcome 1 (knowledge) may take place in or outside of a real work environment.

The unit is assessed by a portfolio of evidence. Further information on the requirements for portfolios is included in *Section 4 Assessment requirements*.

Wherever possible, centres should adopt a holistic and integrated approach to assessing the skills units in the qualification. This gives the assessment process greater rigour, minimises repetition and saves time. The focus should be on assessment activities generated through naturally occurring evidence in the workplace rather than on specific tasks. Taken as a whole, the evidence must show that learners meet all learning outcomes and assessment criteria over a period of time. It should be clear in the assessment records where each learning outcome and assessment criterion has been covered and achieved.

Suggested resources

This section lists resource materials that can be used to support the delivery of the qualification.

Textbooks

Beevers K and Rea A – *Learning and Development Practice (2nd edition)*
(Chartered Institute, 2013) ISBN 9781843983460

Tilmouth T and Quallington J – *Level 5 Diploma in Leadership for Health and Social Care (2nd Ed)* (Hodder, 2016) ISBN 9781471867927

Websites

www.cipd.co.uk

Chartered Institute of Personnel and Development website – offers resource and information.

www.thebild.org

British Institute for Learning and Development

www.skillsforcare.org.uk/Documents/Learning-and-development/

Ongoing learning and development-guide PDF.