**Assessing Learning Needs Module**

This training session is one of the preceptor development modules which are intended for use as short training workshops or as part of a team meeting. Although it will take around an hour and a quarter if used in its entirety, it can be shortened (or lengthened) with the use of role play.

This trainer guide provides a lesson plan with approximate timings, content and activity which accompany the PowerPoint presentation. Each slide has additional notes to assist the trainer, where required. These are provided in this guide.

A SLOT analysis template is provided.

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| Timings | Slide | Activity | Trainer Notes |
| 5 mins | 2 & 3 | Trainer Introduction | Introduce the workshop  Go through objectives  Go through topics |
| 10 mins | 4, 5 & 6 | Trainer | Go through the different tools and ask delegates if they have used any of these previously. If so which and what is their experience on how valuable they are |
| 15 mins | 7 | Pair work | Get delegates to work in pairs or small groups and ask them to consider a SLOT for a newly registered nurse. This can be done either from experience or through role play (which works better) |
| 5 mins | 8 | Trainer | Go through Kolb’s learning cycle. Consider an example relevant to the workplace |
| 10 mins | 9 & 10 | Trainer | Introduce Honey & Mumford’s learning styles. Consider the different styles and provide ideas for training opportunities for each style. Emphasise these are preferences only and do not mean people only learn in fixed ways. Consider there are other learning styles, ie VAK or VARK.  Encourage delegates to consider their learning style preferences and activities best suited to them |
| 10 mins | 11, 12 and 13 | Trainer | Focus on the next stage which is turning learning needs into objectives through prioritising learning needs, identifying learning activities and setting SMART objectives.  Ask delegates to work in pairs and identify one SMART objective from their SLOT |
| 5 mins | 14 | Trainer | Consider how we review objectives. Go through CAR process and the importance of feedback |
| 5 mins |  | Trainer | Review objectives and summarise learning.  Questions and close |

**Notes for slides:**

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| Slide | Trainer notes |
| 4 | Talk through the differences briefly:  **TNA** – transitional needs analysis looks at the learning needs over a transitionary period, ie from student nurse to newly registered nurse. The learning needs may be additional areas or competencies, the consolidation of learning in practice or gaining experience in different settings. There are generally six steps:   1. Determine the desired outcome by the end of the preceptorship period 2. Consider the NRN’s current skills and experience 3. Identify gaps , consider development needs and prioritise these 4. Set SMART objectives   **SLOT** – Strengths, Learning needs, Opportunities and Threats – a different format for looking at where the NRN is in terms of :   * Strengths - existing skills, knowledge and experience * Learning needs – gaps in current knowledge, skills and experience. Consider required competencies * Opportunities – what options are there for development ie study days, on-the-job learning, e-learning, observation * Threats – what will stop the learning, ie time, funding, opportunity   **SWOT** – Strengths, Weaknesses, Opportunities and Threats – very similar to a SLOT with the difference that a SWOT identifies weaknesses instead of learning needs |
| 5 | Look at a gap analysis as a simple way of identifying the gap in knowledge, skills or experience of current level and required level.  This helps to determine whether gaps are in knowledge/skill or in application and experience. It also helps to identify a way forward |
| 6 | SLOT analysis is a snapshot of someone’s current level of knowledge and skill in their current role.  SLOTs change over time but can be a useful way of determining where development needs lie and the best ways of addressing these with an understanding of the barriers or threats |
| 8 | Kolb’s Learning Cycle developed in 1984 shows four stages:  **Concrete experience**  A new situation or experience which provokes a reaction and begins the learning experience  **Reflection**  The second stage during which we review our experience, think about what we have done and how we have felt  **Abstract conceptualisation**  During the third stage we begin to interpret and analyse the experience and develop a hypothesis  **Active experimentation**  The final stage as we test our hypothesis with a new experience or situation which incorporates our learning |
| 9 | Learning styles were developed by Peter Honey and Thomas Mumford in 1980s following Kolb’s work on learning. They identified four styles and although we will learn through all styles we will have a preference for one or more:  Activists learn best by engaging fully in a task and getting on with things. They like action, simulation, games, activity and even role play sometimes. Their motto is to try anything once. The challenge for an activist is to think about possible impact before acting  Reflectors are the quieter ones who like to observe, think and reflect about something before trying. They like to learn through observation, reading and thinking rather than engaging in activity. Can sometimes be slower to absorb knowledge but knowledge will remain longer. Challenge is to get reflectors to act!  Theorists want to have all the facts and detail before making a decision or trying anything else. They like to absorb information, will continually question ‘why’ and enjoy research. Challenge is to get theorists to act without all the facts!  Pragmatists are like activists with a mission – they want to enage and get on with things but only where there is a link to application. They are constantly looking for the best ways to do things but will not always try things that are a little ‘creative’. They need a defined link |
| 11 | Consider prioritising learning needs which will depend on the individual, their experience, confidence and the setting with the requirements. Only set two or three objectives for personal development for each period.  Encourage the preceptee to identify preferred ways of learning and to come up with ideas so that they assume responsibility for their own learning. Emphasise that there are a number of different ways of learning including shadowing, on the job, e-learning, reflection, independent study (depends on setting)  Ensure objectives are SMART with a specified timeframe, outcome and measure of success |
| 14 | Stress the importance of reviewing objectives and measuring effectiveness. Some objectives, particularly around interpersonal skills, are harder to evaluate.  The value of learning is through transfer to the workplace, through reflection and the giving and receiving of feedback. In reviewing objectives try to give positive and constructive feedback, encourage the preceptee to offer their reflective views first. |

**SLOT Template**

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| Strengths | **Learning Needs** |
| Opportunities | **Threats** |