FACILITATION OF LEARNING
Developing capacity and capability within the NMAHP workforce across Scotland to deliver effective education in practice

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Aim & Rationale
Practitioners in education roles have high levels of clinical expertise and experience but are often missing formal preparation and support in the theory and practice of teaching and learning. To address this, the Practice Educators (PEs) are delivering a ‘Facilitation of Learning’ programme aiming to underpin education practice with evidence-based teaching and learning theory.

What we are doing
The PEs are using the NES resource: Train the Trainers Toolkit, Helping others to facilitate learning in the workplace, a practical guide to deliver local programmes across Scotland’s health boards. The PEs have built up experience and expertise in facilitating this programme and are now delivering collaboratively with Allied Health Professional Practice Education Leads (AHP PELs), Practice Education Facilitators (PEF) and Care Home Education Facilitator (CHEF) colleagues, sharing their learning and innovations, using technology, supporting each other to reach remote and rural settings and adapting to specific needs.

Key Messages
• Effective teaching and learning is essential to support practitioners deliver safe, effective and person-centred care, giving the best outcomes for patients and service users.
• The programme is consistently well-evaluated with participants reporting increased confidence in their ability to facilitate learning in a variety of practice settings.
• Reputation of the programme is now attracting wider interprofessional participants, such as specialist practitioners, pharmacy colleagues, radiology and HR staff.

Impact & Next Steps
Delivering this programme has increased the capacity and capability of the NMAHP workforce to deliver effective teaching, learning and facilitation. Ongoing evaluation is enabling the PEs to identify how this programme has challenged, developed and supported effective education within the health boards and there is increasing evidence that demonstrates Kirkpatrick level 3 impact such as:
• Developing and re-writing programmes of learning and revising aims and outcomes
• Building in an evaluation strategy where there was none before
• Feedback from line manager regarding confidence and enthusiasm in education role
• Integrating tools such as ice-breakers, changing classroom layout and 4-stage approach to teaching a practical skill

Increasingly the PEs and CHEFs and AHP PELs are developing their capacity to lead on the delivery of the programme which will help sustain ongoing delivery.

Participants by Role

<table>
<thead>
<tr>
<th>Role</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>AHP</td>
<td>18%</td>
</tr>
<tr>
<td>Nurses</td>
<td>63%</td>
</tr>
<tr>
<td>Midwives</td>
<td>7%</td>
</tr>
<tr>
<td>Educators</td>
<td>7%</td>
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<tr>
<td>HCSW</td>
<td>2%</td>
</tr>
<tr>
<td>Other</td>
<td>1%</td>
</tr>
<tr>
<td>Third Sector</td>
<td>2%</td>
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</tbody>
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It’s hard to put into words just how valuable this training was to me as it was a real eureka moment...it’s made me re-evaluate how I teach and facilitate any training.

It has given me much more confidence in my ability to plan and deliver teaching sessions...provided me with a different method of feedback which I’ll use in future sessions.

Completing the programme has really made me think about how I teach clinical skills, I use the 4 stage approach wherever possible now.

I use constructive alignment when planning education and really think about how I am going to evaluate the planning process.

REFERENCES

Thanks to the NES Practice Educator National Network for providing supportive data from the regional NHS boards. For more information on the NES Train the Trainers’ Toolkit, please contact your local NES Practice Educator.

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