

SFHGEN84

Contribute to the planning and evaluation of learning activities



Overview

This standard is about helping the therapist to plan how learning activities will be implemented, including your own role in supporting the activities, and sharing your views and opinions with the therapist about how well the activities achieved the learning objectives.

Users of this standard will need to ensure that practice reflects up to date information and policies.

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Performance criteria

You must be able to:

- P1 clarify your understanding of the expected learning outcomes to be achieved and how success is to be measured
- P2 offer constructive and realistic suggestions as to the support you can provide, taking account of any particular strengths and weaknesses in your expertise and experience which could affect the plans being made
- P3 give constructive and timely feedback on ideas and options being explored
- P4 bring attention to any difficulties you foresee in carrying out the plan as required
- P5 confirm your understanding of your contribution to implementing the plan with the therapist
- P6 plan your time to meet your responsibilities for implementing the planned learning activities and make effective use of allocated time
- P7 express a realistic and fair view on the success of the learning activities taking account of the agreed success measures
- P8 take account of the contexts within which the learning activities took place when offering comments upon it
- P9 identify and share information on the strengths and weaknesses of the activities in a constructive manner
- P10 offer realistic and constructive suggestions for improvements to the activities and your role in supporting them
- P11 deal with any differences of opinion in a way that maintains effective working relationships with colleagues

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Knowledge and understanding

You need to know and understand:

- K1 the current European and National legislation, national guidelines, organisational policies and protocols in accordance with Clinical/Corporate Governance which affect your work practice in relation to contributing to the planning and evaluation of learning activities
- K2 your responsibilities and accountability in relation to the current European and National legislation, national guidelines and local policies and protocols and Clinical/Corporate Governance
- K3 the duty to report any acts or omissions in care that could be detrimental to yourself, other individuals or your employer
- K4 the importance of working within your own sphere of competence and seeking advice when faced with situations outside your sphere of competence
- K5 the role and responsibilities of self and others in planning and implementing learning activities
- K6 the role and responsibilities of self and others in contributing to and evaluating learning activities
- K7 your role and responsibilities for supporting individuals' learning and the implications of this for the sort of support you can provide
- K8 the relationship between your own role and the role of the therapist within the learning environment
- K9 how individuals learn and the implications of this for planning learning activities
- K10 how individuals learn and the implications of this for evaluating learning activities
- K11 any particular learning needs and learning styles of the individuals concerned and how these may affect the planned learning activities
- K12 your experience and expertise in relation to supporting learning activities and how this relates to the planned activities
- K13 your strengths and weaknesses in relation to supporting different types of learning
- K14 principles underlying effective communication, planning and collaboration
- K15 the importance of effective time management and how to achieve this
- K16 how to give feedback in a constructive manner and in a way that ensures that working relationships are maintained

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Additional Information

External Links

This standard links with the following dimension within the NHS Knowledge and Skills Framework (October 2004):

Dimension: G1 Learning and development

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Developed by	Skills for Health
Version number	1
Date approved	June 2010
Indicative review date	June 2012
Validity	Current
Status	Original
Originating organisation	Skills for Health
Original URN	GEN84
Relevant occupations	Health, Public Services and Care; Nursing and Subjects and Vocations Allie; Health and Social Care; Health Professionals; Healthcare and Related Personal Services
Suite	General Healthcare
Key words	Special educational needs, learning targets, learning outcomes