

## Appendix A: Learning Log

### Introduction

This section is about getting the most from your learning. It offers support for reflective learning and action planning and leads you through the steps involved in setting up a personal action plan, the final stage in this programme. Use this as a log throughout the modules.

The main purpose of this approach is to help you:

- Reflect on and learn from the work that you have done within the ESC modules
- Assess your progress in using the Ten Essential Shared Capabilities to think about your own role and work
- Complete a personal action plan to help you to continue learning after you've completed the ESC modules

Discuss each stage with someone who can give you advice and support - your line manager, supervisor or mentor. If you do not have access to any of these people talk to the person who gave you these materials – they may be able to suggest a way of getting some support.

Talking to other learners is a good way of making learning more interesting and effective. Try to get together with other people who are using these learning materials and share ideas. And don't be afraid to ask for help if there's something you don't understand.

### Contents

1. Part one - Reflection on your practice .....
2. Part two - Developing a personal action plan.....

## Part One - Reflection on your practice

### Learning outcomes

When you have completed part one of this learning log you will have:

- Assessed your capabilities and planned how to use the self- assessment form: “How Capable Are You?” to track your progress.
- Worked out your learning priorities and set out some learning goals to help evaluate your progress.
- Set up a personal action plan to help you to continue learning after completing this programme
- Talked to someone – supervisor, mentor or colleague – who can help you to put your personal action plan into practice

### Preparation for learning

Structured self-assessment is a good way of assessing progress and getting feedback. It will help you set learning priorities and goals and monitor how well you are doing as you progress through the different modules.

We’ve created a self-assessment form called “How Capable are you? Fill this in now before you move on to module 2 to give yourself a baseline to start from. You will be asked to complete this form against:

- Mid-training - after you have completed module 3.
- Post-training - after you have completed module 6.

You can also come back to this form in a follow-up period - perhaps 3 months after you have completed the whole programme.

All the instructions you need are on the form:

### Step 1 - How capable are you?

Name .....

Date .....

This self-assessment schedule will help you to monitor your progress.

Use the scale below to assess your current level of capability for each of the Ten Essential Shared Capabilities. Then enter the score in the space provided under each capability. As you reflect on each capability, think about how you are able to draw on practical experience, available evidence and the skills of Values Based Practice.

1. Not feeling competent in this ESC	2	3	4	5. Feel very competent in this ESC
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# The Ten Essential Shared Capabilities

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**1. Working in Partnership.** How capable are you of developing and maintaining constructive working relationships with service users, carers, families, colleagues, lay people and wider community networks? This includes working positively with any tensions created by conflicts of interest or aspiration that may arise between the partners in care.

**Write: Preparation.**

How do you think you score - write an explanation to yourself on why you have scored this way.

**Date:**

**Mid Training:** While you are in the process of learning about **Working In Partnership**, have you noted any changes in the way you think, feel or behave in your work/practice setting

**Date:**

**Post Training:** Now you have completed your programme on **Working In Partnership**, write down any changes that you believe have taken place in the way you think, feel or act in your work or practice setting

**Date:**

**Follow up period:** Use this section to write down your thoughts on sustained change in the way you think, feel and act about **Working in Partnership**.

**Date:**

## The Ten Essential Shared Capabilities

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**2. Respecting Diversity.** How capable are you of working in partnership with service users, carers, families and colleagues to provide care and interventions that not only make a positive difference but also does so in ways that respect and value diversity including age, race, culture, disability, gender, spirituality and sexuality?

*Write: Preparation.*

How do you think you score - write an explanation to yourself on why you have scored this way.

**Date:**

**Mid Training:** While you are in the process of learning about **Respecting Diversity**, have you noted any changes in the way you think, feel or behave in your work/practice setting

**Date:**

**Post Training:** Now you have completed your programme on **Respecting Diversity**, write down any changes that you believe have taken place in the way you think, feel or act in your work or practice setting

**Date:**

**Follow up period:** Use this section to write down your thoughts on sustained change in the way you think, feel and act about **Respecting Diversity**.

**Date:**

## The Ten Essential Shared Capabilities

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**3. Practising Ethically.** How capable are you of recognising the rights and aspirations of service users and their families, acknowledging power differentials and minimising them whenever possible? This includes providing treatment and care that is accountable to service users and carers within the boundaries prescribed by national (professional), legal and local codes of ethical practice.

**Write: Preparation.**

How do you think you score - write an explanation to yourself on why you have scored this way.

**Date:**

**Mid Training:** While you are in the process of learning about *Practising Ethically*, have you noted any changes in the way you think, feel or behave in your work/practice setting

**Date:**

**Post Training:** Now you have completed your programme on *Practising Ethically*, write down any changes that you believe have taken place in the way you think, feel or act in your work or practice setting

**Date:**

**Follow up period:** Use this section to write down your thoughts on sustained change in the way you think, feel and act about *Practising Ethically*.

**Date:**

## The Ten Essential Shared Capabilities

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**4. Challenging Inequality.** How capable are you of addressing the causes and consequences of stigma, discrimination, social inequality and exclusion on service users, carers and mental health services? This includes creating, developing or maintaining valued social roles for people in the communities they come from.

**Write: Preparation.**

How do you think you score - write an explanation to yourself on why you have scored this way.

**Date:**

**Mid Training:** While you are in the process of learning about **Challenging Inequality**, have you noted any changes in the way you think, feel or behave in your work/practice setting

**Date:**

**Post Training:** Now you have completed your programme on **Challenging Inequality**, write down any changes that you believe have taken place in the way you think, feel or act in your work or practice setting

**Date:**

**Follow up period:** Use this section to write down your thoughts on sustained change in the way you think, feel and act about **Challenging Inequality**.

**Date:**

## The Ten Essential Shared Capabilities

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**5. Promoting Recovery.** How capable are you of working in partnership to provide care and treatment that enables service users and carers to tackle mental health problems with hope and optimism and to work towards a valued life-style within and beyond the limits of any mental health problem?

**Write: Preparation.**

How do you think you score - write an explanation to yourself on why you have scored this way.

**Date:**

**Mid Training:** While you are in the process of learning about **Promoting Recovery**, have you noted any changes in the way you think, feel or behave in your work/practice setting

**Date:**

**Post Training:** Now you have completed your programme on **Promoting Recovery**, write down any changes that you believe have taken place in the way you think, feel or act in your work or practice setting

**Date:**

**Follow up period:** Use this section to write down your thoughts on sustained change in the way you think, feel and act about **Promoting Recovery**.

**Date:**

## The Ten Essential Shared Capabilities

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**6. Identifying People's Needs and Strengths.** How capable are you of working in partnership to gather information to agree health and social care needs in the context of the preferred lifestyle and aspirations of service users their families, carers and friends?

**Write: Preparation.**

How do you think you score - write an explanation to yourself on why you have scored this way.

**Date:**

**Mid Training:** While you are in the process of learning about **Identifying People's Needs and Strengths**, have you noted any changes in the way you think, feel or behave in your work/practice setting

**Date:**

**Post Training:** Now you have completed your programme on **Identifying People's Needs and Strengths**, write down any changes that you believe have taken place in the way you think, feel or act in your work or practice setting

**Date:**

**Follow up period:** Use this section to write down your thoughts on sustained change in the way you think, feel and act about **Identifying People's Needs and Strengths**.

**Date:**



## The Ten Essential Shared Capabilities

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**7. Providing Service User Centred Care.** How capable are you of negotiating achievable and meaningful goals; primarily from the perspective of service users and their families? This also includes influencing and seeking the means to achieve these goals and clarifying the responsibilities of the people who will provide any help that is needed, including systematically evaluating outcomes and achievements.

**Write: Preparation.**

How do you think you score - write an explanation to yourself on why you have scored this way.

**Date:**

**Mid Training:** While you are in the process of learning about **Providing Service User Centred Care**, have you noted any changes in the way you think, feel or behave in your work/practice setting

**Date:**

**Post Training:** Now you have completed your programme on **Providing Service User Centred Care**, write down any changes that you believe have taken place in the way you think, feel or act in your work or practice setting

**Date:**

**Follow up period:** Use this section to write down your thoughts on sustained change in the way you think, feel and act about **Providing Service User Centred Care**.

**Date:**

## The Ten Essential Shared Capabilities

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**8. Making a Difference.** How capable are you of facilitating access to and delivering the best quality, evidence-based, values-based health and social care interventions to meet the needs and aspirations of service users and their families and carers?

**Write: Preparation.**

How do you think you score - write an explanation to yourself on why you have scored this way.

**Date:**

**Mid Training:** While you are in the process of learning about **Making a Difference**, have you noted any changes in the way you think, feel or behave in your work/practice setting

**Date:**

**Post Training:** Now you have completed your programme on **Making a Difference**, write down any changes that you believe have taken place in the way you think, feel or act in your work or practice setting

**Date:**

**Follow up period:** Use this section to write down your thoughts on sustained change in the way you think, feel and act about **Making a Difference**.

**Date:**

## The Ten Essential Shared Capabilities

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**9. Promoting Safety and Positive Risk Taking.** How capable are you of empowering the person to decide the level of risk they are prepared to take with their health and safety? This includes working with the tension between promoting safety and positive risk taking, including assessing and dealing with possible risks for service users, carers, family members, and the wider public.

**Write: Preparation.**

How do you think you score - write an explanation to yourself on why you have scored this way.

**Date:**

**Mid Training:** While you are in the process of learning about **Promoting Safety and Positive Risk Taking**, have you noted any changes in the way you think, feel or behave in your work/ practice setting

**Date:**

**Post Training:** Now you have completed your programme on **Promoting Safety and Positive Risk Taking**, write down any changes that you believe have taken place in the way you think, feel or act in your work or practice setting

**Date:**

**Follow up period:** Use this section to write down your thoughts on sustained change in the way you think, feel and act about **Promoting Safety and Positive Risk Taking**.

**Date:**

## The Ten Essential Shared Capabilities

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**10. *Personal Development and Learning.*** How capable are you of keeping up-to-date with changes in practice and participating in life-long learning, personal and professional development for yourself and colleagues through supervision, appraisal and reflective practice.

**Write: Preparation.**

How do you think you score - write an explanation to yourself on why you have scored this way.

**Date:**

**Mid Training:** While you are in the process of learning about *Personal Development and Learning*, have you noted any changes in the way you think, feel or behave in your work/ practice setting

**Date:**

**Post Training:** Now you have completed your programme on *Personal Development and Learning*, write down any changes that you believe have taken place in the way you think, feel or act in your work or practice setting

**Date:**

**Follow up period:** Use this section to write down your thoughts on sustained change in the way you think, feel and act about *Personal Development and Learning*.

**Date:**

Overall, how capable do you think you are?

# The Ten Essential Shared Capabilities

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## Preparation for Learning

### Learning goals

The next step is to turn your learning priorities into at least two learning goals.

These learning goals will help you to:

- Focus on your learning priorities and translate these into practice
- Assess your progress as you work through the other modules
- Keep a record of your learning for your personal development portfolio

### What is a learning goal?

A learning goal is a written statement about specific knowledge that you would like to acquire or skills or abilities that you would like to develop.

#### It includes

- A description of what you would like to learn – knowledge, skill or a combination of the two
- A description of how you would like to use the knowledge or skill so that you (and other people) will know when you have achieved your goal

Always think about the evidence-based and values-based knowledge and skills that will help you to achieve your learning goals.

Anyone reading your learning goal should know what you would like to achieve, when you would like to achieve it and how you plan to achieve it. More than anything it should be short and simple

### Here are two examples of learning goals:

This one is about Working in Partnership and Respecting Diversity:

By the end of this programme I want to improve the way that I involve young African-Caribbean men in care planning. My goal is to make sure that they play an active part in agreeing the care plan and that this reflects their needs and strengths, and the family / social / community networks they are part of.

This one is about Challenging Inequality:

By the end of this programme I will identify three practical changes we can make to our reception area to make it more accessible and welcoming to people with physical disabilities or sensory impairments. I will take these suggestions to my next supervision session and team meeting for discussion.

# The Ten Essential Shared Capabilities

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## Setting learning goals

Write down two or three learning goals that relate to the work that you do. Try to be specific and cover more than one ESC. At least one learning goal should relate to Respecting Diversity or Challenging Inequality. You may find it helpful to talk this over with your adviser or another learner.

Goal 1

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Goal 2

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Goal 3

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Now return to the learning programme and start module 2.

# The Ten Essential Shared Capabilities

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## Part Two – Developing a personal action plan

In this final activity you will use all the learning you've gained from working through the ESC modules to set up your own personal action plan.

Developing your action plan should take about an hour. All the instructions you need are on the form itself. If possible meet with your supervisor or manager at least once to discuss putting this plan into action.

Remember to keep copies of your work for your personal development portfolio.

### Personal Action Plan

#### The Ten Essential Shared Capabilities learning materials

##### **Learner**

Name .....

Date .....

Phone .....

Email .....

Post .....

Work  
Address .....

Postcode .....

##### **Supervisor / line manager / mentor**

Name .....

Date .....

Phone .....

Email .....

Post .....

Work  
Address .....

# The Ten Essential Shared Capabilities

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## Learning Priorities

Think about areas of learning that you still need to focus on. Identify three new priorities that will make a positive difference to the way you work. One of these should relate to working effectively with black and minority ethnic service users and carers.

Top learning priority

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Second learning priority

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Third learning priority

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# The Ten Essential Shared Capabilities

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## Support needs

Once you have identified 3 learning priorities identify the support you will need to achieve each of these. Be creative in thinking about what will support your learning as you work through the following questions for learning priority 1:

What support do I need? e.g. discussion with an experienced colleague, information from the library or internet, the chance to practise a skill or watch someone else at work, a visit to a local service user or carer group, a workshop or learning event?

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Where should I begin? Identify your first step. Bear in mind that small, achievable steps work best – don't put yourself off by aiming at something difficult straight away.

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How could support be provided? Do I need support in my work setting or time off work to attend a study day? Could I achieve my goal in one session or would I need to work on it over a period of time?

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Who is available to support me? Is there a particular person or group I feel comfortable with who could help me to achieve my learning goals?

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Repeat this exercise for your second and third learning priorities.

## The Ten Essential Shared Capabilities

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Based on the above information you should now be in a position to organise your learning into manageable chunks with appropriate and adequate support from the people who can help this learning really happen.

Congratulations on completing appendix A of the Ten Essential Shared Capabilities.

Thank you for your interest in this programme and good luck in your work for mental health.