

# Unscheduled learning

Up to now we have described learning that has been based around specific learning needs.

Not all learning happens as neatly as this. Some learning is unplanned or unscheduled.

For example, you may attend a meeting or read a journal with no particular learning in mind, perhaps because you are broadly interested in the subject. Having participated, you may find that you learn something which you can apply in your practice. This then is learning that starts at action and proceeds to evaluation of what was learnt. On reflection, further learning needs may be identified and these learning needs may progress to the reflection stage of the next CPD cycle.

It can be easy to confuse learning that starts at reflection with learning that starts at action. It may be useful to distinguish the two by regarding them as learning that starts with a recognised learning need and learning that does not. So, if a patient comes into your pharmacy and asks a question which you cannot address, you have identified a learning need. This then is learning that starts at reflection.

Unscheduled learning should be recorded in a different way to learning that starts at reflection. If your learning is unscheduled you will complete the action section first and then the evaluation section. Several examples of unscheduled learning are detailed on pages 27 – 30 of this portfolio.

Remember that unscheduled learning is not a substitute for learning that starts with the identification of a learning need. In practice, most people's CPD usually has a balance of both types of learning.

