

The CPD Standards Office is a unique organisation and was founded with the vision of understanding and enabling positive and successful CPD and learning experiences. As a highly specialised expert team, our university led research has equipped us with extensive expertise on all things CPD.

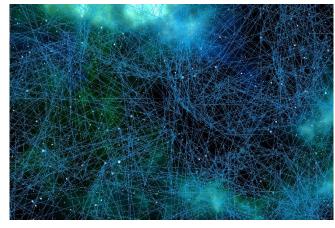
Between the work of the Professional Development Consortium and the CPD Standards Office dual CPD research and accreditation activities sharpen our knowledge and expertise. This enables us to work with individual coaches, training providers, employers, and 'membership organisation's as a collaborative CPD network & community.

This factsheet provides advice and guidance on neuroscience and CPD showing an insight into how the brain receives and retains information most effectively.

Neuroscience and CPD

Neuroscience is the scientific study of the nervous system and of how the brain works both functionally and systematically to produce observable behaviour.

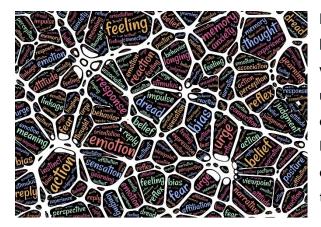
The study of neuroscience overlaps with the fields of cognitive science and psychology. Cognitive science is the study of thought; including language, problem solving, perception and decision making. This overlap is particularly helpful in learning and development to aid



our understanding of how people process and retain information.

Recent neuroscience studies into learning and development have suggested that learning in the workplace is less about learning styles and more about creating habit. In fact, recent studies indicate that whilst people may prefer to learn in different ways, specific learning styles are somewhat of a myth and trainers should not design courses around this.

Embedding a new habit takes far longer than simply attending a 1-day course or a week programme. Trainers need to be more aware of the value of post session follow ups with their delegates long after they leave the training room to ensure that learning is embedded and implemented.



Engaging learners is key for retaining content and has always been a challenge for trainers. Following a number of studies where learning and the brain are the focus, we now understand that the most effective way to do this is to demonstrate how the content is relevant and helpful to the learners personally. Showing the delegate how it will directly benefit them is essential, as is showing them how they will be able to apply new skills and information.

Trainers must not only explain what they are teaching, but why and how as well. Studies show that context and insight are key when engaging learners and motivating them. Training providers must demonstrate to delegates how to implement what they have learnt and continue to check in post training; or at least provide the managers with the tools to conduct these follow ups.

Regular contact to see if and how the learning is being implemented on a day to day basis is more likely to result in a change in habit and behaviour which will ensure the learning is valuable.

In her book, The Art & Science of Training, Elaine Beitch reminds us that, compared to children, adult learners have higher expectations. In addition, they bring life experiences and prior knowledge to the classroom and for each adult there is a different context for learning.

Neuroscience provides us with an insight into how the brain receives and retains information most effectively. This enables trainers to hone their best practices accordingly, and also provides employers with communication tools required to build a better learning environment in the workplace.

We hope you have found this factsheet helpful.

Please see www.cpdstandards.com for more information on our accreditation services or call **0203 745 6463** for further advice.