Exploring Transfer-informed Practice at Battle Back

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LEEDS BECKETT UNIVERSITY

RBL ROYAL BRITISH LEGION

BATTLE BACK CENTRE LILLESHALL

Learning Transfer

The extent to which knowledge, skills, and/or attitudes acquired in one=context are applied to a different environment and/or situation

Primary Human Development Aim
~$359 Billion Spent Globally (2016)

Achieving Transfer: Challenging
Requires Planning
Relies upon Learning
Malleable Construct
Systemic Focus Required

Typical figures show only **10-30%** of new information/skills are applied

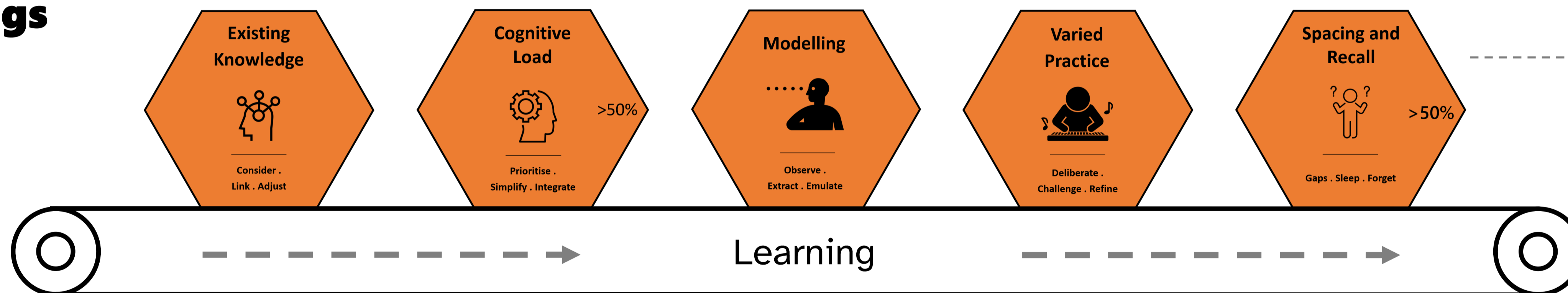Evidence-informed practice can enhance transfer by up to **186%**

Objectives

1. Identify Mechanisms that Influence Transfer Outcomes

2. Explore Transfer-informed Practice Concepts with Practitioners

Methods

Focus Groups (n=15)
Face-to-Face & Video Conference

Practitioners (n=48)

Delivery Observations (~160hrs)

Findings

Learning (conveyor belt)

- Existing Knowledge — Consider . Link . Adjust
- Cognitive Load — >50% — Prioritise . Simplify . Integrate
- Modelling — Observe . Extract . Emulate
- Varied Practice — Deliberate . Challenge . Refine
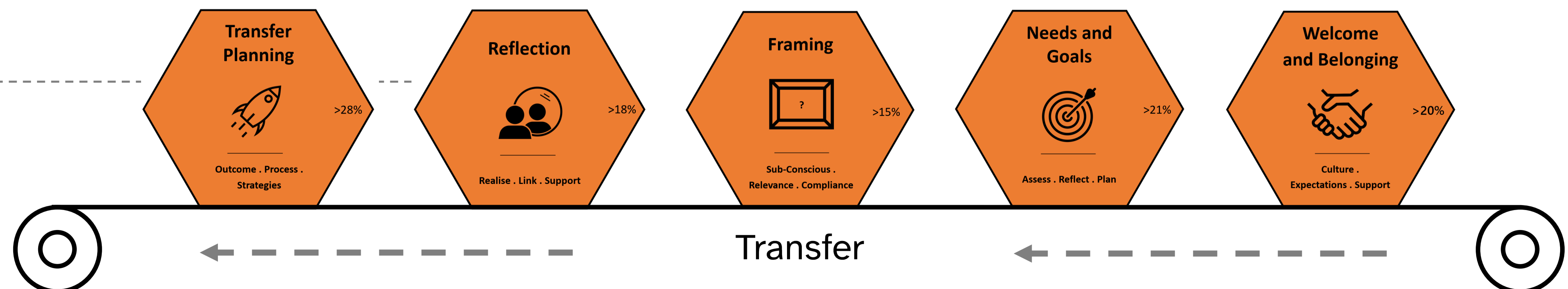- Spacing and Recall — >50% — Gaps . Sleep . Forget

✓ Conceptual Content Reiterated
Free Time to Reflect
Key Content Displayed Visually

⚠ Little True Recall
Scant Recall Beyond Daily Delivery
Requires Programming Decisions
Less Content Covered

Transfer (conveyor belt)

- Transfer Planning — >28% — Outcome . Process . Strategies
- Reflection — >18% — Realise . Link . Support
- Framing — >15% — Sub-Conscious . Relevance . Compliance
- Needs and Goals — >21% — Assess . Reflect . Plan
- Welcome and Belonging — >20% — Culture . Expectations . Support

✓ Regular Feature
Comfortable Environment
Photos Prompt Recall
Informal Social Exchanges

⚠ Compromised Psychological Safety
Unreliable Depth Progression
Little Future Focus