4. Create a good learning environment

- Some learners work well on their own and at their own pace, but others may not feel comfortable working with computers (or don't have easy access to IT), or would prefer a more supportive environment. Consider using some form of group learning and peer group support using local trainers, a more experienced manager or a learner willing to bring a group together informally.

- It can also be useful to set up more formal hubs of learning for learners to work through e-ELCA sessions in a supported but non-threatening environment rather than alone, at home or at their desk.

- These hubs can also be used to come together to share and discuss some of the questions and answers raised in individual e-ELCA sessions, focus on local case studies that learners may want to share with others or host subject specific workshops.

- A good learning environment can be beneficial in raising the confidence of the learner in their own abilities and to apply their new found learning to practice.
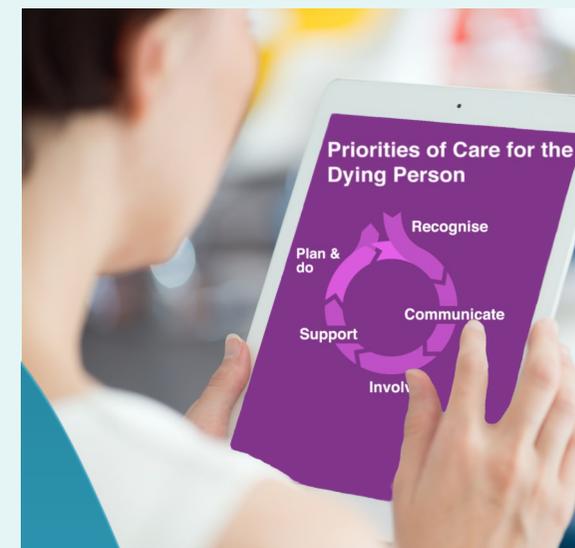
5. Support from line managers

- The line manager will be key in ensuring that the learner develops a study plan to keep focussed on what the learner hopes to accomplish at the end of the e-learning programme.

- Learning objectives and goals should have been discussed and agreed with the line manager or alternatively the person supporting the learner. These should be reviewed at different stages to ensure the learner stays focussed.

- A good study plan should facilitate the time management required to ensure key dates for review meetings are met, include a 'to do' list, enable the learner to work within set time limits and stay on schedule.

- The learner may need to take 'study breaks' to avoid frustration and tiredness whilst studying and these also need to be built into the study plan.

- Most importantly the learner must utilise the flexibility offered with e-learning and feel free to create their own study routine and accept that they will have productive and less productive days.

Association for Palliative Medicine
Of Great Britain and Ireland

e-LfH
e-Learning for Healthcare

NHS
Health Education England

Priorities of Care for the Dying Person

Recognise
Communicate
Involve
Support
Plan & do

e-ELCA
Five Ways to Motivate and Engage Learners

e-Learning to enhance education and training for end of life care

e-ELCA
End of Life Care for All

This leaflet is intended as a practical guide for managers, as well as trainers, wanting to improve end of life care as it will help motivate and engage learners by highlighting best practice when using e-learning.

Across health and social care ever increasing pressures on services and personal workload often means those providing the services don't have time to attend classroom based training sessions. Using e-ELCA will enable staff to improve the care they provide as well as developing skills to help them achieve their personal and professional goals.

1. Make sure people understand e-learning practices and expectations

- It is a convenient way to learn and not an easy option.
- It requires a dedicated amount of time from the learner and those who manage and support them, and the learner must be self-disciplined and motivated.
- It is important that protected learning time is agreed in the same way time would be agreed to attend classroom based learning.
- It provides the learner with an opportunity to learn at their own pace and on their own terms which boosts knowledge absorption and retention.
- There is greater flexibility with e-learning as it can better fit into existing schedules and shouldn't require travel or impact on home life.
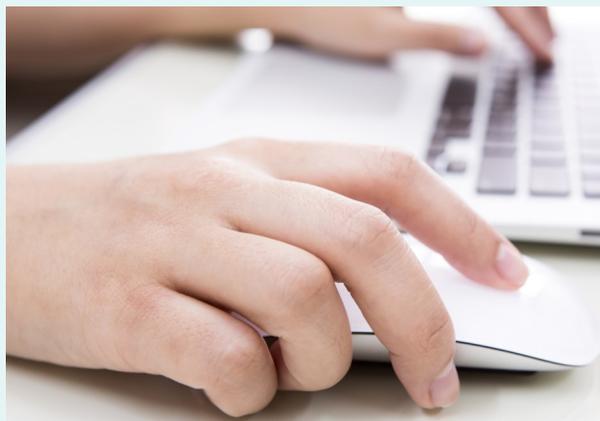
2. Taking the risk, but not the challenge, out of learning

- For some individuals undertaking educational programmes as part of a challenging peer group and sitting formal exams and assessments to achieve qualifications is an accepted way of learning, and for many professionals this is a fact of life to become registered in their chosen profession.

  For others it is not so easy and to attract these learners to want to continue their development and learn new skills it is important they understand that they do not need to stress about passing a test or failing in front of their peers. Anecdotal evidence has shown that using e-learning can sometimes reduce the anxiety of learning and the worry about fear of failure in public. For example, if a question is not answered correctly they can go back over the session to understand why they made an error and learn from it.

- By reducing this fear of failure it opens up the potential to acquire new knowledge and skills as learners are more likely to test boundaries, be open to new ideas and be comfortable to learn through mistakes.

- This will contribute to increasing the learner's confidence and hopefully allow them to demonstrate their improved levels of competence when applying learning to practice.

3. Create a good learning experience

- e-ELCA provides content that has been written by experts, reflects up to date best practice in end of life care and is designed to be useful for all levels and disciplines of staff providing end of life care. e-ELCA focusses on practical knowledge and how facts and theories can be applied in care.

- The learner is likely to need support and guidance to identify their learning needs around end of life care relevant to the level they work at. e-ELCA has a range of learning paths for various staff groups, which can be found on the website, and can act as a guide for managers and trainers when having discussions with the learner.

- Adult learners accumulate knowledge most effectively when they are active participants in their own learning process, so managers and trainers should identify and use locally based case studies relevant to the learner's work to supplement the learning.

- e-ELCA provides additional signposting to further reading and study if the learner wants a more in-depth knowledge base.

- To get the best out of e-ELCA and keep learners engaged managers and trainers should consider using blended learning incorporating other sorts of materials e.g. videos and subject specific workshops.