

Developing a Person-Centered Learning and Development Framework



St Columba's
Hospice Care

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Introduction

Continuous learning and development of palliative care professionals is necessary for ensuring safe and high-quality care.

Seeking to foster a culture where learning is not just a mandatory 'tick box' exercise, St Columba's Hospice Care fosters an active learning and research environment. As a University Hospice, we engage staff not only in learning but also in teaching – sharing their unique skills and knowledge across the hospice teams.

In the past we relied on NHS mandatory training modules, which were often not specific to local policies and procedures. This resulted in staff having to duplicate learning to ensure they were aware of hospice specific processes.

In 2024, we developed a tailored Learning and Development Framework following a 'whole hospice' approach focusing on three key elements:

Tailor-made Mandatory Subjects:

Redesigning mandatory training to align with organisational policies and procedures.

Face-to-Face/ Virtual Sessions:

Including additional in-person sessions to reinforce and embed learning.

Creative Learning Environment:

Promoting innovative and engaging learning experiences.

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Developing the Framework

The development process involved a collaborative approach. By engaging with staff across different disciplines and teams, we identified evolving needs within the organisation. Feedback from previous approaches and participation from team leads identified gaps and priorities.

The framework encompasses a range of learning modalities, including face-to-face sessions, clinical simulations, and virtual modules. The year was divided into themes and all staff partake in the same subject matter but tailored to their role. The virtual modules are bespoke to include the hospice policies and procedures.



Results So Far

Initial feedback has been positive, highlighting the framework's relevance, accessibility, and effectiveness in fostering a culture of continuous learning and improvement.

We have seen an increase in our compliance in mandatory training modules, with staff feeling less overwhelmed now training modules do not come in bulk.

In summary, early indications are positive and demonstrate the framework's role in enhancing staff development and care quality.

'The case studies and quizzes make the learning meaningful and fully applicable to our practice compared to the previous generic module content'
Staff member

Great to have a conversation with others and share ideas and values
F2F session attendee

'This is a different way of doing mandatory training and is so much more engaging than my previous experience at other organisations'
Staff member

'Excellent course. Very interesting and prompted me to research further'
Staff member

References

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