

## Frequently Asked Questions

### What is e-Learning for Healthcare ?

e-Learning for Healthcare (e-LfH) is a project funded by the Department of Health (DoH), which intends to develop and deliver high quality learning resources to all healthcare professionals in the UK and Scotland. It is building upon the pilot programme for Radiology created by the Royal College of Radiologists (RIT) and e-Oncology is the specific project aimed at those training in Medical Oncology and Clinical Oncology. The learning programmes are designed to overcome the variation in the delivery of the curricula for specialty training and deliver consistent high quality learning for all healthcare professionals in the UK.

The learning system will be available to access from any computer with access to the Internet.

### How is the e-Oncology project organised ?

This project is overseen by an Executive Committee, which includes Mike Richards as the National Cancer Director, representatives from the DoH, Royal College of Physicians, Royal College of Radiologists, the Project Manager, Lead Clinicians and trainee representatives. For operational matters there is a Project Group that comprises the Lead Clinicians, the Project Manager, lead Instructional Designer, and an Implementation Manager which reports to the Executive Board.

The Lead Clinicians oversee the development of the curriculum and subsequent content and support the Module Editors and Content Authors. Each module has a number of learning sessions that are episodes of learning that take approximately 20-30 minutes to complete and will be overseen by a designated Module Editor. Each session is written by a designated Content Author(s) with support and review from the relevant Module Editor.

### What is the curriculum ?

The curriculum is designed to provide a common introduction to Oncology for trainees in ST1 to ST4, leading up to the First FRCR Examination or the Specialty Certificate Examination for Medical Oncology.

The curriculum is designed to provide the foundation of knowledge that trainees require to underpin their clinical training, including the approach to diagnosis, presenting features of cancer, planning of investigation and clinical management, including the management of emergency situations. The curriculum will use a number of common cancers as exemplars for covering the management of specific situations, including metastatic disease, palliation and treatment modalities. To avoid duplication across a number of malignancies, the matrix of modules considers where best to use an exemplar case to illustrate a particular situation or condition. For example, the management of brain metastasis does not require duplication across every cancer, but is best considered under a common malignancy and specific reference made in situations where variation might occur.

The delivery of a knowledge curriculum is complemented by the clinical training provided within the PMETB approved programmes administered by each Deanery. Therefore, the support to trainees participating in the e-Oncology programme is provided by the Training Programme Director and Education or Clinical Supervisors at each clinical unit.

### What is the role of a Module Editor ?

A Module Editor is responsible for delivering a specified part of the curriculum and will work with the relevant Content Authors and Lead Clinicians to develop session plans, that outline the specific learning

objectives to be achieved. Each module consists of multiple sessions, each of approximately 20-30 minutes duration. Most Content Authors will write 3-5 sessions and the number of sessions per module will vary and be dependent on the nature of the learning outcomes required. A small module may have approximately 20 sessions, whereas a large module could have more than 100. There is possibility to share responsibilities between co-Module Editors for larger modules.

Under the direction of the corresponding Lead Clinician, Module Editors have responsibility for the peer review and quality assurance of the e-learning materials and will be instrumentally involved in the planning of sessions, determining learning objectives and ensuring that the learning sessions match these requirements. Module Editors need to be creative, up-to-date, accurate, enthusiastic and proactive and to have protected time within their job plan to deliver this exciting project. It is estimated that each Module Editor post will take 4-8 hours per week for a duration to be agreed with the Lead Clinicians and e-Learning for Healthcare staff, but is likely to be between 12-24 months.

## **Do I get paid as a Module Editor ?**

Yes, but not directly. The post will be remunerated by payment to your employing Trust of 1-2 PAs per week for an agreed duration, and it is expected that there will be variation between modules, reflecting the differing extent of content required. This backfill of consultant time will be reimbursed by payment made directly to the employing authority. Anyone wishing to stand for this post will need to discuss this opportunity with their employer and Clinical Director before agreeing to the commitment.

Reasonable expenses relating to travel and subsistence in order to attend related national training and quality assurance meetings will be reimbursed in accordance with the travel expenses and subsistence policy of the appropriate Royal College.

## **How can I become a Module Editor ?**

Get in touch to express your interest by sending an e-mail to [oncology@e-lfh.org.uk](mailto:oncology@e-lfh.org.uk), or to find out more contact the relevant Lead Clinician (Medical Oncology; Graham Dark ([graham.dark@ncl.ac.uk](mailto:graham.dark@ncl.ac.uk)), or Clinical Oncology; Dan Ford ([Daniel.Ford@uhb.nhs.uk](mailto:Daniel.Ford@uhb.nhs.uk)).

## **What is the role of a Content Author ?**

A Content Author is someone that writes one or more learning sessions in collaboration with a named Instructional Designer with whom they will work closely on a one-to-one basis. Each Content Author will create sessions that fit within a designated module, led by a named Module Editor. All meetings with your designated Instructional Designer will be at your place of work and therefore Content Authors will need time during the working week to participate in such meetings. Meetings at other times are possible following agreement with the appropriate Instructional Designers.

Under the direction of the corresponding Module Editor, a Content Author will have responsibility for the delivery of high-quality e-learning materials of a subject-specific nature and to ensure that it meets the learning objectives defined in the project curriculum. Delivering content to agreed timescales will be an important aspect for this job as well as developing suitable learning activities, writing background information as well as editing, proof-reading and creating a suitably engaging module style. The majority of content is delivered in multiple 20-30 minute sessions and to achieve these goals, you will need to be creative, accurate, enthusiastic, proactive, have sufficient time and be able to deliver to agreed deadlines.

## **Do I get paid as a Content Author ?**

Yes. There is an honorarium payment for each completed learning session of £150, which includes £1 from your respective Royal College in exchange for transfer of the IPR (see below).

## **What is a learning session ?**

A learning session is a block of teaching that takes approximately 20-30 minutes for the learner to complete. It delivers specific learning objectives defined in the curriculum and will be collated with other

learning sessions into modules. A Module Editor will oversee the development of all learning sessions within the specific module. Learning sessions can include reading, knowledge discovery, formative assessment, case scenarios, matching exercises, watching video, simulations and other approaches.

## **How will I create interactive learning for my session ?**

You do not need to understand graphic design or layout for your learning sessions as this will be undertaken by the Instructional Designer. The plan is for Content Authors to brainstorm their session and to deliver content in whichever form is most familiar for you to create. Many authors write using Microsoft Word and the file is taken by the designer and formatted for the learning system. The Content Author can then visualise the finished product and may suggest additional changes. This iterative cycle will continue until the author is satisfied with the completed session at which point it is sent for review and quality assurance checks in collaboration with the Module Editor (see above). Once approved it is released for participation.

## **Do I need to be skilled at IT to become a Content Author ?**

No. You do need to have an understanding of what makes good learning and training is available. You will draft content using a word processor such as Microsoft Word and work with a named Instructional Designer that will provide input into the educational design of your sessions. The Instructional Designer will guide you through the development of the session and return a graphical representation of your learning session for your review. You have complete control over your contribution and the Instructional Designer is there to help you progress the development and to help you develop an interactive learning experience for the learners. You do not need to worry about the graphical design or page layout, just focus on writing the content and the formatting and structure will be processed by the Instructional Designer.

## **How long will it take to create a single learning session ?**

For Content Authors starting out, your first learning session will take longer to develop but this time shortens with more experience. You only need to focus on the textual content and the formatting and layout will be undertaken by your Instructional Designer. On average it takes 15 weeks from start to finish with approximately 5-8 hours of researching the topic, writing content, editing the text, reviewing the sessions, so this might equate to an hour per week for 4-5 weeks and then some more time to review the graphical drafts.

## **What training will be provided to me as a Content Author ?**

It is proposed to have regular national meetings of Module Editors and Content Authors, to facilitate sharing of good practice and ideas and to address any training requirements of contributors. Regular communication via e-mail, Skype, telephone discussions is expected and support is available.

## **What support is available to me as a Content Author ?**

Each Content Author will have a named Instructional Designer that will meet you in your workplace. Each Content Author will work closely with the corresponding Module Editor and Lead Clinician. Contact details for all members of the Project Team and Contributors will be circulated allowing you to contact others to support you in your task of developing an interesting and informative learning session. There is plenty of experience within the project and therefore there will always be someone that can help you and address any queries that you might have. Meetings with individual contributors will be arranged as necessary.

## **How can I become a Content Author ?**

Get in touch to express your interest by sending an e-mail to [oncology@e-lfh.org.uk](mailto:oncology@e-lfh.org.uk), or to find out more contact the relevant Lead Clinician (Medical Oncology; Graham Dark ([graham.dark@ncl.ac.uk](mailto:graham.dark@ncl.ac.uk)), or Clinical Oncology; Dan Ford ([Daniel.Ford@uhb.nhs.uk](mailto:Daniel.Ford@uhb.nhs.uk)).

## **What is an Instructional Designer ?**

An Instructional Designer is an individual that may have come from a variety of backgrounds but will have considerable experience in developing learning materials, and e-learning in particular. They undertake all of the layout and graphic design on behalf of the Content Authors and can assist in finding appropriate additional materials such as images. Where appropriate they can also advise on using more advanced media including video or animation.

Instructional Designers understand how to develop engaging and informative material that is of a high educational standard that is both visually stimulating and written unambiguously. Learners do not have the option of asking questions as in a classroom environment and therefore queries must be anticipated and addressed in the material. This is therefore a close collaboration between the Instructional Designer and the Content Author to develop an excellent learning session that will be useful to the participants and deliver the objectives of the curriculum.

Instructional Designers are appointed by e-LfH on a regional basis and therefore they will be close to you no matter where you are based in the UK.

## **What quality assurance will be incorporated ?**

Quality assurance is essential for this programme. Each learning session will be peer reviewed for subject content accuracy and then be passed to a number of other reviewers to consider the writing style, spelling, grammar, instructional design, educational pedagogy and curriculum congruency. Some of these reviews are conducted by an external agency commissioned by the e-LfH. Further technical reviews will be undertaken as required in order to ensure accessibility, minimum technology requirements, SCORM and other compatibility. Only once the learning session has passed these rigorous reviews and has been signed off by the relevant Content Author and Lead Clinician, it will be released for participation.

All content will be reviewed on a regular basis for accuracy and revisions and maintenance will be undertaken by eIntegrity (a not-for-profit company formed by the Academy of Royal Colleges and the Department of Health) and the relevant Royal College as part of an ongoing programme of maintenance. Further quality assurance checks will be instituted as required.

## **Can trainees get involved ?**

Yes, absolutely!

We are looking for Content Authors to contribute and there is no reason why trainees cannot get involved and become a Content Author. The creation of teaching materials is a valuable skill and trainees should consider becoming involved to learn more about the development process and will receive appropriate training from their Instructional Designers. Module Editors will be senior staff.

## **What about the intellectual property rights (IPR) ?**

By submitting a completed learning session, the Content Author will receive a payment from the respective Royal College for £1 for transfer of the intellectual property rights (IPR) of the completed session only. The author is still free to use the components of the session, such as individual images, video, and the text in their other teaching activities. You will not be able to re-license the complete session without the permission of the respective Royal College.

## **What will the colleges do with the project ?**

The Department of Health has created a not-for-profit company called eIntegrity which will manage the programme once complete. They will market the learning materials in other countries and the income will be used to fund the continued development, quality assurance and updating of the content. In this manner the project should become self-funding and not require further public funds to continue. As such, the Royal Colleges will own the IPR relating to the contributions and will manage the upkeep of the content in collaboration with eIntegrity.

## **What will this mean for study leave ?**

The £60m cost of this programme across a wide number of specialties is likely to be recouped by savings in the delivery of training within each Deanery. By freeing consultants from delivering the required knowledge of the curriculum, the trainers will be able to focus more on assessment, appraisal and completing the e-portfolio for each trainee. Deanery budgets may be adjusted as a result and it is less likely that trainees will need to travel to participate in training or specific courses.

It is therefore anticipated that trainees will spend less time outside of the clinical environment and greater flexibility for the delivery of the clinical service will result. There will still be a requirement for study leave, but this is likely to be taken flexibly within the timetabled sessions of the training programme and this will have benefits for the clinical service and patients too. Therefore, the time for study leave should not be affected, but it is possible that a reduction in subsequent funding will happen, offset by the reduction in travel and accommodation costs.

## **What about trainees in Scotland ?**

All trainees in the UK, working within a recognised training programme, including those in Scotland will have access to the resources.

## **What about trainees from overseas ?**

Trainees that are currently in training in a recognised programme within the UK and working within the NHS will have access through their Deanery. Trainees that are based overseas and not working in the NHS will not have access, although the resources will be available for licensing by their host institution.

## **How does this relate to the assessments required by PMETB ?**

The curricula for specialist training are reviewed and quality assured by the Postgraduate Medical Education Training Board (PMETB). Each of the specialty curricula define the suitable learning and assessment methods and the outcome of training will be assessed using these approaches. Therefore, the e-Oncology programme does not have a summative assessment built-in but formative assessments to provide individual trainees with feedback will be included. No additional summative assessment or certification is generated by participating in this programme but your progress is likely to be recorded in the training e-portfolio.

## **Do trainees have to participate and study in this programme ?**

No. However, as study leave funding may be challenged in the future, trainees may not have access to the support required to attend other courses. The e-Oncology programme is designed to provide easy access to consistent training and will help all participants prepare for the relevant examinations such as; First FRCR Examination and the Medical Oncology Specialty Certificate Examination. Trainees are therefore likely to choose to participate in this programme to improve their preparation and likelihood of success.

## **Where next ?**

We are actively seeking Module Editors and we will always need Content Authors so if this appeals to you, please get in touch to discuss this further. Please send an e-mail to [oncology@e-lfh.org.uk](mailto:oncology@e-lfh.org.uk) to express your interest or to get more information. This project allows you to contribute as much or as little as you can, but most of all we hope that you get involved.

## **How can I get in touch with the Project Team ?**

Please do not hesitate to get in touch to discuss this project, or your potential contribution. The Project Team meet regularly and the Lead Clinicians welcome direct contact. Details are outlined below.

Finally, we would welcome feedback on these FAQs to assist in our improvement process, and therefore your comments would be most welcome.

## CONTACT DETAILS

Dr Graham Dark <i>Lead Clinician for Medical Oncology</i>	e: <a href="mailto:graham.dark@ncl.ac.uk">graham.dark@ncl.ac.uk</a> t: 0191 213 8459 f: 0191 213 7690 m: 07831 227552 Skype: graham.dark
Dr Dan Ford <i>Lead Clinician for Clinical Oncology</i>	e: <a href="mailto:daniel.ford@uhb.nhs.uk">daniel.ford@uhb.nhs.uk</a> t: 0121 627 5734 m: 07720 288215
Brian Allinson <i>Project Manager for e-Oncology</i>	e: <a href="mailto:brian.allinson@e-lfh.org.uk">brian.allinson@e-lfh.org.uk</a> m: 07974 977225
Project contact	<a href="mailto:oncology@e-lfh.org.uk">oncology@e-lfh.org.uk</a>
Project website	<a href="http://www.e-lfh.org.uk/oncology">http://www.e-lfh.org.uk/oncology</a>

### FAQ:

Author: Graham Dark

Date: February 2010