

Document Title: **Scottish Paediatric Endocrine Group
(SPEG) Education Strategy**

Department: **National Networks Clinical**



SPEG Education Strategy

Table of Contents:

Table of Contents:	2
1. Introduction	3
1.1 Purpose	3
2. Aim	3
3. Governance	3
3.1 Roles and responsibilities	4
3.1.1 Education Group or Lead	4
3.1.2 Stakeholders	4
3.1.3 Programme Manager & Programme Support Officer	4
3.1.4 Lead Clinician	4
3.1.5 Steering group	4
4. Why do we need an Education Strategy?	4
5. Learning needs analysis	5
6. Education objectives and outcomes	5
7. Evaluation, measurement and assessment	7
7.1 Evaluation.....	7
7.2 Measurement	7
7.3 Assessment.....	7
8. Document revision history	8

SPEG Education Strategy

1. Introduction

1.1 Purpose

The purpose of this Education Strategy is to support the network in providing appropriate education, training and leadership, and practice developments that are of value to the current and future workforce and in delivering the best possible care for patients.

The Scottish Paediatric Endocrine Group was established in 2009 to facilitate clinical and other improvements in paediatric endocrinology through delivery of objectives set by the National Specialist Services Committee (NSSC) for NHS Boards and Scottish Government Health and Social Care Directorates (SGHSCD) within the national commissioning process. The network will be subject to ongoing review to ensure delivery of its objectives.

This Education Strategy also sets out our commitments to providing clear, up to date and accurate information, education and/or training to:

- Medical staff
- Nursing and midwifery staff
- Allied health professionals
- Healthcare scientists
- Primary care (GPs/ Health Visitors)
- Medical students

2. Aim

This Education Strategy sets out the network's objectives and will be used to inform and guide network decisions and actions until its next revision in three years' time. This will allow the network a degree of flexibility so that it can adapt to developments within the healthcare landscape as well as any other potential changes.

This Education Strategy aligns to NHS Education for Scotland's six principles of education planning:

1. Promoting equality and diversity and tackling health inequalities
2. Working in partnership with stakeholders and demonstrating leadership
3. Enhancing digital access to learning, services and information
4. Systematically planning our activities, measuring their impact and learning from insights
5. Continually improving quality, and leading and harnessing innovation
6. Clear accountability for our decisions, rooted in effective governance.

3. Governance

This Education Strategy is designed to support the work of SPEG. It will be managed by the network's Education Group and will be governed and ratified by the Lead Clinician and Steering Group of the network. The strategy is aligned to the communication strategy objectives of the network.

SPEG Education Strategy

3.1 Roles and responsibilities

3.1.1 Education Group or Lead

- implementation and review of the education plan.

3.1.2 Stakeholders

- participate in education and training events
- provide feedback on education and training events
- provide feedback on the impact of network education and training in relation to their role/service provision
- contribute to the development of education resources.

3.1.3 Programme Manager & Programme Support Officer

- manage the delivery of the education plan
- update the education plan in response to learning requirements
- source education material in collaboration with stakeholders
- ensure the Education Group has sufficient experience and opportunity to review actions
- work with their Lead Clinician to source and deliver training
- provide education support and advice where necessary
- evaluate and assess the effectiveness of the Education Strategy and associated activities
- measure the impact of all delivered education and training
- provide progress updates on the Education Strategy and associated activities to the Steering Group.

3.1.4 Lead Clinician

- take forward specific actions assigned via the education strategy and education plan
- support subsequent review of the Education Strategy and associated activities.

3.1.5 Steering group

- final approval of the Education Strategy.

4. Why do we need an Education Strategy?

A core principle of the National Managed Clinical Networks ¹(NMCN) is education and training:

'Networks' educational and training potential should be used to the full, in particular through exchanges between those working in the community and primary care and those working in hospitals or specialist centres. All Networks should ensure that professionals involved in the Network are participating in appropriate appraisal systems that assess competence to carry out the functions delivered on behalf of the relevant NHS Board or governing body, and that

¹ http://www.sehd.scot.nhs.uk/mels/CEL2012_29.pdf

SPEG Education Strategy

the participating healthcare professionals are involved in a programme of continuous professional development’.

While it is not within the remit of NMCN to dictate individual NHS Boards’ appraisal arrangements, there is a clear requirement relating to information provision, education and training. SPEG endorses the principles of ongoing education and training, and will link with existing education providers, identified through stakeholder mapping, such as royal colleges, NES, universities, and specialist centres.

A clear and focused strategy provides the direction of the education objectives and how these will be achieved.

5. Learning needs analysis

A detailed approach to learning needs analysis has been undertaken through targeted strategic engagement with network stakeholders, to identify gaps in the education objectives and outcomes set out in this strategy.

In the first instance, an online questionnaire was developed within Microsoft Forms using a Strengths, Weaknesses, Opportunities, Threats (SWOT) analysis approach. This questionnaire was distributed to SPEG members (n=40) in advance of a scheduled strategic planning session. There were 15 responses (38%).

The strategic planning session was a two-hour Microsoft Teams discussion, coinciding with a planned Steering Group meeting to maximise attendance. The exercise was facilitated by the SPEG core team with additional contribution from the Senior Programme Manager for National Managed Clinical Networks.

A series of scheduled interviews were then organised across several territorial health boards to allow more in-depth discussions. Interviews were conducted by the network core team on Microsoft Teams.

Qualitative data was extracted from a combination of free text questionnaire responses and discussion notes. The analysis looked for common themes with aligned aims and strategic objectives. Where possible, these strategic objectives were aligned to the Realistic Medicine framework. These objectives were further broken down into a series of proposed projects which will form the basis of the network’s 5-year workplan.

Education was identified as one of the three key themes throughout the process, along with stakeholder engagement and service development.

6. Education objectives and outcomes

Objective	Activity	Outcome
To provide relevant Continuing Professional Development (CPD)	The existing online growth and maturation module	By completing the exiting growth and maturation e-learning modules, learners

SPEG Education Strategy

	<p>(available on the SPEG website) will be promoted.</p> <p>Further online modules (e.g. thyroid disorders) will be scoped in order to maximise learning opportunities.</p> <p>Learning needs will be considered in the development of any future modules to allow continuous development.</p> <p>Map educational provision to Royal College of Paediatrics and Child Health (RCPCH) Progress+ curriculum.</p>	<p>(from primary care to tertiary care to community child health, nursing and medical staff) will improve their knowledge around growth and minimise unwarranted variation.</p> <p>By developing further learning modules, the learning needs of SPEG stakeholders will be addressed and will lead to improved knowledge and skills.</p> <p>The mapping of other educational opportunities through the RCPCH will encourage further learning and development beyond the network.</p>
To promote clinical research	<p>A number of SPEG members are research active, with many centres currently recruiting to a variety of government and industry funded research studies. SPEG will play a role in promoting these opportunities and outcomes through a new Microsoft Teams channel.</p>	<p>Increased awareness of research will provide SPEG stakeholders with further opportunities to learn and develop.</p> <p>By promoting research outcomes, this will ultimately lead to improved clinical outcomes.</p> <p>By promoting research nationally, this will avoid duplication of efforts.</p>
To reduce unwarranted variation in practice	<p>Continue to develop standardised national clinical guidance documents (e.g. calcium disorders and genetic conditions) to be published on the Right Decision Service platform.</p> <p>Continue to develop guidance around transition from paediatric to adult services.</p> <p>Continue to run national education events (Annual Scientific Meeting/ Clinical</p>	<p>Clinical guidance documents will continue to provide medical staff with vital information, using a 'once for Scotland' approach, leading to the best possible clinical outcomes for patients.</p> <p>Education events will continue to address learning gaps and improve the knowledge and confidence of SPEG stakeholders in dealing with routine to</p>

SPEG Education Strategy

	and Academic Meetings) to address learning gaps and promote the latest clinical developments. Create “Educational opportunities” channel within SPEG MS Teams	complex conditions and cases. A dedicated Microsoft Teams channel for educational opportunities will allow members to highlight opportunities within their boards and beyond that may have otherwise been missed. This will expand the number of learning opportunities available to stakeholders.
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Useful links around developing learning objectives:

[Getting started | Turas | Learn \(nhs.scot\)](#)

[Using Bloom’s Taxonomy to Write Effective Learning Outcomes | Teaching Innovation and Pedagogical Support \(uark.edu\)](#)

[Growth and puberty in children | Turas | Learn \(nhs.scot\)](#)

[Education – Scottish Paediatric Endocrine Group \(nhs.scot\)](#)

7. Evaluation, measurement and assessment

It is important that SPEG can demonstrate that the education provision will add value to the services provided for the individuals delivering and using the service. Collecting data on the efficacy and usefulness of the resources and information provided will support decisions on future education and training.

7.1 Evaluation

Education and training delivery and its content will be evaluated immediately following the event. We will use the results will be used to inform future work and will be incorporated into future education planning activities. Methods include evaluation forms and forums arranged through the relevant subgroups.

7.2 Measurement

SPEG will measure the impact and benefit on individuals and services by the use of evaluation forms, national surveys and forums arranged through the Steering Group and subgroups.

7.3 Assessment

Analysis of whether the education and training provided has achieved the objectives and outcomes set out in this strategy is key to learn lessons for the future. The Education Group Lead, Programme Manager and Lead Clinician will review and assess the data and information collated during the evaluation and measurement phases to inform improvements to ensure the network gets the greatest possible benefit from the Education Strategy and associated activities. Improvements and updates resulting from the assessment will be considered during the review of the Education Strategy and included in its next iteration.

SPEG Education Strategy

8. Document revision history

For activation dates, refer to Q-Pulse.

Version	Description of amendments	Name & Designation	Date
D0.01	First draft of SPEG Education Strategy	J Nimmo, PM	25/06/2024
D0.01	Signed off by Lead Clinician	N Conway	28/06/2024
D0.01	Circulated to Steering Group	Steering Group	01/07/2024
V1.0	Final strategy approved	Steering Group	23/07/2024