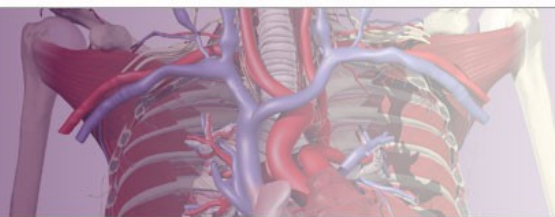




Online self-assessment training modules delivered in support of a central strategy for e-learning in Emergency Medicine



The ENLIGHTENme project is designed to develop and deliver an integrated and blended e-learning strategy for trainees in Emergency Medicine. It will also be a vital component of CPD activity for consultants and FASSGEM doctors for purposes of revalidation. The project is being led by the College of Emergency Medicine (CEM), in collaboration with e-Learning for Healthcare. The e-learning programme will be complemented by 'face-to-face' workshops and work place based assessment (WPBA) to produce a complete blended strategy. This project will be key to CEM's vision to develop an integrated web-based self-directed learning strategy that will meet the needs of doctors in the specialty for the 21st century.

Background

Meeting the educational needs of doctors in Emergency Medicine (EM) continues to be challenging. Significant progress has been made in terms of standard setting, curriculum development and quality assurance of regional teaching programmes and examinations. However, maintaining standards and managing future changes mean that a robust solution is required to ensure consistency, participation and self-directed learning that is 'fit for purpose'.



The College of
Emergency
Medicine

The College has agreed a strategy with e-LfH that will deliver a web based e-learning platform for up to date knowledge, self-assessment and 'community learning'. The project is specifically mapped to the College curriculum which links directly to PMETB training standards.

Requirements

The College of Emergency Medicine's central aims are to set educational standards for its trainees and assess them against rigorous criteria (through formative and summative assessment). The College also gives guidance on local and regional delivery of education by trainers. Training is currently delivered through a traditional approach combining self-study by trainees, formal regular classroom based teaching at regional and local level and 'shop floor' teaching by Consultants in EM. This is supplemented by WPBA using standardised assessment tools.

A number of key factors compromise this approach:

- Shift work by trainees does not allow them to attend teaching sessions on a regular basis
- Variability of materials used and delivery of teaching

Update - Jan 2010

Over the past 18 -24 months, the College has taken significant strides to developing and launching a series of knowledge based sessions that are quality assured and evidence based. These will link to the Virtual ED with a series of clinical scenarios to apply the knowledge learnt as well as skills sessions that will review important practical skills. College Regional eLearning Committees are now active across every part of the UK producing and quality assuring materials. These will combine to produce blended workshop materials and linked work place based assessment. The first set of materials (100 sessions with pre and post test components) have received excellent feedback and the project is on track to deliver all its key objectives by 2012/13.

Key benefits

- Development and delivery of a web based e-learning solution for all trainees in EM from CT1 through to ST6
- Modules that will allow self-directed knowledge acquisition and application. A series of knowledge sessions will be followed by working through clinical case based scenarios in a virtual Emergency Department (ED) environment
- A platform that has the flexibility to allow knowledge based self-assessment teaching as well as practical scenario or skill based teaching, and allows reflective learning

The first set of materials is available now. For more information visit www.e-lfh.org.uk/emergencymedicine