Digital Distance Learning Programme:
Paediatric Learning Packs for Local Departments
* Trainee-led * Open-access * Curriculum-mapped * Sustainable *
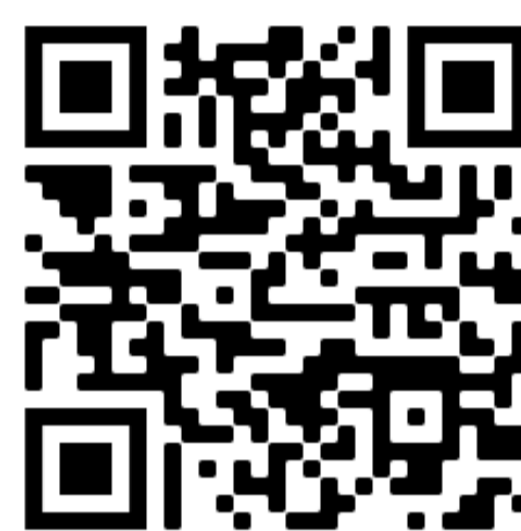
A Fernando, K Birley, J Runnacles, N Prince, A Anpananthar
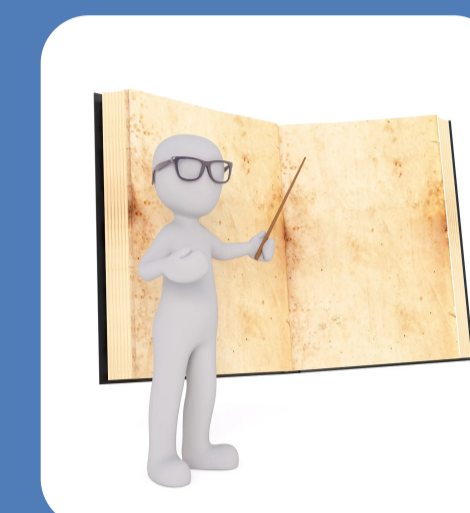**London School of Paediatrics Trainees' Committee**

Background

- During the height of Covid-19 traditional education models were threatened.

- The LSP developed a successful regional virtual teaching programme.

- From March-October 2020, 20 subspeciality open-access, user-friendly, learning packs (LP) were developed to complement each week and enhance local training.

- The packs were created by trainees with a special interest in a named topic, supported by simulation Training Programme Directors.

- LPs were intended to inspire practical local teaching solutions by providing a range of individual and small-group learning activities (Figure 1).

- Each activity was clearly mapped to learning domains for levels 1-3 of the Royal College of Paediatrics and Child Health (RCPCH) Progress curriculum.[2][3]

Access all 20 LSP Learning Packs →

Simulation
Medical Emergencies
Complex Communication Scenarios
Part-Task Skills

Teaching
Trainee-led Microteaches
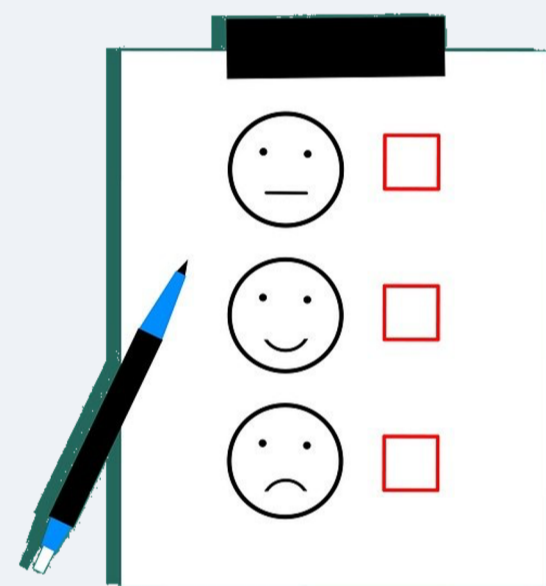Flipped-Classroom Discussions
Journal Clubs

E-Learning
Prescribing Modules
Speciality Courses
Quizzes

Figure 1: The range of learning activities found within LPs[1]

Methods

- Junior doctors and Consultants across all thirty LSP training sites were invited to participate in an anonymous survey.

- The online feedback questionnaire was hosted on Survey Monkey from September-October 2020.

- It was promoted within the September 2020 LSP Meeting, by emails to Trust Representatives and College Tutors, and reminder messages via Trainee WhatsApp groups.

- The survey was designed by the authors to evaluate the use of the LPs in local education.

Results

- In total, there were 66 responses, capturing 80% of training sites (24/30).

- Responses per site ranged from 1-6 individuals (mean 2.7 per site).
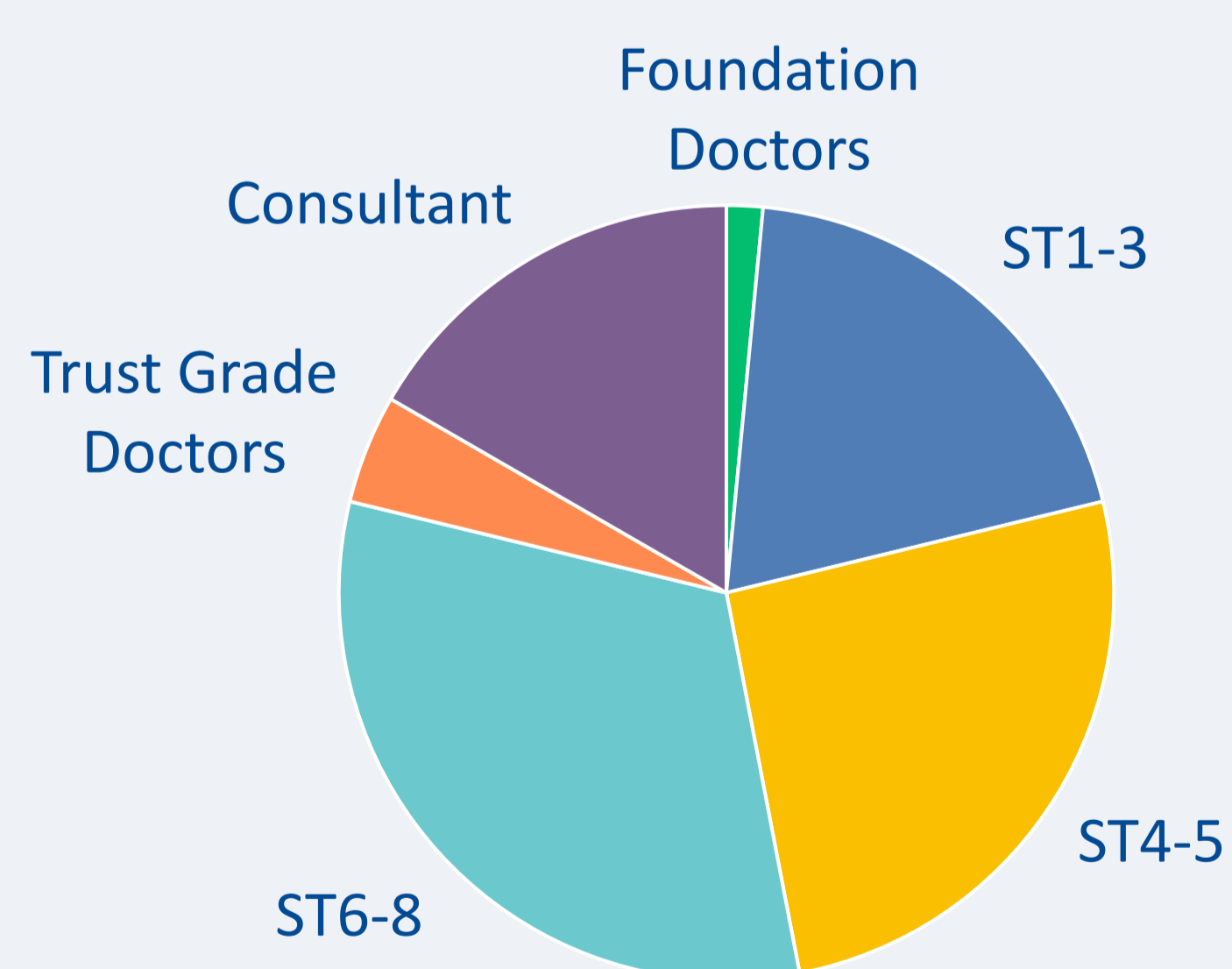
- 40% of this cohort had accessed LPs.

Figure 2: Distribution of survey responses by grade

- 62% found LPs valuable in '**supplementing lectures**' and enhancing '**self-directed learning**'

- Several highlighted them as a '**useful adjunct for gaps in the e-portfolio**'.

- 54% used the packs to facilitate small group teaching and simulation locally, particularly '**during Covid when face to face sessions were not running**'.

small group teaching training
supplement online lectures also
learning trainee used curriculum
teaching virtual sessions local
resources found access resources useful

Figure 3: Word cloud describing the uses of LPs

Visibility
- Increase advertising on LSP website
- Weekly bulletin reminders of new LPs

Accessibility
- Bitesize summaries of key activities
- Hyperlinks to LPs alongside lectures

Specificity
- Sector-specific learning activities
- More in-depth learning for registrars

Figure 4: Proposed modifications from feedback

Conclusions

- LPs provide an innovative approach to sustaining high-quality, curriculum-mapped, local education, despite pandemic mandated social distancing.

- They have a clear place in the new landscape of postgraduate paediatric education.

- Ensuring the ready accessibility of LPs on the regional school website, has never been more imperative.

References

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2. Royal College of Paediatrics and Child Health (2018). RCPCH Progress curriculum and generic syllabi. RCPCH Progress. Paediatric curriculum for excellence. [online] Available at: https://www.rcpch.ac.uk/education-careers/training/progress/curriculum#generic-learning-outcomes-for-levels-1-2-and-3. Accessed: 5 January 2021
3. London School of Paediatrics (2020). How do I add online learning to e-portfolio? LSP Online Learning. [online] Available at: https://londonpaediatrics.co.uk/online-learning-kaizen/. Accessed: 5 January 2021
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