Education within the NHS—delivery framework

Integrated education for clinical and non-clinical professionals

Recognise the priorities

- Understand the educational needs of the healthcare professionals and non-clinical professionals
- Agreement among education providers that the term ‘education’ should encompass disease, treatment and service provision
- Map out and shape clinical and non-clinical messages
- Evaluate what has been done before, how has it influenced clinical practice and ultimately patient care
- Consider the motivators for both clinical and non-clinical audiences to be truly receptive to an education programme
- Understand internal and external policies around the potential scope of joint working with NHS decision-makers.

Implementation: national and local

Assess national opportunities for disease and service planning education

- Consider: England, Wales, Scotland and Northern Ireland and the UK as a whole
- How will traditional methods of medical education impact on positive change in clinical practice and behaviour?
- Conduct a series of one-to-one meetings with relevant clinical and non-clinical stakeholders to discuss national and local needs and validate initial education plans
  - Discuss the balance of national versus local activities.

Identify Local Health Economies (LHEs) that will be receptive to joint working with the industry

- Do such LHEs have existing guidelines and/or patient pathways in the specific disease area?
- What information or support may they be seeking? How can this be delivered in the context of education?
- Adopt a transparent approach to discussing mutually beneficial objectives
  - do PCTs have policies in place for working with industry?
- Clarify funding arrangements and anticipated return on investment for all parties
- Within LHEs, identify leading clinicians and NHS decision makers recognised for an interest in the disease area and who may be willing to ‘champion’ an education programme
- Develop a clearly defined project outline for approval by all parties involved in leading an education project
- Consider the resource of field-based individuals for implementation
  - Conduct appropriate training
  - Ensure individuals recognise the need to work flexibly with stakeholders and customers
  - Assess the value of ‘templates’ in addition to bespoke support
- Review those LHEs not currently receptive to joint working projects
  - What have been their issues, how can these be addressed in the future?

Measurement and return on investment

- Plan relevant budgets for national and local activities
- Ensure evaluation tools are clearly in place for national and local projects to monitor impact on clinical practice
  - Is a pilot project required to validate effectiveness?
  - Are Key Performance Indicators (KPIs) defined?
- Establish clear communications channels for ongoing feedback and evaluation.