EU PROJECTS

Inter-Specialty Cancer Training Programme guide

INTERACT EUROPE 100

Authors: Imane Elonen (Turku UAS), Heli Mikkonen (Turku UAS), Larissa Niemi (Turku UAS), Aphrodite Fotiadou (UKHD), Corinne Hall (ESO), Sarah Goldman (ESO), Virpi Sulosaari (Turku UAS)
Contributors: Francsca Marangoni (ESO), Niall Brindl (UKHD), Haidar Kasem (UKHD), Andreas Brandl (UKHD), Jana Steinbacher (HUE), Taybe Kulaksaz-Sabbah (HUE), Clara Madrid (ICO), Deborah Moreno-Alonso (ICO), Ann Hopkins (RCSI)
Reviewers: Gael Savary (ECO), Rachel Giles (VHL Europa), Marco Kalz (HUE), Tobias Fragner (MUW)

MEMBERS OF THE INTERACT-EUROPE 100 CONSORTIUM

	EUROPEAN CANCER ORGANISATION (ECO) https://www.europeancancer.org/
	TURUN AMMATTIKORKEAKOULU OY (Turku UAS), https://www.turkuamk.fi/fi/
	UNIVERSITATSKLINIKUM HEIDELBERG (UKHD), https://www.klinikum.uni-heidelberg.de/
	PADAGOGISCHE HOCHSCHULE HEIDELBERG (HUE), https://www.ph-heidelberg.de/
	EUROPEAN SOCIETY OF SURGICAL ONCOLOGY (ESSO), https://www.essoweb.org/
	MEDIZINISCHE UNIVERSITAET WIEN (MUW), https://www.meduniwien.ac.at/web/
	EUROPEAN SOCIETY FOR RADIOTHERAPY AND ONCOLOGY (ESTRO), https://www.estro.org/
	SCUOLA EUROPEA DI ONCOLOGIA ASSOCIAZIONE (ESO), https://www.eso.net/
	MEDIZINISCHE UNIVERSITAT GRAZ (GRAZ), https://www.medunigraz.at/
	EANM FORSCHUNGS GMBH (EANM), https://www.eanm.org/
	HEALTH ASSESSMENT EUROPE (HAE), https://www.healthassessmenteurope.eu/
	EUROPEAN ASSOCIATION FOR PALLIATIVE CARE (EAPC), https://eapcnet.eu/
	EUROPEAN SOCIETY OF PATHOLOGY (ESP), https://www.esp-pathology.org/

Logo	Organization
	EUROPEAN ONCOLOGY NURSING SOCIETY (EONS), https://cancernurse.eu/
	KOMPLEKSEN ONCOLOGICHEN TSENTAR-RUSE (Ruse COC), https://kocruse.com/
	SIHTASUTUS TARTU ULIKOOLI KLIINIKUM (TARTU), https://www.kliinikum.ee/haiglast/kontaktid/
	INSTITUT CURIE (CURIE), https://institut-curie.org/
	JOHANN WOLFGANG GOETHE-UNIVERSITAET FRANKFURT AM MAIN (GUF), https://www.goethe-university-frankfurt.de/en?locale=en
	NACIONALINIS VEZIO INSTITUTAS (NCI), https://www.nvi.lt/
	EUROPEAN SOCIETY OF ONCOLOGY PHARMACY (ESOP), https://esop.li/
	UNIVERSITY COLLEGE DUBLIN, NATIONAL UNIVERSITY OF IRELAND, DUBLIN (UCD), https://www.ucd.ie/
	ROYAL COLLEGE OF SURGEONS IN IRELAND (RCSI), https://www.rcsi.com/
	ISTITUTO EUROPEO DI ONCOLOGIA SRL (IEO), https://www.ieo.it/
	European Society of Breast Cancer Specialists (EUSOMA), https://www.eusoma.org/
	INSTITUTUL ONCOLOGIC PROF. DR. ALEXANDRU TRESTIOREANU BUCURESTI (IOB), https://iob.ro/
	UNIVERSITATEA DE MEDICINA SI FARMACIE CAROL DAVILA DIN BUCURESTI (CAROL DAVILA), https://umfcd.ro/

SERVIZO GALEGO DE SAÚDE	SERVIZO GALEGO DE SAUDE (Galicia SERGAS), https://www.sergas.es/
FIMABIS	SERVICIO ANDALUZ DE SALUD (Costa del Sol), https://www.sspa.juntadeandalucia.es/servicioandaluzdesalud/el-sas/servicios-y-centros/informacion-por-centros/25532
VHIO VALL D'HEBRON Institute of Oncology	FUNDACIO PRIVADA INSTITUT D'INVESTIGACIO ONCOLOGICA DE VALLHEBRON (VHIO) (VHIO), https://vhio.net/
UNIVERSITAT POLITÈCNICA DE VALÈNCIA	UNIVERSITAT POLITECNICA DE VALENCIA (UPV), https://www.upv.es/
ЦЕНТРАЛЬНА МІСЬКА КЛІНІЧНА ЛІКАРНЯ Івано-Франківської міської ради	UTILITY NON-PROFIT ENTERPRISE IVANO-FRANKIVSK CENTRAL CITY CLINICAL HOSPITAL (CCHIF), www.cmkl.if.ua
FRANKOLYTICS	CARPATHIAN INSTITUTE OF ANALYTICS (FrankoLytics), https://analytics.pnu.edu.ua/
SIOP Europe the European Society for Paediatric Oncology	SIOP EUROPE (SIOP Europe), https://siope.eu/
Salut/ ICO Institut Català d'Oncologia	INSTITUT CATALA D'ONCOLOGIA (ICO), https://ico.gencat.cat/ca/inici
FABC Federația Asociațiilor Bolnavilor de Cancer	FEDERATIA ASOCIATIILOR BOLNAVILOR DE CANCER (FABC), https://fabc.ro/
cuf Academic Center	ACADEMIA CUF, SOCIEDADE UNIPESSOAL, LDA (CUF), https://www.cuf.pt/
SJD Sant Joan de Déu Barcelona · Hospital	HOSPITAL SANT JOAN DE DEU (Barcelona HSJD), https://www.sjdhospitalbarcelona.org/es
CIRSE	CARDIOVASCULAR AND INTERVENTIONAL RADIOLOGICAL SOCIETY OF EUROPE (CIRSE), https://www.cirse.org/

Purpose of the guide

Welcome to the **Inter-Specialty Cancer Training Programme Guide**. The guide is designed to provide essential support for centres, trainers and participants enrolled in the INTERACT-EUROPE 100 training programme. We highly recommend that all parties review the common areas and their designated section before starting the programme. This will ensure clarity and smooth navigation throughout the training. You can use the list below to click through to your area of interest. There is also a frequently asked questions (FAQs) section designed to take users to the specific areas of the guide that address their queries.

Please note that this guide has been designed for the programme for the period 2023–2026. Future versions of the guide will be modified as the programme develops, but it can be used to offer detailed insights for those who are not yet part of the project but are interested in learning more.

Overview of the Guide

The guide includes

- **Common sections:** Relevant to everyone involved in the programme. These sections cover:
    - an introduction to the project,
    - a summary of its purpose,
    - an overview of the curriculum,
    - the eligibility criteria required to take part,
    - how the project will be monitored and evaluated, and
    - contact information if support is needed.
- **Designated sections:** Dedicated sections for each group
    - **Centres:** Information and guidance on how to support and facilitate the programme within their institute.
    - **Trainers:** Detailed instructions on effectively conducting training and supporting participants.
    - **Participants:** A breakdown of the participants' role, expectations and resources available to help their learning.

The purpose of this guide is to provide the knowledge needed to succeed in the Inter-Specialty Cancer Training Programme. Happy learning!

Inter-Specialty Cancer Training Programme Guide

Co-funded by
the European Union

1. Introduction

Interprofessional practice (IPP) is vital for person-centred contemporary cancer care and treatment. IPP can be described as the collaboration of health care professionals from different professions and disciplines to ensure the best possible outcome for their patients and their family and loved ones. In IPP, it is crucial that the professionals understand and appreciate the professional roles of the others within the care team and that they consider each other as equals with different roles in all phases of the care, each possessing unique competences needed in the care continuum. In interprofessional practice, understanding the patient pathways from diagnosis to survivorship and end-of-life care is essential, and so understanding the work of other professionals is also indispensable. In addition, high standards of professional practice, participation in scholarly activities, communication and collaboration, and leadership are in the essence of interprofessional collaboration.

Interprofessional practice is best enhanced by interprofessional education (IPE) and training. In this guide, we refer to inter-specialty cancer training – that is, training that is aimed for different specialities of not only one profession. It is conducted with all professionals from medical, nursing and allied health care professions working with people affected by cancer.

To help navigate the guide and the ISCTP programme, we provide some key definitions and explanations of the most frequently used abbreviations.

1.1 Glossary – key definitions and abbreviations

Table 1: Glossary

Definition	Abbreviation	Concept description
Adolescents and Young Adults	AYA	AYA refer to individuals aged approximately from 15 to 39, depending on source. AYAs face unique challenges requiring specialised care and support.
Asynchronous learning	-	Asynchronous learning allows students to study at their own convenience, without the requirement of real-time interaction with trainers or fellow participants.
Bloom's taxonomy	-	Bloom's taxonomy is a framework for categorising educational objectives in three domains: cognitive, affective and psychomotor. The original cognitive domain has six levels: Knowledge, comprehension, application, analysis, synthesis and evaluation, which in 2001 were revised to the following: remember, understand, apply, analyse, evaluate and create.
Cancer centres	CC	Cancer hospitals that have been selected to participate in the training programme
Evidence-based teaching	EBT	Evidence-based teaching combines the evidence of the content and evidence of teaching.
European Credit Transfer and Accumulation System	ECTS	ECTS is a standard measure that defines the workload required for studies and enables credit transfer from one educational institution to another. One ECTS requires 25 to 30 hours of study.
Completion marking	-	Making a marking in the Moodle learning environment that a task has been completed. This can be done either automatically, by participants or by trainers.
The European Qualifications Framework	EQF	The European Qualifications Framework (EQF) was developed to describe competences. It facilitates the comparability of the education and degree systems in different countries. In the EQF, qualifications and competences are allocated on eight reference levels, with level 8 being the highest.
Interprofessional collaboration	IPC	Professionals from two or more different professions work together to achieve a common goal.
Interprofessional Education	IPE	Interprofessional education is systematically designed education that aims to improve interprofessional practice through education provided by interprofessional educators to interprofessional group of students.
Interprofessional Learning	IPL	Interprofessional education occurs when learners from two or more professions or educational programmes learn together about each other's professions and from each other.
Interprofessional practice	IPP	Collaboration between professionals from different professional backgrounds to achieve the best possible experience and patient outcomes.

Inter-specialty collaboration	ISC	Professionals from two or more different specialities work together to achieve common goal.
Inter-Specialty Cancer Training Programme	ISCTP	The Inter-Specialty Cancer Training Programme stands for an interprofessional educational programme that is planned, delivered and evaluated in interprofessional teams and aimed for all professionals from different specialities in cancer care.
Leading cancer centres	-	Three cancer centres involved in the development of the project, with the role of providing support to participating centres throughout the programme.
Learning analytics	-	In the learning analytics data generated by the learners, is managed and analysed by the learning environment or applications and finally feedback or visualisations are provided to the learners and educators to guide learning process.
Learning management system	LMS	Software for the delivery of educational courses, training programmes, materials or learning and development programmes
Multidisciplinary team	MDT	A group of healthcare professionals from various disciplines who collaborate to create and implement a comprehensive treatment plan tailored to each patient's needs.
Moodle	-	Name of the learning management system used in the ISCTP
Participant	-	A participant is a junior-level professional from participating centres who will take part in the training programme under the instruction of their trainer.
Referring cancer centre	-	The two cancer centres that are reference points for the add-on modules on paediatric oncology (including AYA) and specific needs of misplaced people with cancer.
Reflection of learning	-	Part of the learning process, including the cognitive processes that transform information into knowledge and understanding.
Self-assessment	-	A part of learning process where the learner assesses their own learning and deepens their understanding of the topic through this.
Synchronous learning	-	Synchronous learning activities involve real-time interaction between participants, such as live lectures or discussions.
Super trainer	-	Senior level professional involved in the development of the programme who will prepare the trainers to provide the training in their centre.
Trainer	-	Senior level professional from participating centres who will help implement the training programme in their respective centres and mentor the participants

INTERACT EUROPE 100

Main organisations involved in the programme delivery

ACOE	Accreditation Council of Oncology in Europe
ECO	European Cancer Organisation
ESO	European School of Oncology
GUF	Goethe Universität Frankfurt / Goethe University Frankfurt
HUE	Pädagogische Hochschule Heidelberg /Heidelberg University of Education
MUW	Medizinische Universität Wien / Medical University Vienna
Turku UAS	Turun ammattikorkeakoulu / Turku University of Applied Sciences
UKHD	Universätsklinikum Heidelberg / University Hospital Heidelberg

Leading cancer centres

RCSI	Royal College of Surgeons in Ireland
ICO	Institut Català d'Oncologia
IOB	Bucharest Institute of Oncology

Referring cancer centres

Barcelona HSJD	Hospital Sant Joan de Deu
CCCH	Central City Clinical Hospital of the Ivano-Frankivsk City Council (for Ukraine)

1.2 Background, Rationale and Objectives

Cancer is the second leading cause of premature death in Europe, with nearly three million new diagnoses and over 1.2 million deaths annually in the EU. In response, Europe's Beating Cancer Plan has initiated an inter-specialty cancer training programme to enhance collaboration among cancer specialists, with the aim of improving the quality of life and wellbeing of patients.

Recognising the importance of multidisciplinary teamwork in cancer care, the European Cancer Organisation (ECO) launched the INTERACT-EUROPE project. This initiative involves 33 partners from 17 countries and seeks to develop a comprehensive inter-specialty cancer training programme, including a curriculum that fosters collaboration across various oncology disciplines.

The project aims to transform the culture of multidisciplinary cooperation in the cancer workforce, ultimately improving patient outcomes. It includes input from diverse stakeholders to define inter-specialty training in oncology, emphasising collaborative learning to enhance cancer care quality.

1.3 Legacy of INTERACT-EUROPE project

INTERACT-EUROPE 100 is a follow-on project of **INTERACT-EUROPE**. INTERACT-EUROPE was an 18-month project (June 2022 – November 2023), co-funded by the EU under the EU4Health programme 2021–2027 as part of Europe's Beating Cancer plan. INTERACT-EUROPE brought together 33 partners from 17 countries to develop a European inter-specialty cancer training programme involving all the main oncology disciplines and professions, cancer centres and patient groups, based on relevant needs assessments.

The project fostered a patient-centric approach to quality cancer care through the promotion of multi-disciplinary and multi-specialist team working.

INTERACT-EUROPE achieved the following:

- Created an inter-specialty cancer training programme curriculum
- Recruited a pioneer cohort of trainees and participative cancer centres (41 trainees from 15 cancer centres in 11 countries across Europe)
- Organised a pilot event for trainees and cancer centres to trial-run a section of the curriculum with online learning and an in-person educational event in Lisbon, Portugal
- Investigated the application of novel technologies to the programme, such as automatic translation technology and tested the French, Spanish, German and Slovenian languages for their viability to improve accessibility of the Inter-Specialty Cancer Training Programme to participants who may not be fluent in English.
- Set out a long-term vision for inter-specialty cancer training in Europe

1.4 INTERACT-EUROPE 100 -project

Building upon the work of INTERACT-EUROPE, INTERACT-EUROPE 100 has been designed as a 36-month project (December 2023 – December 2026), co-funded by the European Union under the EU4Health programme 2021–2027 as part of Europe's Beating Cancer Plan. It involves 38 partner organisations from 15 European countries with the aim of implementing this novel training curriculum.

The main goals of the project are to:

- create content for the Inter-Specialty Cancer Training Programme based on the curriculum developed in INTERACT-EUROPE;
- recruit 100 cancer centres, giving oncology specialists, nurses, and other allied healthcare professionals the opportunity to attend onsite and online training created and hosted by high-level specialists in the oncology field;
- train and prepare up to 400 trainers from the participating centres to deliver and implement the training programme within their respective centres;
- oversee the implementation of the training programme for 400 participants;
- further develop the automatic translation technology for French, German, Spanish, Romanian, Slovenian and Ukrainian;
- adapt and deliver the inter-specialty cancer training programme for Ukraine and displaced healthcare professionals;
- produce and integrate two new modules: inter-speciality training in paediatric oncology (including AYA) and specific needs of misplaced people with cancer (with a specific focus on Ukraine) for all health care professionals in Europe.

1.5 Development of the ISCTP

The Inter-specialty Cancer Training Programme (ISCTP) curriculum was originally developed by a group of experts involved with the INTERACT-EUROPE project, led by Dr. Kim Benstead from the Gloucestershire NHS Foundation Trust (figure 1). The original curriculum was maintained whilst adjusting it to be inclusive of all medical, nursing and allied health care professions within different specialties in cancer care.

The programme structure is based on CanMEDS competency framework and the programme was divided into five courses and 33 units, which cover all the content of the original curriculum. The learning outcomes were further defined and refined using the cognitive domain classifications of Bloom's taxonomy and subjected to quality assurance through surveys directed at project experts and education board.
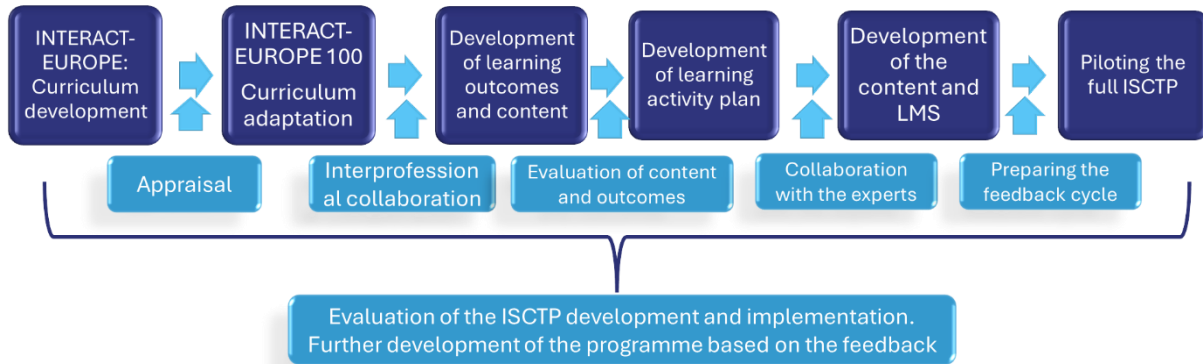
Figure 1: Development process of the ISCTP

The content of the programme was evaluated by the experts of the full consortium in INTERACT-EUROPE 100. The learning outcomes of the programme were evaluated by the education board, set up as part of the project. When the programme learning outcomes and content were finalised, the learning activities were defined. The learning materials were produced by European experts and translated into six different languages: French, German, Spanish, Romanian, Slovenian and Ukrainian. The full ISCTP is now being piloted and the participants and trainers have an excellent opportunity to influence how it can be further developed in the future. A comprehensive feedback cycle is used during the programme, and the participants and trainers are requested to give feedback on various aspects of the programme.

2 Curriculum

2.1 ISCTP programme structure overview

The Inter-Specialty Cancer Training Programme (ISCTP) consists of five courses. All courses vary in number of units dedicated to them and time required to complete these units. The units represent different specialties and professions within cancer care, as well as general topics that are represented to varying extents in all the specialties and professions. The courses consist of online learning (60 hours), onsite training (40 hours) and self-study and reflection (50 hours).

Online learning:

- Clinical expertise: 16 units (30 hours)
- Communication and collaboration: 6 units (13 hours)
- Professional practice and scholarship: 4 units (6 hours)
- Leadership: 3 units (6 hours)
- Health advocacy and survivorship: 4 units (5 hours)
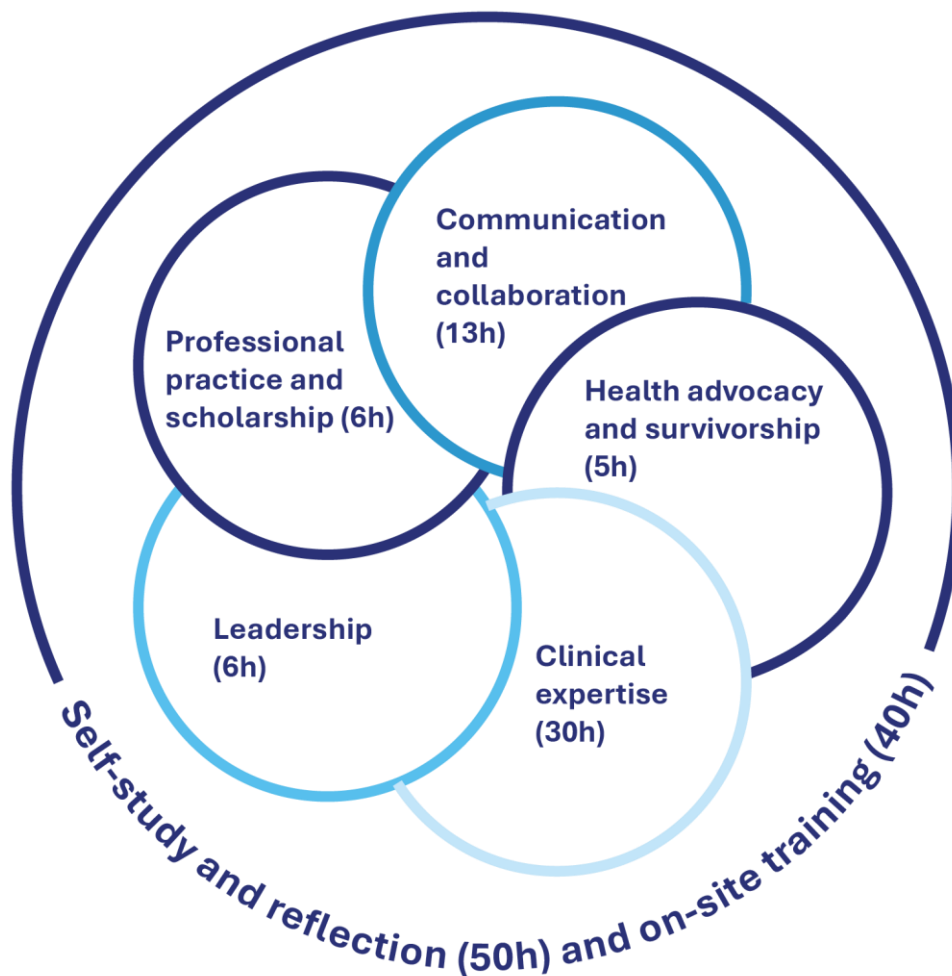
Figure 2. Programme structure

The ISCTP offers training that can accommodate different work situations by enabling progress at the participant's own pace and in the time and place most suitable to each individual participant. The programme opens course by course for participants after they have completed the introduction section. None of the courses need to be completed in order to start another one. The onsite training activities are interconnected with the online training. Onsite training activities require prior familiarisation with and learning of the online content. Onsite training enables the application and assessment of competences learned online (figure 3).

Figure 3: Learning pathway diagram

2.2 Duration and schedule of the ISCTP

The estimated duration of the ISCTP is 150 hours, to be completed in approximately six months. For more detailed schedule see the programme for participants. Trainers' course although linked to the ISCTP, is a separate course, and is described in the separate trainers' course section in this guide.

2.3 Learning outcomes and content

Learning outcomes provide an outline for what learners should achieve in the training programme, and the content serves as means to achieve them.

2.3.1 Learning outcomes

In the training programme, learning outcomes are divided into course-level learning outcomes and unit-level learning outcomes. These outcomes describe what learners are expected to achieve throughout their learning path.

- Course-level learning outcomes
  - Course-level learning outcomes are broad statements that outline the knowledge, skills and abilities a learner should have acquired by the end of each course. They provide a framework for the entire course and help understand the overall goals.

- Unit-level learning outcomes
  - Unit-level learning outcomes are specific objectives that a learner is expected to achieve within each unit of the course. These break down the course-level outcomes into manageable, focused tasks that guide learning activities and assessments within each unit. There are unit-level outcomes for both online training and onsite training.

2.3.2 Content

Each unit contains two to eight different contents covering the topic of the unit. Content of the units is designed to help learners achieve the specified learning outcomes. Contents are divided into different learning activities. Content of the units has been produced by various content specific experts around Europe from different professional and educational backgrounds.

2.4 Description of different learning activities

The learning in the ISCTP occurs through various learning activities, each planned to support learning on the required level in order to achieve the learning goals of the courses, units and overall programme (Table 2).

2.4.1 Online learning

Online learning activities are activities that the participants complete independently or with a group in the online environment. Apart from interactive whiteboards, all the online activities can be completed at a time and place most convenient for each participant. Interactive whiteboards are provided by the trainers, and there will be limited time to complete each of them.

Table 2: The online learning activities on the ISCTP

Name of the activity	Description of the learning activity	Time estimation
Video lecture*	A video in a conventional lecture format	10–20 minutes
Video case*	A video of an acted situation that shows an example based on evidence-based knowledge and best practices.	15 minutes
Video interview*	A video with an interview of an expert of the topic at hand.	15–20 minutes
Video animation*	An animated video of the topic.	5–15 minutes
Podcast*	An audio recording of the topic. It can be performed by the expert themselves or as an interview of the expert. This includes a summary in a PDF form located in the learning environment.	10–15 minutes
Infographic: static*	A traditional infographic with visual and textual elements.	10 minutes
Interactive infographic*	An infographic with hyperlinks to provide a closer look at the key topics in the materials.	15 minutes
Branching video*	An interactive video covering a case. The participant solves the case through pre-recorded and pre-set options. All the choices in the video lead the participant to different directions. Feedback is given during the video.	20–30 minutes
Text-based case*	An interactive text-based case where the participant solves the case through pre-set choices. Each choice directs the case in a different direction.	15 minutes
Interactive whiteboard	The trainers set up an interactive whiteboard and the participants together collect their ideas on it. The trainers provide the questions and a summary and feedback through the same platform. A set time frame is given for each interactive whiteboard discussion.	15–30 minutes
Text*	Information in a textual format (articles, information sheets, etc.)	10 minutes per page
Quiz*	A questionnaire to assess how the learning goals of the unit have been achieved. The quiz opens when all the online content of the unit has been completed.	5–15 minutes
Transcript of the videos and podcasts*	The transcript is to be used for lectures to supplement the lecture.	NA

* The participants can complete the activity at a time and in a place of their own choosing (this is also called asynchronous learning)

2.4.2 Onsite training

The onsite training activities are activities that are bound to the everyday clinical work of the participants and the online learning activities. Onsite training consists of learning activities and

clinical visits. These can be combined as required and adjusted to the daily practice of the cancer centres. Onsite training activities are activities that allow the participants to combine the studies and their work, and practice the competences learned during the online studies. The assignments require adaptation of daily routines and reflection on the individual's current practices as well as those they have newly learned (table 3).

Table 3: Example of onsite training learning activities

Learning outcome	Onsite training activity	Learning assignment/assessment
Demonstrate courage to introduce and support change	Making suggestion to develop practices based on evidence.	Suggest a change in some practice in your own cancer centre. The change may be minor or more extensive. It can relate to interprofessional practice, continuity of care, sustainability, or some other area. The person proposing the change can decide on this themselves according to evidence-based practice. Self-assessment
Learning outcome Ensure patient and medication safety in multidisciplinary cancer care	Applying medication safety measures in multidisciplinary cancer care.

Applying patient safety measures in multidisciplinary cancer care.

Supporting colleagues applying patient and medication safety measures in multidisciplinary care. | You have learned a lot about medication safety and patient safety during this programme. Assess your own work. Is it aligned with patient and medication safety guidelines? Apply the medication and patient safety measures in your own work throughout the ISCT programme. Self-assessment

Assignment: Help your colleagues in MDT to apply patient and medication safety measures in your work throughout the ISCT programme. Self-assessment |

2.4.3 Clinical visits

Clinical visits are structured opportunities for participants to observe and engage with various clinical settings outside their usual practice environment with the trainers. These visits are intended to provide a comprehensive understanding of the different roles and interactions within a multidisciplinary team, enhancing interprofessional collaboration and patient care. By following the work of various specialties, participants can better appreciate the collaborative nature of cancer care.

Clinical visits are an opportunity to:

- observe real-world applications of theoretical knowledge, enhancing understanding through practical experience;
- understand the patient care path from multiple perspectives, leading to more holistic and effective care strategies;

- engage with different teams and settings to help professionals develop new skills and approaches that can be applied in their own practice;
- interact with team members, ask questions, and discuss cases;
- observe the daily routines and procedures of different specialties and
- facilitate connections with peers and mentors across specialties, fostering a supportive professional network.

Organisation of clinical visits:

- Each participant must participate in at least three different clinical visits.
- The visits are organised by the trainers within the cancer centre, and they can consist of job shadowing, multidisciplinary team meetings, stakeholder meetings, or sponsored events, etc. that support the learning outcomes of the programme and onsite training.
- Clinical visits are scheduled and planned with the specialties or departments of interest. Coordination with host departments ensures a structured and meaningful experience.
- Onsite training learning outcomes and activities can be applied not only in the participant's own clinical work but also during clinical visits.

2.5 Completion of the training and certification

Completion of the ISCTP programme requires that both the online and onsite learning activities and assignments have been completed and marked as completed in the online learning environment. This means that the participant has:

- viewed, listened to or read the online learning content;
- completed the learning assignments including the assessment quizzes in the online learning environment;
- contributed to the interactive whiteboards;
- participated in the onsite training activities and marked them as completed in Moodle;
- participated in three clinical visits;
- Participated in the discussions the trainers arranged as part of the onsite training;

All units need to be completed in order for the participant to be awarded a certificate for the programme. Some of the assignments will be marked as completed automatically using learning analytics of the learning environment, some are self-marked by the participants, and some are marked as completed by the trainers. Each participant receives a certificate that states the level (EQF 7), extent (5 ECTS) of the training completed and time spent (150 hours) on the learning activities. Participants must complete an ACOE evaluation questionnaire at the conclusion of the course and a learning assessment quiz at the end of each unit to receive their certificate that will include CME credits.

3 Eligibility criteria

This section briefly describes the requirements and eligibility criteria required to become a participating cancer centre, trainer or participant, and also provides a brief overview of the enrolment process.

- Centre requirements
- Trainer requirements
- Participant requirements
- Enrolment process

For more detailed information, please see the complete enrolment guide.

Expressions of interest for future participation are welcome; please send your inquiry by email to INTERACT-EUROPE100@europeancancer.org

3.1 Centre requirements

- Applications are welcomed from cancer centres, general hospitals, university hospitals, and organisations responsible for accreditation and training of cancer specialists.
- Geographic location: Cancer centres within the European Union or one of the EU4Health-associated countries: Iceland, Moldova, Montenegro, Norway, and Ukraine; the latter will be prioritised.
- Expertise: eligible organisations must demonstrate expertise in oncology.
- Capacity and resources: Selected organisations must possess the necessary infrastructure, resources, and personnel to support their involvement in the training programme, including adequate facilities, qualified staff, and administrative support to facilitate the training and mentoring of participants by trainers.
- Commitment to the project's outcomes: the centre for which the application is being submitted must demonstrate its commitment to developing multidisciplinary cancer care within the organisation by also including a letter for trainers and participants to be included in the programme.
- Commitment to diversity and inclusion: the eligible organisations must demonstrate their commitment to promoting equity, diversity and inclusion within their institutions, ensuring equitable access to training opportunities for individuals from diverse backgrounds and fostering a supportive and inclusive learning environment.
- Flexibility: flexibility in terms of time must be stated in order to allow participants to follow the course during working hours.
- Each centre must agree to nominate up to four trainers and at least one participant per trainer in accordance with the criteria below.

More information on the roles and responsibilities for cancer centres is provided in the guide for centres.

3.2 Requirements for trainers

- Aspiring trainers must possess a recognised professional qualification in oncology, and must be qualified in medicine, surgery, nursing or an allied health profession. They must

also be employed in at least one of the specialities listed in the [eligibility guide](). Other specialties should be discussed with the coordinator upon expression of interest.

- The trainer must have practised in their listed professional roles for at least four years.
- To be able to participate in the in-person event, they must be professionally fluent in English.
- They must currently work in a centre that meets the eligibility criteria
- They must currently work in an EU member state or one of the following EU4Health affiliated countries: Iceland, Moldova, Montenegro, Norway, Ukraine or Bosnia and Herzegovina.
- In addition to providing a copy of their CV, they must be able to provide a signed letter of recommendation from their employer or training institution.

For more detailed information, please see the section on the [roles and responsibilities of trainers]().

3.3 Requirements for participants

- Participants must work in one of the oncology specialties listed in the [eligibility guide]() and must have at least two years' experience in oncology or have completed their oncology training within the last three years. Specialties other than those listed should be discussed with the coordinator upon expression of interest.
- They must currently work in a centre that meets the eligibility criteria (listed above).
- They must currently work in an EU member state or one of the following EU4Health-affiliated countries: Iceland, Moldova, Montenegro, Norway, Ukraine or Bosnia and Herzegovina.
- They must be fluent in at least one of the following languages: English, Spanish, French, German, Slovenian, Romanian or Ukrainian.
- Priority will be given to applications of different professions from the same centre/team.

For more detailed information, please see the section on the [roles and responsibilities of participants]().

Expressions of interest for future participation are welcome; please send inquiries by email to [INTERACT-EUROPE100@europeancancer.org]()

3.4 Enrolment process

- Please send expressions of interest by email to [INTERACT-EUROPE100@europeancancer.org]()
- Entry by a coordinator into the INTERACT-EUROPE 100 database
- They must complete the application form on the INTERACT-EUROPE 100 database and webpage
- Selection process
- Onboarding
- Trainers' course
- Beginning of training for participants

4 Guide for centres

This section of the guide is dedicated to cancer centres that have been selected for the programme.

The main responsibilities of the cancer centres are:

- to adhere to the objectives of the project
- to ensure they meet the eligibility criteria as specified in the enrolment guide
- select up to four trainers and at least one participant per trainer to take part in the programme
- ensure they can provide the relevant resources stated below in the guide
- monitor and evaluate the project as may be requested by the INTERACT-EUROPE 100 team

4.1 ISCTP structure

Although the entire project lasts 36 months, the duration of the ISCTP for participants is approximately six months, with the starting dates being based on the location of each centre.

All the starting dates will be in 2025. Each centre can nominate up to four trainers, who will be taught how to implement the programme in their centres and mentor the selected participants.

The programme for trainers will have a duration of 125 hours, divided into:

- a two-day in-person event (approx. 20 hours in total);
- online learning activities before and after the in-person event (approx. 35 hours);
- self-study and reflection (approx. 20 hours);
- mentoring and supervision of the ISCTP at their home institution (approx. 50 hours).

The centre must ensure that each trainer takes part in the entire training programme.

For the INTERACT-EUROPE 100 project, the trainers' course will be implemented by the European School of Oncology (ESO). The trainers' course includes an in-person event.

Travel must be arranged by the trainer or centre, and a contribution towards the travel costs of the trainers to the event will be reimbursed based on the EU flight calculator (Table 2). Travel costs contribution will be refunded after the event once travel receipts have been provided, and once it has been verified that the trainer took part in the whole event. Receipts will be requested for all travel costs.

Please note that the EU flight calculator indicates the maximum sum that can be reimbursed. Travel costs below this amount will be refunded entirely, but any costs over this amount will not be covered by the project.

To help ease the burden of travel, wherever possible each centre will be assigned to the event taking place closest to their location.

The project will cover up to two nights of accommodation. ESO will recommend hotels for each event, but arrangements must be made directly by the trainer or their center. Each trainer is responsible for booking their own accommodation and will be reimbursed after the event

(additional details will be provided). If you choose a hotel that has not been recommended by ESO, please ensure the cost does not exceed the [maximum reimbursement limit set by the EU](#) (pages 37 and 38). All invoices must include the reference **INTERACT-EUROPE 100 - 101129375**

Extra expenses, such as phone calls, mini-bar charges, room service, laundry, or any other personal costs, will not be reimbursed.

As with travel costs, reimbursements will be confirmed only once it has been verified that the trainer was present for the entire event.

Once the trainers have been prepared, the participants from each centre will be briefed during an online welcome session in English by the ESO, who will introduce them to the online learning system and their designated team of trainers.

Each participant will be given approximately six months to complete the training. The training programme for participants will have a duration of 150 hours, divided into:

- online learning activities (approx. 60 hours);
- onsite learning activities to be incorporated into the participants' actual work and tasks in their own organisation (approx. 40 hours);
- self-learning activities, including reflection on educational topics before and after the training, and autonomous research (approx. 50 hours).

4.1.1 Programme groups

All centres will be informed by the end of 2024 to which group they have been assigned. The organising team will endeavour to ensure that each centre is assigned to a group that is convenient for travel to the in-person events listed below. However, this cannot be guaranteed in every case.

Below you can find a table with the proposed dates and locations for each training event. Please note these are subject to change and centres will be informed of the final details.

Table 4: Course groups for trainers

Groups	Event dates*	Location
Group 1	Friday 24 – Sunday 26 January 2025	Hospital Sant Joan de Déu (Barcelona, Spain)
Group 2	Wednesday 26 – Friday 28 March 2025	Turku University of Applied Sciences (Turku, Finland)
Group 3	Friday 9 – Sunday 11 May 2025	Hospital São Francisco Xavier centres (Lisbon, Portugal)
Group 4	Thursday July 3 – Saturday July 5 2025	Universitätsklinikum Heidelberg (Heidelberg, Germany)
Group 5	Friday 12 – Sunday 14 September 2025	Hygeia Hospital, Athens, Greece
Group 6	To be confirmed	Bucharest – Location to be confirmed

| Group 7 | Friday 7 – Sunday 9 November 2025 | Institute of Oncology (Ljubljana, Slovenia) |

*Proposed event dates may be subject to change

Example of what the programme timetable may look like.
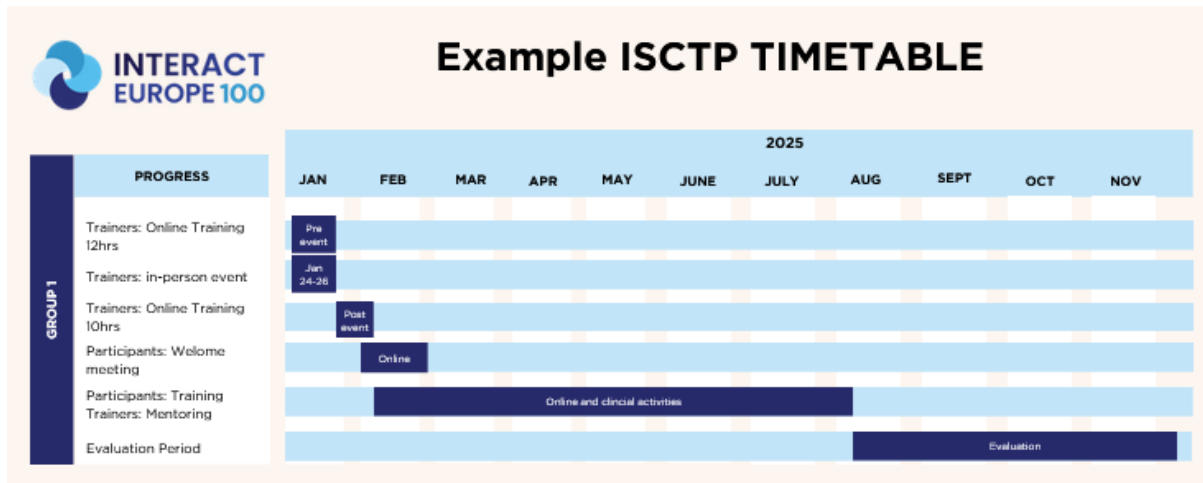
Figure 4: Example of the timeline

4.2 Resource requirements: what each centre must provide

4.2.1 Budgeting for the training programme

The training programme is offered free of charge* to the selected participating centres – there are no direct fees for joining or participating. However, to ensure successful completion of the programme, each centre is expected to allocate the following resources:

- Staff allocation and protected time
- Equipment and facilities
- Technology and software needs
- Library and learning materials

*Please note that travel costs for in-person training will be reimbursed after the events. For more information about reimbursement policies, please see ISCTP structure.

4.2.2 Staff allocation and protected time

To be admitted to the programme, cancer centres must:

- Review the eligibility criteria before specifying the chosen trainers and participants.
- Allocate up to four trainers and at least one participant per trainer to attend the programme.

Co-funded by the European Union

25

- Adjust the workloads of the trainers and participants to allow sufficient time for programme participation, including any in-person events held within the project, without affecting patient care or other responsibilities.
  - The trainers (up to four) will participate in the online training programme for trainers and attend one of the in-person train-the-trainer events (75 hours over a period of about two months). Once trained, they will be expected to guide and mentor the participants from the same organisation (approx. 50 hours over a period of six to eight months).
  - The participants (at least one participant per trainer) will participate in the ICSTP programme (150 hours over a period of approximately six months).

It is also expected that each centre will:

- inform all relevant departments and staff about the hospital's participation in the training programme; and
- coordinate with department heads to schedule the training and mentoring sessions without disrupting critical hospital operations.

4.2.3 Equipment and facilities

Centres must be able to provide the following equipment and facilities to successfully participate in the programme:

- **access to computers and the internet**: both trainers and participants must have access to computers to complete the online components of the training programme. The computers must be equipped with a stable internet connection.
- **Access to meeting rooms or other facilities:** trainers may need meeting rooms or other spaces for internal activities, such as mentoring sessions, group discussions or presentations for the participants. The rooms must be equipped with basic amenities, including projectors, whiteboards and seating arrangements suitable for interactive sessions. They must also be large enough to accommodate all participants.
- **Access to the relevant clinical areas**: Participants must have access to the appropriate clinical areas to take part in the programme's clinical activities, which may include observations, hands-on practice or clinical rotations.

4.2.4 Software and other technology needs

The online components of the training programme will be provided via the Moodle online learning management system, which will provide all the necessary learning content and tools. There is no need to acquire any additional software or have any such software installed by the centre.

Zoom will be used for the on-board meeting at the beginning of the course programme and might be requested for other group communication throughout the project. Zoom can be accessed via computer browsers without requiring installation, however a free app is available and can be installed.

4.2.5 Library and learning materials

The centre does not need to provide access to additional learning materials or library resources for this programme. All required materials will be available via the online learning platform. In addition to the learning materials of the ISCTP, there is a variety of materials available for independent studies that the participants and trainers can use according to their own interest. This includes, but is not limited to, the online learning materials of the INTERACT-EUROPE project.

5 Guide for trainers

5.1 Trainers' course

The ISCTP Trainers' course is aimed at the trainers supervising the inter-specialty training programme delivery in the cancer centres. The trainers' course will prepare them for their role in guiding the delivery of the ISCTP in their own cancer centre and in the online environment.

The trainers represent different specialties and professions working in cancer centres in the areas of clinical oncology, surgery, radiology, radiation oncology, cancer nursing and allied health professions. These all have an important role in realising and supporting the development of interprofessional practice in their units. It is important to note that ISCTP is not a programme for specialisation in oncology, and for this reason the trainers are not teaching their own specialty but rather support the development of interprofessional practice and delivery of the ISCTP in the cancer centres. Each has their own area of expertise, which they apply locally in part of the training only where clinical visits take place or when developing interprofessional practice within the multidisciplinary teams (MDTs) of their own specific fields in the cancer centre.

5.1.1 Course structure and time commitment

The Trainers' course consists of 125 hours of work over 44 weeks. In all, trainers will spend an average of three hours on their course activities and ISCTP training activities per week. The trainers' course is divided into four units based on the content.

The trainers course includes 20 hours in-person event, 35 hours of online learning and training, 20 hours of self-study and reflection and 50 hours of on-site training

Figure 5: The structure of trainers' course

5.1.2 Learning outcomes and content

The learning outcomes and content in the trainers' course are divided according to the units. Each unit consists of all the elements (in-person event, online learning and training, onsite training, and self-learning and reflection) (Table 5).

Table 5: Learning outcomes and content of the trainers' course

Unit	Learning outcomes	Content
UNIT I Contemporary pedagogical approaches and methods in interprofessional education	- Explain blended learning, asynchronous and synchronous learning and their benefits and challenges - Apply contemporary teaching, learning and assessment methods on teaching	- Contemporary pedagogy in medical and health sciences - theoretical and practical approaches on digital pedagogy - Artificial intelligence (AI) in teaching - Digital resources for active learning and evaluation - Learner guidance in digital and physical environment
UNIT II Person-centred interprofessional practice in the cancer care continuum	- Explain profession-specific roles, competences, and responsibilities in support of multidisciplinary cancer services and interprofessional practice - Describe the impact of the person-centred	- Explain the person-centred care approach - Interprofessional practice in cancer care - Principles of interprofessional education - Communication and collaboration in interprofessional education and practice

	approach in the cancer care continuum and services for interprofessional education and practice • Assess barriers and identify solutions for effective communication in interprofessional education and practice	

UNIT III ISCTP: content and guidelines for delivery	• Coordinate the delivery of the ISCTP, mentor and guide participants in the trainer's own cancer centre	• ISCTP programme
		  o Learning goals and outcomes
		  o Content and learning activities
		  o Assessment

UNIT IV ISCTP delivery in cancer centres	• Apply teaching, learning and assessment materials, methods and tools of the ISCTP programme on teaching and supporting the trainees
	• Apply strategies that create and maintain engagement, communication and support of interprofessional education and practice
		• Planning the delivery of the ISCTP
		• Coordinating and documenting the ISCTP
		• Assessment of learning and completion of the programme
		  o Assessment of onsite learning activities
		  o Assessment of trainer-led online assignments
		  o Self-assessment and reflection on one's own performance and that of the team
		• Evaluation of the ISCTP delivery in collaboration with WP2, WP3 and WP5 of the INTERACT-EUROPE 100 project

5.1.3 Schedule and time commitment of the Trainers' course

The Trainers' course runs parallel with the participants' programme, to enable integrating the mentoring and training on the ISCTP as part of the trainers' course. Trainers' course begins before the programme for participants. The time before the participants begin the programme is used for online learning activities, such as video lectures and small assignments, as well as an in-person event in week 3), and familiarising themselves with the ISCTP online and onsite learning activities and materials (table 6).

Trainers must plan their work well in advance. The schedule of the trainers' course includes a set of regular meetings to ensure mutual understanding among the trainers regarding the division of tasks, fulfilment of their obligations, the progress of the participants and

achievement of the learning goals in a given time frame. In addition to the regular meetings for trainers, they will meet the participants regularly in onsite training. Trainers must be aware of the progress of the participants and to be able to provide guide and support when needed. This requires keeping up to date with the progress of online learning as well as onsite training activities.

The trainers are supported by the leading cancer centres, i.e. the ICO, IOB, RCSI, and the referring cancer centres HSJD and CCCH. In addition, to ensure successful participation in the training programme, the centres must establish robust risk management and contingency planning framework. This will help mitigate potential risks and ensure smooth running of the programme in case of unforeseen circumstances. Trainers must collaborate in development and follow up of the risk management and contingency plan.

Table 6: Schedule for the trainers' course
Please note that, due to organisational reasons, some changes may apply. Finalised schedules will be communicated directly to the interested parties.

ISCTP Trainers' course (125 hours)		
20 hours of in-person events **35 hours of online learning and training (this includes the lectures and training for trainers and mentoring the participants in online environment)** **20 hours of self-study and reflection** **50 hours of onsite training (mentoring and support of participants' onsite learning and a clinical visit to cancer centres)**		
Time*	**Theme**	**Learning activities**
Week 1	**Introduction** (8 hours)	• Video lecture Mentorship in health sciences (15 min.) • Video lecture Mentoring on ISCTP (10 min.) • Read the ISCTP programme guide for trainers and participants. (3 hour) • Introduce yourself in the discussion forum in the online learning environment. Write a short description of who you are and what you do. At the end of the week, please read at least 10 introductions of other trainers (randomly chosen). (1 hour) • Familiarise yourself with the introduction materials in Moodle (1 hour)
Week 2	**Preparations** (4 hours)	• Video lecture on interprofessional practice (15 min.) • A podcast on culture and interprofessional practice (10 min) • A video lecture interprofessional learning and blended learning (15 min.) • A video lecture on barriers to and solutions for communication (15 min.) • Reflection on the interprofessional practice and culture of your own cancer centre; be prepared to discuss this during the onsite training, and make notes for this purpose.
Week 3	**In-person event** (20 hours)	• A two-day in-person event for trainers (separate schedule)
Week 4–5	**Familiarisation** (10 hours)	• Familiarise yourself with the online learning materials of the participants.
Week 6	**Collaboration** (2 hours)	• Arrange an online or onsite meeting with the other trainers • Agree on training duties regarding the online and onsite training of the participants, including any clinical visits and monthly meetings for trainers. • Plan the clinical visits: coordination, presentation, shadowing, reporting, etc.
Week 7 (Week 1 for participants)	**Start of the programme for participants** (2 hours)	• Participate and be involved in the arrangement of the onboarding online meeting with the participants in collaboration with the ESO and leading cancer centres.

Co-funded by
the European Union

Week 8–12 (weeks 2–6 for participants)	Supervision (10 hours)	• Supervision of online and onsite training tasks for participants • Onsite meeting with participants according to the plan made in week 7 • Marking the completed onsite training in Moodle
Week 13 (week 7 for participants)	Collaboration (2 hours)	• Online or onsite meeting with the other trainers
Week 14–18 (week 8–12 for participants)	Supervision (8 hours)	• Supervision of online and onsite training tasks for participants • Onsite meeting with the participants according to the plan made in week 7 • Marking the completed onsite training in Moodle
Week 19 (week 13 for participants)	Collaboration (2 hours)	• Online or onsite meeting with the other trainers
Week 20–25 (week 14–19 for the participants)	Supervision (8 hours)	• Supervision of participants' online and onsite training • Onsite meeting with the participants according to the plan made in week 6 • Marking the completed onsite training in Moodle
Week 26 (week 20 for the participants)	Collaboration (2 hours)	• Online or onsite meeting with the other trainers • Reflection on the ISCTP course during the last week of the ISCTP. • Checking the programme participants' situation regarding completion of the programme.
Week 27–31 (week 20–25 for participants)	Supervision (8 hours)	• Supervision of participants' online and onsite training • Onsite meeting with the participants according to the plan made on week 6 • Marking the completed onsite training in Moodle
Week 32 (week 26 for the participants)	Completion (2 hours)	• Meeting online or onsite with those participants who have not completed the ISCTP programme. • Agreeing on support they need to finish the programme
Week 33–40 (week 27–34 for the participants)	Support (4 hours)	• Supporting the remaining participants in their completion of the ISCTP programme • Marking the completed onsite training in Moodle
Week Week 41–44	Report (12 hours)	• Participate in evaluation of the ISCTP programme • Writing the report about programme completion in the cancer centre, including the clinical visit reports (a template is provided for this purpose)

*The times are estimates and may be subject to change.

In-person event

All trainers are required to participate in one of the in-person events. Each event will start in the afternoon of day one with registration and welcoming the trainers. After this, the trainers introduce themselves and participate in group formation. In the evening, there will be a networking dinner as part of the in-person event.

The following day starts in the morning with mixed workshops. All participants will be divided into groups, and they will all participate in the four workshops in smaller groups. In the evening, there is another networking dinner for the trainers.

The third day begins in the morning with the fifth, final workshop. In this workshop the groups are re-divided now to have all the participants from same cancer centres to work together as a group. Their task is to develop an implementation plan for the ISCTP during the workshop with the help of super trainers. The workshop and a summary of it lasts until lunch, after which the in-person event ends. The super trainers are available to the trainers throughout the trainers' course.

5.1.3 Completion of the Trainers' course and certification

Completion of the trainers' course requires attendance in the in-person event and all of the online meetings with other trainers and participants, creating the onsite training plan with other trainers and completing it, and completing the online learning activities, including supporting the participants to complete their online learning. This includes assessing and marking their onsite training activities as completed in the online learning environment for both the participants and trainers. Marking the learning activities as completed will occur in four different ways depending on the activity type: automatically using the learning analytics of the LMS, by the participants, the trainers and for the participants. Some activities, such as the in-person event and the onboarding meetings, will be marked as completed by ESO. Each trainer receives a certificate that states the level (EQF7), workload (5 ECTS) and content of the training completed. Trainers must complete an ACOE evaluation questionnaire and learning assessment quizzes to receive their certificate that will include CME credits.

5.2 ISCTP: a step-by-step guide for teaching, learning and assessment for trainers

This part of the guide covers the role of trainers in ISCTP. Guidance of participants in ISCTP is part of the trainers' course.

5.2.1 The role of trainers and their responsibilities in the ISCTP

The role of the trainers participating in the ISCTP is to act as mentors during the whole programme - the online learning, onsite training and clinical visits. In addition to mentoring the daily activities in the cancer centres and guiding the participants in their onsite training activities, the trainers also have an active role in mentoring the online activities when needed.

5.2.2 Learning activities from the perspective of the trainer

The trainers are required to familiarise themselves with all the learning activities in Moodle at the beginning of their course. Trainers are not required to complete all the ISCTP learning activities. They must also familiarise themselves with the content and learning activities and must be able to mentor the participants. However, they are encouraged to use their self-studying time at least partly for the ISCTP content, carefully selecting the topics they are least

familiar with. The online learning environment has been developed to facilitate independent self-paced learning. However, trainers are required to assist and guide participants if there are any difficulties with the learning environment or the learning activities on the online platform or in onsite training. The trainer responsibilities vary between online and onsite training activities.

Online learning activities

Most of the online learning activities have been designed so that the participants can complete them at their own pace, in a time and place most suitable for them. However, there are some learning assignments, such as the interactive whiteboards, that will require the trainers to set them up and facilitate them. In these assignments, the trainers will write a short introduction or prompting questions to the participants, and participants must share their thoughts and respond to each other. The trainers will have supporting materials for the interactive whiteboards. The trainers will make a summary of the postings available for all the participants, which the participants must read, and the trainer will mark the assignment as completed.

Onsite training activities

Onsite training activities are activities that are completed in the clinical work of the participants and during clinical visits. A list of onsite training activities and assignments can be found on the entry page in Moodle with links to the online units they are connected to. There are 45 separate assignments. When completed, the assignments will be then marked as completed in Moodle either by the trainers or the participants themselves. Some assignments can be completed independently, whereas others must be completed as part of the clinical visits. Others require collaboration with other participants and trainers.
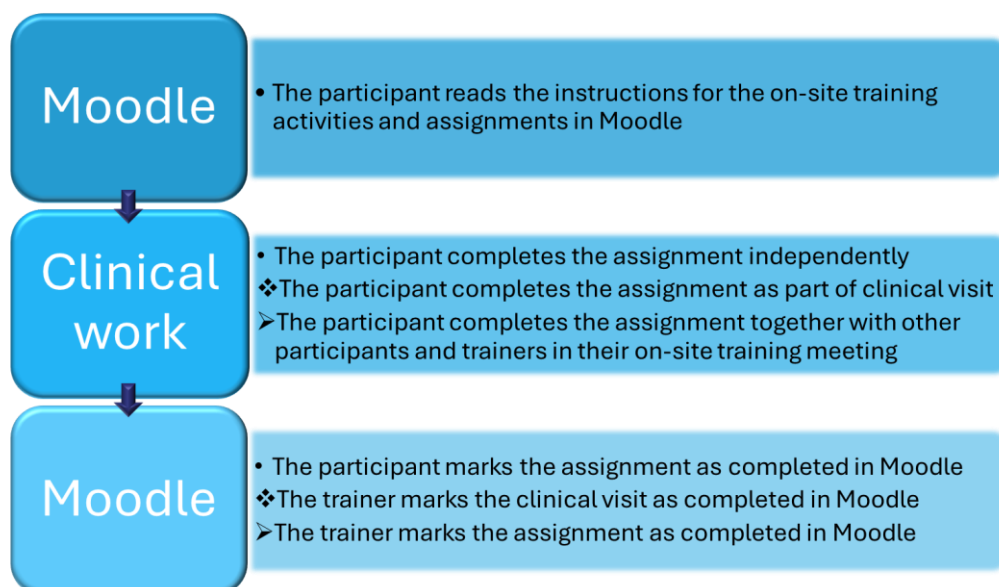

Moodle
- The participant reads the instructions for the on-site training activities and assignments in Moodle

Clinical work
- The participant completes the assignment independently
- ❖The participant completes the assignment as part of clinical visit
- ➢The participant completes the assignment together with other participants and trainers in their on-site training meeting

Moodle
- The participant marks the assignment as completed in Moodle
- ❖The trainer marks the clinical visit as completed in Moodle
- ➢The trainer marks the assignment as completed in Moodle

Figure 6: Instructions for onsite training activities

5.2.3 Description of assessment and feedback methods in the ISCTP

The assessment and feedback for participants are provided in three ways during the ISCTP. The most common assessment method is the automated assessment and feedback using the

learning analytics of the Moodle learning environment. Participants receive immediate feedback from the quizzes and cases they solve as assessment of their learning. In addition to automated assessment and feedback, there are some activities, including the onsite training activities, that are assessed by the trainers. These include the interactive whiteboards and onsite discussions. In these activities, the task of trainers is to facilitate discussion, summarise the activities and discussions and provide feedback at the end. Most of the onsite training activities are self-assessed and must be reflected on by the participants.

5.2.4 Verification of completion of the learning activities of participants

Learning analytics is widely used in the Moodle online learning environment. When the participant first activates each of the different learning resources, this is automatically recorded in the learning environment. The quizzes and cases are automatically assessed and marked as completed in the Moodle learning environment. Some assignments and learning activities are manually marked in Moodle. The learning activities are either self-marked as completed by the participant or marked as completed by the trainers. The learning activities are clearly labelled for both of the marking methods. In addition, there are learning statistics to show the participants their progress. It also allows the trainers to follow the progress of the participants. Trainers are encouraged to regularly monitor the progress of the participants in order to ensure they can complete the programme on schedule. Trainers are supported in this by the ESO. To avoid a rush towards the end of the programme, we recommend tracking participants' progress monthly.

5.3 Programme online learning management system for trainers

The programme learning management system (LMS) is Moodle. Moodle is an online open-source LMS that enables synchronous and asynchronous activities. All online learning activities in ISCTP are asynchronous – participants can complete them when and where they wish. All trainers will be provided with personal credentials for the learning environment.

6 Guide for participants

6.1 The programme

The ISCTP is intended for professionals from different professional backgrounds working in different specialties within cancer care. All medical, nursing and allied health care professionals are welcome to this interprofessional training course.

6.1.1 Programme structure and time commitment

The Inter-Specialty Cancer Training Programme (ISCTP) for participants lasts approximately six months, for a total of 150 hours. Out of the 150 hours, 60 hours are dedicated to online learning, 40 hours to onsite training and 50 hours to self-studying and reflection. The programme is divided into five courses and 33 units. To complete the whole programme, the participants need to complete all five courses and 33 units, both online learning and onsite training activities.

Time commitment varies from week to week, but on average the participants have four hours of training per week. During weeks with clinical visits the number of hours may be much higher, but there may also be weeks with very few learning activities. For the most part, participants can self-pace their online learning and onsite training activities. The exceptions to this are a number of timed activities, such as the interactive whiteboards and group meetings as part of onsite training.

Self-study and reflection are crucial for learning. As part of the self-studying activities, participants can follow the links on interactive infographics, familiarise themselves with the references from the video lectures or other audiovisual materials, and study the add-on units: Review and adaptation of the inter-specialty cancer training programme for paediatric oncology and providing inter-specialty cancer care to displaced persons, or watch the additional materials assembled on the learning environment. Most of the additional materials are in English. Artificial intelligence-based translation software can be used by the participants and trainers to translate some of the materials if needed.

Each of the courses has a short introduction, and each unit has a multiple-choice quiz to assess learning and an animated summary of the content.

6.1.2 Learning outcomes and content

The learning outcomes and contents are listed on the front page of all the courses and units. In addition, learning outcomes of the lectures are presented in the beginning of all the video lectures. The learning activities and assignments support achievement of each learning outcome, but final achievement of the goals requires reflection on and application of the learned content.

6.1.3 Schedule of the programme

The ISCTP lasts approximately six months. Each cancer centre begins the programme at a separately agreed time. A weekly schedule has been created for the participants (Table 7).

Table 7: Weekly schedule of the ISCT programme

60 hours of online training:
- o **Videos, podcasts, infographics, articles and quizzes to assess learning.**

40 hours of onsite training:
- o **Tasks integrated to the work of the participants and clinical visits.**

50 hours of self-learning and reflection:
- o **Reflection of the content of both online and onsite learning activities.**
- o **Reading and watching the additional materials added to the Moodle platform.**

Time*	Theme	Learning activities
Week 1	**Introduction**	• Participate in the onboarding online meeting with the trainers and ESO. • Watch the online introduction videos and listen to the podcasts • Familiarisation with the Moodle learning environment and the tasks of the programme
Weeks 2–6	**Programme begins**	• Creating a personalised study plan • Starting the ISCTP courses at the learner's own pace
Weeks 7–12	**Programme online and onsite training activities**	• Onsite meeting with the trainers • Continuing with the online programme content
Weeks 13–19	**Programme online and onsite training activities**	• Onsite meeting with the trainers • Continuing with the online programme content
Weeks 20–25	**Programme online and onsite training activities**	• Onsite meeting with the trainers • Continuing with the online programme content
Week 26	**Finishing the programme**	• Completing the learning activities • Evaluation of the programme

*The times are estimates and may be subject to change

6.1.4 Training and supervision of the programme

The participants are supported and mentored throughout the programme. In the first week, ESO will arrange an onboarding meeting with the participants and the trainers. However, the participants will follow the online learning activities at their own pace, the trainers are available to support the participants. They will be guiding and mentoring the progress and individual learning activities, as well as organising some of the timed assignments such as interactive whiteboards.

Onsite training is guided and facilitated by the trainers, even though completion of the onsite training activities is the responsibility of each participant. Trainers organise the clinical visits and hold regular meetings with each other and the participants.

6.1.5 Completion of the programme and certification

The programme estimated completion time is approximately six months. During this time, the participant needs to complete all learning activities in each unit, including both online learning and onsite training activities. The online learning activities are either automatically assessed and marked, self-marked or trainer marked as completed. Participants can track their progress in Moodle with a progress bar updated by each completion of task.

- Online learning activities are marked as completed by the trainers, participants or the learning analytics of the Moodle learning environment
- Onsite training activities are marked as completed by the participants or trainers
- Self-studying and reflection are part of every activity and assignment and not separately marked as completed

Participants must complete an ACOE evaluation questionnaire at the conclusion of the programme and a learning assessment quiz at the end of each unit to receive their certificate that will include CME credits.

6.2 ISCTP: a step-by-step learning guide for participants

This part of the guide presents the ISCT programme, covering both learning and training activities.

6.2.1 The role and responsibilities of the participants in the ISCTP

Participants are all responsible for leading their own learning and progress in the online learning environment. The trainers help the participants to track their own progress, but it is the responsibility of the participants to pace their learning and training activities, and to make sure they have completed all the learning activities by the end of the programme.

Participants must also be proactive and raise any problems with the LMS or content to the trainers, and seek any help they need for completing online or onsite learning activities. Participants must also apply their professional expertise and represent their own profession and speciality in all group activities in both the online and onsite learning environments.

6.2.2 Learning activities

There are three types of learning activities on the ISCTP: online learning activities, onsite training activities and self-assessment and reflection on learning.

Online learning activities

Most of the online learning activities have been designed so that the participants can complete them at their own pace in a time and place most suitable for them. There is variety of audio, visual and audiovisual materials in the learning environment. The participants must study all the units. In addition, after participants have completed all the online materials of each unit, there

will be a quiz or discussion of a case to assess their learning. Furthermore, the online learning activities will either be automatically tracked and assessed, or self-assessed by the participants. However, there are some learning assignments, such as the interactive whiteboards, that are facilitated by trainers and completed in closed timeframe. In these assignments, participants are required to participate according to the instructions given by their trainers.

Onsite training activities

Onsite training follows the pace of the online learning, as all of the onsite training activities are linked to the online learning. Onsite training consists of training activities and assignments and clinical visits. Some onsite learning activities and assignments can be completed independently, but others are reflected upon in interprofessional team, discussing the assignment and reflection by the participants in discussions led by the trainers.

All onsite training activities are linked to the everyday work of the participants.

Figure 7: Connection between different learning environments and methods

6.2.3 Assessment and feedback

Most of the online learning activities are automatically assessed, and automated feedback is given directly right after the completion of the tasks, such as cases and quizzes. Some trainer-guided online and onsite training activities are assessed by the trainers, and some activities include self-assessment and reflection. All self-assessed and marked learning activities are clearly labelled to help the participants to track their progress in the online learning environment. In addition, there are learning statistics that show each participant's progress. These also allow the trainers to follow each participant's progress. To avoid a rush near the end of the programme, we recommend pacing the learning evenly throughout the six-month period.

6.3 Programme learning management system for participants

The programme learning management system (LMS) is Moodle. Moodle is an online open-source LMS that enables both synchronous and asynchronous activities. All online learning activities in the ISCTP are asynchronous – participants can complete them at a time and in a place that best suits them. All participants will receive personal credentials for accessing the learning environment. They will be assigned student rights in the learning environment, giving them access only to their own activities.

Learning analytics are widely used in the Moodle learning environment. When the participant accesses the different learning resources, this is automatically recorded in the learning environment. Participants can follow their own progress with the progress bar in Moodle. All onsite training activities are also marked in Moodle.

7 Risk management and contingency planning

This section provides an overview of potential risks that could hinder programme completion, along with ways to avoid them and recommendations on how to manage them should they arise (table 8).

Table 8: Risk management and contingency planning

Risk	Mitigation	Contingency plan
Work overload: Trainers or participants may become overwhelmed if their participation in the programme conflicts with their regular duties.	• Workload adjustment in advance • Schedule flexibility • Provision of additional staff coverage in key areas if needed. • Ongoing open discussion between cancer centre representatives, trainers and participants on time requirements, any limitations for the completion of the programme and needed adjustment of workload.	• Cancer centre representatives and trainers must have a connection to the supervisors in order to ensure the required time for both participants and trainers. • The time allocation for the programme agreed by all stakeholders in advance. • All stakeholders need to comply with the plan they have developed for online or onsite meetings and training. • Trainers should work as a team and share training responsibilities.
Personnel changes: Trainers or participants may leave the centre before the programme is completed.	• Managing one's own work. • Trainers and participants alike must enter the programme in good faith – that is, they should not enter the programme if they have no intention of completing it. • The commitment of cancer centres to trainers and participants, and a career plan within a cancer centre.	• Having a career plan. • While backup trainers and participants cannot be integrated into the current project due to time constraints, the centre can plan for future projects where backup personnel can be considered. • Having a reserve pool of trained individuals will enhance future training initiatives and ensure the continuation of the programme.
Technology failures: Internet connectivity problems or	• Ensure a backup internet connection and have additional computers and IT	• Ensure IT staff are available during the online training to

computer malfunctions could disrupt online meetings.	• support on hand for quick troubleshooting. • Prompt the trainers to arrange onsite meetings with the participants instead of online meetings.	• quickly resolve any technical problems. • Have spare equipment on hand in case of hardware failures.
Technical failures: within the training programme (Access problems could disrupt programme completion)	• Schedule flexibility • Awareness that this is a pilot programme and issues may arise.	• Notify technical support team and ESO if the platform isn't working properly. • Be flexible to reschedule sessions if technical issues prevent timely participation.
Follow-up: Trainers and participants do not complete the monitoring and evaluation portions of the programme	• Trainers and participants commit to completing all monitoring and evaluation. • One trainer is elected to oversee this aspect of programme and prompt the participants and trainers to respond where needed. • Trainers and participants must inform the relevant parties without delay if they are having difficulty completing the evaluation.	• Trainers must motivate and encourage co-trainers and participants to complete the monitoring and evaluation process. • Cancer centre commitment in monitoring and evaluation process by (a designated person).
Unpredicted changes in the ISCTP programme content or delivery due to this being the pilot phase of the programme	• Trainers and participants commit to flexibility and adjustments in schedules • Trainers and participants are engaged in the completion of the programme • Awareness that this is a pilot programme and issues may arise	• Trainers seek help from leading or referring cancer centres • Cancer centres are committed to provide flexibility in working times if needed

8 Programme Monitoring and evaluation

A mixed-method approach will be employed for the ISCTP evaluation, including various qualitative and quantitative methods. At the core of the evaluation is the clear understanding that differences between the various professional groups involved in cancer care must be accounted for in order to allow different experiences, professional paradigms and approaches to be voiced. This was achieved by developing a comprehensive evaluation strategy, co-designed through a scoping review and a three-round Delphi study based on the results of the review.

This iterative approach ensures an integrated evaluation of the programme while accounting for professional diversity. The evaluation will comprise online surveys, focus groups, interviews, and observations, facilitating a multi-faceted data collection from all key stakeholders. These instruments will effectively cover Moore's (2009) levels of evaluation.

- Level 1: Participation rates will be assessed to understand participant engagement.
- Level 2: Satisfaction will be measured through surveys and questionnaires to determine the extent to which participants' expectations have been met.
- Level 3 focuses on declarative and procedural knowledge, assessing what participants learned during the training and whether they know how to put this into practice. This will be measured through pre-tests and post-tests, and also by means of open-ended questions for self-reporting on learning.
- Level 4 measures competence. This will be assessed through observations in an educational setting, such as practice cases.
- Level 5 measures the degree to which participants do what the ISCTP intended them to be able to do in their practices.

Feedback will be collected at critical stages, such as after each unit and at the end before completion to assess overall satisfaction and outcomes. Additionally, other consortium partners will conduct a detailed materials analysis, ensuring that course content aligns with the programme's objectives.

Evaluation is the cornerstone of all INTERACT-EUROPE 100 activities, and a comprehensive evaluation protocol is being developed across all work packages, employing participatory co-design.

9 Contact information and support

A central and local support system has been established to assist with any matters related to the delivery and implementation of the ISCTP programme. This system is managed by three leading cancer centres, each responsible for supporting centres within their respective jurisdictions.

Below is the list of leading cancer centres:

- **Royal College of Surgeons in Ireland**
- **Institut Català d'Oncologia**
- **Kompleksen Oncologichen Tsentar-RUSE**
- **Hospital Sant Joan de Deu**
- **Central City Clinical Hospital of the Ivano-Frankivsk City Council**

The contact details of the leading cancer centres will be shared with centres within their jurisdiction before the start of the programme.

The leading cancer centres should only be contacted for matters relating to the delivery and implementation of the programme. Instructions on who to contact in matters relating to online learning environments can be found in Moodle.

For any additional questions or comments, please feel free to contact ESO at mailto:INTERACT-EUROPE100@eso.net

10 Sustainability and future plans

Central aim of the project is continuation and sustainability of the ISCTP. The long-term sustainability of the programme will be ensured by creating a framework that maintains the project's impact beyond its completion. This plan will guarantee that the ISCTP continues after the project. By end of the project, actionable recommendations for future implementation and programme sustainability will be provided, ensuring the ISCTP remains impactful and adaptable.

11 Frequently Asked Questions (FAQs)

What is this guide for, and how do I use it?

- Please see: [Purpose of the guide](#)

What is the purpose of this project?

- Please see: [INTERACT-EUROPE 100 project](#)

Who can participate in this project?

- Please see: [Eligibility criteria](#)

I'm a doctor and I would like to participate, but my centre isn't interested. Can I take part?

- At this time the project cannot accept individual participation without the support of the centre.

I represent a participating cancer centre – what happens next?

- Please see: [Guide for centres](#)

I'm a participant – what happens next?

- Please see: [Guide for participants](#)

I've been nominated as a trainer – what will I need to do?

- Please see: [Guide for trainers](#)

How many hours of training are required?

- 150 hours for participants, 125 hours for trainers

How much will the programme cost (per centre, trainer, participant)?

- There is no participation fee, but the participation requires some resources. Please see: [Resource requirements](#)

Will I receive a certificate at the end of the programme (per centre, trainer, participant)?

- Yes. You will receive a participation certificate. Please see: [Completion of the trainers' course and certification](#), and [Completion of the ISCTP and certification](#)

Is the programme recognised by an accreditation body (centre, trainer, participant)?

- The aim is to offer CME accreditation with ACOE (The accreditation council of oncology in Europe provides accreditation to continuing medical education providers for the benefit of participants receiving education in oncology).

What happens if I need to drop out of the programme?

- Please discuss situation with your trainer prior to making final decision.

What does the course content cover (trainer, participant)?

- Please see: Curriculum

What happens if I cannot participate in the on-boarding meeting?

- The onboarding meetings are recorded and will be available in English (without subtitles) for participants and trainers who are unable to attend. However, live participation in these meetings is strongly preferred.