



Connexin

SCT Education Update
ISSUE 07 October 2026



Welcome to Connexin

Welcome to *Connexin*, the newsletter from the SCT Education Team.

Why *Connexin*? Connexins are proteins that form gap junctions, allowing cells in the heart to communicate with each other. Communication is also important within our profession — knowing what is happening, when changes are being made, and why they are being made.

There has been a lot happening within SCT Education, and we want to do a better job of keeping members informed. *Connexin* will provide regular updates on education, training and professional development within SCT.

We also want this to be a two-way conversation. If there is something you would like to see covered, or an education issue you think we should be discussing, please let us know.

Graham

Learning Management System (LMS)

The SCT Learning Management System has undergone a number of changes over the past couple of years. Some of these have been administrative or technical changes behind the scenes, while others have changed the way the LMS looks and works for users.

The most noticeable changes are to the interface and course player.

What has changed?

- The main features and functions are now grouped within a retractable side menu on the home page.
- The course player has been redesigned, with the module introduction and course description displayed before entering the content.
- The syllabus is displayed alongside the course content, making it easier to see where you are within the course.
- When you enter a section, the course player expands to provide a larger working area.

Most of these changes are designed to make the LMS easier to navigate. The underlying course requirements have not changed as a result of these updates.

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CCP Changes

Graham Orsbourn

The CCP Pacing Module has undergone a number of changes that will come into effect in 2027.

If you are currently working through the module, you will be able to complete it under the current requirements. Students starting the module in 2027 will complete the revised version.

There are three main areas of change:

1. DOPS

The original DOPS were developed in 2020–21 to provide clearer expectations for students and supervisors within the pacemaker clinic.

They were our first attempt at defining these expectations in this format. While they have worked well in many areas, feedback identified some aspects that needed revision.

DOPS and EPAs are useful ways of defining the competencies expected of a learner and provide a framework for discussion and feedback between the learner and supervisor.

One particular area of feedback related to DOPS 9, which was considered too long and not representative of CCP-level practice.

This DOPS has therefore been revised. The detailed assessment of device algorithms has been removed. Instead, learners will be expected to demonstrate familiarity with the relevant terminology rather than detailed knowledge of specific algorithm behaviours.

2. Quiz and content update

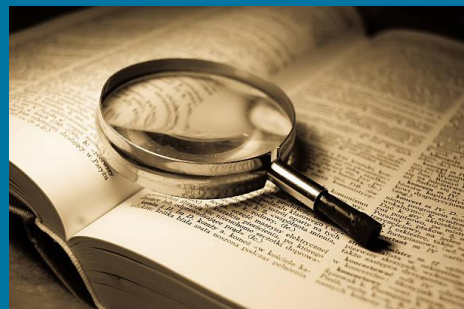
As with any education program, the CCP Pacing Module is reviewed regularly.

The 2027 update includes relatively minor changes to the course content, including revised text and resources and some changes to wording and structure. These changes do not alter the overall flow or intended outcomes of the course.

The quizzes have also been reviewed to ensure they more closely reflect the course content.

The quiz format has been changed so that learners cannot move backwards and forwards between questions. Learners are not required to answer every question before moving on, but if the quiz is not passed, there will be a stand-down period and the relevant course content must be reviewed before another attempt.

The intention is to use the quiz not simply as an assessment, but as an opportunity to identify and address gaps in knowledge.



You asked, we answered

Why are SCT courses reviewed every year?

Clinical practice, technology and the knowledge required of cardiac physiologists continue to change. Annual review gives us an opportunity to identify material that is no longer relevant, update existing content and consider areas that need greater emphasis.

Not every review results in major changes. Sometimes the right decision is to leave something alone. The purpose of the review is to make sure the content remains appropriate for the level and scope of the program.

If there is something about SCT education that you have always wondered about, send us your question. It may appear in a future issue of *Connexin*.

Developing a Train the Trainer Programme

Graham Orsbourn

Training the people who train us

This programme is under development and we will update you with its progress

Cardiac physiologists enter the profession with a strong scientific and clinical foundation. During their hospital training they develop the knowledge and practical skills required for clinical practice.

Then, often quite suddenly, they are expected to train someone else

For many cardiac physiologists, learning how to train is largely based on their own experience of being trained, observing colleagues and developing their approach over time. While experience is an important part of becoming a good trainer, being a good practitioner does not automatically mean being a good trainer.

The SCT Education Team is currently developing a **Train the Trainer programme** to address this gap.

The aim is to provide experienced cardiac physiologists with a practical framework for training and assessing others. The programme will focus on the process of training, rather than on developing new clinical content.

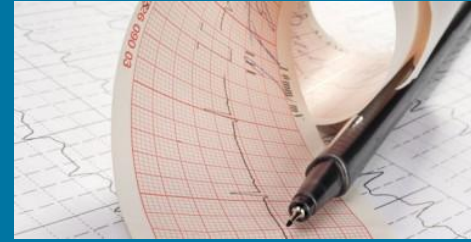
Areas being developed include:

- understanding the training process
- principles and strategies for effective training
- using existing training resources effectively
- planning and conducting assessments
- providing useful and constructive feedback
- supporting learners as they develop competence
- developing the skills needed to train and support other trainers

The programme is being designed as an e-learning and blended learning program, allowing participants to work through the material while also having opportunities to discuss and apply the principles of training.

The programme is still under development, and we are currently working through the content, structure and delivery approach. We will provide further information as the programme develops, including when it is ready for release.

If you have experience as a clinical trainer and have ideas about what you would find useful in a Train the Trainer programme, we would be interested to hear from you.



What's coming in the next issue

We have a few things in the pipeline, including:

MTEC — 21 years on

A look at the history of the course and how it continues to evolve.

CCP case studies

What we learned from the evaluation of the new case-study approach.

Meet the Education Team

Get to know the people behind SCT Education.

**And another question from you...
Keep your questions coming.**

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