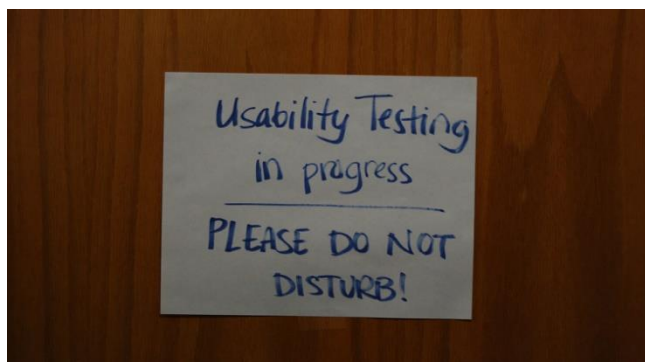NHS
Health Education England

TEL NEWS

Welcome to TEL News

We recently hosted a Twitter chat with WeCommunities on emerging technologies. Turn to page four for the full story on what nurses think about new technology.

TEL News is your monthly update keeping you up to speed with all that is Technology Enhanced Learning (TEL) in healthcare. TEL News includes information from Health Education England's (HEE) TEL Programme team, the e-Learning for Healthcare Programme, e-Learning and simulation Leads across the local offices and other updates we think you will find useful. We're keen to spread the news about TEL so would be grateful if you would share it throughout your own networks. If a colleague would like adding to the distribution list please ask them to email tel@hee.nhs.uk providing their contact details.

TEL Programme

NHS
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TEL Programme update

Update on the Learning Solution

We are almost at the end of the alpha development phase of the learning solution. The alpha phase focused on building and testing a prototype with users and demonstrating that the solution we want to build is technically possible.

Since the last update, we have conducted one to one usability testing sessions with commissioners of learning, educationalists, tutors, trainers and learners. We used the feedback we gained from the ideathons we delivered to develop wireframes and initial prototype designs. We tested these with users and received extremely useful feedback which we discussed, analysed and used to further refine the prototype between the rounds of testing that we carried out. The agile development process we are using means that users are involved throughout the process and small iterative versions and concepts are tested with users on an ongoing basis. The usability testing was carried out both in person and remotely and the prototype was tested on a laptop/desktop and mobile. All video and audio were recorded for further analysis.

The next step is to have the learning solution assessed by DH Digital before we move into the beta development phase.

User testing participant: "I think it's really useful…a really good idea. I can see collaboration across units in different parts of the country. I think it will be helpful for those trying to find an answer or solution to something".

For more information about the Learning Solution please visit our website: www.hee.nhs.uk/tel

Taxonomies update

Our work with taxonomies continues following the successful "superpower" workshop where we

explored how taxonomies are the remarkable technology powering many of the systems and services we use each day and take for granted.

Much of our work will now focus on business adoption of the ideas showcased at the event and in the proof of concept work. We will also be ensuring further integration with the learning solution as part of the alpha prototype and beyond.

You can continue to follow our work on Twitter, using the hashtag #TELTaxonomy

TEL Programme

Simulation work progresses

The national project for ensuring that simulation-based education (SBE) in healthcare is delivered in a consistent, fair, equitable and inclusive manner is now in flight. Although the project comes under the umbrella of the TEL programme, it is important to emphasise that simulation is a technique, not a technology and covers a wide-range of domains and types.

A project timeline has been prepared and a questionnaire has been sent to all HEE's local offices. The data gathered from the responses to the questionnaire will enable HEE to have a much better understanding of exactly what is already on offer across England. A gap and SWOT analysis will be carried out. A review of emerging themes will take place, upon which the guiding principles of the strategy will be based. Delivery of these guiding principles is planned for the end of March 2018.

"…simulation is a technique, not a technology and covers a wide range of domains and types."

Strong stakeholder engagement will be essential in the development of this strategy, so that it will eventually become fully embedded in all future planning. With this in mind, we are planning a variety of engagement exercises, including Twitter chats, to ensure that the trainee voice, across a range of disciplines and professions, is heard and noted.

For more information about this piece of work please email tel@hee.nhs.uk

Digital Literacy
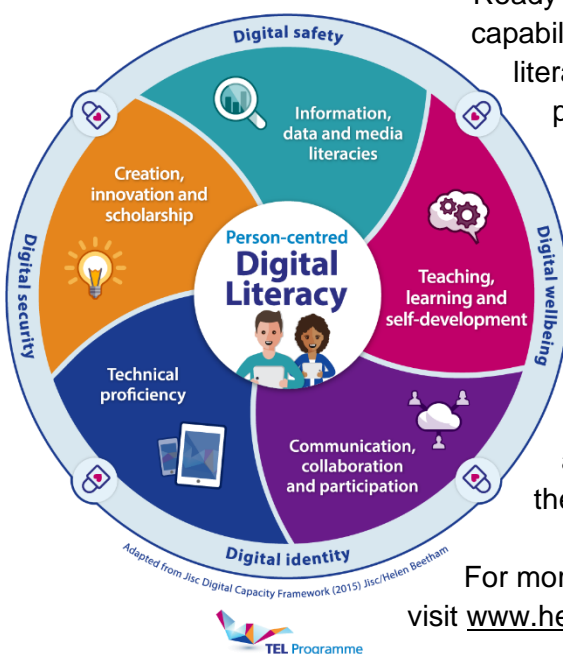
Work continues in conjunction with the Building a Digital Ready Workforce programme on the development of a capability framework aligned to the six domains of digital literacy. These capabilities are being tested with various professional groups across health and care, including nursing, pharmacy, dentistry and health and care students.
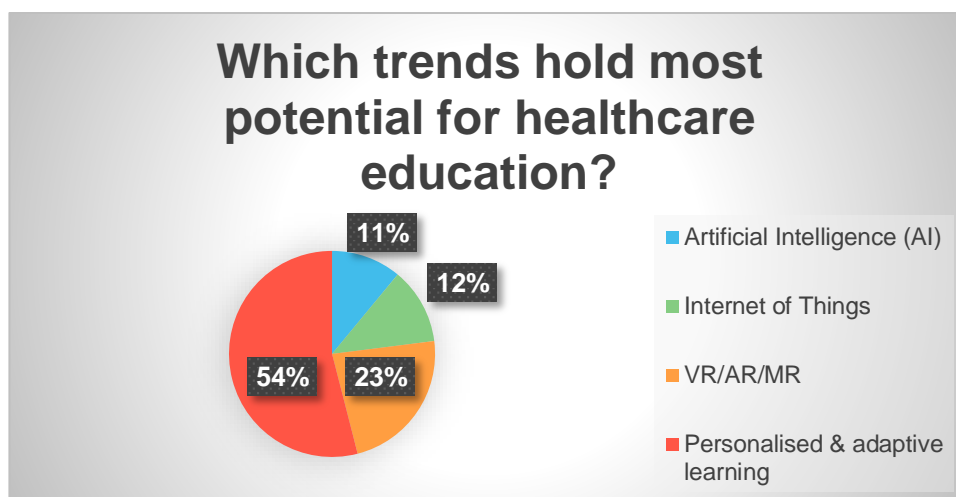
We are making good progress with identifying gaps and emerging opportunities for improving the digital capabilities of the whole workforce and work will shortly commence on a research piece to identify the need for a self-assessment tool for individuals to assess their own levels of digital capability and develop their skills in each of the domains.

For more information about our digital literacy project please visit www.hee.nhs.uk/tel

TEL Programme

Health Education England NHS

Nurses vote for personalised and adaptive learning

Via our Twitter handle (@HEE_TEL) we recently explored the opportunity, implications, and readiness of some of the latest technologies identified through our recent horizon scanning activity with the #WeCommunities Twitter community.

The #WeNurses community was invited to vote for which trend they felt had most potential for healthcare education. The top-voted trend was personalised and adaptive learning (54%) followed by virtual/augmented/mixed reality.

Which trends hold most potential for healthcare education?

- 11% Artificial Intelligence (AI)
- 12% Internet of Things
- 23% VR/AR/MR
- 54% Personalised & adaptive learning

Contributors provided broad insight on how personalised and adaptive learning may affect education of health professionals by 2021.
- Increased accessibility to more remote areas
- Broader, deeper learning
- Less pressure to learn just to pass exams
- Improved learning outcomes
- Professionals able to excel in ways that suit them best
- Better patient care
- Greater knowledge about how people learn
- More confident learners and competent staff
- No "one size fits all" approach to learning
- Improvements to the learning process.

For this to happen, #WeNurses said that we need to encourage a culture that supports innovation, allows for and accepts a certain level of risk to change systems to recognise the individual not just the job role.

For the full HEE TEL summary, please visit our blog at
http://telblog.hee.nhs.uk/2017/10/26/emerging-technologies-in-health/

To view the complete Twitter transcript, visit http://www.wecommunities.org/tweet-chats/chat-details/4055#/chatSummary

We will be hosting other, similar WeCommunities chats with different professional groups in November 2017. Follow us on Twitter – @HEE_TEL – for more information.

TEL Programme

Health Education England
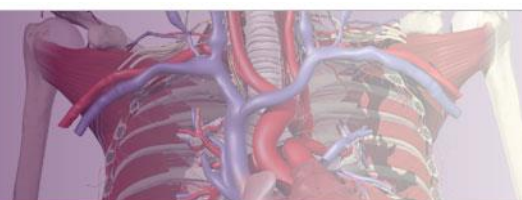
e-Learning for Healthcare update

The HEE e-LfH team is constantly updating existing and launching new e-learning sessions. For the schedule of when new sessions will be launched please follow this link: www.e-lfh.org.uk/planned-programmes.

Emergency Medicine updated sessions

Our Emergency Medicine e-learning programme, that was developed in partnership with the Royal College of Emergency Medicine, has recently published five sessions that have been reviewed and updated.

The programme is an online learning resource designed to meet the needs of trainee doctors in Emergency Medicine. It will also be a vital component of CPD activity for consultants and Forum for Associate Specialist and Staff Grade Doctors in Emergency Medicine (FASSGEM) doctors for purposes of revalidation.

The reviewed and updated sessions are:

EMD 01_03_08_14 - Secondary Headache in the ED (Emergency Medicine/Medicine/Neurology)

EMD 01_03_10_01 - Assessment of Dementia (Emergency Medicine/Medicine/Medicine for the Elderly)

EMD 01_08_01_04 - Skills of Carrying Out FAST (Emergency Medicine/Diagnostics/Ultrasound)

EMD 01_08_01_06 - Ultrasound Guided Vascular Access (Emergency Medicine/Diagnostics/Ultrasound)

EMD 01_10_03_01 - Oxygen in Human Physiology (Emergency Medicine/Basic Sciences/Physiology)

To access the e-learning programme please follow this link:
https://www.e-lfh.org.uk/programmes/emergency-medicine/

TEL Programme

New e-learning module added to Making Every Contact Count

We have recently added a new module – Five Ways to Wellbeing – to our Making Every Contact Count e-learning programme.

In 2008, the New Economics Foundation (NEF) developed the 'Five Ways to Wellbeing' framework - a set of evidence-based actions to improve people's wellbeing. These five actions are:

Give; be active; keep learning; connect; take notice.

The Five Ways to Wellbeing e-learning module is for anyone using Making Every Contact Count. It introduces the concept of wellbeing and describes how the Five Ways to Wellbeing can be implemented in a variety of settings to promote it.

On completion of the Five Ways to Wellbeing module learners should be able to define the term "wellbeing" and appreciate the links between wellbeing and health. The module also provides learners with information about the five ways to wellbeing and how they can be used to promote health and wellbeing. This module is part of the Making Every Contact Count e-learning programme.

Making Every Contact Count is an approach to behaviour change that utilises the millions of day-to-day interactions that organisations and people have with other people to support them in making positive changes to their physical and mental health and wellbeing.

Making Every Contact Count enables the opportunistic delivery of consistent and concise healthy lifestyle information and enables individuals to engage in conversations about their health at scale across organisations and populations. Drawing on behaviour change evidence, the approach maximises the opportunity within routine health and care interactions for a brief or very brief discussion on health and wellbeing factors.

A Making Every Contact Count interaction takes a matter of minutes and is not intended to add to the busy workloads of healthcare professionals and the wider workforce, rather it is structured to fit into and complement existing professional clinical, care and social engagement approaches. The wider Making Every Contact Count e-learning programme is designed to support learners in developing an understanding of public health and the factors that impact on a person's health and wellbeing, emphasising how asking questions and listening effectively to people is a vital role for us all.

To access the free Making Every Contact Count e-learning programme, including the recently added Five Ways to Wellbeing, please click here: https://www.e-lfh.org.uk/programmes/making-every-contact-count/

NHS
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e-Learning programme launched for professionals working with children with special educational needs and disabilities

The Royal College of Paediatrics and Child Health (RCPCH) and Health Education England e-Learning for Healthcare (HEE e-LfH) have developed the Early Developmental Support e-learning course in partnership with The Open University, Great Ormond Street Hospital and the University of Hertfordshire.

The e-learning programme encourages the development of skills for professionals working in health, education and social care who are involved in the care of children with special educational needs and disabilities. The e-learning incorporates a wide range of materials from the Early Support Programme and focuses on the use of Developmental Journals and their role in keyworking.

The six e-learning sessions are based on the Early Support Programme and are designed to improve implementation and the achievement of educational goals for all learners involved in the child's care.

The programme comprises six e-learning sessions that build on scientific evidence, as well as practitioner and family experiences.

The six sessions are:
- Supporting Children and Young People's Development
- An Introduction to Using Early Support Materials in Context
- Introducing and Using a Developmental Journal
- Developmental Journal Visual Impairment: Developmental principles (two sessions)
- General Developmental Principles (for use with all Developmental Journals).

The sessions are designed to be accessed at three levels:
- Level 1: Broad audience, including parents and generic practitioners
- Level 2: Health professionals, allied health professionals and practitioners
- Level 3: Specialist health and educational professionals.

The Early Developmental Support e-learning programme is hosted on the e-LfH Hub as part of the Healthy Child Programme.

For more information about the resource please follow this link:
https://www.e-lfh.org.uk/programmes/healthy-child-programme/ and click on "Module 13".

TEL Programme

Updated statutory and mandatory e-learning sessions – now live!

We have worked with a range of subject matter experts to develop e-learning training sessions, which address the learning outcomes at Level 1 and Level 2 of the UK Core Skills Training Framework (CSTF). This work is now complete and the e-learning sessions are available for free to all health and social care staff.

The UK CSTF sets out 10 statutory and mandatory training topics for all staff working in health and social care settings. The CSTF includes nationally agreed learning outcomes and training delivery standards.

The statutory and mandatory training has been redesigned as short and interactive e-learning sessions which include scenarios, case studies and knowledge checks. Each session takes about 20 minutes to complete and can be accessed on laptops, tablets and mobiles.

The following e-learning sessions and accompanying eAssessments are now available:

- Fire Safety and Fire Safety eAssessment - Level 1
- Equality, Diversity and Human Rights and Equality and Diversity and Human Rights eAssessment - Level 1
- Health, Safety and Welfare and Health, Safety and Welfare eAssessment - Level 1
- Infection Prevention and Control and Infection Prevention and Control eAssessment - Levels 1 and 2
- Conflict Resolution and Conflict Resolution eAssessment - Level 1
- Moving and Handling – Level 1 and Moving and Handling eAssessment - Levels 1 and 2
- Data Security Awareness and Data Security Awareness eAssessment - Level 1 (previously listed as Information Governance)
- Preventing Radicalisation and Preventing Radicalisation eAssessment - Levels 1 and 2
- Resuscitation and Resuscitation eAssessment - Level 1
- Resuscitation Adult and Resuscitation Adult eAssessment - Level 2
- Resuscitation Paediatric and Resuscitation Paediatric eAssessment - Level 2
- Resuscitation Newborn and Resuscitation Newborn eAssessment - Level 2
- Safeguarding Adults and Safeguarding Adults eAssessment - Levels 1 and 2
- Safeguarding Children and Safeguarding Children eAssessment - Levels 1 and 2.

The Data Security Awareness and Data Security Awareness eAssessment – Level 1 are aligned to the new data security standards that came out of the National Data Guardian's 2016 review. They therefore meet the requirement for Level 1 staff training in data security. These resources have been developed as part of a collaborative project with NHS Digital.

The new Safeguarding Children Level 2 course has been updated so its style and format is consistent with the other statutory and mandatory e-learning courses. This has resulted in a

reduction in the number of sessions and the primary and secondary care sessions (previously listed as Level 2a and 2b) have been combined into one session and accompanying eAssessment.

For learners who are confident in any of the subject areas, there is the option to proceed straight to the eAssessment without completing the e-learning session. The training record will be updated with the eAssessment score. However, if a certificate is required as evidence of completion, both the eAssessment and knowledge session need to be completed.

It is the responsibility of individual health and social care employer organisations to ensure their workforce complete the appropriate training to comply with their statutory and mandatory requirements. It is also an employer's responsibility to determine the best mode of delivering the training, whether that is face-to-face, e-learning or a blended approach.

How to access
To access the free e-learning sessions please follow this link: https://www.e-lfh.org.uk/programmes/statutory-and-mandatory-training/

The new versions of the Statutory and Mandatory sessions now support the AICC communication standard. This allows for remote Learning Management Systems (LMS) to launch the sessions from our content server as if they were loaded locally. Enrolment and tracking of usage is retained at the organisation's LMS. If your local LMS supports AICC, please contact our support desk, by emailing support@e-lfh.org.uk, and we will provide you with the relevant links and instructions to set up courses.

New e-learning development looking for users to test

HEE Library and Knowledge Services are currently refreshing the Knowledge Management e-learning originally produced in partnership with the Department of Health Informatics Directorate and Kent Surrey and Sussex Libraries.

The e-learning will introduce tools and techniques to enable all NHS staff to share their knowledge and learning to improve the quality of care and productivity.

The project team is keen to involve staff in testing the initial prototype towards the end of November 2017. If you have 15 minutes to spare to help then please email: ks-tel.south@hee.nhs.uk

For more information about anything you have read in this update please email tel@hee.nhs.uk