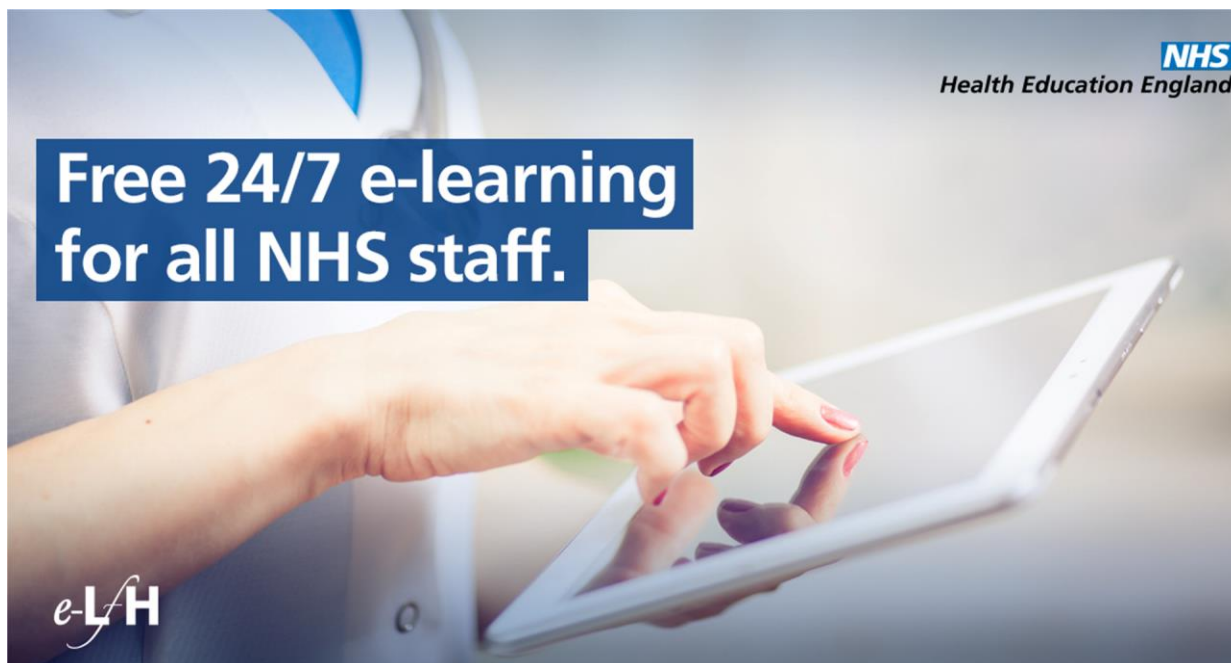


TEL NEWS

Welcome to TEL News



This month we have launched an awareness campaign to raise the profile of e-Learning for Healthcare. See page six for the full story.

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 update



Update on the Learning Solution

The HEE Learning Solution will provide access to a full range of resources, guidance and educational innovations across the NHS, social care and higher education which can also be shared, signposted, evaluated and developed. As well as helping to drive up quality, the Learning Solution will help promote and harness innovation and draw on the best practice, talent and projects within and beyond the NHS.



Participants contributing to one of the Ideathons

As part of the alpha phase we invited a wide range of healthcare professionals, educationalists, learning technologists and HEE staff to attend four 'ideathons' to enable us to explore the functionality and test potential ideas to get feedback for further development. The agile development process we are using means that users are involved throughout and small iterative versions and concepts are tested with users on an ongoing basis.

Ideathon participant: "Thank you for a really eye-opening day, it is always good to hear all sides of an issue and focus on the way forward. I am keen to help in developing this national solution."

Participants were tasked with testing key concepts with exercises designed to identify solutions to the most pressing concerns and riskiest assumptions. Everyone immersed themselves in the tasks and we gathered a lot of fantastic feedback to enable us to develop wireframes and initial prototype designs.

The next step is to conduct one to one usability testing sessions so we can further refine the design and functionality of the prototype.

For more information about the ideathons please visit our blog: <https://telblog.hee.nhs.uk/>

Simulation work progresses

Work by the TEL Programme team has re-commenced on simulation-based education (SBE).

With agreement from the over-arching steering group to develop a national simulation strategy for HEE across all areas of SBE – from low to high fidelity, the focus will be on ensuring a multi-professional perspective that is aligned to the Association for Simulated Practice in Healthcare (ASPiH) standards and regulatory bodies' requirements. In addition, this new strategy will be 'people-centric', with the aim of supporting and encouraging faculty and continuing professional development.



In the short-term, between now and the end of March 2018, the early objectives are to develop the guiding principles by which SBE is delivered, with the aims of:

- ensuring that SBE is delivered in a fair, equitable and inclusive manner
- enabling consistency of approach and delivery so that expectations can be met
- providing best use of resources and reducing duplication through the application of nationally applied guiding principles, via the local perspective
- offering opportunities for innovation
- enabling sharing of best practice
- engendering collaboration.

We will provide further updates as the project moves forward in future issues of TEL News and on our Twitter feed - @HEE_TEL.

Taxonomies Showcase

In a recent TEL [blog post](#), we explained the importance of taxonomies and how they power many of the websites we all use every day. Over the past 12 months, we have been developing a taxonomy to improve the way you access and discover content across our platforms including via the new learning solution.



The TEL Programme team showcased the taxonomy work to stakeholders

At an event last month, we took the opportunity to showcase our taxonomy work with a range of stakeholders with an interest in this area. Project lead Richard Price, said: "Taxonomies are our superpower and without them, we would struggle to find much of the information we take for granted when using Google or other search engines."

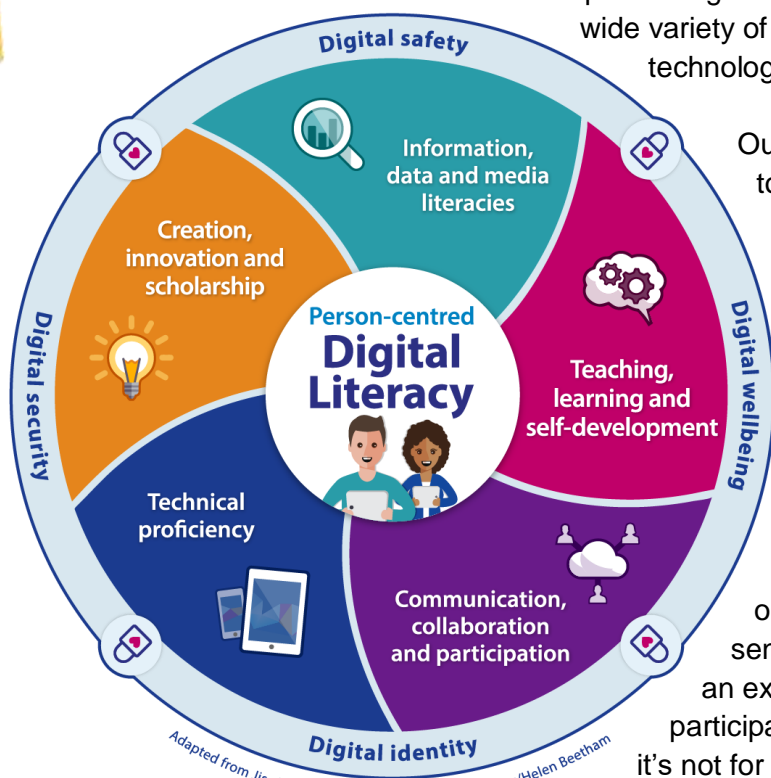
"The showcase was our opportunity to share our exciting work with stakeholders and to get feedback from the community about some of the challenges and opportunities with implementing this new technology."

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

Digital Literacy

Health Education England's digital capabilities

As part of the Digital Literacy Project, we've been presenting at conferences and holding workshops with a wide variety of health and care professionals, learning technologists and HEE staff.



Adapted from Jisc Digital Capacity Framework (2015) Jisc/Helen Beetham



Our workshops have involved asking people to think about what the domains in our digital capabilities framework actually mean in practice. What would it mean to be an expert in digital information, data and media literacies? What are the basic capabilities required of us all in digital communication, participation and collaboration?

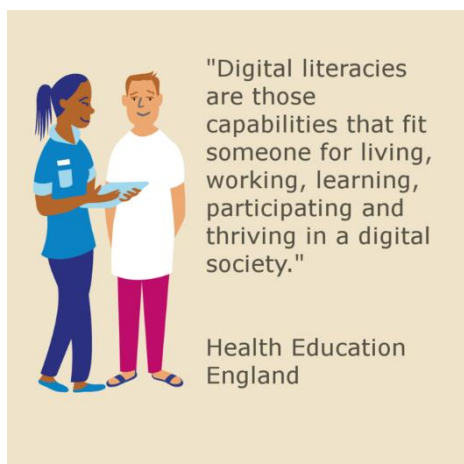
We know this is all very dependent on one's own level of skill, our context and our attitude towards digital. For some, sending and receiving an email makes them an expert, for others, setting up and participating in a Webex is pretty basic (we know it's not for many!) All of this data is feeding into our testing and refining of the framework and we're grateful to all who have taken part to date.

We've published online our research into existing educational and training resources that are available in the development of digital capabilities and you may have signposted to some of these already. We're about to start on a discovery phase looking at the simplest, most engaging tool we can develop that will enable anyone to assess their own levels of digital literacy and then be signposted to relevant learning resources. You'll find our paper on existing resources [here](#).

All our research to date on digital literacy in the health and care workforce can be found [here](#).



A digital literacy workshop at the Association of Learning Technologists' Conference in Liverpool earlier this month
TEL Programme



"Digital literacies are those capabilities that fit someone for living, working, learning, participating and thriving in a digital society."

Health Education England

A recent blog post was published by DigiLeaders and it explains our overall approach and thinking on digital literacy. <http://digileaders.com/digital-literacy-nhs/>.

As we've asked before, we'd like you to use and publicise our definition of digital literacy and the domains. If you would like further images to use in your own communications or presentations on this subject, please get in touch with us by emailing tel@hee.nhs.uk

Emerging TEL: Learner analytics and adaptive learning

An area of emerging interest to healthcare education is learner analytics. As a result of our horizon scanning work, we have established links with JISC – who provide digital solutions for UK education and research – and plan to hold an exploratory workshop in October to understand its future potential for healthcare education. It is likely that the application of analytics in healthcare education has significant potential to impact student retention and provision of more personalised, data-driven learning experiences.

JISC's recent [briefing](#) outlines how predictive learning analytics works and how their pilot studies demonstrated that student awareness of risk led to changes in behaviours to improve retention. The availability of large data sets about our learners means that in the future we could also begin to provide tailored learning in real-time to our current and future workforce.

This [video](#), produced by Elite Tech, gives a useful overview of adaptive learning.

Do you have a view on how learner analytics could be used in healthcare education? Perhaps you're already predictive learner analytics to tailor learning for staff?

Tell us about it. Tweet using #futureTEL #HEETEL to @HEE_TEL

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 click on this link: www.e-lfh.org.uk/planned-programmes.



Spreading the word about e-LfH

This month we have launched an awareness campaign to help raise the profile of e-Learning for Healthcare and its hundreds of e-learning programmes.

We have shared adverts targetting specific professional groups, as well as more general messages, through social media. The initial feedback on the campaign has been very positive with new users registering to access the e-learning programmes up by 175% for the same period in 2016.

The next phase of the campaign is to roll out a toolkit of e-LfH materials to NHS organisations for local distribution with an aim of further increasing awareness and usage of the programmes.



If you would like to receive details about the e-LfH toolkit please email tel@hee.nhs.uk

Emergency Medicine updated sessions

Emergency Medicine

Online self-assessment training modules delivered in support of a central strategy for e-learning in Emergency Medicine



Our Emergency Medicine e-learning programme, that was developed in partnership with the Royal College of Emergency Medicine, has recently published three 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:

1. EMD 01_03_02_01 - Management of Hypoglycaemia (Emergency Medicine/Medicine/Diabetes and Endocrinology)
2. EMD 01_03_08_02 - Management of Transient Ischaemic Attacks (Emergency Medicine/Medicine/Neurology)
3. EMD 01_03_08_13 - Acute Delirium in the Elderly (Emergency Medicine/Medicine/Neurology)

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

e-Learning to promote best practice in continence and catheter care

Continence and Catheter Care

e-Learning for excellence in continence and catheter care



We have worked with Oxford Academic Health Science Network, Oxford University Hospitals NHS Foundation Trust, Oxford Health NHS Foundation Trust, Great Western Hospitals NHS Foundation Trust and Health Education England Thames Valley to develop an e-learning programme to promote excellence in continence and catheter care.

Providing high quality continence care is an essential part of nursing care but it is an area that is often not well understood. Urinary incontinence can have a profound impact on a person's life, often leading to social isolation which can lead to a deterioration in physical and mental health. Poor continence care can exacerbate this. Nursing staff should be able to recognise those who are at risk of being incontinent and support them to maintain their continence. Nurses should also support patients who are incontinent to regain their continence.

This programme, for nursing staff and health care assistants across all settings, aims to improve knowledge and awareness of all aspects of continence and catheter care. The programme includes the different types of incontinence and the therapies and treatments that can be offered to patients. Emphasis will be placed on avoiding catheterisation and on strategies for reducing the risk of catheter acquired urinary tract infection (CAUTI) in situations where catheterisation is unavoidable.

The e-learning programme comprises two sessions: "Promoting best practice in continence care" and "Promoting best practice in catheter care".

To access the e-learning please visit: <https://www.e-lfh.org.uk/programmes/continence-and-catheter-care/>

Updated sessions in eFM e-learning programme



Three of the sessions within the eFM e-learning programme have recently been updated:

- 01_04 Antenatal Computerised CTG: Principles and Physiology
- 01_05 Intermittent Auscultation
- 01_06 ST-analyser - Principles and Physiology

eFM teaches and assesses learners in all aspects of intrapartum fetal monitoring and is directed at both obstetricians and midwives in training as well as those who have completed their training. The e-learning programme was developed in partnership with the Royal College of Obstetricians and Gynaecologists and the Royal College of Midwives.

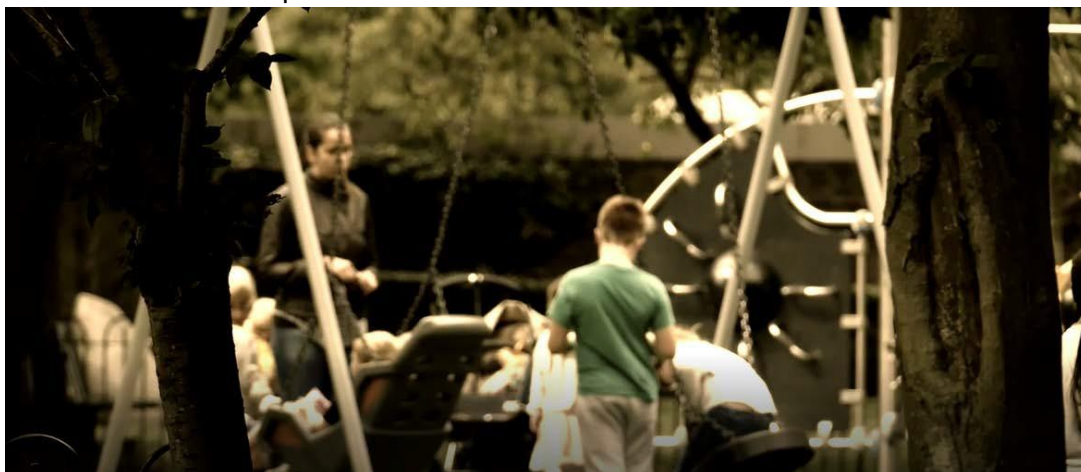
To access the e-learning programme please click here: <https://www.e-lfh.org.uk/programmes/electronic-fetal-monitoring/>

Programme launched to reduce the stigma that patients with alcohol problems face

We have worked with the Health Innovation Network South London, the South London and Maudsley NHS Foundation Trust and King's College London to develop an e-learning programme for NHS healthcare professionals that aims to reduce the stigma encountered by patients with alcohol problems.

A powerful new film, called Stories Behind the Bottle, complemented with an e-learning package has been unveiled to reduce the stigma that patients with alcohol problems face.

Using emotional and thought-provoking real stories voiced by patients alongside a practical package of training materials including facilitator's notes, the e-learning programme is a valuable resource for frontline professionals.



A still from the film "Stories Behind the Bottle" which complements the e-learning programme.

Having a better understanding of alcohol dependency may help healthcare professionals to improve longer-term outcomes for patients with alcohol dependency.

This e-learning programme will be of interest to health and social care staff who come in to contact with patients with alcohol problems, whether that is in hospital, primary care or community settings.

Sometimes people with alcohol problems can be stereotyped, and judged to be less worthy of excellent treatment and care. Such stigma can be a barrier to help-seeking. It also impacts on treatment outcomes and diminishes patients' feelings of empowerment.

The e-learning programme includes a mix of resources including a thought-provoking film reflecting on some service user experiences, facilitator's notes for group or face to face delivery of the training (recommended) and also a shorter online version for individuals keen to learn about this, who do not have access to the group training.

To access the free Alcohol Stigma e-learning programme and to view the film please click [here](#).

Changes to Genomics Education Programme online learning

Three of the Genomics Education Programme (GEP) courses; 100,000 Genomes Project: Preparing for the Consent Conversation, Introduction to Bioinformatics and Sample Processing & DNA Extraction are now available through the e-LfH and eIntegrity platforms.

As genomic medicine moves beyond specialist clinics and into mainstream patient care, the GEP courses have been made available through these e-learning platforms to create a comprehensive online genomics education and training hub available for healthcare professionals both nationally and internationally.

Access to online courses

All NHS staff and GEP partners (including university partners) will continue to access the courses free of charge via the e-LfH hub. Non-NHS staff can also continue to temporarily access the courses free of charge through e-LfH, however there will be a small charge after the temporary period ends and users must register with eIntegrity to continue to access the courses.

Over the coming months more GEP courses will be migrated onto the genomics education and training hub to meet the growing demand. All other tools and resources will continue to be available on the Genomics Education Programme website.

To access the resources please visit: <https://www.e-lfh.org.uk/programmes/genomics-education-programme/>

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