

TEL NEWS

Welcome to TEL News



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 hee.tel@nhs.net providing their contact details.

February 2017

● TEL Programme update

The end of January saw the TEL team host a full-day network meeting, bringing together partners and stakeholders from across the NHS and higher education, who have been supporting our work.

More than 40 people attended to get an update on progress across the programme's projects, to participate in key workshops as well as hear from key external speakers.

Attendees heard more on the work we have been delivering in areas such as digital literacy and taxonomies, as well as a keynote talk by Julian Stodd, Captain at Sea Salt Learning, who presented his work and insights into social learning and leadership, linked to technology.

Amanda Revers, Consultant Psychiatrist and Simulation Lead at Surrey and Borders Partnership NHS Foundation Trust also gave a demonstration of their innovative augmented reality system to support psychiatry training for foundation doctors.



Emma Scales, TEL Programme Lead, said: "We hope attendees found the day useful and that it provided a good overview on progress our work across all of our TEL projects. Going forward, we are aiming to continue to hold a TEL network meeting bi-annually in order to keep everyone informed and involved in our work."

Following the meeting, the TEL team is working hard to refresh the TEL section of the HEE website to provide updates on all projects and make key documents and reports available.

You'll be able to access this by the end of the month at <https://www.hee.nhs.uk/our-work/research-learning-innovation/technology-enhanced-learning>

Enhancing UK Core Medical Training through simulation-based education

The TEL team has been working with the Joint Royal Colleges of Physicians Training Board (JRCPTB) and other experts to look at how to effectively embed simulation into core medical training (CMT) curricula.

The output of this work is now complete and the joint report, with key recommendations, is now published on the HEE website: [Enhancing UK Core Medical Training through simulation-based education: an evidence-based approach.](#)

The recommendations in this document are based on a detailed review of the literature and expert opinion on best practice. It examines those aspects of the CMT curriculum that can be appropriately and effectively taught using simulation and provides recommendations for their mandatory implementation.

Emma Scales, TEL Programme Lead, said: “There is clear evidence that simulation provides opportunities to enhance medical skills and experience in a safe learning environment, away from the patient. This report is a fantastic piece of work, put together by experts, that outlines practical ways to mandate this in core medical training curricula.”

The key findings are as follows:

- There is good evidence (T3)¹ that certain CMT practical procedures (central venous catheterisation, thoracentesis, abdominal paracentesis) and emergency presentations (cardiorespiratory arrest) can improve patient outcomes if taught using simulation based education (SBE). There is no obvious reason why additional CMT procedures should not also be taught using SBE, indeed the evidence points to it being desirable to do so
- There is reasonable evidence (T2) that non-technical and human factors skills required by CMT can be effectively taught using SBE
- The teaching of CMT essential and desirable procedures (see Appendix 2 for more details) and also non-technical skills using SBE is already widespread within the UK and CMT training programme directors (TPDs) support this training.

This report and its findings were discussed at the Conference of Postgraduate Medical Deans (COPMeD) on 8 February 2017.

The findings are intended to assist Training Programme Directors, Heads of Schools of Medicine, Foundation Schools, Local Offices of HEE, consultants and everyone else involved with the delivery of CMT, in understanding exactly how and where simulation can be used most effectively to improve educational outcomes and trainee experience.

Following this, the JRCPTB will put the proposal for simulation to be included as a mandatory element of the new internal medicine curriculum, to be submitted to the General Medical Council later in 2017.

Did you know?

All different types of SBE can be used to achieve the required learning outcomes.

Examples include (but are not limited to) task training, manikin-based simulation, standardised patient approaches or virtual reality.

This is subject to the availability of equipment and faculty.

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Digital Literacy

Work is progressing well with the TEL Programme’s digital literacy project, aimed at supporting the healthcare workforce to have the capabilities, attitudes and behaviours that equip someone for living, working, participating and thriving in a digital workplace and society.

It is no longer possible to think about digital literacy as either purely about technical proficiency or as the preserve of only a few experts. All who work in health and care must have sound digital skills in order to provide the best patient care. By building excellent digital skills and the right attitudes and behaviours, the uptake and adoption of new digital tools and technologies can be dramatically improved.

At the most recent TEL network meeting, participants were presented with six domains of digital literacy ranging from technical abilities to digital wellbeing and asked to produce “I can” statements showing the type of skills expected at different levels. For example, “I can create a blog post” or “I can interpret data on a spreadsheet”.



The digital literacy project is currently exploring the development of a capability framework that maps the suggested “I can” statements to help individuals assess, improve and develop their own digital literacy.

e-LfH 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 [here](#):

New session added to FGM programme



A new session called “The Psychological Impact of FGM” has been added to the Female Genital Mutilation (FGM) e-learning programme. The session aims to provide an overview of what is currently understood about the psychological effects of FGM.

To access the FGM programme please click [here](#)

Personal Health Budgets e-learning launched

Personal Health Budgets

An e-learning resource to support personalising care for those with complex needs



HEE e-LfH has worked in partnership with NHS England to develop an e-learning programme about personal health budgets.

Personal health budgets are one way to give people with long term health conditions and disabilities more choice and control over the money spent on meeting their health and wellbeing needs.

Adults who are eligible for NHS Continuing Healthcare and children who are in receipt of continuing care have had a right to have a personal health budget since October 2014. Since April 2015, clinical commissioning groups (CCGs), have been looking at expanding their local personal health budget offer to other people who could benefit.

The e-learning programme, which is aimed at those who are supporting individuals to plan for their own care, introduces personal health budgets and explains how they work for people. The resource also covers how to address some of the personal health budget challenges faced by the NHS and the plans to expand availability to other people with complex and long term health conditions.

To access the e-learning resource click [here](#).

New sessions added to emergency medicine

The ENLIGHTENme e-learning programme, which e-LfH developed in partnership with the Royal College of Emergency Medicine, is for trainee emergency medicine doctors.

The following sessions have been added to the programme:

- Abdominal Pain without Shock
- Status Epilepticus
- Initial Assessment of the Eye
- External Eye and Tear Duct Infections
- Image Acquisition
- Chest Drain Insertion in Adult Trauma.

To access the programme please click [here](#).



enlightenme
ELECTRONIC LEARNING INITIATIVE FOR EMERGENCY MEDICINE

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

• Safer Internet Day



HEE e-LfH supported Safer Internet Day on 7 February, by joining hundreds of organisations in promoting the safe, responsible and positive use of digital technology for children and young people.

As part of its support for Safer Internet Day e-LfH signposted people to its MindEd e-learning programme. The Online Safety and Wellbeing: Getting the Focus Right session looks at the tensions between the expectations of online safety and the realities of young people's behaviours online.

For more information about Safer Internet Day please click [here](#).

To access the MindEd session Online Safety and Wellbeing please click [here](#).



e-LfH access widened to care homes and hospices

HEE e-LfH has now enabled free access to learning resources for all care homes and hospices, including those in the independent care sector. Access has been piloted and it is working well.

Care home staff wishing to access the resources need to register on the e-LfH [portal](#) and obtain a registration code specific to the care home or hospice from their manager.

For more information about this piece of work please contact [Victoria Winlow](#), Assistant Programme Manager, e-LfH.

Learning resources promoting integration of physical and mental health launched

HEE has worked with UCLPartners and NHS mental and physical health experts to develop a suite of educational material for use across primary and secondary NHS health settings.

“Breaking Down the Barriers” aims to support education across the NHS workforce by providing the training materials to enhance existing skills, increase knowledge for early recognition, assessment, management and signposting of mental and physical health needs of patients.

A key aim of this work is to facilitate and encourage collaborative working and the sharing of resources and training delivery arrangement between NHS Trusts. The education and training materials cover the following areas:

The resources are a combination of classroom training, videos, simulation training, presentations, case based scenarios, case studies, tutorials and quizzes.

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- Mental health awareness in emergency and urgent care settings
- Physical health awareness in mental health settings
- Child and adolescent mental health awareness training for GP practices in primary care
- Child and adolescent learning disabilities awareness training for GP practices in primary care

The resources are a combination of classroom training, videos, simulation training, presentations, case based scenarios, case studies, tutorials and quizzes.

Breaking Down the Barriers awareness training packages and associated materials are available as a free downloadable resource from the e-LfH portal for use across primary and secondary care settings.

To access the resources please click [here](#).

Reminder about e-learning for NHS staff about responding to concerns

Raising and Responding to Concerns

SPEAK UP

HEE has worked with Public Concern at Work and the National Guardian Office to develop an e-learning session to help managers respond to concerns raised by members of their team.

Last year the Secretary of State for Health commissioned Sir Robert Francis to carry out an independent review into the culture of raising concerns within the NHS. The review recommended that every NHS organisation should provide training on the value of speaking up which complies with national standards.

The e-learning looks at appropriate ways of handling and supporting staff when they raise a concern.

An e-learning programme about raising concerns was launched which teaches NHS staff the value of speaking up and highlights what support is available. Speaking up about wrongdoing at the earliest opportunity can save lives, prevent harm and protect organisational reputation.

This second e-learning resource, which complements the “raising concerns” programme looks at appropriate ways of handling and supporting staff when they raise a concern. The session also addresses how best to respond to a concern about malpractice, wrongdoing or risk.

In addition two education and training films have been developed – “Raising Concerns” and “Responding to Concerns.” The films, which complement the e-learning, support healthcare professionals to feel empowered to raise and respond to concerns.

Before commencing the new e-learning resource, it is recommended that you complete the session: Raising a Concern. To access the e-learning session please click [here](#). To view the films please click [here](#).

Award-winning clinical guidelines app

Frimley Health NHS Foundation Trust has won a series of awards for their Frimley Park Hospital-based clinical guidelines app.

The app provides a summary of consultants' expertise to support foundation doctors in managing patients.

The team has won:

- Frimley Park Hospital clinical audit competition – 1st place
- South Thames Foundation School FY2 quality improvement competition 2016 - 1st place
- DAPS Global Awards for quality improvement projects (November 2016) – 1st place for 'most innovative' project
- Junior Doctor Quality Improvement Project of the Year 2016 – 2nd place.



The award-winning team from Frimley Health NHS Foundation Trust

For more information about the clinical guidelines app please click [here](#).

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