

Learning to use Technology: Using Technology to Learn

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NHS Connecting for Health



Overview of presentation

Brief introduction to NHS CFH

Overview of the model underlying ETD

Strategising the move into elearning

Conclusion



NHS Connecting for Health

Better information for health, where and when it's needed

NHS Connecting for Health is an Agency of the Department of Health. It is tasked with delivering the **National Programme for IT** in the NHS, which will provide an integrated IT infrastructure and systems for the NHS in England. It aims to connect over 30,000 GPs to almost 300 hospitals and give patients access to their personal health and care information, transforming the way the NHS works.



Meet the National Programme for IT (NPfIT)

Approx £N billion capital costs(!)

Designed to put ICT into every public health facility in England

One National SP; Three Local Service Providers

Integrated Care Record Service

‘Choose and Book’

Electronic Transmission of Prescriptions

Picture Archiving and Communications Systems (PACS)

Remote diagnosis; Telemonitoring

Electronic Staff Record and Personal Learning Portfolios

National Electronic Library for Health



Major purposes of *Connecting for Health*

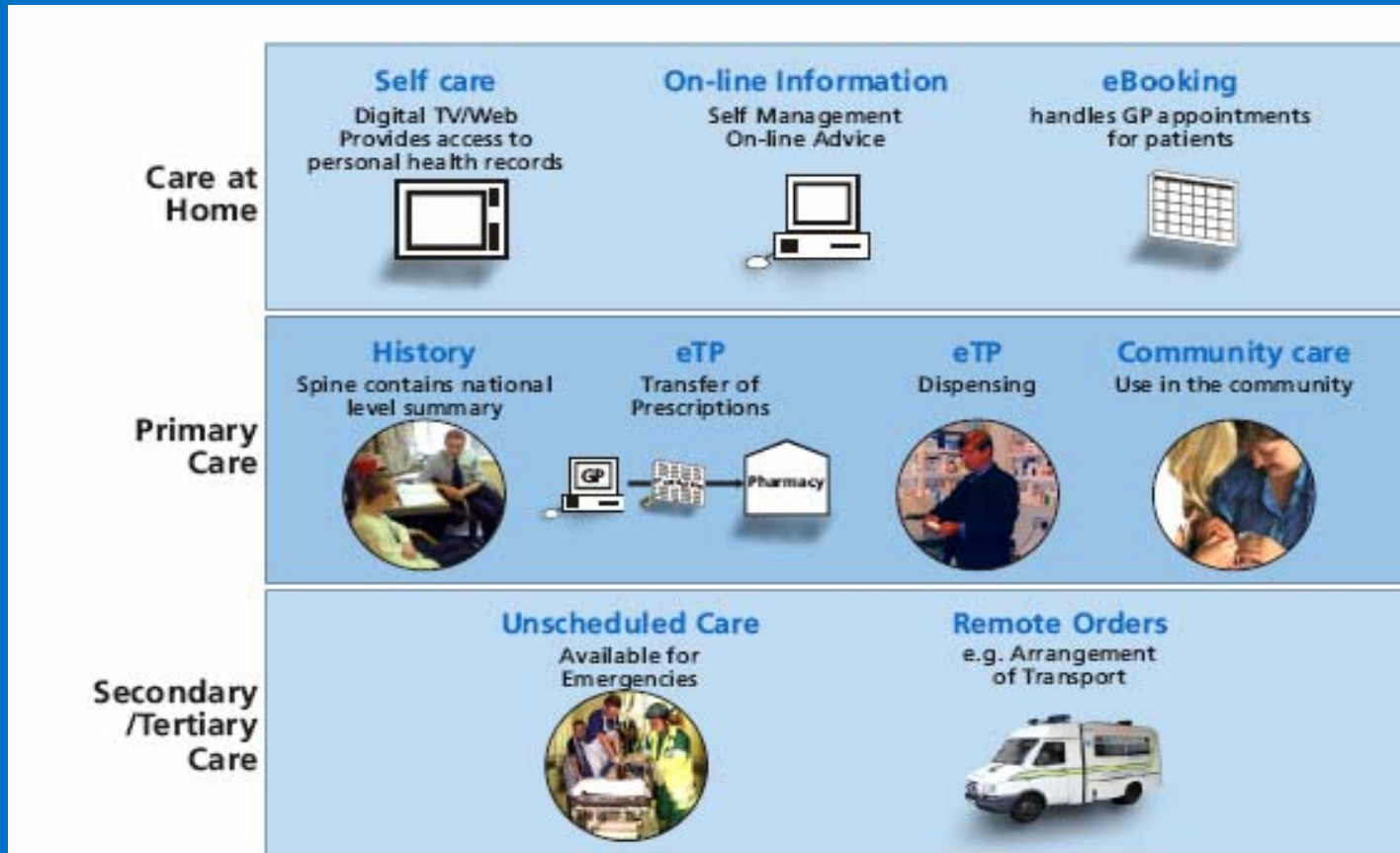
To connect delivery of the NHS Plan with the capabilities of modern information technologies and, in particular, to:

- Support the patient and the delivery of services designed around the patient, quickly, conveniently and seamlessly.
- Improve management and delivery of services by providing good quality data to support National Service Frameworks, clinical audit, governance and management information.
- *Support staff through effective electronic communications, better learning and knowledge management, cut time to find essential information and make specialised expertise more accessible (emphasis added).*

(Department of Health (June 2002) *Delivering 21st century IT, Support for the NHS*)



The vision for the National Programme



Why the National Programme is Vital

The application of what we know already will have a bigger impact on health and disease than any drug or technology likely to be introduced in the next decade: *Knowledge is the Enemy of Disease*

Dr Sir Muir Gray
(Director of Knowledge Process and Safety)



Education Training and Development: Current situation

In support of the National Programme, there is a diverse mix of education and training activities

Local, Regional (Cluster – soon to be SHA) and National levels

Includes both taught and self-directed

Limited take-up of elearning solutions

Driven by the rollout of the National Programme Applications

Each National Application has its own Education Training and Development strategy

However actual implementation is a shared responsibility with Local Service Providers



So...

How have we tackled the challenge?



Mission of CFH Education Training and Development (ETD)

To encourage and accelerate the **uptake, spread and creative use** of **information and communication technologies and associated software applications** in support of **high-quality patient-led healthcare.**



Primary objectives:

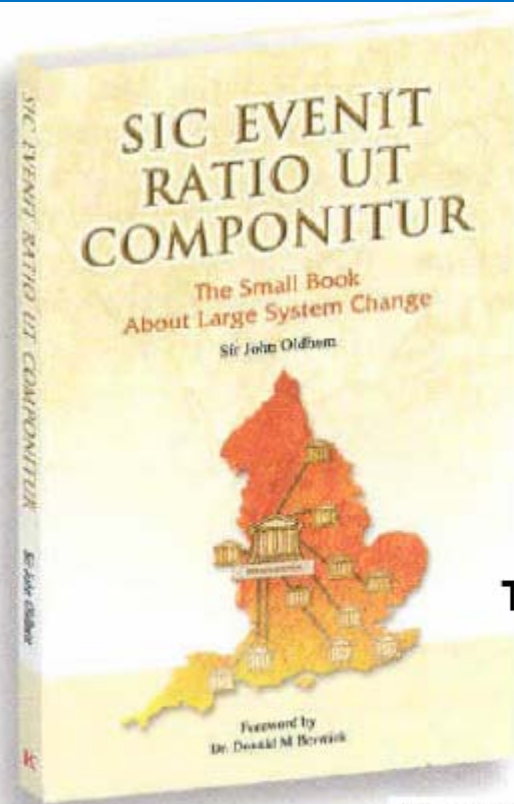
- To **support, enable and harmonise National and local provision** of education and training programmes, interventions and approaches, to maximise impact and minimise confusion and duplication at the frontline
- To **strengthen the capacity for learning and enhance the readiness for implementation** by all staff at the frontline
- To provide **high quality, evidence-based advice and information about educational interventions** across the service, and collaborate with those engaged in similar research activities
- To support the **development and networking of informatics specialists, education and training practitioners, clinicians and leaders** seeking to implement IT solutions
- To **manage the workstream efficiently and coordinate all aspects** of the workstream, ensure its alignment with major strategic goals and priorities, and facilitate the mainstreaming of its work over time.



How are we organising ourselves

to deliver these five main goals?





NPDT National Primary Care
Development Team

Sic Eventit Ratio Ut Componitur
The Small Book About Large System Change
by
Sir John Oldham

Sic Eventit Ratio Ut Componitur: The Small Book About Large System Change by Sir John Oldham, Head of the National Primary Care Development Team (NPDT) has just been launched and is now available from Kingsham Press.



Sic evenit ratio ut componitur: The small Book about Large System Change

Sir John Oldham

Three essential elements of large system change:

The systematic transfer of knowledge

The creation of an environment that facilitates the uptake of ideas

A unified policy framework and infrastructure for spread



National ETD programme areas

Principal Programmes and Platforms (PPP)

- [The systematic transfer of knowledge]

Frontline Readiness for Implementation (FRI)

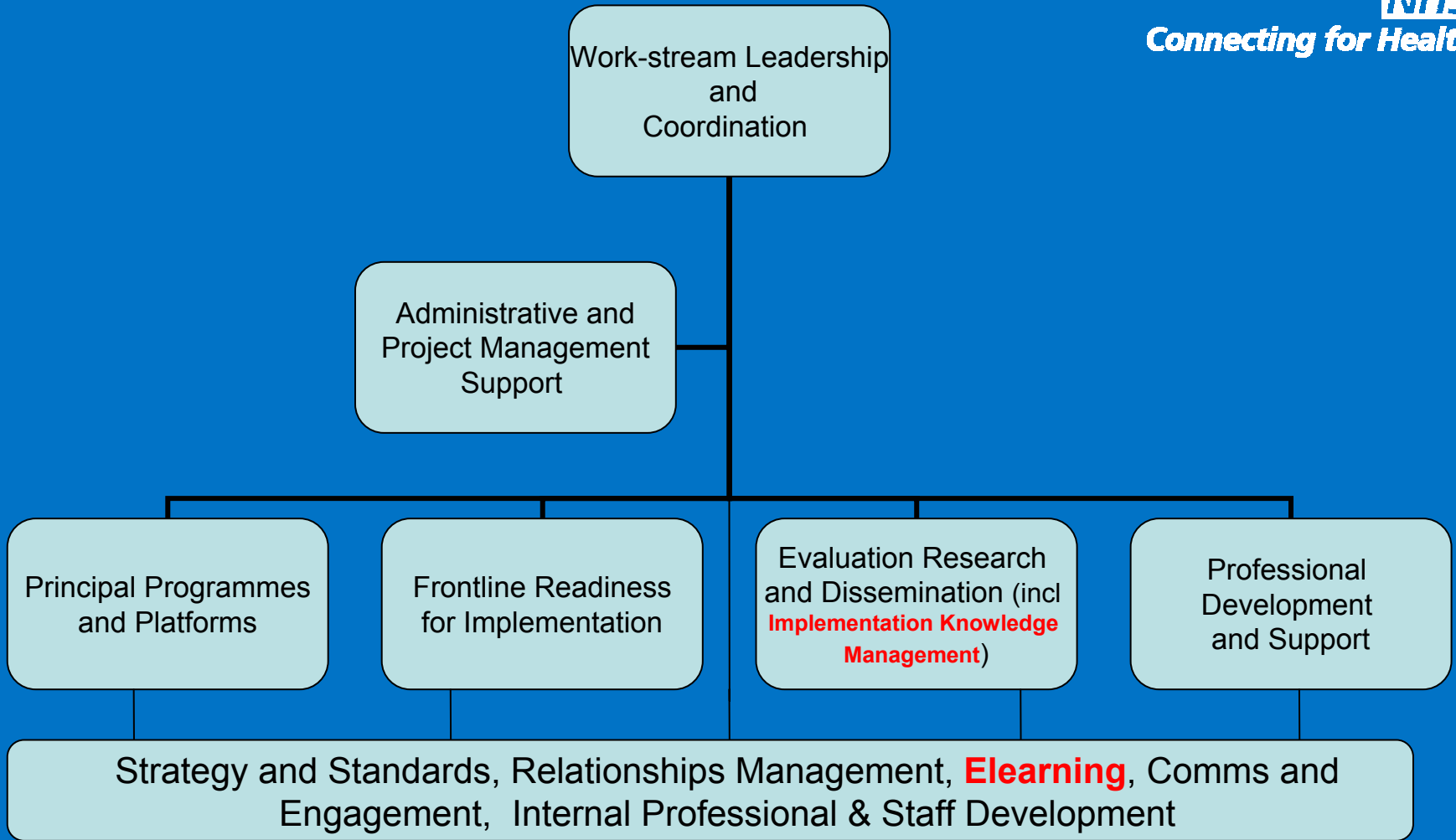
- [The creation of an environment that facilitates the uptake of ideas]

Evaluation Research and Dissemination (ERD)

- [A unified policy framework and infrastructure for spread]

Professional Development and Support (PDaS)





Realising the Benefits of the National Programme: An Overview

Improved patient experience, outcomes and value for money

Enhanced clinical Encounters

Improved productivity

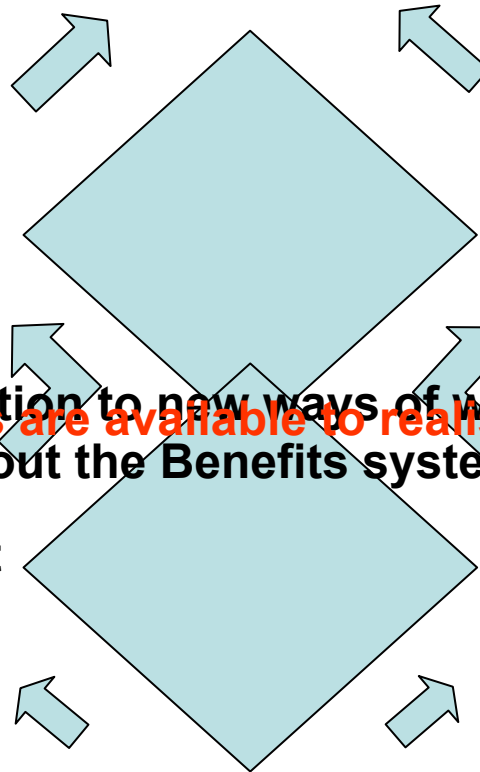
Safe transition to new ways of working and
Driving out the Benefits systematically

What interventions are available to realise these benefits?

Planned Development of Skills, Capability and Confidence

Patients, Clinicians, and Managers Leading and Supporting the Changes

A culture of learning and continuous improvement



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Training

Development

Education



The tripartite nature of our role



- Creating a 'receptive context for learning and implementation'
- Ensuring that all the elements are in place to maximise the likelihood of the 'training' phase being a success
- Providing a range of learning interventions suited to the subject matter and the nature of the learners or users
- Ensuring that the training is of good quality and 'fit for purpose'
- Building new clinical/management processes and relationships on the basis of the new systems that have been put in place
- Capturing and sharing good practice between trusts and local health communities

Our plans for the future

Elearning: A major new direction
for ETD



Overview

If elearning is the answer, what was the question?

Some contextual issues: Policy statements and reports

The National Elearning Alliance for Health

The elearning wheel: A round-up of what we're doing in the National ETD team

Elearning in the context of a learning organisation



Challenges facing ETD

- Multiple deployments with future enhancements to functionality
- Sheer number of learners
- Geographic spread of learners
- Need for ongoing learning after initial deployment
- Within the 'cascade model,' the requirement for comparability and Quality Assurance
- Desirability of empowering users to learn at their own pace
- EWTD and restrictions on available time for trainees and trainers
- Demands from Royal Colleges, universities and other ETD providers for shareable resources
- Opportunity to harvest additional benefits from the huge investment in IT across the service

Elearning helps to address all of these issues



Some background issues and themes

Global changes – social and technological transformations

Elearning as part of global shift/government initiative

Where are we in relation to, for instance, higher education?

Lifelong learning/empowerment of learners

Blended learning solutions, not stand-alone

Total end-to-end approach; funding needed beyond the initial set-up and deployment

Learner's point of view: access, confidence, relevant material, tailored to work patterns and lifestyle

Next generation learners differ sharply from those from previous generations



Born Digital: Looking at Information Literacy Instruction Through a Generational Lens

Scott Walter

University of Kansas

Presented at Annual Meeting of
the Washington Library
Association, April 20, 2005

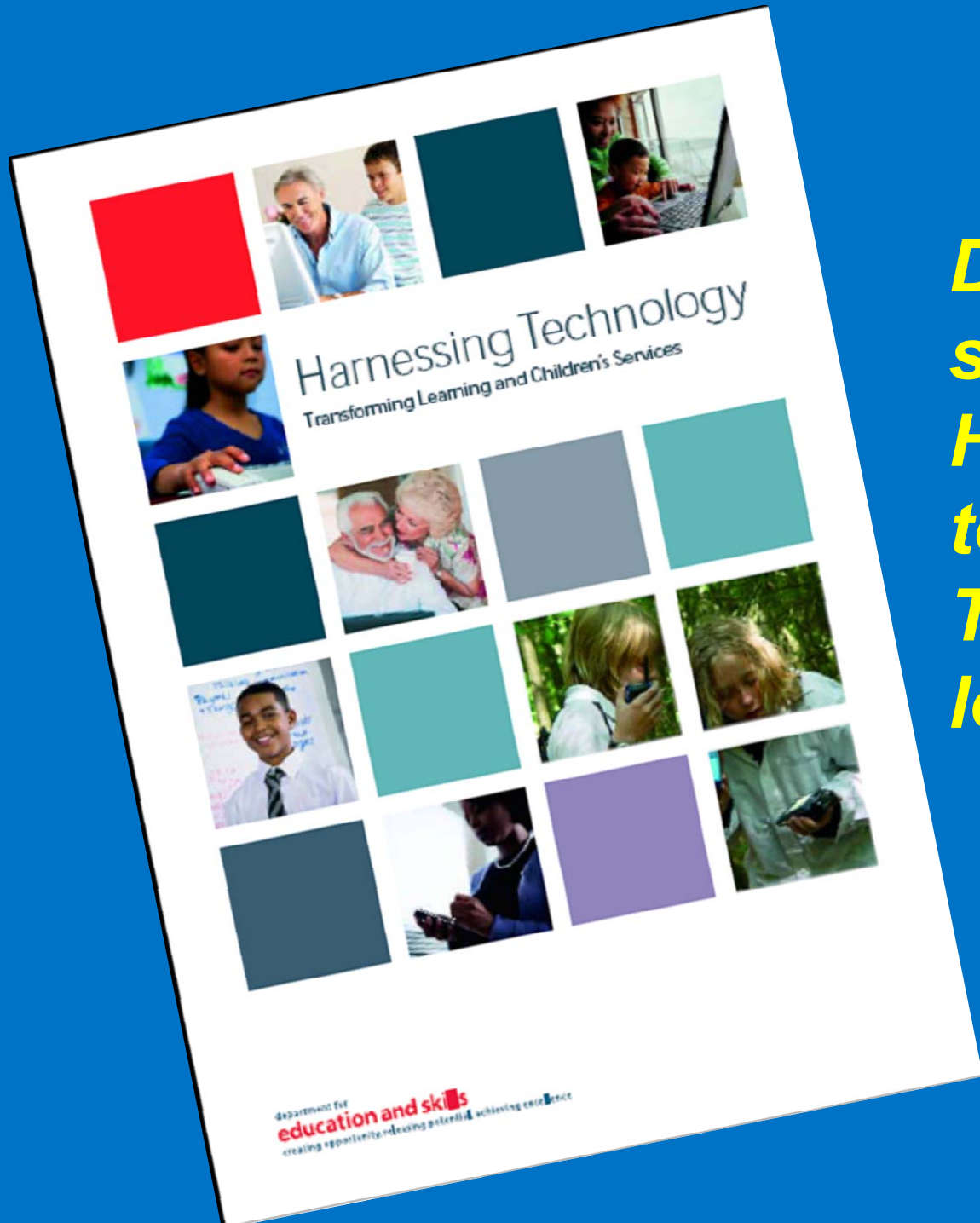
A place to start
thinking about
the future



A joint report with:
Department of Trade and Industry



DfES e- strategy Harnessing technology: Transforming learning



March 2005/12
Policy development
Statement of policy
No action is required

This document sets out our strategy and implementation plan for supporting higher education institutions to develop and embed e-learning over the next 10 years. It reflects responses to the consultation on our draft strategy, and has been developed jointly with the Higher Education Academy and the Joint Information Systems Committee.

HEFCE strategy for e-learning

Higher Education Funding Council for England
Joint Information Systems Committee
Higher Education Academy

...and HEFCE's strategy for Higher Education



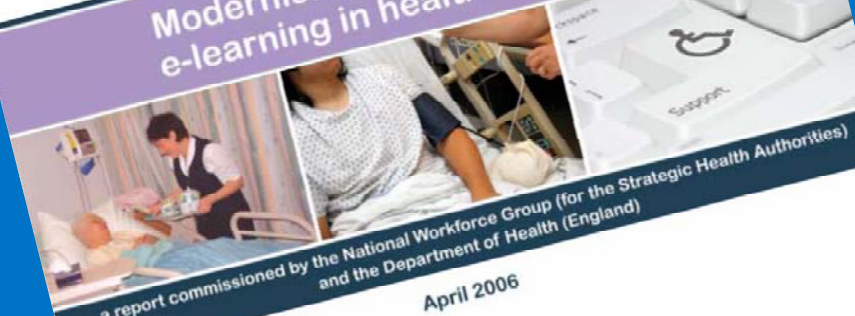


***A recent
European
Commission
report***



[http://www.healthcareworkforce.org.uk/
C8/eLearningReport/default.aspx](http://www.healthcareworkforce.org.uk/C8/eLearningReport/default.aspx)

Modernising healthcare training:
e-learning in healthcare services



a report commissioned by the National Workforce Group (for the Strategic Health Authorities)
and the Department of Health (England)

April 2006



unleashing hidden potential

Elearning: The Next Big Thing in CFH education and training



A new National Alliance for Elearning in Health

National Alliance for Elearning in Health

NWG Operational Group for Elearning in Health

Broad Elearning Community in Health



UK Alliance for Elearning in Health: Role

Demonstrating the business case for the various components of the road map

Ensuring sector-wide commitment to the e-learning road map

Securing funding for the implementation of e-learning road map activities

Implementing, monitoring and reviewing quality assurance and governance arrangements for road map activities

Sponsoring the development and dissemination of advice and guidance on Technology infrastructure solutions which are “fit for purpose” for the sector

Undertaking periodic reviews of the roadmap and its priorities



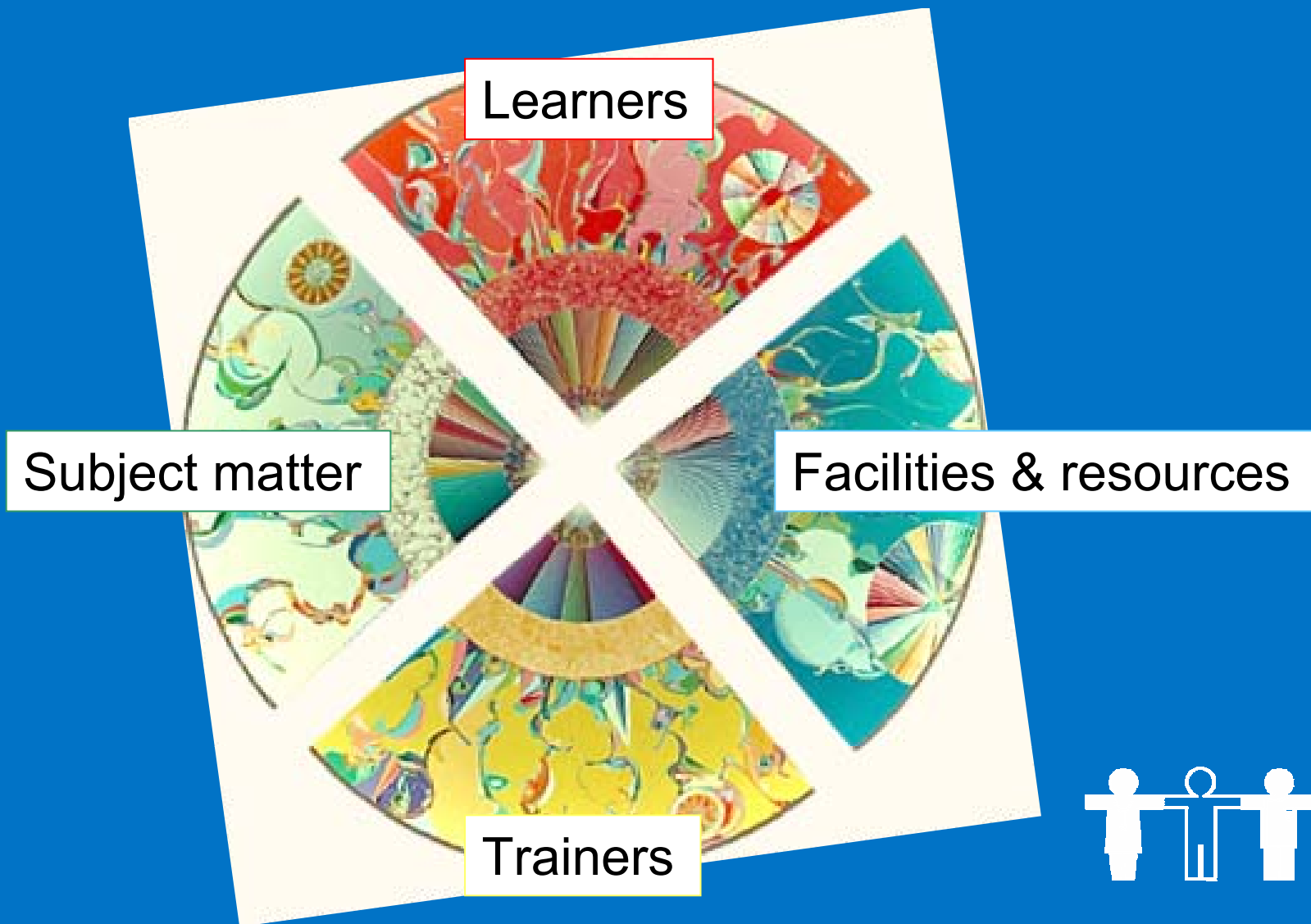
UK Alliance for e-learning in Health: Membership

Department of Health,
England
Strategic Health Authorities
Skills for Health
Connecting for Health
Skills for Care
Foundation Trust Network
NHS Confederation
Trades Union Congress
NHS Institute
CETIS
Becta

National Education for
Scotland
NHS Wales
Northern Ireland Department
of Health, Social Services
and Public Safety
Academy of Medical Royal
Colleges
Royal College of Nursing
Health Professions Council
Professional Advisory Group
for Estates and Facilities Staff
Chair of National e-learning
Operational Group



The Elearning Wheel



Learners

Elearning has the potential to empower learners to pursue their individual needs and interests – personal and professional

Essential skills – we already manage the largest ECDL project in Europe

Currently undertaking a review of the ECDL contract

Negotiation of CPD value both for formal education (Higher or Further) and for Professional Associations/Royal Colleges

Linking elearning functionalities with both e-KSF and Electronic Staff Record

Possibly some ‘learning to learn’ programmes – e.g. with Ufl

Who are our learners: should we be thinking about patients and carers as well as staff? (see Continua Alliance and home healthcare)



briefing

June 2006

ISSUE 13

Telecare and telecaring

The rise of telecare and homecare: implications for elearning

Keypoints

- Technology is now playing an important role in maintaining independent living, linking health, housing, social care and community safety. The benefits include improved quality of life, and reduced emergency admissions and lengths of stay, particularly for people with long-term conditions.
- Telecare and telecaring need to be developed in parallel, with support and training for carers. The NHS needs to train a new cadre of telecarers: health professionals who can use these new media to communicate fluently with patients and the public about health matters.
- Implementing telecare is complex and involves many different organisations. Partner organisations will need to network, learn quickly and leverage the potential gains of telecare while taking opportunities to redesign their existing services to benefit the local population.

April 2006 saw the major lift-off for telecare and related services in England with the availability of an additional £80 million Government funding, the Preventative Technology Grant, for local authorities with their partners over the next two years. This period is expected to see the mainstreaming of telecare and telecaring as part of the range of health, housing and social care services supporting people in their homes. This *Briefing* examines the role of telecare and the need for trained telecarers.

Background

Telecare services, supported by technology, bring health and social care directly to people, usually in their own homes. Telecare is often based on the extension of local community alarm services with sensors to prevent or detect home accidents.

Sensors or devices collect data, which are then transmitted to a base unit in the home. The data are then transmitted through the telephone line to a control centre or a response provider. Equipment in the home can send vital signs information (such as blood pressure) to a remote clinician over the internet.

There are also a growing number of telecaring initiatives to support long-term conditions such as congestive heart disease and bronchitis. Vital signs and other data

should become part of comprehensive care records and used to help reduce unnecessary hospital and care home admissions.

Experience in the UK suggests that home-fitted equipment accounts for around a third of the cost of the service with installation, monitoring, response and maintenance accounting for the remainder. This varies depending on the nature of the service, responsibilities for delivery and economies of scale.

Introduction

Initially viewed as being aimed at older people, telecare is now seen as being relevant to any age group. It could be suitable for managing conditions such as hypertension and diabetes. There may also be scope to allow better management of obesity, as well as the promotion of healthy

Produced in conjunction with:

Care Services Improvement Partnership **CSIP**

We help to improve services and achieve better outcomes for children and families, adults and older people including those with mental health problems, physical learning disabilities or people in the criminal justice system. We work with and are funded by the Department of Health.



Trainers and educators

Various networks of those involved in elearning (e.g., the CHAIN Elearning Group)

A national scheme of professional development, ranging from masterclasses to conferences, to formal education and higher degrees

Negotiated recognition for CPD purposes

Should we be negotiating access to formal qualifications for those teaching using technologies?

Creation and support of online community of ETD practitioners

We need to link into networks beyond the health services as well



Subject matter/content

Creative use of the huge amount of material developed and already in use; lots of parts of the service already have digital assets [NPSA; National Prescribing Centre; CLU; National Institute for Innovation and Improvement, etc.] (but note problem of 'not invented here' syndrome)

National repository filtering down to a Library of elearning resources (hosted by NLH)

Core Learning Unit – especially for Statutory and Mandatory learning

Incorporate learning into applications to which they pertain

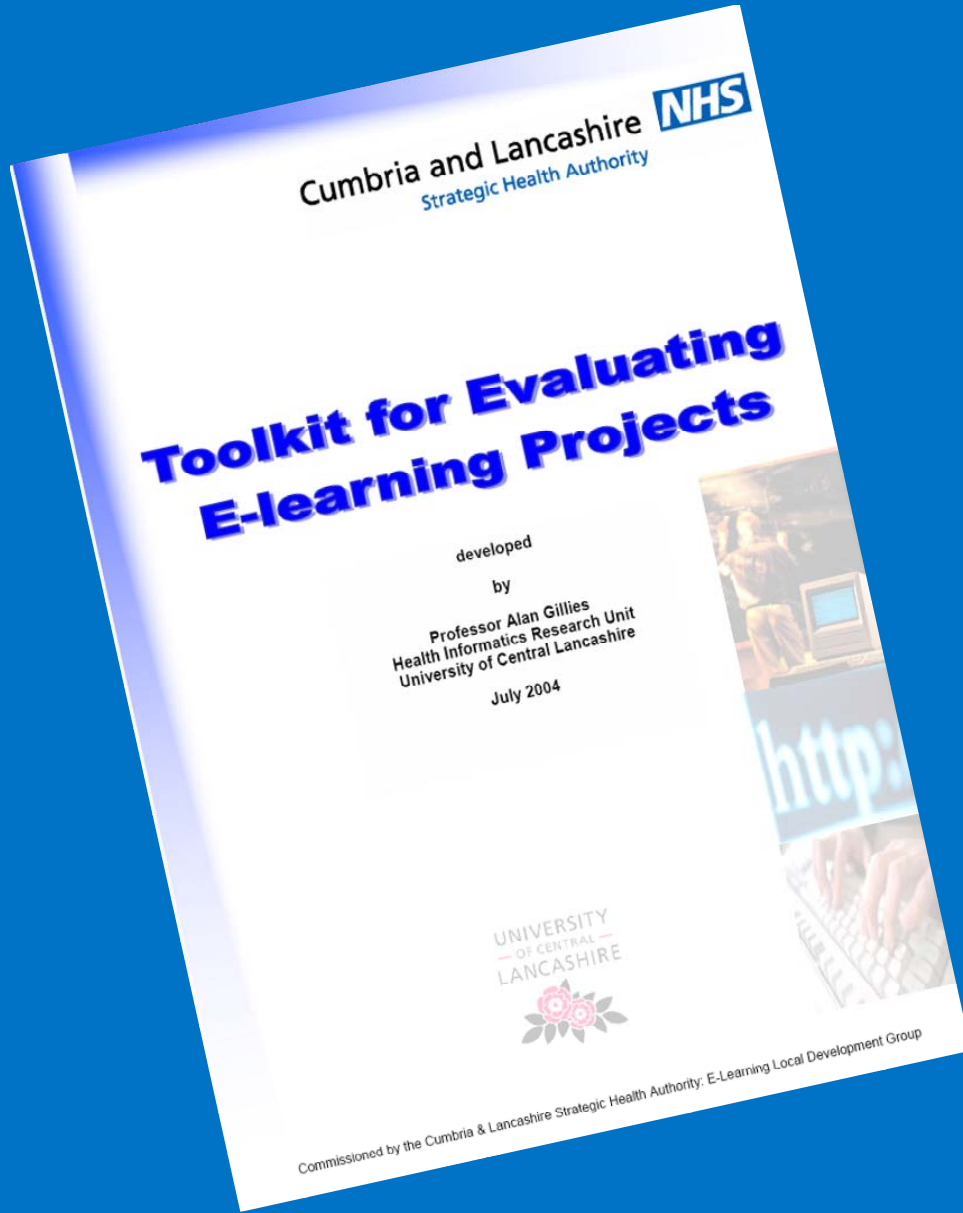
Convergence between elearning and knowledge management (KM)

We are developing a range of elearning resources around national applications (RA; Spine, PDS etc)

Standards for developing elearning content



The first part of a National toolkit? Connecting for Health



Worth a look to see what is happening...

Boulos, MNK, Maramba, I and Wheeler, S (2006).

Wikis, blogs and podcasts: a new generation of web-based tools for virtual collaborative clinical practice and education

[BMC Medical Education 2006, :41]

<http://www.biomedcentral.com/content/pdf/1472-6920-6-41.pdf>



Facilities and resources

The National Programme for IT will potentially alter the 'learning landscape' for healthcare; elearning will capitalise on the huge investment in ICT across the service

Availability of Mobile Training Units (PC Coaching call-off contract)

Review of LMSs across the service

Potential to use open source solutions such as Moodle; not just proprietary platforms (see:

http://www.govtalk.gov.uk/documents/oss_policy_version2.pdf)
but issues with ongoing maintenance

Potential for benchmarking within health and with other sectors

A toolkit of resources to evaluate elearning infrastructure and readiness

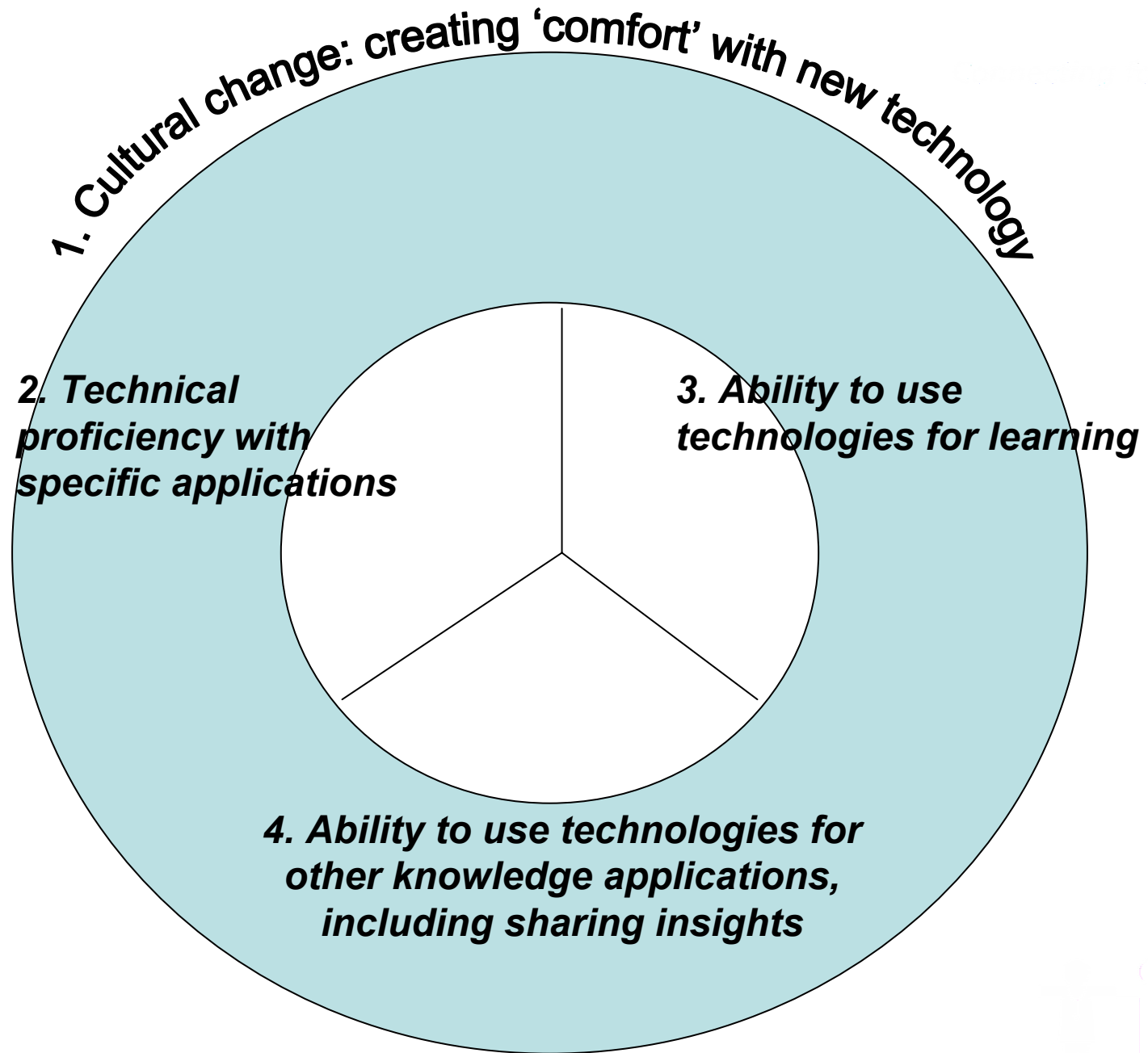
iPods and downloadable resources; webcasts



So, in short, we in ETD National...

are part of the National Alliance;
have a number of elearning projects
underway; and
are undertaking an integrated programme
of elearning activities for trainers,
learners, and ETD Managers across
the Service.





***Education
Training and
Development
within CFH:
Realising the
'Double
Dividend' of the
National
Programme for IT***

