Framework for Technology Enhanced Learning
E-learning, simulation, clinical skills and other innovative approaches

- Review the appropriate use of e-learning, clinical skills and simulation facilities
- Develop a strategy for the appropriate use of e-learning, clinical skills and simulation facilities
  - Effective provision
  - Widen participation
  - Value for money

- Focus on clinical outcomes
- Healthcare run from the “bottom-up”
- Abolition of SHA’s
- Greater autonomy for employers to plan and develop workforce
- Greater professional ownership for quality of training
Plurality of IT suppliers

5.9 “As a further measure to support front-line services, the Department of Health will apply cuts to its budgets for centrally managed programmes.... NHS services will increasingly be empowered to be the customers of a more plural system of IT and other suppliers.”
Framework for TEL

- Appropriate use and provision of technology to support learning
- Users: health and social care workforce including students
- Includes simulation and e-learning
Vision

“To enable world-class education, training and continued personal development that makes the best use of technology ensuring that the workforce acquire and maintain the knowledge, values and behaviours needed to improve constantly patient outcomes, safety and experience.”
Principles

- Improved patient outcomes, safety & experience
- Patient centred and service driven
- Ensure equity of access & Quality of Provision
- Deliver value for money
- Deliver high quality educational outcomes
- Educationally coherent
- Innovative & evidence based
Patient-centred and Service driven

- Safe and effective patient care
- Provider-led
- Collaborating through networks
- Regular reviews
- Managing and recording learning
Patient-centred and Service driven

Recommendation 1: As part of a managed learning process and where appropriate, healthcare professionals should learn skills in a simulation environment and using other technologies before undertaking them in supervised clinical practice.
Educationally coherent

- Professional leadership
- Embedded in curricula
- Clearly mapped to specific learning outcomes
Educationally coherent

- Threshold for practice
- Mission rehearsal/perfecting clinical practice
  - Supervised clinical practice
  - In-situ simulation
- Proficient
- Contextualised/Hybrid Simulation
- Excellent (expert)
- Minimised and managed risk to patients
- Novice
- Advanced beginner
- Task Simulation
- Competent

Mastery

Experience
Innovative and Evidence-Based

• Aspiring to educational excellence
• Promotion of research and evaluation
• Dissemination of best practice
High Quality Educational Outcomes

• Clarity of purpose
• Involvement of learners and trainers
• Train the trainers
Equity of access and provision

- Agreed standards for e-learning content
- Local accountability
- Regulatory frameworks
Value for Money

- Collaborative working
- Interprofessional learning
- Reducing duplication
Reducing duplication

• Recommendation 10a: A national register covering e-learning modules, simulation scenarios and toolkits should be maintained to provide the facility to search for existing tools or projects in development.
Reducing duplication

Recommendation 10b: Healthcare, social care and education providers, either individually or working together, should search the register before developing or procuring any new technologies to support learning to reduce duplication and ensure value for money.