Promoting Inclusive and Accessible Education through Technology Enabled Learning:

Report on RRHEAL supported work with Care at Home/Care Home Staff in Western Isles and Highland

Produced for The Remote and Rural Healthcare Educational Alliance (RRHEAL)

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June 2016
Introduction

The Remote and Rural Healthcare Educational Alliance (RRHEAL) is part of NHS Education for Scotland (NES). RRHEAL works across the remote, rural and Island areas of Scotland co-ordinating healthcare educational development and support education and training for the remote, rural and Island workforce. RRHEAL:

- maps the priority education and training needs of frontline remote and rural healthcare workforce
- designs and delivers accessible, affordable and sustainable remote and rural inclusive education programmes
- advises on the use of appropriate methods of designing and delivering remote and rural inclusive education by working alongside NES colleagues and education service partners
- promotes the effective use of available digital technologies to support training, learning and knowledge exchange for the remote and rural healthcare workforce
- evaluates remote and rural education and training

“Working with partners to design and deliver NES remote and rural inclusive learning events and programmes that make effective use of digital technology to improve access for the rural nursing and healthcare workforce.”

RRHEAL targets for 2015/16 included working towards increased access to learning opportunities, qualifications and education pathways for the existing and potential remote, rural and Island workforce:

“The design and delivery of multi-disciplinary technology-enabled learning capabilities programmes for health and social services staff inclusive of remote, rural and Island workforce needs using 2014 NES baseline survey outputs in accordance with NES Digital Transformation by March 2016.”

Technology-enabled learning is the use of technology as part of a learning process. Innovative educational technologies, such as e-learning, simulation and m-learning (mobile learning) can provide opportunities for remote and rural practitioners to acquire, develop and maintain the essential knowledge, skills, values and behaviours needed for safe effective and efficient care delivery.

This report outlines the educational support provided by RRHEAL to projects in the Western Isles and Highland which aimed to increase digital skills confidence across both the training
teams and groups of Care at Home and Care Home staff to support the development of technology-enabled learning, thus increasing access to inclusive education.

Context
In Scotland some 20% of the population live in a remote or rural area spread across 94% percent of the land mass that is defined as remote and rural. The provision of high quality healthcare services across this widely dispersed geography presents some significant challenges. Remote and rural practitioners are required to provide a broad spectrum of general healthcare services, to patients distributed over large geographical areas or more challenging terrain than their urban counterparts. Practitioners in remote, rural and Island settings often experience the most difficulty in accessing ongoing education and continuous professional development (CPD) and yet have specific needs due to broad range of practice and expertise required to deliver quality care in this setting.

Providing access to robust, affordable and accessible education programmes helps enable NHS Boards to safely and effectively build new or expanded roles and ways of working within redesigned workforce plans. This requires the use of innovative ways of training and educating staff and solutions which are of a high standard, affordable and accessible across the health and social care workforce.

Digital technology
The Scottish Government’s 2020 Workforce Vision (SG, 2013) recognises the vital role of the workforce in responding to the challenges that NHSScotland is facing. It sets out a Vision of what the workforce will look like by 2020 and the tools that need to be in place to make the vision a reality. The commitment within the Workforce Vision is “to improve patient care and overall performance...by ensuring that everyone is supported to make the best use of new technology... and has fair and appropriate access to learning and development opportunities.”

Digital technology plays an increasingly important role in transforming and improving health and care services and the experience of people who use them. The Scottish Government and NHSScotland have had a national eHealth Strategy in place for many years to support key health policy aims such as improving the quality of care, enabling shared decision making with patients and integrating health and social care.

The vision is that, by 2020, eHealth will:

- facilitate health and social care integration through digital information sharing and communications
- support the work of health and social care professionals by providing digital tools for information gathering, processing, analysis and use
support the people of Scotland to digitally manage their own health and wellbeing and live longer, healthier lives at home or in a community setting

enable Scotland to be a long term leader in digitally enabled care by supporting innovation through partnership

The eHealth Strategy and the Delivery Plan for Telehealth and Telecare (SG, 2012) both highlight the importance of developing a technology enabled workforce to make best use of digital technology to support service improvement and transformation.

Technology-enabled learning

The recent advent of wireless broadband internet access and mobile communications devices has provided opportunities for blended learning models, where e-learning can be combined with face-to-face or other teaching methods.

In Scotland there is a strong strategic commitment to developing a technology-enabled workforce. In 2013, the Scottish Government eHealth Strategy Board and the national Knowledge Advisory Board for Health and Social Services sponsored NES, NHS 24, the Scottish Centre for Telehealth and Telecare (SCTT), and the Scottish Social Services Council (SSSC) in working together to develop proposals for a national technology-enabled workforce learning plan. A consultation of almost 13,000 key stakeholders across the health and social care workforces provided the following ‘emerging vision’ of ‘everyday learning by doing’:

The 2013-14 consultation also led to a number of specific recommendations including:

- Provide ‘quick win’ integrated learning opportunities for priority topics – e.g. self-management, service improvement, co-production and use of community assets.
- Support educators and learning facilitators to exploit technology for learning.

The first stage of this work in establishing baseline evidence was completed in 2014. This included:

1. A baseline analysis of technology-enabled learning access, skills and support across Scotland’s health and social services. (NES, SSSC & SCTT, 2014)

http://www.knowledge.scot.nhs.uk/media/9319093/smcia%20tel%20baseline%20report%202014-1.pdf
2. A report on scoping of capabilities for a technology-enabled workforce baseline analysis of technology-enabled learning access, skills and support across Scotland's health and social services. (NES, 2014)

http://www.knowledge.scot.nhs.uk/media/9319096/smcia%20tel%20capabilities%20scoping%20report%202014(1).pdf

The Scottish Government’s refreshed eHealth Strategy for 2014-17 (SG, 2015) underlines the commitment to creating a technology-enabled workforce. It recognises the importance of workforce education and capability in exploiting technology and information to improve and transform services, delivering the person-centred, community-focused models of care described in the 2020 Vision and wider public services reform agenda. It includes a commitment to make greater investment in the people who deliver services through enhanced workforce development and effective leadership.

“People throughout Scotland’s health and social services – staff, carers, citizens – empowered to use technology for continuous learning and improvement, as an integral part of everyday activity, to improve health and wellbeing among communities and individuals.”

NES, together with a range of national, higher educational and professional bodies, has been working together for some time on a range of activities to support greater awareness and utilisation of technology within the health, housing and social care workforce. With legislation to implement health and social care integration in place from 1 April, 2016 and the bringing together of NHS and local council care services under one partnership arrangement for each area, a more co-ordinated, multi-agency plan to focus effort, address duplication and build momentum in this important area was required within an already complex workforce landscape.

RRHEAL has supported programmes of work that make best use of digital technologies including:

- Early recognition and assessment of the sick child: A skills maintenance tool
- Post-Partum Haemorrhage/ rural presentation
- Pregnancy induced Hypertension/ rural presentation
- NHS Highland Wheelchair Referral Process
- Preventing Falls


In addition, RRHEAL supports a number of VC education networks aimed at increasing access to affordable and sustainable education, training and development opportunities including:
- RRHEAL VC Education Network
- Rural GP Education network
- Rural General Hospital (RGH) VC Education Network

Supporting technology-enabled learning and digital confidence

RRHEAL have a number of programmes of work underway aimed at designing and developing support programmes that increase workforce confidence and competence in using technology to deliver care and increase access to ongoing education and training. This work involves collaboration with a range of education and third sector partners. The projects with care at home/ care home staff in Western Isles and Highlands outlined in this report provide examples of this ongoing activity.
Supporting Technology-Enabled Learning for Care at Home/Care Home Staff in the Western Isles

Background
Care at home and care home staff are key to supporting client care in a community setting. However, staff can find it challenging to access timely and appropriate education to support both ongoing role and service development. This was recognised by community nurses in NHS Western Isles who identified the potential for delivering education for care home and care at home (Council) support workers. This education was aimed at enhancing the knowledge and skills required to support the maintenance of clients’ independence, thus avoiding unnecessary admission to hospital and enhancing earlier discharge. (Currently Western Isles is not an integrated Board although the NHS Board and Council are working towards formal integration).

An initial pilot education day in late 2014 delivered a package of presentations, discussion and practical skills, focussing on core clinical needs.

The challenges
Interest in this training surpassed expectations, with high audience engagement from both support workers and their managers. As awareness and demand increased, the training delivery was becoming labour intensive with the need for sessions to be repeated and demand outstripping training capacity. Delivering a high volume of training by traditional face to face methods in the Western Isles is particularly challenging given its geographic remoteness and distributed population. The distance from the north to the south of the island chain is 150
miles, with such a journey consisting of causeways, ferries and planes taking a total of six hours. Inter-island flights are limited (mid-week only) and flights to Bara, one of the outer isles, have now stopped.

In addition, delivery of this training was officially out-with the work remit of the NHS nurses/subject experts. Thus, there was a requirement to manage expectation in terms of audience numbers and future participation, exploring ways of delivering this training more efficiently at scale. As a result, a request for assistance and guidance from RRHEAL was made regarding the development of a sustainable plan for ongoing delivery.

An efficient and effective training model for large scale delivery and large numbers was required, acknowledging the Islands’ connectivity and resulting technological challenges.

**The solutions**

RRHEAL began to work in collaboration with the NHS Western Isles nurses to explore how to develop an efficient and sustainable training model that would support a high volume of delivery and repetition. The objective was to develop and implement solutions which would reduce the labour-intensity of the training, overcome the geographical challenges and facilitate the self-supporting, long-term management of the training programme. Agreement was
reached on the core content, learning aids and accessory tools necessary for the delivery of the training using less ‘staff time’ and utilising the time and skills of the subject experts to best effect. The solutions centred on:

- the development of re-usable technology-enabled learning tools
- presenter enablement
- audience preparation

**The development of re-usable technology-enabled learning tools**

A package of training resources has been developed including:

- video podcasts
- frequently asked questions (and answers)
- filmed scenarios demonstrating skills performance

Each subject lead prepared a Power Point presentation to be used for colleagues to present. The content was as follows:

<table>
<thead>
<tr>
<th>Bed bathing</th>
<th>Nutrition</th>
<th>Pressure ulcer prevention</th>
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<tbody>
<tr>
<td>Continence</td>
<td>Personal care</td>
<td>Person-centred care</td>
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<tr>
<td>End of life care</td>
<td>Foot care</td>
<td>Care of those with dementia</td>
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<tr>
<td>Falls</td>
<td>Dental care</td>
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It was important that the presentations were as clear and instructive as possible, and that all images were copyright free and with permission for open sharing. It was also important that language was clear, simple and jargon free. Therefore, in order to ensure clarity and fluency, each subject lead identified a colleague to act as a critical friend and proof reader. A series of video podcasts were then developed and edited, using a skilled presenter and incorporating the Power Point presentations and various learning activities. The podcasts were made using ‘iMovie for Mac’ with technical assistance provided by NHS Western Isles IT Department. Each podcast ends with a quiz; providing participants with a chance to reflect on what they’ve learned. The questions, and very importantly answers, were set by the subject expert, hence ensuring consistency and minimising the need for subject experts to be present at each training session.

“So with the answers being available, if the expert is not there that’s fine as well.”
Staff development

The project has enabled the project team to develop new skills in the use of technology and a greater understanding of how technology can assist with the development of new educational approaches in the future. Alongside the development of specific technical skills, e.g. filming and editing in making video podcasts, they have also developed new skills in project management. A ‘culture shift’ has taken place, with recognition the need to adapt practice to meet changing needs and demands for education and of the benefits of thinking and doing things differently in a re-usable, transferable and modern way.

Presenter enablement

Those delivering the initial training were individuals with expertise in the subject area and experience as trainers/ facilitators. The use of technology-enabled learning tools and resources has enabled the delivery of these sessions by a much wider group of health and social care staff and reduced the need for the subject experts to be present in person at every session.

“We’re now able to deliver the same training but with fewer people/ fewer facilitators. The home care manager and the community nurse feel quite confident that in the future they can just deliver training without anyone else having to travel to help.”

Specialist nursing staff, and more recently social care managers/ team leads, have been supported through a ‘buddy’ system to act as ‘support presenters’, using the re-usable training resources to present content other than their own speciality. The learning tools and resources
not only support the training delivery but help with preparation for sessions and although some facilitator training may be required in the future, it is thought that the podcasts are self-explanatory and so far additional training has not been required.

**Audience preparation; digital training**

It was anticipated that learners would be able to access online learning materials pre and post training and therefore in order to empower the learners and help enable them to use this educational access to best effect, there was a need to increase digital skills confidence. RRHEAL have been working in partnership with Citizens Online who agreed to deliver basic digital skills training. The training was delivered in a fun informal manner over a four-week period and aimed to provide staff with the confidence to access pre-loaded ‘tablets’ with ready prepared materials, and other online training materials, thus promoting inclusive access. The aspiration was that focussing on basic digital skills in this way would then boost confidence to allow for later engagement with e-learning platforms. A cross section of 20 staff attended, some of whom had not used computers previously.

Feedback was very positive and there was a strong retention rate with all learners remaining for the full duration of the course.

**Citizens Online** is a national charity that was set up to tackle the issues of digital inclusion, to make sure that the Internet is available to everybody and to help individuals and communities understand and gain the benefits of being online.

"**We work in a number of ways, offering a powerful approach to digital inclusion that can be both sustainable and scalable.**"

An outline of the lesson plan for these sessions is given below on page 12.
## Citizens Online Basic digital skills training

<table>
<thead>
<tr>
<th>Week 1: Connecting to the Internet and using email</th>
<th>Week 2: Using the Internet</th>
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<tbody>
<tr>
<td>- Wi-Fi and Broadband connections. Understanding the language used.</td>
<td>- Short video</td>
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<tr>
<td>- What you need to connect to the Internet</td>
<td>- Speaking the language of the internet</td>
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<tr>
<td>- Short video to introduce email</td>
<td>- Web browsers: Internet Explorer, Chrome, Firefox, Safari</td>
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<tr>
<td>- What is email – for personal users (people not given an account by their place of work)</td>
<td>- Visiting a website</td>
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<tr>
<td>- Create an Account</td>
<td>- Searching for a website</td>
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<td>- Signing in</td>
<td>- What you can do online</td>
</tr>
<tr>
<td>- Create a new email</td>
<td>- Online safety</td>
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<tr>
<td>- Create an email with attachment</td>
<td>- Overview of other resources and places to visit on the web to review</td>
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<tr>
<td>- Inbox management</td>
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<td>- Overview of other resources and places to visit on the web to review</td>
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<tr>
<th>Week 3 - Keeping in touch using social media</th>
<th>Week 4 - Keeping in touch using Skype</th>
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<tbody>
<tr>
<td>- What is Social Media?</td>
<td>- Short video</td>
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<tr>
<td>- Introduction to Facebook, the World’s most popular social network</td>
<td>- What is Skype?</td>
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<tr>
<td>- Sign up to Facebook</td>
<td>- Skype services</td>
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<tr>
<td>- Tell people what you are up to</td>
<td>- Getting Skype to work on your PC, tablet, smartphone</td>
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<tr>
<td>- Hobbies and interests on Facebook</td>
<td>- Short video</td>
</tr>
<tr>
<td>- Introduction to Twitter</td>
<td>- Using Skype</td>
</tr>
<tr>
<td>- Sign up to Twitter</td>
<td>- Making a call</td>
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<tr>
<td>- Overview of other resources and places to visit on the web to review</td>
<td>- Alternatives</td>
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<td></td>
<td>- Overview of other resources and places to visit on the web to review</td>
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<tr>
<th>Week 5: Introduction to different devices: tablet computers</th>
<th>Week 6: TBC</th>
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<tbody>
<tr>
<td>- Short video: Living it Up Portal – How to Use a Tablet</td>
<td>- Content of this week to be agreed with the Learners and in response to questions raised in the earlier weeks</td>
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<tr>
<td>- Examples of different devices</td>
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<tr>
<td>- Explore your device</td>
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<tr>
<td>- Using your phone</td>
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<td>- Using data on your phone</td>
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<tr>
<td>- Navigating</td>
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<tr>
<td>- Customising the device to do what you want it to do</td>
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<tr>
<td>- Security and keeping safe</td>
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<tr>
<td>- Accessibility settings</td>
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<tr>
<td>- Overview of other resources and places to visit on the web to review</td>
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</table>
Training delivery

To date, a total of 94 staff have attended four training sessions and feedback has been very positive:

“Really enjoyed the course.”

“I enjoyed moving from activity to activity – kept me interested throughout.”

“Eye opening.”

“Very approachable staff and trainers.”

The training was initially delivered in Stornoway and the video podcasts have now supported delivery in the Southern Isles of Uist and Bara.

The educational resources, including the video podcasts, are used in a flexible manner depending on the audience, and the number and experience of the facilitators present. For example, the podcast may be used as an introduction and then participants break into smaller groups for more practical training or discussion. The resources are re-usable, with the duplicate function of potentially preparing audiences prior to education, for presentation and additionally, as post training consolidation and maintenance.

“The benefits of using the video podcasts in the Southern Isles is that often ferries and flights can be cancelled. If we are familiar with the content we can use the podcast and are able to pull something together.”
The benefits and challenges

The use of technology-enabled learning combined with digital familiarisation in the Western Isles has empowered learners, enabling them to gain access to relevant training and to use educational programmes and materials to best effect. It has assisted in developing greater equity for the remote islands due to the ease of access to expert input and the availability of re-usable recorded materials, providing the opportunity for local facilitation and delivery in remote Southern Isles.

The initial capacity required to film and edit the materials was challenging as was persuading people to consider doing things differently. However, a ‘culture change’ is gradually taking place as people recognise the long-term benefits of developing re-usable educational resources in terms of labour saving and enhancing access. Those benefits include a reduction in the need for ‘experts’ to present the same information over and over again and means that individuals don’t have to be in lots of places on different dates. With the travel challenges inherent in working in remote, rural and Island locations, this is a significant advantage to sustainability as the training programme becomes self-sustaining.

“"The benefit of using the video podcasts and other re-usable materials is that you can go back over it again and not miss things. We are trying to promote it as something that’s actually positive and beneficial, not second best.”

There is a need to identify a host/ repository site for materials for council staff to access and issues of sharing content and information governance are currently being considered. However, access to technology can be challenging for care at home staff and there are governance barriers such as firewalls which make it difficult to access materials when off site. An access point for this content is being reviewed.

The future

Looking to the future, there is enthusiasm for using technology-enabled learning approaches in a variety of settings and for sharing this work with colleagues in other care at home teams and in different organisations. Some additional training materials have already been recorded, building a repository of assets and creating the potential for this approach to be used in other settings and even for the teaching of practical skills. For example, trainers have recorded a personal care demonstration which, even if it’s not used on the training day, can be used as a refresher or induction for new staff that are waiting to attend the training day.
RRHEAL are in the process of developing a ‘Big Animation’ with support from NES (digital), as a flagship resource promoting the value of education for care at home staff in the context of enhancing employment, career potential and ultimately supporting sustainable communities and person centred care. This type of animation makes use of technology and storytelling to provide bite-sized information that is practical and engaging.

“I can see how it can go beyond the care at home staff and see how I could use it wider in my role. I might not have had that opportunity if it wasn’t for this project and I can see how that can support future education.”
Developing Digital Confidence: Home care and Care at Home Staff within Highland

Background and need

Staff working in Highland Health and Social Care may often work in isolated positions and have much to gain by increasing their skills and access to education and support enhanced by technology. However, whilst there is a wealth of policy national directives asking for increased use of technology in healthcare, its use has not yet increased at scale in practice as anticipated, evidenced by the NES scoping undertaken in 2014 (see pages 3/4). It has been identified that one of the reasons for this may be a lack focus on increasing confidence and capability across the workforce in using technology in addition to assumptions about staffs ’s level of digital skill and confidence. According to the NES report (NES, 2014), technology is generally seen as helpful in providing care and support (80% respondents). However, there are concerns that limited network access and access to suitable devices may not enable staff to make best use of technology in providing care and support.

There is a strong demand for training in technology across the workforce and in particular from social care staff. The vast majority (91%) of people/ or staff working in social care consider that technology could help them with training and learning to support them in their job; with almost all (97%, 58) respondents from the independent sector considered technology to be helpful in learning. NES/ RRHEAL are therefore keen to work with health and social care partners to support the development of digital confidence for support workers amongst other staff.

Supporting the use of technology in the workplace

Mobile technology is changing the way we do things and is increasingly being used in the workplace. In the Highlands a system of electronic visit monitoring (CM 2000©) has been introduced for use by care at home staff for scheduling, visit verification, assessment, safeguarding and information sharing. Real-time data keeps community staff up-to-date with schedules and visit requirements, whilst the recording of observations/ outcomes means information can immediately be communicated to office staff.

Compliance in using the system throughout the Highlands has varied greatly, but in Caithness where the system has been in operation for almost three years there is 89% compliance. The next best compliance rate is 43% but in most areas it’s around 23%. It is thought that some of the lack of compliance may relate to fear that ‘big brother is watching’, but more often likely to be to do with a lack of skills and confidence in using technology. In Caithness, although no formal digital training has been offered, the manager offers one-to one support to staff. A
positive learning environment has been created whereby staff feel able to ask for help and advice and support is offered which is practical and non-technical.

The care at home team in Caithness are currently considering what digital training might be useful in an attempt to increase compliance and to encourage even more engagement with the technology. The example of experience in Caithness suggests that such training may not always need to be formal and that a supportive, engaged and enthusiastic management team providing 1:1 and group support may be sufficient. The intention is to fund up to 10 care at home workers to attend courses in their local colleges, such as ‘Computing and Online Basics’ and ‘Microsoft Academy Certificate’ depending on what individual requirements are.

**Supporting learning using technology**

NHS Highland identified that many of the adult social care staff they employ may be professionally isolated due to dispersed nature of their job, distanced from where training was normally delivered and had limited access to IT. In addition, there are operational challenges in releasing staff for training as well as the need to support care at home workers to prepare to study for a SVQ. There was a need to increase confidence by supporting the development of the skills necessary to undertake accredited learning. This includes the development of IT digital literacy skills.

Care at home managers have introduced the use of tablet computers as a ‘test for change’ to support staff who are preparing to undertake an SVQ level 2 qualification. The tablets have been loaded with six ‘Apps’/ learning programmes which aim to bridge the gap between local training and the SVQ requirement for registration. Identified staff have received some initial training in using the tablets and have chosen one or two ‘Apps’ to work through the content.

A variety of learning ‘Apps’ are available from the [Scottish Social Services (SSSC) website](#)

**App for tablets (Android and IOS)**

This resource is available for download onto your iPad and Android tablet.

- Download this app from iTunes
  - Works on all sizes of iPad
- Download this app from Google Play
  - Requires a screen size bigger than 9”. Will not work on smartphones or smaller screen sizes.
The SSSC (the regulator for the social service workforce in Scotland) are “using technology to deliver better learning” and the SSSC Learning Zone contains a variety of resources to help support workers and employers within social services meet their responsibilities for workforce development.

From time to time the staff will be brought together to reflect on their learning and discuss application to practice followed by a more formal evaluation. The approach is aimed at keeping staff engaged in learning, building confidence in the use of technology and preparing them for formal learning. The importance of ensuring a blended approach to learning is emphasised to meet the varied needs of learners.

“In one way this approach supports learning for staff who are geographically isolated. On the other hand we don’t want to further isolate those staff by using teaching methods that just involve technology. Therefore its important to have a blended approach to leaning where they meet to reflect on their learning.”

IT access and connectivity can be a challenge in some areas of the Highlands and one of the benefits to having the Apps pre-loaded to the ‘tablets’ is that WiFi access is not necessary. Care at home workers do not have an NHS email account or access to the NHS intranet.
This approach helps staff become familiar and comfortable with working with technology although does not engage them in searching for online information. It is hoped that building confidence and experience in using the Apps on the tablets coupled with additional training, will encourage individuals to access additional online training resources in the future. However, it is also acknowledged that there are challenges related to IT access. There is a need for more access to computers and a need for social care staff to be able gain access to NHS Highland resources such as LearnPro (a learning management system hosting educational content) which they cannot access at present.

**Digital skills training**

Basic digital skills training was delivered by Citizens Online for a group of care home staff in East Sutherland. The training was held at Brora Learning Centre by a local digital champion and tutor and was very positively received, with learners using mobile devices and desktop computers to enhance their own skills and internet use.

Following the basic training, a number of staff have expressed interest in becoming ‘digital champions’. Digital champions are people, such as staff, volunteers, friends and family members, who already interact with those who need better digital skills. Digital champions are not technical wizards but have enthusiasm and confidence in using digital technology and a willingness to help others.”

"After the project came to an end some of the cohort then went on to do SQA ICT Level 2 in the Learning Centre, which we feel is a fantastic result and shows clear progression and engagement."

**Highland technology-enabled learning and development**

In addition, a new technology-enabled learning programme of work aims to support those responsible for delivering multidisciplinary learning and development programmes in Highland. RRHEAL are working with Highland to develop a new specific technology-enabled learning digital technology skills programme for staff that design and deliver learning and development.

RRHEAL are supporting the development of this programme through the University of the Highlands and Islands (UHI). The programme is designed to be of use across the whole workforce and will be available for delivery across Highland from May 2016.

**Digital Highland**

RRHEAL are partners within Digital Highland, a multi-agency project aimed at ensuring people within Highland communities and the workforce providing services to them are supported to make best use of available technologies. The Highland Council is one of four lead local
authorities that are part of a ‘test and learn’ pilot to explore ‘Digital Resilience’. This is an innovative and collaborative approach to enhancing local digital skills whilst transforming local services. The initiative is led by Citizens Online, working in partnership with local councils, housing associations, corporates and the community and voluntary sector to develop digital delivery partnerships across the UK.

The work involves ensuring there is ongoing support through ‘digital champions’ for individuals to develop their digital skills and engage more with online resources. Digital champions will be based in partner organisations and supported by a local digital champion co-ordinator. The project is part of a wider consortium called One Digital, led by Digital Unite and including SCVO, Age UK, and AbilityNet which has a focus on approaches to digital skills using different digital champion models.
Summary

Digital technology plays an increasingly important role in helping transform and improve health and social care service care in Scotland and in enhancing the potential for the remote and rural and Islands workforce in particular. Advances in technology have provided opportunities for a distributed, blended learning model, where digital learning can be combined with face-to-face or other teaching methods. RRHEAL have been working to support greater awareness, confidence and competence in using technology, and increase access and inclusion for ongoing education and training within the health and social care workforce.

The projects outlined in this report provide examples of RRHEAL ongoing activity. They demonstrate how use of technology-enabled learning can empower learners and help gain access to affordable, accessible and sustainable education. This results in greater equity and inclusion for the remote, rural and Island workforce. In turn helping to ensure those living within remote and rural communities can access safe, effective services delivered by a skilled and supported workforce.

However, the report also highlights the ongoing need for increased workforce support to increase confidence and capability in using technology to deliver such benefits. These projects demonstrate the demand for training in technology across the workforce, providing examples of how digital familiarisation/ training can increase learner confidence, support the use of technology-enabled learning and maximise the utilisation of education and development opportunities.
References

NES, SSSC & SCTT, (2014) A baseline analysis of technology-enabled learning access, skills and support across Scotland’s health and social services.  
http://www.knowledge.scot.nhs.uk/media/9319093/smcia%20tel%20baseline%20report%202014-1.pdf (accessed 29.4.16)

NES (2014) A report on scoping of capabilities for a technology-enabled workforce baseline analysis of technology-enabled learning access, skills and support across Scotland’s health and social services.  
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RRHEAL Education Platform http://www.rrheal.scot.nhs.uk/home.aspx


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