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References
Kirkwood, A. & Price, L. (2014) 'Technology-enhanced learning and teaching in higher education: what is 'enhanced' and how do we know? A critical literature reviews', *Learning, Media and Technology*, 39(1), pp. 6-36.
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An interprofessional approach to using technology-enhanced learning (TEL)

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Introduction

The use of TEL within higher education has gained increased momentum over the last twenty years (Kirkwood & Price, 2014). Walker, Voce & Jenkins (2013) state that utilising web based technologies to support and supplement teaching is currently being used across 61% of some University courses. However, for some this has been slow to develop; therefore, there is still a need to encourage the spread of TEL across all teaching and education practices. This has relevance for Northumbria University, as we are increasingly faced with large cohorts of students, who are predominately 'technologically savvy', and will expect education that will include a range of teaching methods and activities which supports both theory and clinical practice placements.

Specific Innovation

In order to ensure flexibility, which allows students to undertake directed learning at home, at university and in clinical placement areas. Videos, posters and podcasts have been utilised to capture, deconstruct and rebuild practical teaching sessions to support midwives, nurses, occupational therapists, operation department practitioners, and physiotherapists. The materials developed are housed in a central repository, which can be accessed, on any device, at any time. This allows the website to be accessed repeatedly, allowing students the opportunity to build on their confidence and techniques in preparation for placement. The evidence-based information presented in the resources are up to date, and reviewed on a yearly basis. In addition, staff within the department, who hold clinical skill expertise, are approached to contribute evidence-based information, ensuring that the resources are a reliable source of best practice.

This innovation was recognised by the Student Nursing Times and was shortlisted as a finalist for the "Teaching Innovation of the Year Award 2016".
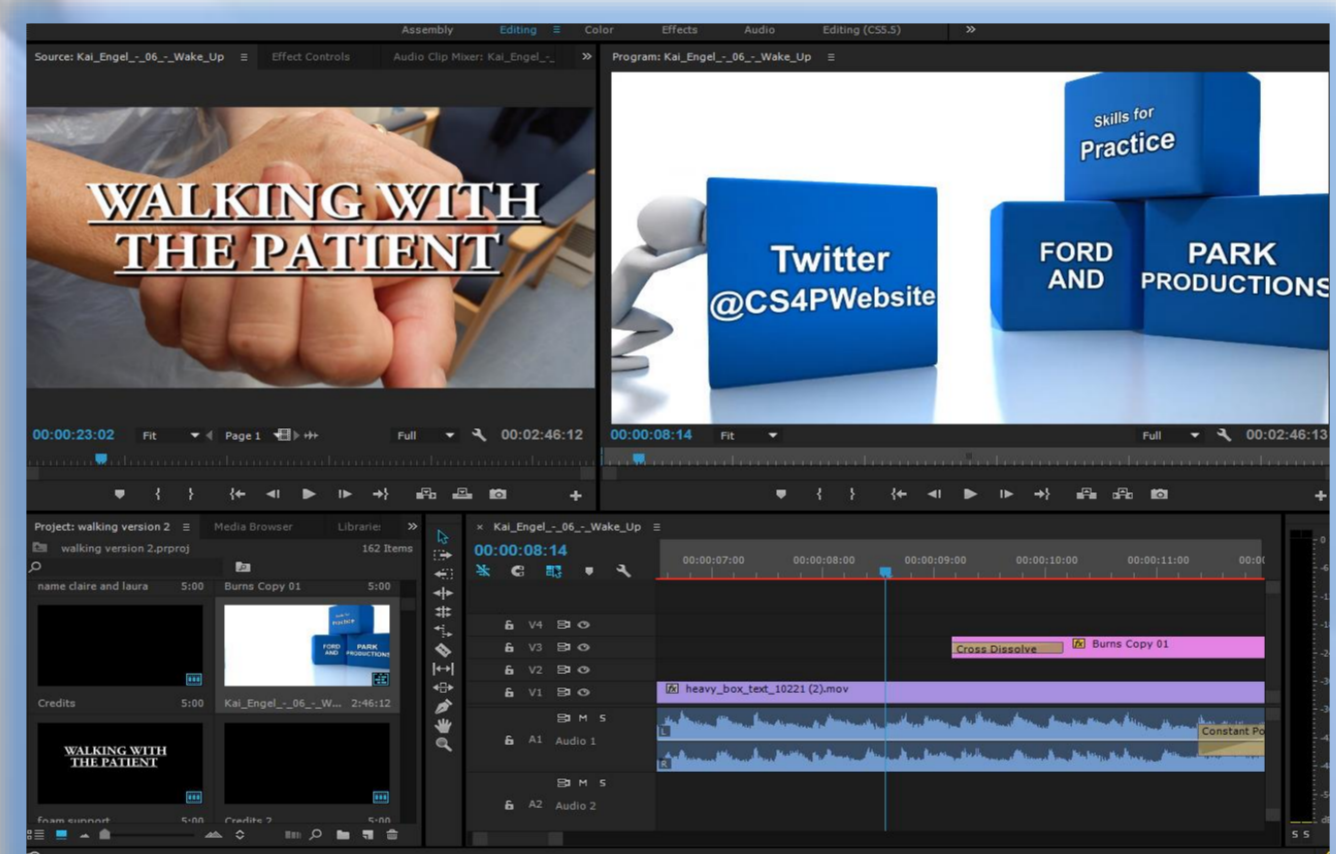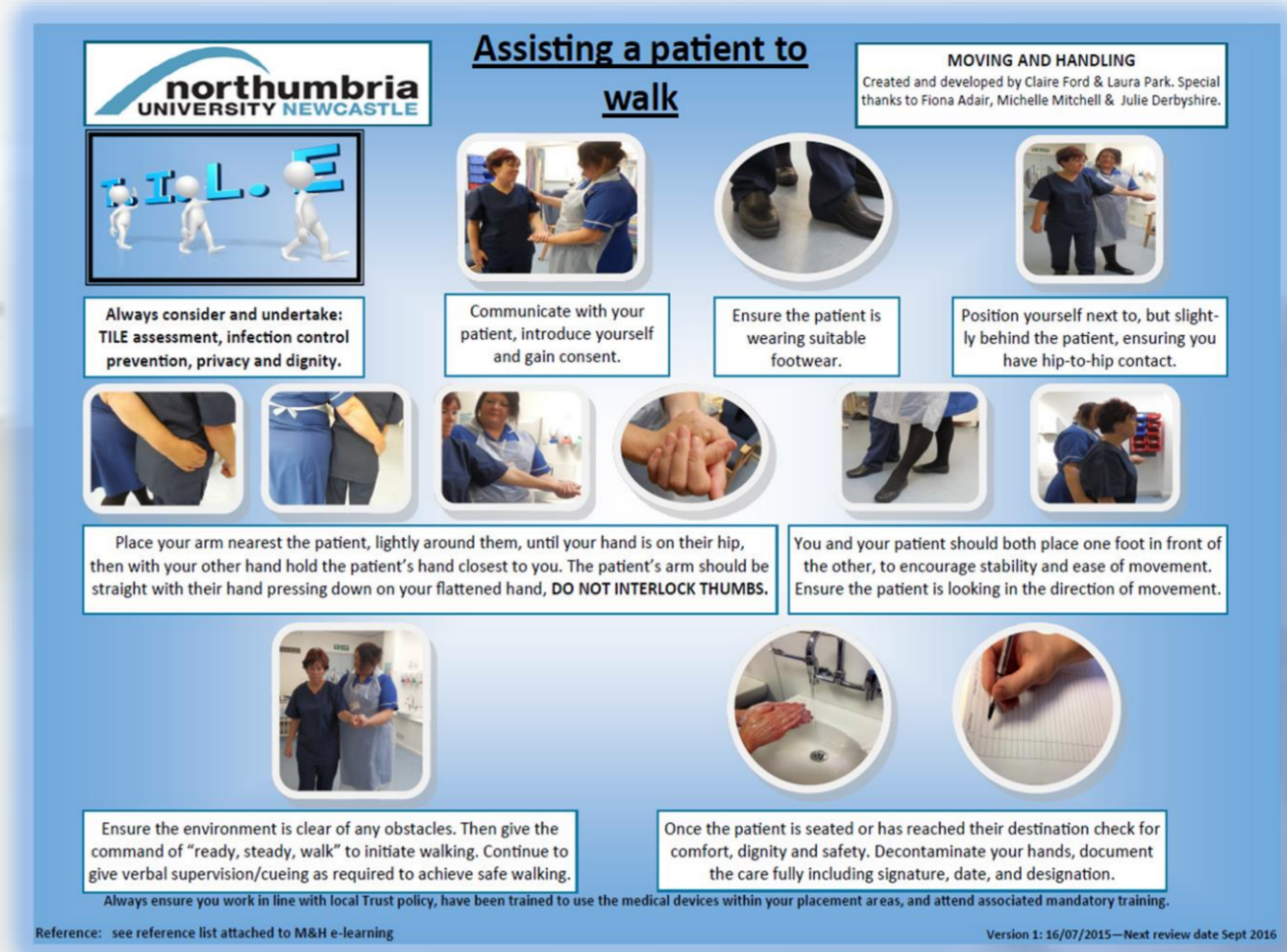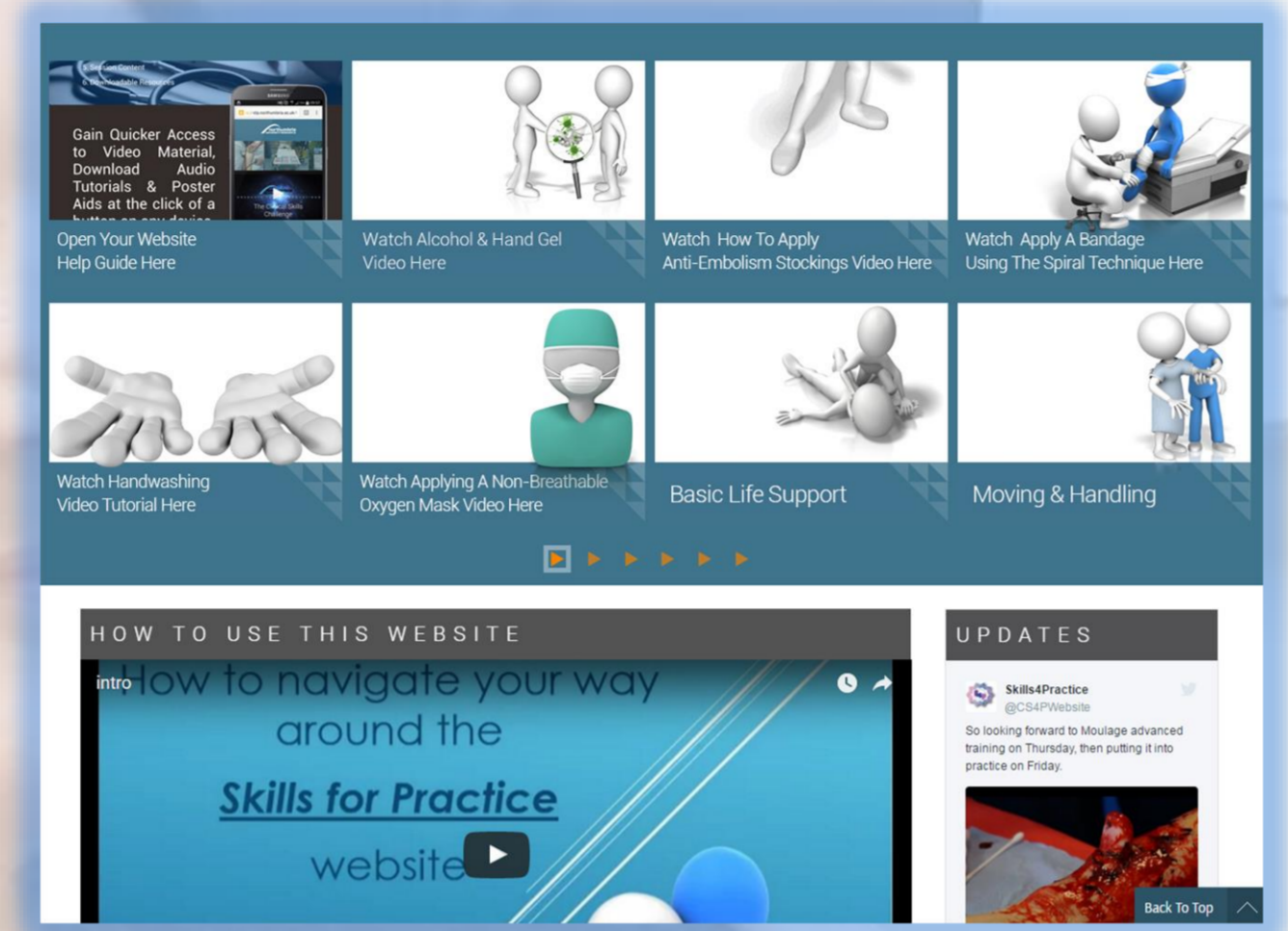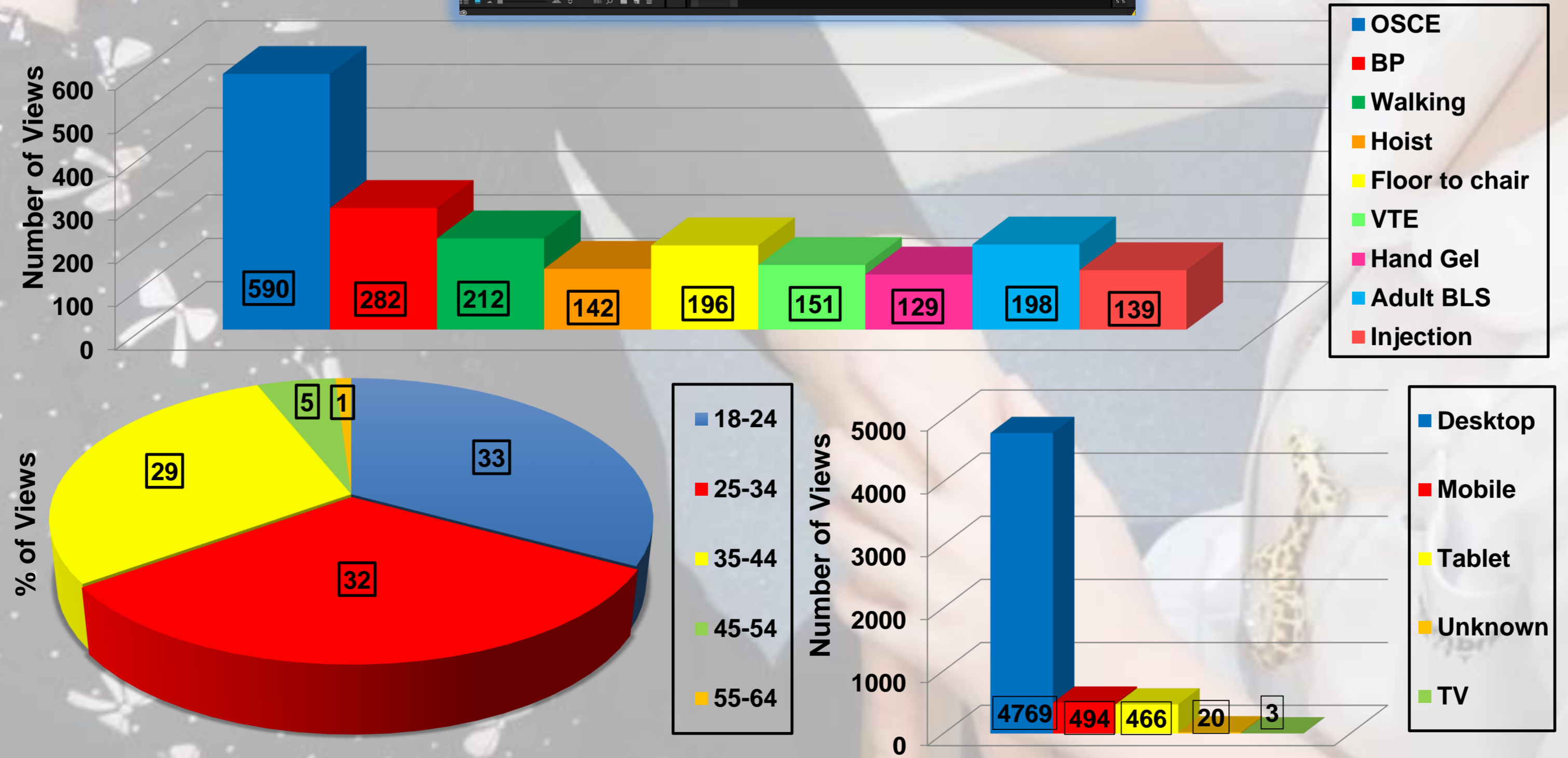
Resources

Video - as videos are one of the fastest growing and popular mediums used for the passing of information, using them is an ideal way to reinforce and encourage engagement of the learning materials being taught at University. The videos enable students to visually observe a clinical skill being carried out in real time.
Posters - visually eye-catching images and text, are widely recognised as a valuable communication tool. Therefore, we have used posters as a means of reinforcing the systematic step-by-step approach used to convey the mechanics of a skill. They can be downloaded or printed and taken to teaching sessions to act as an additional learning aid.
Podcasts - to account for all learning styles, podcasts have been created which provide student with clear audio instruction voiceovers of the clinical skill. These can be downloaded as either MP3 or MP4.

All the resources follow a set format and design, incorporate special effects makeup, include staff and student involvement, and provide a visual representation of realistic equipment and practice environments to promote authenticity.

Results - Analytics

The website currently houses 65 skills, which range from basic life support and moving and handling, to hand washing and vital observations. To date the website is embedded within 12 modules, spanning across all fields of nursing, midwifery, ODP, physiotherapy and OT programmes. The website has become a popular learning resources with 5900 views being recorded in the last 12 months. In order to stay contemporary the website is continuously evaluated with analytical data being collected alongside student feedback.

Some of the analytical data regarding video viewing times and viewer demographic suggest that 83% of students access the website via their computer desktop, with the second most popular device being the mobile phone. However, the age range of those accessing the website is comparable between age groups 18-24 and 25-34, which are the groups who access the site the most. It would also appear that the videos with the highest number of views are those that are inter-professional. Such as basic life support, moving and handling, vital observations, and exam preparation. The most popular video is the OSCE video with 590 views, and this may be due to the fact that most of the students will encounter an OSCE examination.

Chart: Number of Views

Skill	Number of Views
OSCE	590
BP	282
Walking	212
Hoist	142
Floor to chair	196
VTE	151
Hand Gel	129
Adult BLS	198
Injection	139

Pie chart: % of Views

Age group	%
18-24	33
25-34	32
35-44	29
45-54	5
55-64	1

Chart: Number of Views by device

Device	Number of Views
Desktop	4769
Mobile	494
Tablet	466
Unknown	20
TV	3

Student Evaluations

Evaluation of the website is ongoing using qualitative feedback forms with are incorporated into University module evaluations. Below are some quotes from a range of healthcare students.

"Seeing the elements being performed by others, everything is at your own pace"

"I passed my OSCE but only due to the help provided by the skills website"

"It covers basically everything and it's so handy to just go on and replay every video as much as you need to"

"Videos are nice and clear and provide a different way of learning"

"Easy to understand, always available"

"It explains things very well and clearly"

"It reaffirms what we have learnt"

Way Forward

In order to ensure that the website appeals to widest healthcare audience, the selection of skills being added to the website will be increased and widened, to include uni-professional specific as well as multi-professional specific skills. Additionally, a research project aiming to evaluate the impact of the website on students' learning is planned. The results of this research will inform the future development of the website, and will be disseminated to inform development and initiatives in the wider TEL community.

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