Virtual Classroom

Pilot summary and evaluation

My Care Academy

20th July 2017

Suzanne Traynor   and   **Professor Carmel Clancy**

Associate Professor Mental Health (Practice)   **Project Director**

My Care Academy

<u>Summary of the Virtual Classroom pilot</u>

The virtual classroom supports the learning and development of staff within the partnership. It has been developed to enable learning in an interactive and innovative way and is accessed via the internet either at work or home providing staff with 24/7 access to online resources information and structured e-learning content.

Aim
The pilot is to test the concept of the virtual classroom using a variety of learning materials with two groups of staff (target total of 60 staff) from across the partnership. Physical Health and the National Early Warning Scores is the learning theme for the pilot.

Objectives
- To introduce staff to the concept of My Care Academy Virtual Classroom and available resources
- To support staff to engage with and use the resources of the Virtual Classroom
- To obtain feedback from the pilot group on the relevance and accessibility of the materials
- To support face to face workshops with eLearning as a blended learning approach and compare experience with the group accessing e-learning only

Platform
- Moodle Learning platform hosted by Middlesex University
- Access via web browser on PC or laptop

Key audience
- Pilot groups made up of staff from partnership
- Pilot group 1 x 30 staff who attended the face to face workshops
- Pilot group 2 x 30 staff who have not attended the face to face workshops
- Both groups will include nursing and healthcare staff

Although the target pilot numbers were 60, Middlesex University allocated 103 passwords/places, in an effort to offset poor engagement/attrition, a further 43 staff across both Trusts were invited to join the pilot.

Duration of pilot
The pilot phase ran for 6 weeks and was evaluated by the completion of an online questionnaire.

Metrics for evaluation
Key areas reviewed:
- Number of staff engaged
- Participants 'self-measure' on digital confidence
- Evaluation of access and ease of use of learning platform
- Evaluation and feedback on virtual learning resources
- Comparison of the experience from each group

My Care Academy
Learning when you need it.

In partnership with
Middlesex University London

NHS

In partnership with Camden and Islington NHS Foundation Trust and Barnet Enfield and Haringey Mental Health NHS Trust and Middlesex University. Funded by Health Education England.

Process of On boarding and Enrolling Learners

Step 1: A welcome "It's coming" email was sent to the target group to provide initial information regarding the Virtual Classroom and the pilot outline; and generate 'engagement/excitement'.
Step 2: Week 1 of Pilot all participants were sent an explanation email with the required passwords to access the virtual classroom.
Step 3: Week 2 of Pilot all participants were re contacted via emailed prompting and encouraging engagement; and asking for any feedback on challenges with enrolment etc.
Step 4: Week 4 of Pilot in response to the limited uptake MyCA team made direct contact by telephone to staff that had not as yet engaged with the pilot
Step 5: Week 5 of Pilot above step was repeated and the pilot was extended by one week.

Findings

1.   Overall Engagement Profile

	Number who Accessed	Number Invited
BEHMHT	11 (20%)	56
C&I	15 (32%)	47
Total	**26 (25%)**	**103**

2.   Response rate and Profile of Participants
An online anonymous evaluation questionnaire was sent to each of the original **103 invitees** at the end of the pilot period, with a response rate of 35% (n=36); 19 respondents from C&I; and 17 from BEHMHT. Of those who responded to the evaluation 17 respondents reported engaging and accessing the virtual classroom, compared to 19 who had not.

The majority of respondents were nurses (reflecting the original list of invitees) n= 19, followed by 8 HCAs; 4 Allied HCWs; and 5 who identified their role as 'other' (e.g. Manager, MDT co-ordinator). The majority of participants were in Bands 7 (n=12) and 5 (n= 11) respectively see Table 1 below.

Table 1: Participants by Band

Band	Number	%
3	4	12.5
4	1	3.1
5	11	34.4
6	4	12.5
7	12	37.5
	32	100

3.   Participants Self Measure on Digital Confidence

Participants were invited to 'rate' their own digital confidence on a scale between 1-100. The mean score reported was 58.

4.   Evaluation of Access

Participants were invited to comment on how they found out about the Virtual Classroom. The majority (n=22) had heard about the pilot by direct invite via email; 7 indicated that they had 'volunteered'; whilst the remaining 6 had either attended a workshop facilitated by MyCA or reported other.   Regarding the information sent about the VC as part of the on boarding/enrolment process, 22 participants found this helpful, compared with 14 who did not.

Of the 19 participants **who had not accessed** the Virtual Classroom, a follow up question was asked to explore what would have assisted their engagement. The majority (n=8) suggested 'direct access with no password' – see table 2 for other suggestions

Table 2: Suggestions for improving access

Suggestions	Number
More information about the benefits	1
Step by step guide	1
One to one workshops	2
Group workshops	2
Direct access with no passwords	8
Protected time during my working day	2
	16

Additional 'free text comments' included:

> Appointing champions in the Trust that could be called upon for advice or support
> Availability of drop in sessions with 'demonstrations'
> Support for managers
> Peer support
> Overall IT/Digital up skilling

When asked to comment on **barriers** 13 participants responded to this question, 5 reported that not having sufficient time during their working day; and 3 participants felt that they should not have to access learning during their 'own time'.

5. Ease of Use of the Virtual Classroom and Content

Of the 17 respondents who reported 'accessing' the VC they were asked to specifically feedback on their experience 1) comment on navigating Virtual Classroom learning environment, 2) learning materials and 3) personal learning benefits gained.   Table 3 shows participants responses using a scale between 1-100 to indicate 'ease' of use or 'benefit'.

Table 3: The mean score for 'Ease of Use' or 'Benefit' using a 100-point scale

	Mean (n=16)	Min	Max
Ease of Navigation within the VC site	**68**	20	100
Aims and learning outcomes of each unit were clear.	**62**	1	100
Content of the learning units is relevant to my work	**66**	7	100
Learning materials were well organised	**71**	10	100
My interest in the subject has increased as a consequence to this learning unit	**61**	16	100
I would be interested in accessing the Virtual Classroom for further units of learning	**75**	16	100
What was your level of knowledge of the National Early Warning Scores **prior** to using these materials	**61**	3	100
What was your level of knowledge having completed **(post)** the learning unit	**72***	31	100

* 11 point increase post completion of learning

Respondents were invited to indicate what they **most enjoyed** and **least enjoyed** about the learning materials. No one element was identified in the 'most enjoyed' category with the majority (n=7) suggesting 'all of it'. However in the 'least enjoyed' category the quiz was clearly not liked (n=7); with 10 respondents reporting not attempting the quiz.

Of note although 7 respondents did report 'enjoying' the narrated power points that accompanied the learning units; a further 6 respondents reported either not accessing this narration or when attempting to listen they were prevented from doing so due to 'buffering' effects.

The majority of respondents (n=12) confirmed that they felt the Virtual Classroom could support their future learning; 2 were unsure.

Free text suggestions/comments on how the Virtual Classroom could be improved offered the following responses

- Keep doing what you are doing
- Well done
- More information prior to starting
- Ask staff where they think their learning gaps are
- Everything seems good
- By informing staff more about the virtual classroom or getting our managers to inform staff
- Less text on main page