

enhance

NHS
England

Once upon a time: Using VR to teach by telling a story

Creating a virtual reality learning
experience on social justice and
health equity

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Hello, my name is....

Introductions

What is the NHSE enhance programme?



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Background to the project – came about through the enhance programme. A multiprofessional contextual leadership offer which covers these 6 domains of learning

Go through them all and four cross cutting themes.

No matter our role, we all came into healthcare because we wanted to make a difference. For some of us, particularly in our early years, it's difficult to know how we can have an impact above and beyond getting through as many patients as possible and surviving the day.

Enhance is designed to give healthcare professionals, including doctors and dentists, the tools and encouragement to see things more holistically, through a different lens, create a common language, shared vision and hopefully a community of practice for all healthcare professionals in the future and drive service improvements.

So, on the subject of making a difference, thinking about how these 6 domains of learning interact with each other...

enhance

What the programme delivers





Career Imprinting

- Form professional identity with NHS values
- Encourage development of geographical belonging
- Holistic view of multiprofessional working



Faster Adaptation

- Understand system-level concepts
- Trained for flexibility of healthcare approach
- Adopt new ways of working
- Practical relevance alignment with real work



Retention & Engagement

- Improved work-life balance – more commitment to rewarding/meaningful work experience
- Reduced burnout and increased satisfaction



Agency and the Leadership Pipeline

- Increased interest in NHS policies and systems
- Agents for change: aware of social justice and systems thinking
- Understand that impact can be made at all levels

I'm not going to go into the ins and outs of how the programme works today, but we'd always be happy to dive into the ins and outs with any team that is interested.

Enhance is linked to that career imprinting, so really forming that professional identity with NHS values, and a geographical belonging, as well as a holistic view of multiprofessional working. Those coming through the programme better understand the complexities of the NHS system and have tools to support them to navigate their way through, which will be vital for years to come as the system changes. We have provided a better work-life balance through the programme with specific sessions aimed towards supporting wellbeing in a practical way as well as and increased job satisfaction. Our learners have also shown an interest in NHS policies and systems, becoming agents for change and being able to make an impact on service delivery at all levels.

Recall a time in your professional experience when a patient's health was affected more by social factors than by clinical care.



Take a few minutes to chat to the people around you. Can you think of a time when you were working with a patient whose health was more affected by social actors than by clinical care?

Social determinants of health



So, it's really helpful to think about the social determinants of health, and here's a reminder of all the factors that impact on an individual. And this really encompasses everything from age, sex and hereditary factors on an individual level, all the way through to more population and global aspects such as food and food availability, the environment and housing.

Intended learning outcomes for this session

1

Identify the unique challenges and opportunities in developing VR for health education.

2

Understand the importance of interprofessional collaboration in content creation

3

Explore strategies to maximise the educational impact of VR beyond clinical simulation.

4

Experience and reflect on the use of VR in learning

5

Design a practical action plan to integrate VR into your own teaching/training contexts.

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So just keep those factors in the back of your mind through the rest of this session.

The intended learning outcomes for this session are around – read out

So, the very thing I'm going to do is show you a short scene from the VR module that we created in the EOE – it's just undergoing its final edits now.

First scene of enhance SJHE VR module



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First scene (YouTube - [DEMEC SJHE Boat Scene 1](https://www.youtube.com/watch?v=zAdd9lVSTjs))

<https://www.youtube.com/watch?v=zAdd9lVSTjs>

Access to full module here - [Revolve Labs](https://www.revovelabs.co.uk/modules/social-justice)

<https://www.revovelabs.co.uk/modules/social-justice>

What were two things which resonated with you?



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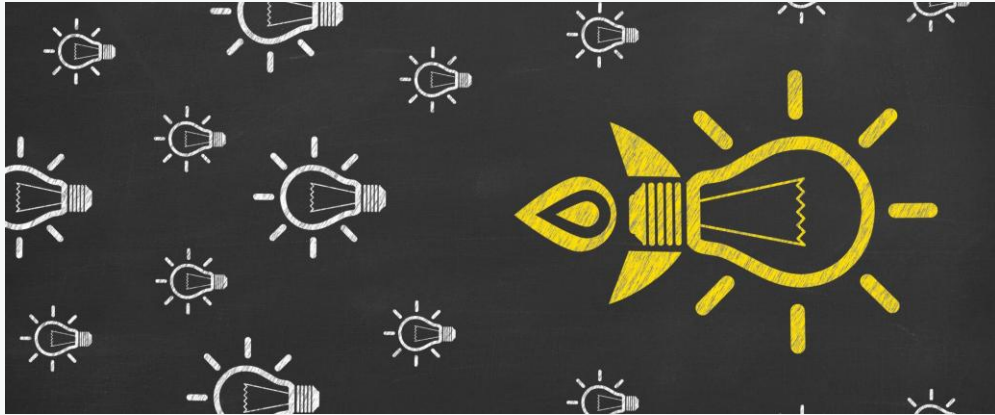
So again, just have a chat with those around you. I'll give you a few minutes and then I'd really like to hear some of your thoughts.

How to create an impactful VR video for learning?



So now we've considered some of the challenges – so the question I'm sure you are most interested in is... how do we create an impactful VR video for learning?

STEP 1- Choose an impactful topic/idea



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So, step one is working out what topics have impact that you can address.

If we're thinking around the lines of social justice and health equity, there are multiple hard-hitting topics that could be explored. These might be long-term social inequities or stem from more "current" challenges within society – not that they haven't always been there, but those have been highlighted in the press.

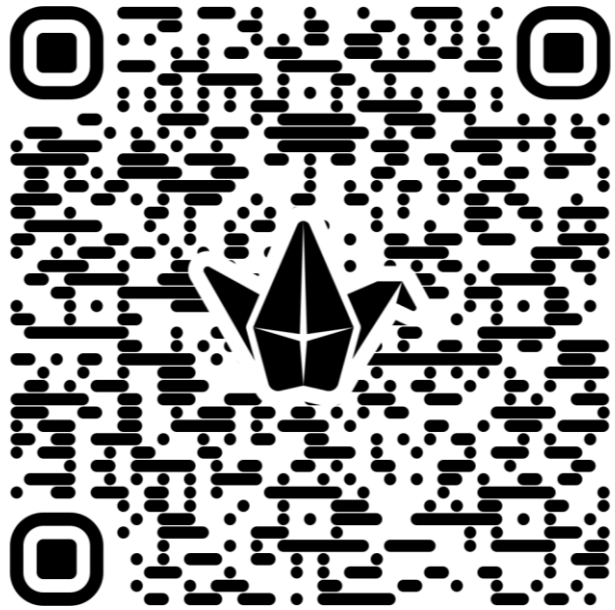
From the discussions already had today, just take one minute to think of an idea or two – you don't need the full story – just the something that you might address.

STEP 1

Choose an impactful topic/idea.

Complete first column only

<https://padlet.com/enhanceeeoe/EOEAutumn2026>



So, I'm going to give you a few minutes to speak to those around you, get some ideas bouncing, and start to contribute to our collaboration board.

Just look at the first column for now, please try not to whizz on ahead. You can also react to other ideas.



Why?

-  Emotional engagement
-  Purpose and relevance
-  Stronger storytelling
-  Meaningful learning experience
-  Ethical and creative responsibility

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So, you might be wondering, why do we want to use Virtual Reality as a learning tool in healthcare education? And why would we want to explore some (or all) of those topics that you've thought about so far in this session?

Emotional Engagement:

VR is an immersive medium. When you select a meaningful and powerful topic, you give viewers a reason to *feel* connected. Emotional impact drives empathy—exactly what's needed to inspire understanding and change around social justice and health equity.

Purpose and Relevance:

An impactful topic ensures your project contributes to a real conversation. Health equity and social justice are not abstract ideas—they affect people's lives every day. Choosing a strong theme makes your VR piece *socially relevant* and ensures it resonates with current issues.

Stronger Storytelling:

Impactful topics naturally provide deeper stories, conflict, and emotion. This helps create a narrative that is both educational and compelling, making your VR experience more memorable and persuasive.

Meaningful Learning Experience:

Health equity and justice are complex. A well-chosen, impactful topic allows you to simplify and humanize these issues, helping viewers understand them through lived experiences rather than statistics or lectures.

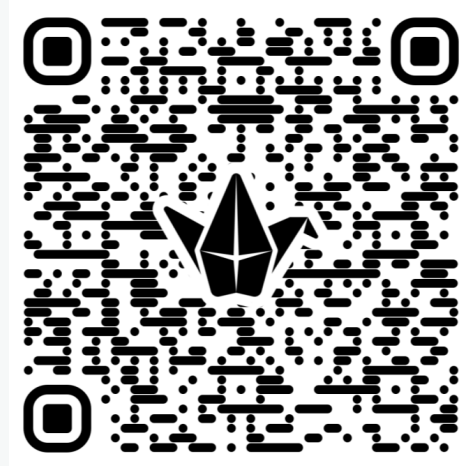
Ethical and Creative Responsibility:

As a creator, you have influence. Choosing an impactful, respectful topic shows that you're using that influence responsibly—to amplify underrepresented voices and promote understanding rather than spectacle.

Define your learning objectives

Column 2

<https://padlet.com/enhanceeoe/EOEAutumn2026>



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So the next step is to define our learning objectives – I’m not expecting you to have nailed them at this point, but just have a think about what the purpose is, are we raising awareness? Encouraging action? At this point maybe also think about who it is for, specific clinical groups, everyone?

Define your learning objectives

01

Promote social justice in the communities you serve, appreciating the differences between advocacy, allyship and activism

02

Critically appraise the relationship between social determinants of health and health inequalities

03

Consider how your decisions and actions, and those of others around you, affect people with protected characteristics (Equality Act 2010) taking action to address workplace discrimination, harassment and victimisation

04

Value diversity in teams and organisations, adopting and advocating for inclusive practices

05

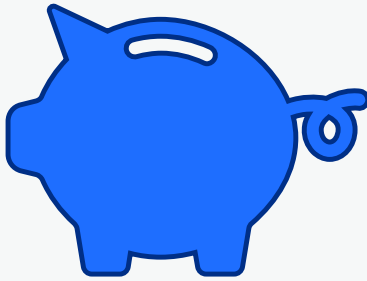
Contribute to the design and delivery of care pathways (including digitally-enabled) that reduce inequalities, promote inclusion and engage and protect the most vulnerable

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Example learning objectives, these are for the social justice and health equity module for the enhance programme.

We have a full module on SJHE so we have covered some of these more thoroughly elsewhere within our full learning package & we would hope to do more in the future on other aspects of health inequalities and social justice to complement the online learning package.

Step 2- Think about money



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It was going so well up until this point, but I cannot lie, there is going to be some costs involved. Not going to lie, how to get funding and sway those who hold the budgets is a whole workshop.

Depending on the topic, the complexity of filming and number of locations, number of actors etc, you can expect this to cost around £10,000 as a minimum.

Get quotes!

Think about how you are going to sell the idea to commissioners, or other sources of funding such as grants from other organisations, does your Trust have a charity, can you do some fundraising – depending on how much support you have.

It's important when selling your idea to consider the needs of your local population, does it align with local strategy?

A great selling point to VR is that it can be accessed by many people over many years.

ADD A SLIDE ABOUT SOME SELLING POINTS!

Step 2- Selling points!

Growing evidence base supporting use as an effective educational tool, including in medical / clinical education

Can see the world from different perspectives – ability to take on the role of someone else

Despite upfront costs, can be accessed by unlimited users – reducing cost per user which can be less than traditional teaching delivery



Emotional engagement



Purpose and relevance



Stronger storytelling



Meaningful learning experience



Ethical and creative responsibility

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There is growing evidence base to support Immersive virtual reality as an educational tool,

Costs - Pre-production

Category	Description
Research	• Identify topic • Gather community input • Plan story
Scriptwriting and storyboarding	• Write narration • Story flow • Visuals
Location Scouting & Permits	• Permits • Find accessible and relevant filming sites

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So why does it cost so much?

All of the steps have some sort of cost implication, even if you have a friend who knows exactly how to do it, there are multiple stages.

Preproduction costs are mostly time related, for example, deep research into the topic can take time. This is probably one of the most important steps as a well researched topic makes the learning experience more impactful. We'll go into more detail further in the slides about the research.

Scripting and storyboarding, again, this is going to take some time, but this will help you in terms of thinking about filming locations and cast – where can you film?

We chose in our case to focus on the boating community because we had access (for free!) to a narrowboat. We've also used houses of team members in other modules, found ourselves filming in dark corners of hospitals at 6am, and used GP practices at weekends. It's important to make sure that if you are using

a public building, you have the relevant permissions to film, and this might include liaising with security, comms, having an escort etc.



Production costs (main filming and recording)

Equipment Rental/Purchase -360° camera, tripod, microphones, lighting

Crew & Talent - Director, camera operator, sound tech, actors/interviewees

Travel & Logistics -Transportation, meals, lodging, location fees

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So, this might vary depending on whether you try to do it yourself or get help from a production company.

If you are purchasing equipment, your one-off cost could be around £10,000 to get all the equipment – if you need one, I can get you an equipment list.

Who are your crew? Do you have people available that have the relevant skills to direct, operate the camera and microphones? Your cast, are you going to use professional actors?

Our main characters have always been paid actors. If you use a production company they will source these for you, but if you opt to do it yourself you will need to consider what roles can be played by who.

So, the social justice narrowboat video that we did was almost all paid actors, but in our earlier days, we used volunteers.

Other props might be needed, such as tunics and uniform if needed. Again, you might be able to get these for free, but you should consider if there will be a cost

implication.

LOOK AFTER YOUR CAST AND CREW – even volunteers should be reimbursed their expenses and I suggest keeping everyone fed and watered!! Filming days can be very long, especially if multiple takes are needed.

Post-Production

Editing, sound, and finishing touches



Editing & Stitching -Video
stitching, trimming,
transitions



Sound Design-Immersive
audio, voiceover, or music
licensing



Colour Grading & Visual
FX -Enhancing visuals for
realism



Rendering & Testing -
Hardware time or cloud
rendering costs

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And then there are costs associated with the post-production too – I’m afraid I don’t know enough about this to go into detail...

Even if you are or you’ve got’ve got a clever techy person who is willing to do it for you, it will take them time. There will be software licences etc

Distribution and Access

Getting your VR video to the audience

- Headsets / Hardware | For screenings or classroom use
- Accessibility | Captions, translations, or 2D version
- Social media
- Hosting site



And then once it's all put together, you'll also need to make sure that people can access it.

You'll need to consider where it is going to be hosted, and whether there are hosting costs.

If you need to buy VR headsets, how many do you get and how do you manage them? When do you use them? How do people access them? How do you monitor them?

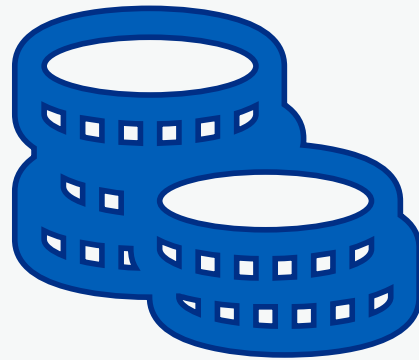
All of our finalised VR can be accessed on a headset, on a laptop, tablet or phone. And is currently all hosted both on the national learning hub and the content is freely available to anyone who wants to access it.

QR code takes you to the place on the learning hub where this is hosted.

As mentioned, the social justice and health equity module is undergoing its final edits, but if you do want to see the full episode let me know.

Contingency

Unexpected costs



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It's really helpful to make sure you have some contingency money too for anything unexpected, from having everyone ready and raring to go and an actor having a family emergency or having everyone on site at a hospital and a major incident declared meaning filming is no longer possible.

Step 3 - Creating a storyline

- Importance of evidence-base/ research/ accuracy/ culturally sensitive/ impactful
- Unbiased content
- Trigger warning

7th August 2024

Canal & River Trust calls for joined-up approach to meet service needs

Boater Census illustrates challenges of living afloat

We're calling for a joined-up approach to meet service needs.

How do people who live on boats get the health care they need?

News - 16 June 2025

Boaters' access to healthcare – Your voice matters!

Researchers from Keele University want to talk to liveaboard boaters/bargees about their experiences of NHS services, including going to the GP. It wants to gather as much information as possible in order to plan the very best research possible to improve services and access to healthcare.

If you are a liveaboard boater/bargee, you are invited to share your experiences by completing an anonymous online survey. You do not need to answer all the questions. [Click this link](#) to access the survey

So, we've got our topic, we've considered the costs, and we've made a compelling argument for the need for VR learning, and we've got some funding – hoorah!

It's time to create our story!

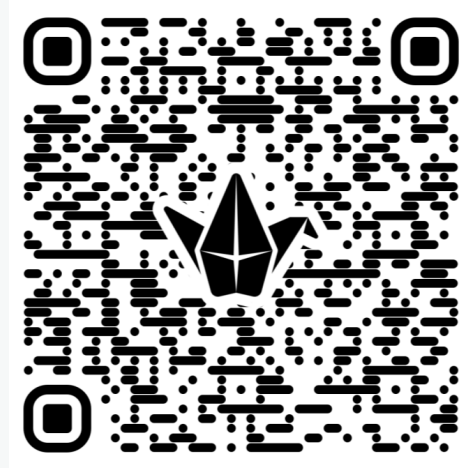
So, this is where you really want to research your topic. Find an evidence base, make sure your thoughts are accurate, and your ideas are both culturally sensitive and impactful. Have a critical eye, is the research biased? Are you biased?

You could as part of your research liaise with some stakeholders, we'll cover these a few slides time, but I would suggest speaking with them as early in the process as possible to gauge if your idea is relevant, even if at this stage you're not specifically asking for input on your storyline.

Find the gap

Column 3

<https://padlet.com/enhanceeoe/EOEAutumn2026>



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Let's just have a short think about some of the ways we might identify potential gaps to expand on our idea and turn it into an educational experience.

A-Start with a Clear Purpose

Ask yourself:

What change do I want the viewer to experience?
(e.g., empathy, awareness, understanding, motivation to act)

Whose story am I telling — and why does it matter now?
(e.g., people affected by healthcare inequities, community advocates, frontline workers)

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So, consider the topics you wrote down earlier and ask yourself

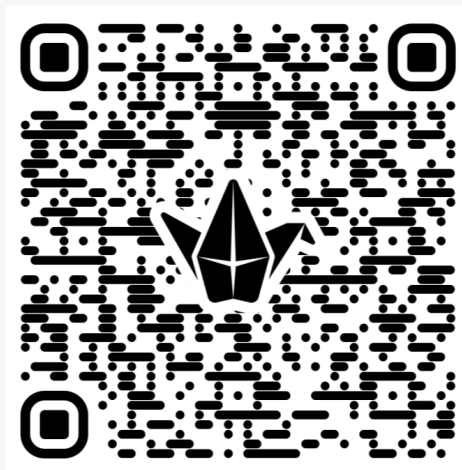
It's important to nail down what you really want the view to experience, from whose perspective and why it matters?

(If time) spend a few mins discussing your topics with those around you and just think about these questions.

What is the purpose

Column 4

<https://padlet.com/enhanceeeoe/EOEAutumn2026>



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You can add your thoughts onto Column 4 of the Padlet.

B-Structure Your Storyline

Introduction (Context & Trigger Warning)

Set the scene gently

Provide a trigger warning

Offer an opt-out/grounding moment

Immersion in the Experience (Lived Reality)

Use lived experience

Show, don't tell

Empathy through perspective:

Integrate **evidence-based research** to frame the lived experience within real data

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Immersion in the Experience (Lived Reality)

So it's really helpful to keep the end product in mind at this point. Will you need to provide some information to set the scene and orientate the learner? Would a trigger warning be helpful here? Do we need to give people the opportunity to either opt-out, or suggest that they use a laptop/phone/tablet rather than a headset so that it is easier to look away and "come out" of the experience when needed.

Use lived experience: Center authentic voices — either real people sharing their story, or composite characters informed by real experiences.

Show, don't tell: Let the viewer *stand in the scene* — e.g., sitting in a clinic waiting room, walking through a food desert, or listening to someone's story.

Empathy through perspective: Use 360° visuals and sound to make the viewer feel the emotional and social context.

C-Balance Emotion and Evidence



Too much emotion can overwhelm; too much data can disengage.
A good formula is:

Lived Experience (heart) → Research (head) → Action (hands)

Example flow:

1. A patient describes their experience of unequal care.
2. Narration introduces data showing how widespread the issue is.
3. The scene shifts to community solutions or advocacy success stories.

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This is another important consideration.

We want to be sure that the learning is impactful, and useful, but too much can be off-putting and prevent people from engaging in the learning.

D-Ethical and Emotional Safety Considerations

- **Get informed consent** from anyone sharing their lived experience.
- **Avoid trauma voyeurism:** Focus on dignity, not just suffering.
- **Use cultural humility:** Ensure your representation is accurate and respectful.
- **Provide resources at the end:** (e.g., crisis lines, community health links).
- **Include grounding techniques:** Calm visuals or breathing cues before ending.



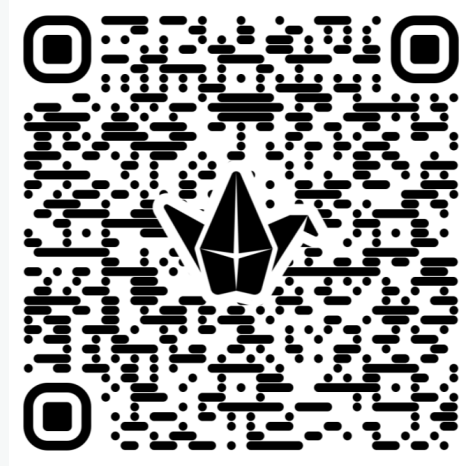
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If you are going to use someone else's story, make sure they give consent, even if you change detail to anonymise them, it's important that they are aware of the intended audience and reach.

How do you bring the learning to life?

Column 5

<https://padlet.com/enhanceeoe/EOEAutumn2026>



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Let's move to our next column, how do we bring the idea to life? Blue sky thinking, what ways can you immerse your learner?

Step 4 Identify and consult

Stakeholders

Experts by experience/ people
with lived experience



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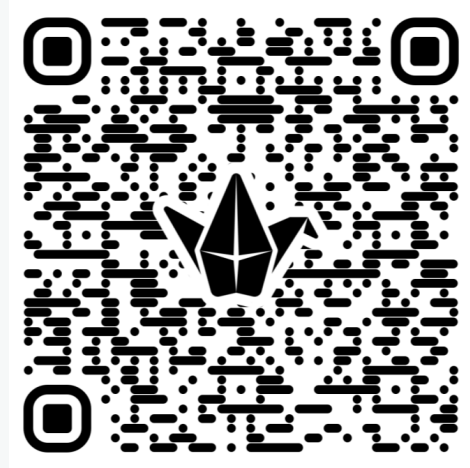
So, you've now done your research, you may have scoped some bits out with other people, and you are happy that you've got a balanced, unbiased learning experience.

But it's helpful to get a wider perspective on this before you start producing!

Who do you speak to?

Column 6

<https://padlet.com/enhanceeeoe/EOEAutumn2026>



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So let's just spend a few minutes thinking about some of the stakeholders we might want to speak to and where we might find them.

Stakeholder Type	Examples	Why They Matter
Community Members / Lived Experience Experts	People impacted by health inequities, patient advocates, grassroots leaders	Authenticity, real stories, trust
Health Professionals	Doctors, nurses, public health workers, social workers	Provide credibility and evidence-based input
Academic & Research Partners	Universities, researchers in public health, sociology, or VR	Data, evaluation, academic legitimacy
Advocacy Groups & Nonprofits	Health equity orgs, civil rights orgs	Distribution networks, audience engagement
Funders & Sponsors	Health foundations, government grants, NGOs	Financial and logistical support
Technical Experts	VR developers, production teams	Help realize your creative and technical vision
Policy Makers / Institutional Stakeholders	Health departments, hospital boards, policymakers	Influence policy and systemic change

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Here is a list of stakeholders, and why they are all an important part of the pre-production development process.

Involve stakeholders early (and throughout)

Use Participatory Design Methods

Engage stakeholders in shaping the experience

Workshops or focus groups:

Ask what messages or scenes would resonate.

Storyboarding sessions:

Let community members give feedback on visuals or tone.

Pilot screenings:

Show early cuts and incorporate stakeholder feedback before the final edit.

This ensures your VR piece isn't *about* people — it's *with* them



This early collaboration builds trust and shared ownership, making the final product more ethical and impactful.

Step 5-Team discussion (multidisciplinary)



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The reality is that you've probably already covered this step as part of your stakeholder exercise to get the perspectives of others.

We don't just want to avoid bias about the topic itself, but it's very unlikely if we're doing something about social justice and health equity that the only professional involved is from your own profession or specialty.

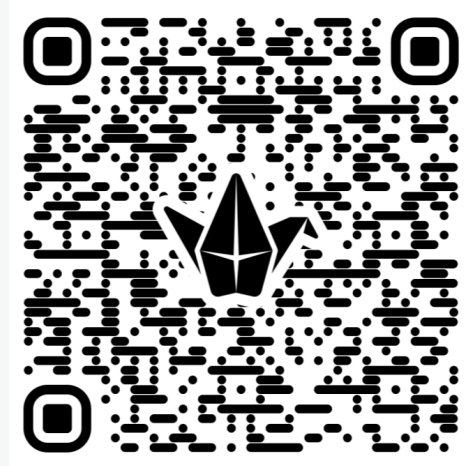
So, we want to make sure that we really understand the roles of others and don't presume we know what another healthcare profession can (or can't) bring to the table, or what their interactions with patients might look like.

So just take a few minutes to think about some of the other professionals or agencies that might be involved in your topic? How can they be included and represented in your story?

Who do you speak to – other professionals and agencies?

Column 7

<https://padlet.com/enhanceeeoe/EOEAutumn2026>



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So the next step is to define our learning objectives – I'm not expecting you to have nailed them at this point, but just have a think about what the purpose is, are we raising awareness? Encouraging action? At this point maybe also think about who it is for, specific clinical groups, everyone?

Ensures Accuracy and Credibility



A multidisciplinary team — including **health professionals, social workers, psychologists, community advocates, and technologists** — helps ensure your content is **factually correct** and reflects current evidence.



Example: A public health expert can verify your data; a clinician can confirm realistic healthcare settings; a sociologist can add context about systemic barriers.



This makes your VR story more **credible and trustworthy**

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And, if you're trying to create something that's going to challenge our assumptions and try to improve care of a population and reduce health inequalities, the more professionals that this learning is accessible to and can connect, the greater the community of people who understand the "dilemma" or are motivated to make a difference.

Brings Diverse Perspectives and Reduces Bias



No single person can capture the full picture of health inequities.



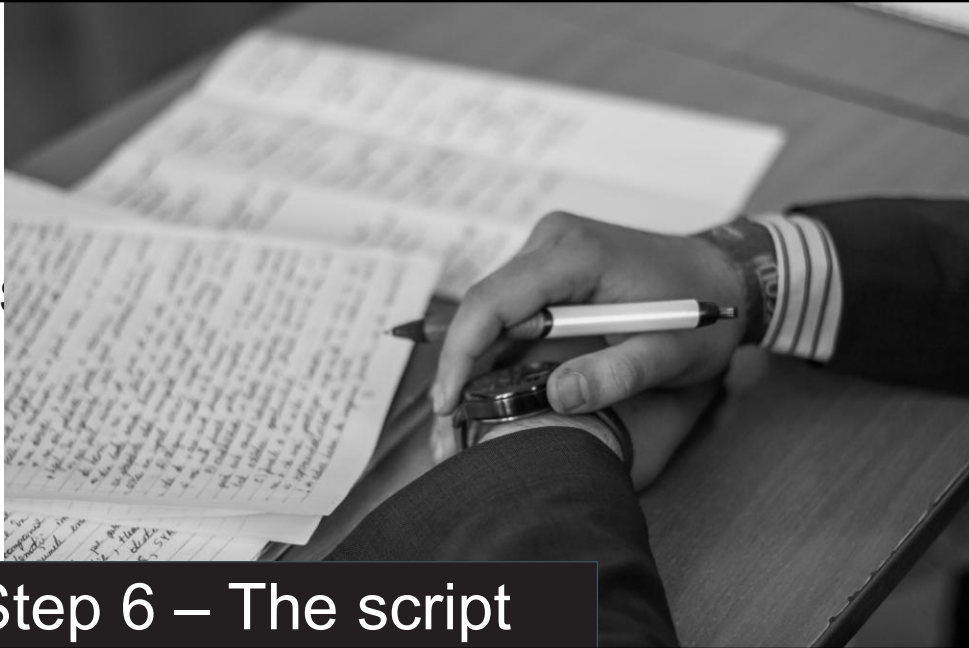
A multidisciplinary team brings **diverse experiences and professional insights** to challenge blind spots or stereotypes.



When all these perspectives meet, your VR video becomes more **inclusive, balanced, and representative**.

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- A nurse might focus on patient care.
- A community worker might emphasize lived experience.
- A psychologist might highlight emotional impact.
- a community leader might flag language that could feel stigmatizing.
- A filmmaker might focus on visual storytelling.



Step 6 – The script

By now we've got our topic, we've done our research, we've shared our ideas about the story with our stakeholders, and we've got some feedback, we've got oodles of ideas, we're happy that we've spoken to a wide range of people and now we're ready for some creativity!

This is where you can start to write your script – if you need it.

So, from experience we have done this both ways.

We've given a briefing to actors (who were both volunteers and healthcare professionals) and then they have improvised the scene – works well if they are simply doing their day job, but there is a risk that key details are inferred and not obvious to others accessing the materials.

Having a script means that you can set the language/tone, ensure key phrases and terminology are in there (and explained) and you can avoid any potential unintended bias from actors.

This is the fun part, and this is where your story really comes to life.

You can add in key directional aspects and consider how the script links in with your stop and think moments.

The script – keep in mind

Principle	What It Does
Clear purpose	Keeps story focused and meaningful
Authentic voice	Builds empathy and trust
Multi-sensory cues	Enhances immersion
Emotional + evidence balance	Makes story both human and credible
Ethical writing	Protects dignity and emotional safety
Strong structure	Guides the viewer through experience and reflection

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Remember as you are writing to keep these principles in mind. Be authentic but don't overcomplicate it, you can add in directional elements like the huge sigh and arms waving in anger to emphasise emotions.

The beauty of using VR is that you don't have to explain everything in the script, you can add in your stop and think moments to include educational content and additional context, so that the learner can feel the power of the story and remain connected.

In addition, if you've used a production company, they may have a professional script writer that they can send to you for feedback and tweaking.

Step 7- Finalise (pre-filming)



Finalising - ready for filming

Category	Questions to Ask Before Filming
Purpose	What's the main goal and message?
Research	Is all data accurate and current?
Team	Have all disciplines reviewed and agreed on the plan?
Ethics	Are consent forms, trigger warnings, and support resources ready?
Script	Is the story clear, respectful, and immersive?
Location	Are filming sites approved, authentic, and safe? Props and costumes!
Technical	Are VR cameras, audio, and lighting tested?
Accessibility	Are inclusivity features planned (captions, translations)?
Stakeholders	Have communities been informed and involved?
Logistics	Are schedules, permits, and budgets finalized?

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Now you are almost ready to think about filming. Here are some questions that you should consider working through like a checklist. You might also send your storyboard and script around to a few colleagues for feedback to see if you have captured all the aspects you intended to.

But we're almost ready for action!

A note on locations, if you are using a healthcare setting, remember shooting in 360 means that you can see everything, it's really important to consider when you are going to be there and whether there will be "real" patients exposed. Typically, we've filmed on weekends in areas that aren't accessible to the public, for example, outpatients when there are no clinics running. We've used simulation rooms in education centres etc. You'll need to liaise with comms teams, security, matron's etc if you'll be using a hospital.

Important factors

Having a timeline

Regular collaboration with the third party (discussing the practical aspects)

Locations for filming/ time (not busy times for active spaces)/ mindful of people in the video/interrupting others/background

On the day changes

Maintaining confidentiality/ disclaimer/ conflict of interest

Cultural sensitivity

Need of chaperone if using clinical space, secure area

Step 8-Filming



This is where using someone external who has all the technical and directing know-how makes so much sense. So, for you as an educator, this should be a) fun and b) reasonably stress free – unless you are tinkering with the idea of filming it yourself.

Regardless, what do we think are some of the on the day activities you might be supporting with? Shout out some answers.



Filming day - key considerations

- ✓ Everyone knows where they need to be
- ✓ 360 degrees video – confidentiality/mindful of locations/people in the background
- ✓ Consistency/continuity from one scene to another
- ✓ Environmental cues – LIGHTING!
- ✓ Noise level in the surroundings
- ✓ Costumes and props
- ✓ Look after your cast and crew

Take lots of photos!!!!

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Take lots of photos – if you need to refilm then you’ll need to think about the consistency of the imagery, wearing the same clothes, things being in the right place. Take close ups of “planted” props, if you need to bring these in to your educational elements at a later date you already have the images to plant them into your VR environment.

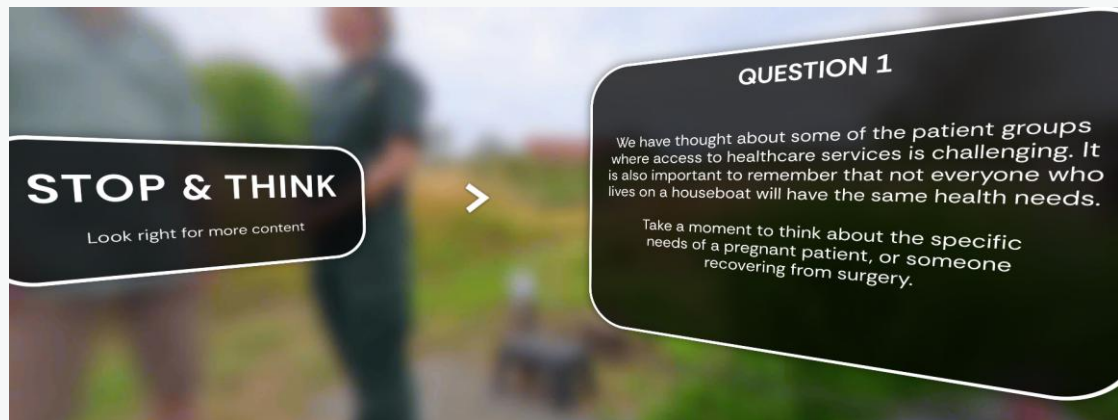
Step 9- Review



By now you've filmed, and you've got an early draft, this is the point at which you start to see your creation come to life. At this point we would invite everyone who has been involved to watch the product so far and provide feedback. The best way to do this is to play it live with many people in the room to discuss elements.

An important thing to note is that re-filming scenes is likely to be tricky and very costly. But the educational aspects can be updated more easily.

Step 10 – Adding / editing additional bits



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In reality, these will likely already be in your final draft, since you will have thought about these extra educational elements during the storyboarding and scripting aspects. But following a review with colleagues you might need to add other aspects or tweak the content that is already there. We reviewed our SJHE module last Friday, and we have included some additional educational content based on the feedback that we have received.

You can add in text, images and 2D explainer video's to really strengthen the points raised in the story or clarify information – particularly if anyone has noted any inaccuracies, this is great place to talk about the “instagram –v- reality” of the situation.

Step 11 – Pre-release checklist

Category	Key Question
Message	Is the purpose clear and meaningful?
Authenticity	Are lived experiences respected and accurately told?
Ethics	Are consent and emotional safety ensured?
Evidence	Is the research accurate and up to date?
Storytelling	Is pacing natural and immersive?
Technical	Have all visuals and audio been tested and optimized?
Accessibility	Can all audiences experience it fully?
Collaboration	Has the team/stakeholders approved the final version?
Legal/Budget	Are all licenses, credits, and costs settled?
Impact	Is there a plan for evaluation and outreach?

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1. Clarity of Purpose and Message

Have you clearly defined **what message** the video delivers (e.g., raising awareness, educating, inspiring change)?

Does every scene and dialogue **serve that purpose** — or are there parts that distract from it?

Is the **call to action** clear and empowering (not hopeless or vague)?

✳ *Tip:* Show it to someone unfamiliar with the issue — can they explain what the message is afterward?

2. Representation and Authenticity

Are **voices of lived experience** represented authentically and respectfully?

Did you **consult with communities or individuals** affected by the issue?

Have you ensured **diversity and inclusion** — in visuals, language, and perspective?

Does the portrayal avoid **stereotypes or oversimplification**?

Authentic storytelling builds trust and empathy; tokenism can cause harm.

3. Ethical and Emotional Safety

Have you included **trigger warnings** for sensitive content (e.g., trauma, discrimination, illness)?

Is consent from participants or interviewees clearly documented?

Does the video include **grounding or reflective moments** to help viewers process emotion?

Are **support resources** provided at the end (e.g., helplines, community orgs)?

Is the **tone** respectful, not sensationalized or exploitative?

Remember: emotional impact ≠ emotional harm.

4. Accuracy and Evidence Base

Are the **statistics, quotes, and research findings** current and from credible sources?

Have you verified health or policy data with **subject experts** (e.g., clinicians, public health researchers)?

Is evidence **integrated naturally** into the story (not just “dumped” as data)?

Even emotional storytelling must be grounded in truth — especially for health equity topics

5. Story Flow and Immersion

Is the pacing appropriate (not too rushed or too slow)?

Do scenes **transition smoothly** and logically?

Are **sound cues, visual cues, and dialogue** aligned to guide viewer attention?

Does the experience feel **complete** — with a clear beginning, middle, and end?

Good VR storytelling feels like a journey, not a lecture.

6. Technical Quality

Are visuals **clear and stable** (no stitching errors, awkward transitions, or blur)?

Is **audio spatially balanced** — does sound come from the right direction?

7. Stakeholder and Team Review

Have all **team members and stakeholders** reviewed the final cut?

(Community advisors, healthcare professionals, technical crew, funders)

Did you incorporate their feedback?

Are all contributors properly **credited**?

A multidisciplinary review ensures the final piece is ethical, accurate, and representative.

Have you tested it on **different headsets/platforms** (e.g., Meta Quest, YouTube VR)?

Is the file size optimized for smooth playback?

Are subtitles or 2D versions available for accessibility?

Technical flaws can break immersion — double-check before publishing

8. Audience and Accessibility

Have you considered **who the audience is** — general public, students, policymakers?

Is the language appropriate for that audience (clear, inclusive, jargon-free)?

Have you made it **accessible** (captions, translation, volume control, non-VR version)?

Is there a **safe space for discussion or debrief** after viewing?

Health equity storytelling should be *inclusive* in both message and format.

9. Budget and Licensing Final Checks

Have all costs (music, software, platform fees) been finalized?

Do you have **licenses** for background music, stock footage, or third-party visuals?

Is your distribution plan financially sustainable?

10. Impact Evaluation Plan

How will you measure the **impact** of your video? (e.g., surveys, feedback, learning outcomes)

Do you have a plan for **distribution and outreach** (events, social media, education)?

Can it be updated or reused for ongoing advocacy?

A powerful VR video isn't just watched — it *starts conversations and inspires action*.

Step 12 – Completion and onward distribution

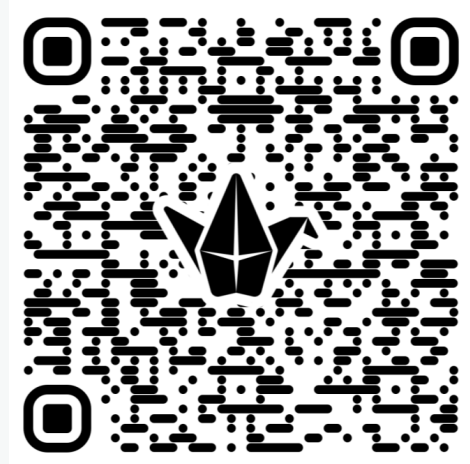


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How do you distribute your learning material?

Column 8

<https://padlet.com/enhanceeoe/EOEAutumn2026>



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So, the next step is to define our learning objectives – I'm not expecting you to have nailed them at this point, but just have a think about what the purpose is, are we raising awareness? Encouraging action? At this point maybe also think about who it is for, specific clinical groups, everyone?

Intended learning outcomes for this session

1

Identify the unique challenges and opportunities in developing VR for health education.

2

Understand the importance of interprofessional collaboration in content creation

3

Explore strategies to maximise the educational impact of VR beyond clinical simulation.

4

Experience and reflect on the use of VR in learning

5

Design a practical action plan to integrate VR into your own teaching/training contexts.

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So hopefully we have covered all these learning points, and you now have something quite practical to go away and use from the Padlet, you can have access to this for as long as you need. I'll add in our contacts for filming options when I get to normality on Wednesday.

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Thank You

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