# Video Transcript                    by Learning Service

Verbatim Transcript

>> BARRY:     My name is Barry Matthews, I'm a Lecturer in Paramedic Practice and Pre-hospital Care.  I work in the Manchester Campus of Edge Hill University.  I work within the Allied Health Professions Department and the Paramedic Team.

This ambulance scene within the Manchester Campus is based on the Mercedes Sprinter van that the Northwest Ambulance Service use.  It even uses the same cupboards and livery, we've taken these from Northwest Ambulance Service, Mercedes Sprinter Ambulances.

We use the 360cam to take the images because we want the student to get a full picture of what we can offer, to feel like they're immersed in the environment, like they would be if they came on an open day, so they can have a full tour of the equipment which you probably couldn't do with a single image.  Using the photosphere rendering over 360 degree camera gave the opportunity to walk around the room with, with a phone or use a mouse to navigate the areas and really explore what we can offer.

The way of controlling the 360-degree cameras and phone, the 360-degree camera itself creates a small, low powered Wi-Fi network.  We use the three second timer function on the camera, and so I ended up pushing the button and running into hiding places.  There's pictures of me within the ambulance hiding behind the door and behind the reception desk, and these are the ones on the Facebook page and they seem to have hidden me quite well, so it seems to work.

The 360 degree images have been received quite well, the feedback so far is quite good and how well and they, they show off the equipment and they, they show prospective students and it's even, some of the comments are showing that the prospective students are sharing their future...place of study.

So, it's becoming increasingly important to advertise, have social media presence and to show off the facilities that we have.

St James is a fairly modern facility, it was only built in 2016, late 2016 so a lot of the equipment is new...and so having this, this virtual reality type environment, it shows off this building and all the equipment we have and the environment the students get to work in.

The software included in these cameras, it was quite usable and I think, the software available means that I could probably do this on my own.  I could take the camera out, sit in an environment for a few hours, record the environment for simulation and process it myself.

One project we're looking at at the moment within the team is the use of virtual reality and augmented reality. So, we're looking at creating a 3D environment, using a full immersive environment, where the student might have to interact with areas.  That's more in a full virtual environment suite.

Something we're considering as well, is looking at using 360 environment Pictures and having augmented reality type interact-able objects.  So, you could use on an iPad and explore a hazardous environment.  We'd have the camera on the side of the motorway, in the slow lane, or we'd have it in a nightclub, or in some cases down in the sewer.

Or, one of the most challenging environments I've ever worked in is the middle of nowhere, in the Peak District.  Having it in an environment like this in a fixed place, for a couple of hours, to record just a continuous stream footage, so we can use it in a simulation environment without interruptions, to try and immerse the student as much as possible.  I think that, for us, is more important.

The whole immersion in the environment...Paramedics sometimes work in such challenging environments, they can be distracting and you want to, try and get this across, to prioritise your patient but also be aware of your surroundings, and you don't work in an environment you can control.

This, point we find quite useful for our students, our students need to be distracted.  They're going to experience a lot of distractions when they're working...Not just traffic but bystanders...patients' families.  So we want our students to be distracted, so they know what it's going to be like, working in such a dynamic environment, they can take this into account on a dynamic operational risk assessment, that they need to complete to keep themselves safe!

And we're going to try and recreate this simulation and recreate this environment in a safe...Safe place for them, a safe place to practice.

End.

0:00:06.180,0:00:12.340
My name is Barry Matthews, I'm a Lecturer in Paramedic Practice and Pre-hospital Care

0:00:12.340,0:00:16.320
I work in the Manchester Campus of Edge Hill University.

0:00:16.320,0:00:20.860
I work within the Allied Health Professions Department and the Paramedic Team.

0:00:22.020,0:00:24.800
This ambulance scene within the Manchester Campus

0:00:24.800,0:00:28.720
is based on the Mercedes Sprinter van that the Northwest Ambulance Service use.

0:00:28.720,0:00:31.700
It even uses the same cupboards and livery,

0:00:31.700,0:00:36.820
we've taken these from Northwest Ambulance Service, Mercedes Sprinter Ambulances.

0:00:36.820,0:00:41.940
We use the 360cam to take the images because we want the student to get a full picture of what we

0:00:41.949,0:00:45.699
can offer, to feel like they're immersed
in the environment, like the would be if

0:00:45.699,0:00:49.719
they came on an open day, so they can
have a full tour the equipment which you

0:00:49.719,0:00:55.719
probably couldn't do with a single image.
Using the photosphere rendering over 360

0:00:55.719,0:00:59.469
degree camera gave the opportunity to
walk around the room with, with a phone

0:00:59.469,0:01:05.300
or use a mouse to navigate the areas and
really explore what we can offer.

0:01:05.300,0:01:10.560
The way of controlling the 360-degree cameras and phone, the 360-degree camera itself

0:01:10.560,0:01:16.960
creates a small, low powered Wi-Fi
network.  We use the three second timer

0:01:16.960,0:01:20.380
function on the camera, and so I ended up
pushing the button and running into

0:01:20.380,0:01:23.200
hiding places.  There's pictures of me
within the ambulance

0:01:23.200,0:01:27.820
hiding behind the door and behind the
reception desk and these are the ones on

0:01:27.820,0:01:31.560
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hidden me quite well, so it seems to work.

0:01:31.560,0:01:39.159
The 360 degree images have been received
quite well, the feedback so far is quite

0:01:39.159,0:01:44.079
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the equipment and they, they show

0:01:44.079,0:01:48.250
prospective students and it's even some
of the comments are showing that the

0:01:48.250,0:01:53.980
prospective students are sharing their
future...place of study.

0:01:53.980,0:01:58.320
So, it's becoming increasingly important to advertise, have social media
presence

0:01:58.320,0:02:00.780
and to show off the facilities that we have.

0:02:00.780,0:02:02.740
St James is a fairly modern facility,

0:02:02.740,0:02:11.019
it was only built in 2016, late 2016 so a lot of the equipment is new...and
so having this,

0:02:11.020,0:02:17.440
this virtual reality type
environment, it shows off this building

0:02:17.440,0:02:22.120
and all the equipment we have and the
environment the students get to work in.

0:02:22.720,0:02:28.100
The software included in these cameras, it was quite usable

0:02:28.100,0:02:33.760
and I think, the software available means that I could probably do this on my
own.

0:02:33.760,0:02:36.260
I could take the camera out, sit in an environment for

0:02:36.260,0:02:40.800
a few hours, record the environment for
simulation and process it myself.

0:02:41.260,0:02:44.360
One project we're looking at at the
moment within the team is the use of

0:02:44.360,0:02:49.850
virtual reality and augmented reality.  So,
we're looking at creating a 3D

0:02:49.850,0:02:54.410
environment, using a full immersive
environment, where the student might have

0:02:54.410,0:03:01.600
to interact with areas, that's more in a
full virtual environment suite.

0:03:01.600,0:03:06.940
Something we're considering as well, is looking at
using 360 environment pictures and

0:03:06.940,0:03:13.220
having augmented reality type
interact-able objects.  So, you could use on

0:03:13.220,0:03:15.920
an iPad and explore a hazardous
environment.

0:03:15.920,0:03:21.160
We'd have the camera on the side of the motorway, in the slow lane or we'd
have it in a nightclub, or, in some

0:03:21.160,0:03:26.300
cases down in the sewer, or, one of
the most challenging environments I've

0:03:26.300,0:03:30.260
ever worked in is the middle of nowhere
in the Peak District.  Having it in an

0:03:30.260,0:03:33.680
environment like this, in a fixed place,
for a couple of hours to record just a

0:03:33.680,0:03:37.310
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it in a simulation environment without

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interruptions, to try and immerse the
student as much as possible.  I think that

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immersion in the environment...

0:03:46.970,0:03:49.610
Paramedics sometimes work in such
challenging environments they can be

0:03:49.610,0:03:55.100
distracting and we want to, try and get
this across, to prioritise your patient

0:03:55.100,0:04:00.340
but also be aware of your surroundings
and you don't work in an environment you can control.

0:04:01.140,0:04:05.140
This point we find quite
useful for our students, our students need

0:04:05.140,0:04:08.600
to be distracted.  They're going to
experience a lot of distractions when

0:04:08.600,0:04:16.900
they're working...Not just traffic but
bystanders...patients families.

0:04:16.900,0:04:21.400
So we want our students to
be distracted, so they know what it's

0:04:21.410,0:04:24.320
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into account on a dynamic operational
risk assessment, that they need to

0:04:28.040,0:04:31.700
complete to keep themselves safe!
And we're going to try and recreate this

0:04:31.700,0:04:36.760
simulation and recreate this environment in a safe...

0:04:36.760,0:04:41.320
safe place for them, a safe place to
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