

# Education, Learning & Development Strategy

## Our Plan for the next five years



# Welcome to our 5 year Education, Learning & Development Strategy

**Welcome to our 5 year education strategy for the NNUH, where education is part of everything we do. We plan to embed a culture of learning throughout the NNUH, that allows learners and educators to feel safe to be open about their experiences continuously improving the education and care we provide. Creating an enriching environment that is recognised nationally and internationally and inspires future leaders in healthcare.**

As one of the largest university teaching hospitals in the country and employers within our region, learning, and education is a vital priority. As a teaching hospital, we recognise the importance of being a learning organisation which is research led and evidence driven. We care about and contribute to the education, training and career progression of others.

Our strategy is aligned with delivering the Trusts Caring with Pride five-year plan to develop with our partners, increasing learning opportunities for staff, trainees, students and apprentices while continuing to grow as a learning organisation, supporting and valuing our educators, and our learners. We are focused on providing the best environment for learning because we want people who learn with us to be our colleagues of the future with the right skills and knowledge to provide the best patient care. Developing a learning culture where we listen with empathy and act on feedback for an outstanding staff and patient experience.

This strategy outlines the vision for education at the NNUH. The strategic aims were developed through workshops, interviews, and surveys where you told us what matters most to you. The strategic aims support the Trust's vision and strategies; we are focused on developing a flexible team that can adapt to change and transfer skills to meet the challenging demands of delivering high-quality care for now and the future.



# National Context

**The NHS People Plan highlights that the NHS needs more people, working differently, in a compassionate and inclusive culture:**

- More people in training and education, recruited and retained to ensure that our services are appropriately staffed.
- Working differently by embracing new ways of working in teams, across organisations and sectors, supported by technology.
- Supporting the delivery of the NHS Workforce Plan, which sets out the education requirements - NHS Long Term Workforce Plan ([england.nhs.uk](http://england.nhs.uk)).
- Deliver our commitments and responsibilities as a University Hospital, set out by the University Hospital Association.

# Local Context

- The Trust is one of the largest teaching hospitals in the UK and one of the largest employers in the region, supporting a 10,500-strong workforce.
- We have an important education and teaching role. A key part of our plan is continuing to develop this with our partners, increasing training opportunities for all staff, trainees, students, and apprentices.
- We will work together with partners to address specialities which are hard to recruit to or are experiencing staff shortages.
- We will work with university partners to flex our educational priorities to meet local population health needs, as per our commitment as a University Teaching Hospital.
- Support for hosting arrangements with specialty specific academies such as Radiology Academy and the Regional Endoscopy Academy.
- We will continue to grow as a learning-centred organisation, supporting and valuing our teachers, educators, and trainers and our many learners. We are focused on providing the best environment for learning and teaching, because we want the people who learn with us to stay with us.



# Organisational Context

The strategic ambitions and aims of the education strategy have been influenced and shaped by various sources. We gathered feedback and research from wide consultation activities undertaken with learners, educators, partners and our regulators. This included interviews, focus groups, learner surveys, engagement with staff networks, and desktop research.

Whilst many learners and trainees have a very positive experience, the General Medical Council recently highlighted we need to improve our systems, processes, support and culture to move out of enhanced monitoring for postgraduate medical education and progress to become the best education, learning and development provider in the East of England for all our staff. You told us what matters to you most:

- Protected learning time
- Options are available for everyone to develop their skills
- Development pathways and career opportunities are promoted and visible
- Creating a learning culture where learning is a part of everything we do
- Leaders are equipped with the skills to develop their teams and champion the importance of learning
- Educators have the time and skills to support individual learners needs and deliver high quality education and learning

The strategic ambitions and aims also incorporate our organisational commitments (appendix 1) outlined in the Caring with Pride strategy along with the requirements of NHS England's Quality Framework (appendix 2), and the Trusts Quality priority to include Learner Experience.



# Our Vision

The best learning experience for all



## Our Purpose

To be recognised for providing outstanding leading education and training where learning is part of the everyday experience for all

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# Our Strategic Ambitions

1

We are known for our provision of high-quality education which develops an expert, talented and caring workforce

2

We are energised by a culture of continuous learning and have professional curiosity to advance and grow

3

Collaborating with our system and education partners, we deliver outstanding education together

4

We champion inclusive education that nurtures talent and enables aspirational career development for all

5

We have a flexible, skilled workforce ready to meet our community's future healthcare needs

6

We excel in the use of innovation and technology to facilitate high quality learning



# Our Strategic Aims

**Our strategic aims have been developed to achieve our vision and meet the needs of our learners, educators and partners to attract, grow and retain our talent for the future. Supporting the Trust commitments, strategies, and NHS priorities of the Workforce plan, People Promise and Health Education England's quality framework.**

<b>Our Patients</b>	<ul style="list-style-type: none"><li>• Learners time is protected to develop the required knowledge, skills and behaviours to deliver safe high-quality care. Our policies and rostering practice will make sure that learning happens whatever the clinical pressures</li><li>• Learners influence improvements and changes to achieve excellence in patient outcomes</li><li>• High-quality education is delivered by investing in our workforce to meet the future needs of patient care</li><li>• Learners and patients concerns raised about care are valued and acted on</li><li>• Patient safety is protected through effective workforce planning and quality supervision</li></ul>
<b>Our NNUH Team</b>	<ul style="list-style-type: none"><li>• Leaders and educators take ownership of creating a learning environment</li><li>• Leaders and educators take responsibility for the learning needs of the team</li><li>• Barriers to learning are proactively broken down to give learners equal access to learning opportunities</li><li>• Learners experiences are positive, inclusive, and their achievements are celebrated</li><li>• Leaders are approachable role models and showcase best practice</li><li>• Our Always Learning culture ensures that all learners are supported to be proactive and take responsibility for their learning outcomes</li><li>• Educators are skilled to support learners with the most up-to-date practices, informed by the latest research</li></ul>
<b>Partners</b>	<ul style="list-style-type: none"><li>• Educational standards are met by working with NHS England, higher education institutes, the deanery and training providers to develop excellence</li><li>• Accredited learning opportunities are available, which can be transferred across teaching programmes and traditional healthcare boundaries</li><li>• Retain our status as a university teaching hospital in partnership with the University of East Anglia by delivering against the University Hospital Association criteria (Annexe A)</li></ul>
<b>Service</b>	<ul style="list-style-type: none"><li>• Flexible learning options are available to retain the best talent</li><li>• Learners are recognised as individuals and the right level of support is provided</li><li>• Diversity is celebrated with equal opportunities for all to access learning and reach their potential</li><li>• Improve our learners experience through listening and engaging with learner feedback</li><li>• Learner's contributions are recognised, to inspire and preserve talent for the future</li><li>• Zero tolerance for inappropriate behaviours, bullying, and harassment</li></ul>
<b>Resources</b>	<ul style="list-style-type: none"><li>• Responsive to best practice, innovative, creative, and novel methods of teaching to secure contemporary educational delivery</li><li>• Research, innovation and emerging technologies are leveraged to optimise learning opportunities</li><li>• Resources are invested in to support evolving teaching practices</li><li>• Provision is made for facilities and equipment appropriate for enhancing learning</li></ul>

# Our Supporting Plans - OD, Leadership and Learning and Development for all staff

These plans will support the People and Culture Strategy

For our..	We will..	The key things we will do to measure progress..	Timeframe (Year 1-5)					
<b>Patients</b>	Launch Speak Up-course for all staff as part of our essential training requirements.	Complete governance process and obtain board sign off to progress the new requirements. Promotion to staff of the need to undertake Speak Up training.						
	Study leave for existing staff undertaking apprenticeships is protected.	All staff and their line managers will commit to protected study hours which will be modified based on their apprenticeship programme as part of the sign-up process and recorded through the off the job training log.						
	Protect time to support research, teaching and education.	Highlight the importance of a learning culture, including protected time with leaders and managers through their own development.						
<b>NNUH Team</b>	Publish, deliver, and report on a talent and leadership development programme including a leadership charter.	Report on the number of leaders who are supported through the talent and leadership programme and completions of Licence to Lead.						
	Expand the range of high quality learning and development opportunities.	Reported increase in learning and development opportunities. 90% of learners would recommend our courses and rate them as good or excellent.						
	Develop Library collections that are up to date, relevant and meet the needs of all learners within the Trust.  Every manager to have completed Licence to Lead.  Coaching opportunities are available to leaders to support their ongoing leadership development.  Support our trainers and facilitators to deliver high-quality learning and development.	The renewal of the collections will be assured through the creation of an expert panel of users representing education and training along with the development of an updated collection management policy.  Licence to lead training completions achieves organisational compliance target.  Coaching availability is provided to meet the requests to support leaders with their development.  Meet the standards of Domain 4 outlined in the NHSE Quality Framework through a skills gap analysis undertaken by the line manager in PDR, supported by development plans.						

# Our Supporting Plans - OD, Leadership and Learning and Development for all staff

These plans will support the People and Culture Strategy

For our..	We will..	The key things we will do to measure progress..	Timeframe (Year 1-5)					
<b>Partners</b>	Continue to develop the Trusts engagement with widening access and participation, providing equal opportunities, and increasing employment and training opportunities to the community.	Recruit candidates from access to work programmes into our apprenticeships and roles.  90% of candidates report the employability skills and work experience placements increased their skills and confidence to apply for jobs.  Maintain a retention rate of over 90% for entry level apprentices.						
	Work with local library partners to develop a shared repository of organisational knowledge and research to facilitate knowledge exchange and learning.	Monitor the development of the shared repository by measuring the number of records added and usage statistics once live.						
	Establish an education and training function across Norfolk and Waveney with shared access to Programmes.	Alignment of leadership and learning courses and collaborative management to offer increased opportunities across the N&W System.						
<b>Service</b>	Anyone training with us will have the opportunity to work with us.	All candidates successfully completing pre-employment programmes will be offered a guaranteed interview with the Bank.						
	Research apprenticeship standards to develop full training pathways for NHS careers.	Portfolio of development pathways will be promoted and available on the Beat.						
	Review of existing learning and development portfolio to seek opportunities to make access more flexible and inclusive.  Deliver leadership programmes to promote diversity and enable succession planning for leadership roles.  Develop systems and processes for individuals and teams to identify their learning needs and professional development pathways.	Review of existing Learning and Development portfolio is completed.  Achieve accreditation for our major training programme, to provide academic credit for participants.  Accelerated Leaders is part of our core leadership programme.  Leadership training includes belonging and give leaders the skills to be inclusive and challenge where needed.  Establish a careers and learning hub for clearer development pathways, reporting on number of visits to The Beat page.  Through PDR <b>everyone</b> will have access to a structured career development conversation with their line manager.  Reported improvement in the staff survey indicators relating to learning and development opportunities.						

# Our Supporting Plans - OD, Leadership and Learning and Development for all staff

These plans will support the People and Culture Strategy

For our..	We will..	The key things we will do to measure progress..	Timeframe (Year 1-5)
Resources	Create Library facilities that promote and support a range of learning styles and opportunities.	Develop a dashboard to monitor use and elicit feedback via the Library Service User Group and annual survey to ensure library facilities are meeting the needs of learners.	
	Introduce Library-based leadership activities to support continuous learning and development.	Pilot Leadership-based activity groups and collect feedback from attendees to develop recommendations for future development.	



# Our Plans - Medical and Dental

For our..	We will..	The key things we will do to measure progress..	Timeframe (Year 1-5)					
<b>Patients</b>	Make every moment a teaching opportunity for our trainees and improve the learning experience to impact on our patient care.	Reflective practice and shared learning with all professionals at the point of care will be monitored by patient feedback.						
	Drive education and training priorities set by GMC and NHSE to provide clear quality assurances around education.	Structured teaching requirements are met and align to the latest core skills training framework. Ensuring service pressures do not impact on educational opportunities, monitored by NHS England quality team.						
<b>NNUH Team</b>	Ensure educational supervisors are renumerated and supported to deliver high quality education to our trainees.	Meet the standards of Domain 4 outlined in the NHSE Quality Framework measured through personal development plans being actioned, adequate time allocated in job plans and completions of educational appraisals.						
	Demonstrate that teaching is a priority to the workforce by protecting training times, for both learner and educators.	Rota's show timetabled educational and administration time.						
	Value our trainees through embedding a culture of education and positively reflects equality, diversity, and inclusion.	Monitor educational practices through mentoring, educational supervision and appraisals.						
	Ensure educators work to support the newly developed core skills training by embracing new technology for current and future learners.	Investment in our faculty through new course development, review professionally accredited programmes through core skills training including exploring digital innovations and hands on teaching/ skills- based learning.						
	Responsive induction to meet learner needs and support the onboarding of staff and students that fosters a culture of belonging.	Feedback and cultural improvements for enhanced inductions for overseas students, additional support for less than full-time workers and for those returning to the NHS work-force evidenced by staff confident to do their role.						
	Ensure an environment in which all trainees can reach their full potential and shape the future training needs.	Advocate 'Time for training' within the Trusts that will support and monitor education within specialities, and report issues directly to the board.						

# Our Plans - Medical and Dental

For our..	We will..	The key things we will do to measure progress..	Timeframe (Year 1-5)					
NNUH Team	Take action to improve the experience of our trainees.	All educational surveys including the GMC will be reviewed by trust boards to develop clear action plans to improve the journey of the trainee.						
	Ensure there is clear access and pathways to learning opportunities.	Set out a clear framework that is reported through the GMC to evidence that support is flexible, diverse, cost efficient, and responsive to the learners needs whilst in training.						
	Work with educators to create a sustainable workforce for the future.	Service planning will include educators, rota teams and management across the organisation to plan our future workforce needs.						
	Ensure our educators meet the high standards for delivering education and support quality assurance reporting.	Educators compliance with professional bodies commissioned by NHSE, GMC or higher education institutions (HEI) evidence in appraisal. Faculty meetings will support additional learning and action planning.						
Partners	Ensure education is considered and valued when work force planning to attract high-caliber students from around the globe.	QA reporting shows collaborative working with our HEI partners to ensure quality placements and new programmes of learning build our capacity for a diverse workforce.						
	Ensure stakeholders engagement is effective for delivering efficient education and awareness.	Link operational and workforce design with the requirements of the educational provision with regular reporting, and discussion forums with educators and trainees that include the voice of the learner.						
	Meet the challenges for Government requirements for delivering education in a rural coastal region.	Meeting the goals set by HEI's and government by working collaboratively with the Norfolk & Waveney System.						
	Support improvements through defined standards and principles.	Educational programmes will be measured through professional surveys and will not be impacted by service pressures, to achieve the highest standards in education delivery.						
Service	Demonstrate a Zero Tolerance for poor behaviors and promoting a culture that is safe to speak out.	Providing additional clear routes to speaking up via the PGMDE website, Junior Doctor forums, speak up guardians, tutors and educational supervisions with clear feedback.						
	Protect and report on the learning environments and facilities.	Dedicated central Doctors Mess with sleep facilities are reported to NHSE and dedicated clinical learning spaces within specialties will increase learning opportunity.						
	Expand the delivery of overseas and elective programmes.	An expansion of programmes will be evidenced through working with HEI's and specialties to incorporate pre-medical, elective and overseas students placements.						

# Our Plans - Medical and Dental

For our..	We will..	The key things we will do to measure progress..	Timeframe (Year 1-5)
<b>Service</b>	Embed educational practices, wellbeing and belonging.	A culture of belonging is reported through feedback from the point of on-boarding with smooth transitions from Medical Student to Doctor.	
	Supporting the NHS long term plans for workforce and develop new routes into medicine.	Working with HEI partners to introduce the Graduate Entry to Medicine (GEM) programme, increase Physicians Associates placements, and work with local schools on career development and pre-medical student opportunities.	
	Deliver clinical leadership programmes for aspiring future leaders.	Report on the number of leadership training and fully accredited clinical leadership programmes provided.	
<b>Resources</b>	Increase accredited learning opportunities that seek to support the trainee doctors learning pathways.	Gain further accreditation for post- graduate doctors that include research and support the curriculum needs.	
	Embedding evolving technologies to improve education provision and learner experience.	Feedback on digital innovations that support our educator's to develop greater skills based learning such as consultations, virtual wards, Multi-Disciplinary Team (MDTs) and clinics.	



# Our Plans - Nursing, Midwifery, Allied Health Professionals and Healthcare Scientists

For our..	We will..	The key things we will do to measure progress.	Timeframe (Year 1-5)			
<b>Patients</b>	<p>Protect supernumerary time for learning through our systems and processes.</p> <p>Support learners to develop their skills to the fullest whilst working within safe boundaries as provided by professional and statutory regulatory bodies, HEIs and NNUH policy.</p>	<p>All learner hours will be recorded on Healthroster with supernumerary time clearly documented.</p> <p>A measured increase in clinical skills performed under supervision by learners using the clinical matrix (trust docs ID 23234) as guidance as recorded by attendance at clinical skills training and clinical skills acquisition on students' assessment platforms.</p>				
<b>NNUH Team</b>	<p>Ensure that learner supervision and assessment is performed by skilled and trained professionals.</p> <p>Support first-post-qualified staff in the transition from student to colleague.</p> <p>Hear the educator voice 'from floor to board'.</p>	<p>10% increase in attendance at trust run supervisor and assessor sessions with a corresponding 10% increase in staff having supervision and assessment recorded as a skill on ESR.</p> <p>The number of clinical educators with a PGCert (Education) as a baseline qualification will outweigh the number of clinical educators without, as measured by course applications and audit data.</p> <p>An increase of 10% in 100% completion of three preceptorship meetings as recorded on trust preceptorship documentation.</p> <p>10% increase in preceptees attending at 3-monthly reflective discussion sessions during their preceptorship period.</p> <p>10% increase in recorded preceptorship completion on ESR.</p> <p>An average annual increase of 10% in participation in the Multi- Professional Education Forum (MPEF) as measured through attendance lists.</p> <p>A sustained increase in the number of actions from MPEF reaching Workforce and Education Sub-Board (WESB) as recorded through the meeting minutes from the baseline of 0.</p>				
<b>Partners</b>	Provide learners on placement at the NNUH with an enjoyable and rewarding placement experience that meets their educational needs.	<p>25% increase in NETS survey completion.</p> <p>10% improvement in all quality metrics as recorded by NETS.</p> <p>25% increase in the number of placement hours per year offered to nurse, midwifery and allied health professional learners.</p>				
	Expand placement opportunities at the NNUH to allow for an increased placement provision with a broader range of placement opportunity.	A sustained or improved percentage of vacancies filled by first post qualified nurses, midwives, allied health professionals and healthcare scientists.				

For our..	We will..	The key things we will do to measure progress..	Timeframe (Year 1-5)			
<b>Service</b>	<p>Hear the learner voice 'from floor to board'.</p>	<p>5% increased participation in Learner Experience and Engagement Group (LEEG) meetings as measured through attendance lists.</p> <p>A sustained increase in the number of actions from LEEG reaching Workforce and Education Sub-Board (WESB) from the baseline of 0.</p>				
	<p>Enacted workforce plans through our education and training provision.</p>	<p>The workforce plans, as submitted to the ICS, will link directly into educational commissions, as submitted to the ICS. A key enabler to this will be the development of the NNUH Workforce Strategy.</p>				
	<p>Offer career pathways for nursing registration NNUH colleagues that support inclusive routes to gaining professional registration.</p> <p>Offer career development that is exciting, rewarding and relevant.</p> <p>Facilitate access to learning opportunities through our Study Agreement Policy with parity across professional groups and in alignment with Equality, Diversity and Inclusion principles.</p>	<p>An increase in line with the workforce plan of Trainee Nurse Associates each year aligned to workforce need, as measured through annual establishment review.</p> <p>An increase in line with the workforce plan of Nurse Degree Apprenticeships each year aligned to workforce need, as measured through annual establishment reviews.</p> <p>Annual audit of the Study Agreement Policy will demonstrate sustained and increased access to education and training for nurses, midwives, allied health professionals and healthcare scientists.</p> <p>Annual audit of the Study Agreement Policy between 2025 and 2029 will highlight any areas of inequality regarding protected characteristics of applicants for study leave/ funding with appropriate actions taken through Workforce and Education Sub-Board to address any lack of parity.</p>				
<b>Resources</b>	<p>Lead changes in educational provision to match the dynamic healthcare landscape locally and nationally.</p> <p>Support educational delivery at HEIs to ensure specialist topics are taught by NNUH experts.</p>	<p>At least one post-graduate module or course will be developed by partner HEIs in consultation with the NNUH based upon the needs of NNUH patients and models of care delivery.</p> <p>NNUH practice development and education colleagues will consistently and regularly participate in the development and validation of any pre-registration courses developed by partner HEIs.</p> <p>Sustained increase in the number of NNUH nursing, midwifery, allied health professional and healthcare scientists staff holding honorary contracts at partner HEIs as managed by the Associate Director of Education.</p> <p>Sustained increase in the number of joint appointments for nurses, midwives, allied health professional and healthcare scientists between local HEIs.</p> <p>NNUH with this process managed by the Associate Director of Education.</p>				

# Our Five Commitments



## Our Patients

Together, we will develop services so that everyone has the best experience of care and treatment.

## Our NNUH Team

Together, we will support each other to be the best that we can be, to be valued and proud of our hospital for all.



## Our Partners

Together, we will join up services to improve the health and wellbeing of our diverse communities.

## Our Services

Together, we will provide nationally-recognised, clinically-led services that are high quality, safe, and based on evidence and research.



## Our Resources

Together, we will use public money to maximum effect.

# The HEE Quality Framework



**1. Learning environment and culture** relates to the settings within which learners are located and where the activity of education and training takes place.



**2. Educational governance and commitment to quality** describes the organisational ethos, priorities, structures, rules and policies in place to support learning.



**3. Developing and supporting learners** sets out the resources, support and tools learners need to succeed.



**4. Developing and supporting supervisors** covers the resources and support required by those guiding and overseeing the clinical and educational development and progression of learners.



**5. Delivering programmes and curricula** articulates how organisations can provide for learner's education and training needs, including placement providers' collaboration with the wider system to achieve this.



**6. Developing a sustainable workforce** underpins the other 5 domains by aiming to significantly improve the retention, progression and development of the whole workforce.