

Learning, Education & Development Strategy

Trust Board Meeting	Item: 17
27th July 2016	Enclosure: L
Purpose of the Report:	
To present the Board with the draft Learning, Education and Development Strategy for approval.	
FOR: Information <input type="checkbox"/> Assurance <input type="checkbox"/> Discussion and input <input checked="" type="checkbox"/> Decision/approval <input checked="" type="checkbox"/>	
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Risk Implications – Link to Assurance Framework or Corporate Risk Register:	
Link to Relevant Corporate Objective:	Strategic Objective 2 - 'to have a committed, skilled and highly engaged workforce who feel valued, supported and developed and who work together to care for patients'.
Link to Relevant CQC Domain:	
Safe <input checked="" type="checkbox"/> Effective <input checked="" type="checkbox"/> Caring <input checked="" type="checkbox"/> Responsive <input checked="" type="checkbox"/> Well Led <input checked="" type="checkbox"/>	
Document Previously Considered by:	
Recommendation and Action required by the Trust Board:	
The Board is asked to consider and approve the draft Strategy.	

Introduction

Improved organisation performance, clinical outcomes, patient safety and experience can only be delivered through our people. The case for the development of our current workforce and the future generation of healthcare professionals in training has never been more compelling set against the challenges that the NHS faces e.g. financial climate, rising demand, shortages in key staff groups, high temporary staffing costs and thus the need to attract and retain our staff.

The purpose of this Learning, Education and Development Strategy is to set out proposals for creating a more systematic approach to identifying and responding to the learning and development needs of the organisation and its people so that our workforce is appropriately, educated, trained and skilled to deliver safe, efficient and effective care to meet the multiple needs of each and every patient.

The Strategy sets the strategic context in which the Trust operates, outlines its strategic objectives, priorities and actions to deliver these. The Strategy proposes the identification of a single accountable lead for learning, education and development and sets out the rationale for why this is necessary, it also proposes the development of a number of tools to help achieve a more systematised approach to planning and delivery including a Workforce Development Framework and a Leadership & Management Development Pathway.

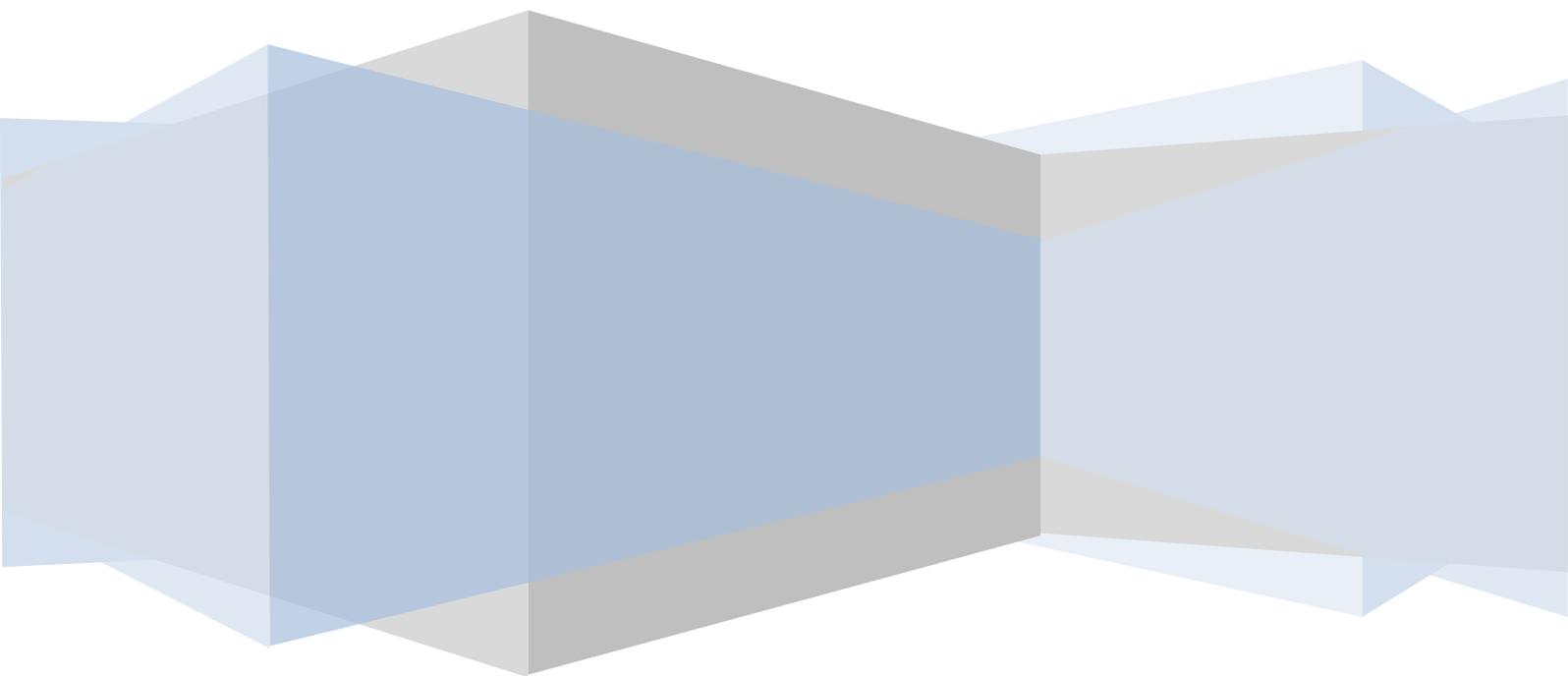
Recommendation

The Board is asked to note, discuss and approve the draft Strategy.

Kingston Hospital NHS Foundation Trust

Learning, Education and Development Strategy

Anne Robson, Interim Director of Workforce – July 2016



Contents

1. Introduction.....	2
2. Purpose.....	2
3. Overarching Strategic Aim	2
4. Key Objectives	2
5. Strategic Context	2
6. Our Two Key Roles in Workforce Education & Development	3
7. Our Learning, Education and Development Infrastructure & Resources.....	3
8. Key Influencers and Drivers Informing Workforce Development Needs.....	3
9. Where are we now and where do we want to be?.....	4
10. Our future workforce – key characteristics.....	5
11. Our Learning, Education & Development (LED) Strategic Priorities/Actions.....	6
12. Resourcing the Strategy	7
13. Strategy Implementation.....	7
Annex I: Proposed Workforce Development Framework	8
Annex II: Mapping our LED Strategy Objectives, Development Priorities to Where We Want to Be	9
Annex III: Outline Delivery Plan	9
Annex IV: Key Components of Workforce Development Framework.....	9
Core Essential Foundations.....	9
Vocational Education and Learning	9
Pre-qualifying Learning, Education and Training	9
Post Qualifying Learning, Education & Training.....	9
The Leadership and Management Development Pathway	9
Organisation Development.....	9

1. Introduction

Improved organisation performance, clinical outcomes and patient experience can only be delivered through people. The Trust Board recognises that access to skills and career development as well as the provision of high quality learning environments is not only a key enabler in attracting and retaining staff but also in ensuring a competent, capable and compassionate workforce. The Board is committed within its available resources to develop its staff and the next generation of healthcare professionals to deliver the high quality patient care that is the cornerstone of its ambitions and strategic goals.

2. Purpose

The purpose of this strategic document is to set out our proposals for creating a more systematic approach to identifying and responding to the learning and development needs of the organisation and its people.

3. Overarching Strategic Aim

To ensure we have a workforce that is appropriately educated, trained and skilled to deliver safe, efficient and effective care and to meet the multiple needs of each and every individual patient.

4. Key Objectives

- *To ensure a more systematic approach to developing our workforce*
- *To ensure a quality education experience and outcomes for all our learners*
- *To deliver workforce development which directly benefits organisation performance, quality and patient safety*
- *To improve workforce retention and attraction by establishing the Trust as a 'go to place' for workforce development*
- *To develop our clinical and management leaders with the values and passion to create great working and learning environments*

5. Strategic Context

The *Five Year Forward View*¹ envisages the creation of new health care models with care increasingly being delivered in different ways and in alternative settings. This will lead to traditional professional boundaries blurring, new roles emerging and systems and processes re-aligning to support pathways of care. The recently published report from the Nuffield Trust on *Reshaping the workforce to deliver the care patients need* states that '*Having the right number of appropriately skilled staff is a critical determinant of the quality and efficiency of health care. Yet there is a growing gap between patient needs and the skills and knowledge of the workforce that cares for them*'. The case for investing in our workforce and the future generation of healthcare professionals has never been more compelling but this is set against a background of considerable financial challenge and constraint in the NHS both nationally and locally.

¹ Five Year Forward View, NHS England, 2014

Health Education England allocates much of our education, learning and development resources through its Learning and Development Agreement with the organisation. These monies are used to train the next generation of healthcare professionals, fund training posts and to support the continuing personal and professional development(CPPD) of the current workforce. The funding for the latter has been reducing in South West London.

Given this contextual background the Board needs a clear understanding of the organisation's learning and development needs so that it can prioritise needs against available resources and ensure that plans and are in place for delivery.

6. Our Two Key Roles in Workforce Education & Development

As an employer we have two key roles, the first in respect of our current workforce and the second in respect of training the next generation of healthcare professionals.



We will increasingly find that healthcare students paying £9,000 per annum in fees rightly expect to receive the highest quality education and experience from the clinical placements and training posts provided by this organisation.

7. Our Learning, Education and Development Infrastructure & Resources

There is no one single executive director accountable for the whole workforce development portfolio or single trust-wide reporting system on the quality of education outcomes and experience. Key aspects for needs identification and delivery are shared:



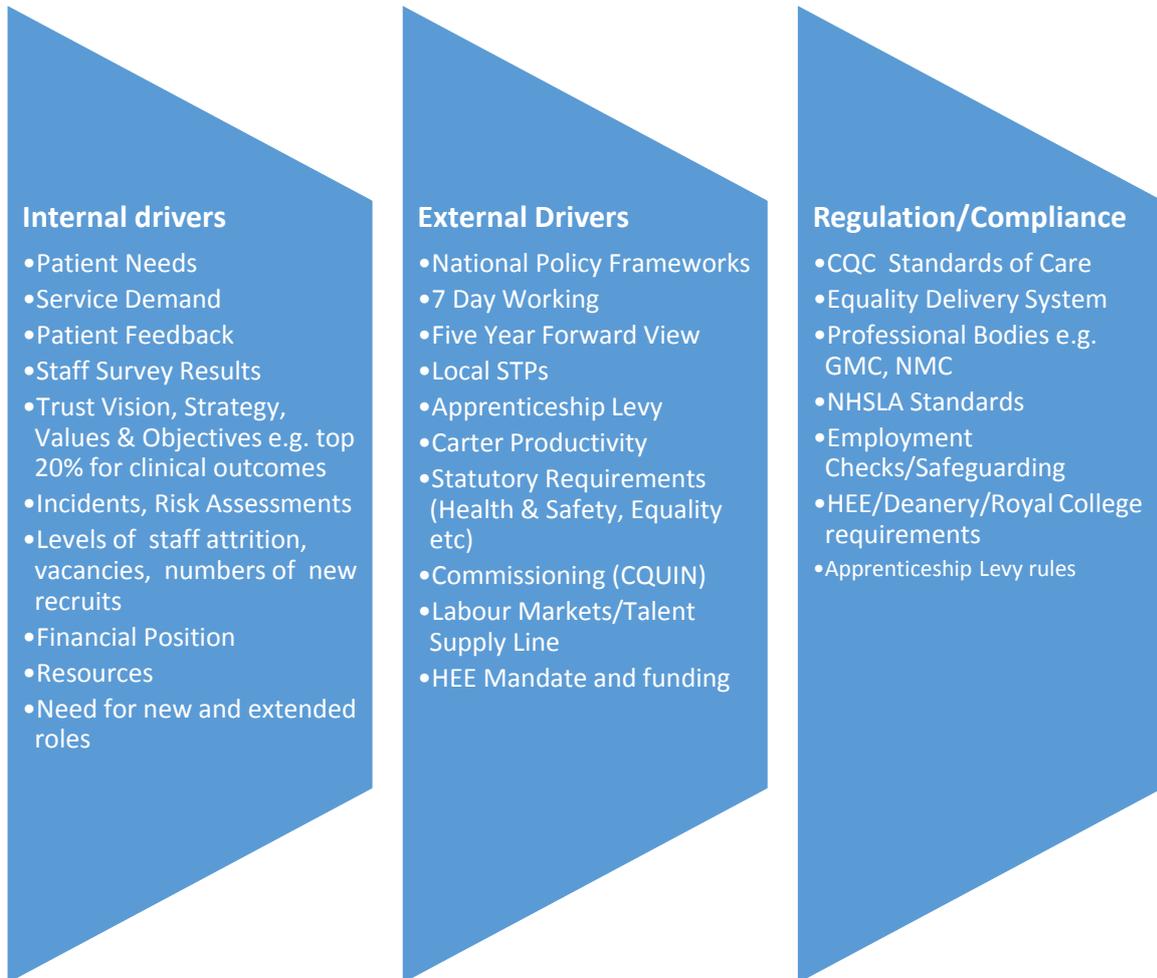
This presents a challenge to the executive team in capturing a holistic picture of the organisation learning and development needs and in ensuring that learning resources are appropriately targeted across all staff groups.

The organisation has a learning resources centre, medical education infrastructure led by the Director of Medical Education with the Nursing and HR Directors and clinical divisions having people expertise or resources contributing to the delivery of skills programmes e.g. simulation, quality improvement and statutory and mandatory training.

8. Key Influencers and Drivers Informing Workforce Development Needs

There is a myriad of key drivers and influencers informing workforce development needs from national policy direction, regulatory or legal frameworks as well as internal drivers as set out in the diagram overleaf:

Key Influencers and Drivers



9. Where are we now and where do we want to be?

Drawing on the staff survey results, workforce KPIs and recent focus group discussions in respect of using learning and education and training as a key enabler in improving staff retention and attraction, the following tables attempts to paint a picture of where the organisation is now and where it wants to be. Key Points drawn from this are outlined in the table as follows:

Where are we Now?	Where do we want to be?
<p>Accountability for learning, education and development is shared across directors with separate teams responding to different aspects of delivery.</p> <p>There are pockets of excellent practice and excellent exemplars</p> <p>The budgets are managed in silos with no whole organisation evaluation of the return on investment being made.</p>	<p>We want a single lead who has overall accountability for identifying and responding to learning and development needs and ensuring that people, technology and resources are aligned to meeting these needs</p> <p>We want to create a Learning, Education and Development Faculty which works together to plan and deliver how best to use internal expertise and that of our university partners to deliver an annual prospectus of development which prioritises and delivers on our development needs within available resources</p>
<p>Individual learning and development needs are identified through our appraisal process, organisation learning responses to regulatory or national frameworks are taken forward by relevant leads (e.g. dementia, safeguarding etc.) to ensure that the Trust is compliant but there is significant potential to create greater connectivity through a joined up annual planning process.</p> <p>We deliver some excellent programmes and support for our staff to develop their skills, knowledge and experience.</p>	<p>We want to create a more systematic approach to learning, education and development by ensuring an effective annual planning process to ensure that the provision meets the needs of patients, our learners and all our staff.</p> <p>We want to be able to evaluate and report on the impact of our investment in learning, education and development.</p> <p>We want to create both a Workforce Development framework and Leadership and Management Development Pathway around which we frame our learning, education and development to respond to organisation and people development needs. In this way we can better grow our own workforce and improve staff attraction and retention.</p> <p>We would build on this by designing a prospectus of development activity, career development handbook with a roadmap for all staff which acts as a guide to informing them how they can access skills and career development as part of the annual appraisal and personal development planning process.</p>
<p>We have quality assurance and evaluation in place for medical education but this is less developed and reported upon for other healthcare students/learners.</p>	<p>To use our proposed Internal Faculty to develop our education governance systems to ensure that we are providing a quality education and learning experience and using feedback and evaluation to improve the quality of what we do.</p>
<p>There is no visible platform for sharing and evaluating our learning, education and development.</p>	<p>We want to learn together more, showcase what we are doing and finding ways to listen to the voices of our learners to help us improve patient care and the education that we provide.</p>
<p>We have people with skills in the organisation including volunteers whose potential is untapped in helping us deliver workforce development activity.</p>	<p>We want our Internal Faculty to draw on the expertise that we have internally (including volunteers) and with our university partners to harness these resources to help us meet our learning needs efficiently and effectively.</p>

10. Our future workforce – key characteristics

We know from our staff survey, exit interviews and other workforce data that staff believe we need to improve equality of access to skills and career development and career progression, that professional and careers development needs are not always met and that while we have Trust Values they must be embedded into everyday practice consistently. To realise our Kingston Vision and ambitions for our patients we must build an organisation culture and a workforce where:

Everyone promotes and delivers on our Values – <i>Caring, Safe, Responsible, Value Each Other</i>
Staff are proud to work here and recommend us a place to work and to receive treatment
People are working more effectively, providing the right care at the right time because they are skilled and supported to do so
Our diverse, competent and substantive workforce is in the right numbers with the right skills to deliver care which meets the needs of their patients
Staff are satisfied they have access to opportunities to develop and progress to achieve sustained careers and happy to stay and grow with the organisation and local health and care system
Staff are actively engaged in innovation, quality improvement and empowered to make change
There is effective multi-disciplinary team working within the organisation and across organisation boundaries
Clinical and Management leaders providing the direction, values and passion that will keep staff engaged, motivated and enabled to deliver great patient care
The organisation's rating from the Care Quality Commission is improving, where the Trust is in the top 20% for clinical outcomes, patient and staff satisfaction scores

11. Our Learning, Education & Development (LED) Priorities/Actions

Drawing on *Where we are now* and *Where we want to be* together with the *key workforce characteristics*, we have identified the priorities for action which align to the delivery of the objectives outlined at paragraph four of this Strategy. On its own a written strategy document cannot deliver change. In order to facilitate this happening we need robust learning, education and development systems and processes in place. In this first year of the Strategy our actions are primarily focused on these but also in ensuring that the organisation continues to meet all its key performance indicators for statutory and mandatory training, national policy frameworks and professional regulatory requirements. The priorities for focus in 2016-17 as outlined in the diagram below.



12. Resourcing the Strategy

The Trust has a finite amount of resources dedicated to learning, education and development and will want to see a return on that investment in the future. This Strategy recognises development need not be about providing expensive classroom resources and that most learning takes place in a work based setting, through feedback and observation, use of online tools, as well as from formal programme interventions and self-study. By designing and developing a more systematic approach to learning this will enable a real focus on the development and managerial activities that are relevant to the needs of our organisation and in ensuring the effective use of our LED monies.

13. Strategy Implementation

The implementation of this Strategy will be overseen by the Trust Executive. The proposed Faculty will be the vehicle for the effective delivery of the planning, needs analysis, delivery and effective governance of the provision of learning, education and development.

The Supporting Annexes to this document set out:

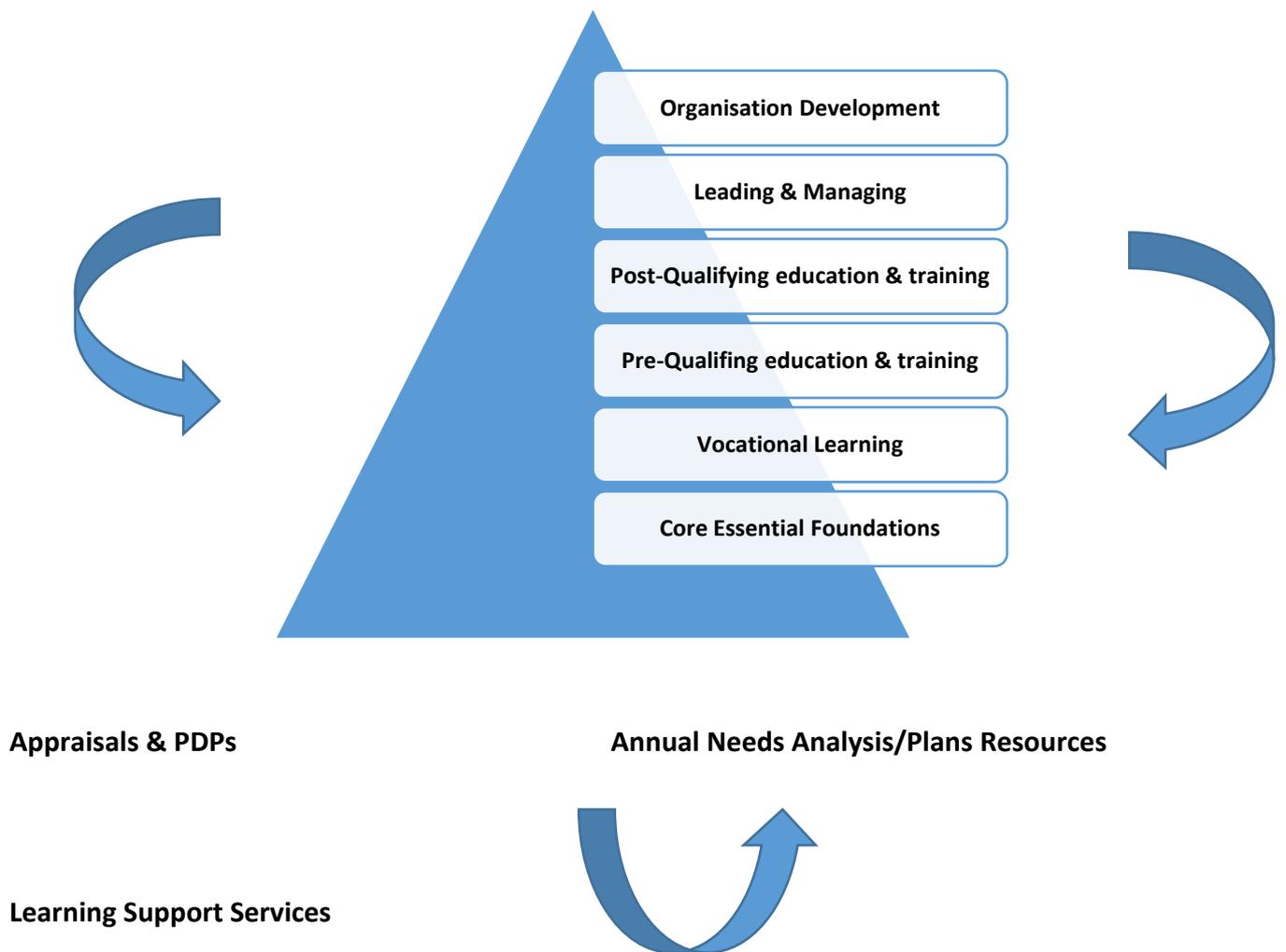
- An outline Workforce Development Framework (**Annex I**)
- A summary overview of this Strategy's key objectives and priorities set against where the organisation wants to be in the future (**Annex II**)
- An outline delivery plan – key objectives, actions and success measures (**Annex III**)
- Workforce Development Framework – Outline of key Components (**Annex IV**)

Anne Robson, Interim Director of Workforce

18th July 2016

Annex I: Proposed Workforce Development Framework

This Strategy proposes the introduction of a framework which will help systematise our approach to understanding and delivering on our organisation's workforce development needs and on our agreement with HEE to train the future generation of healthcare professionals. By investing in the development of our workforce and also by providing excellent clinical placements we can achieve a reputation as the 'go to place' for quality of the learning and education experience. This will improve our performance in attracting and retaining a diverse and talented workforce. It is proposed that this Framework is developed during 2016-17 by the proposed new single lead for leadership, education and development together the proposed Internal Faculty. A brief description of what each element of this framework comprises is outlined in Annex IV.



Annex II: Mapping our LED Strategy Objectives, Development Priorities to Where We Want to Be

Objectives	LED Priorities	Where we Want to Be and the Actions to deliver this
To ensure a more systematic approach to developing our workforce	Developing a systematic approach to understanding the learning and development needs of the organisation and its people through a robust annual planning and delivery process	An annual planning and delivery system and prioritisation process A single leader for LED with an integrated team and resources A LED Faculty A Workforce Development Framework and A Leadership and Management Development Pathway All Staff with a Career Development Handbook and Development Prospectus Staff having access to career advice and guidance Staff reporting equality of access to development and career opportunities An organisation with competent, safe capable and compassionate staff
To ensure quality education experience and outcomes	Quality Learning Environments Staff Learning Together Quality and Safety	To have an integrated approach to assurance and evaluation of education provision A LED Faculty with oversight of all development activity Education Governance Systems supporting the Faculty to measure and evaluate learner feedback and to take actions to improve the learning environment and patient care Showcase Events sharing learning, promoting good practice and listening events with learners so that their feedback is considered at senior level within the Trust
To deliver workforce development which directly benefits organisation performance, quality and patient safety	Workforce Development Framework Quality & Safety Systematic Approach Staff Learning Together	An annual planning and delivery system and prioritisation process Staff reporting equality of access to development and career opportunities Timely and relevant patient safety, statutory and mandatory training meeting the needs of individuals and their clinical teams
Improving Workforce Retention and Attraction by establishing the Trust as a 'go to place'	Quality Learning Environments Staff Learning Together Workforce Development Framework	Promoting multi-disciplinary learning so that those who learn together work together more effectively
To develop our clinical and management leaders with the values and passion to create great working and learning environments	Values Driven Leadership & Management	Values as a golden thread through all development activity A Leadership & Management Development Pathway

Annex III: Outline Delivery Plan

Objective: 1. A systematic approach to workforce development

Theme	Actions	Success Measures
Annual Needs Identification and Planning Process	To engage key internal stakeholders in the design and implementation of a single trust-wide process to identify and prioritise organisation and people development needs, plan for their delivery against available resources and evaluate the impact on the organisation's performance	Increasing numbers of staff reporting greater equality of access to LED (evidenced through Staff Survey)
	To appoint a single lead for LED who will lead a review of the current infrastructure and resources supporting the delivery of LED and put forward recommendations for creating an integrated team and the establishment of the proposed Internal Faculty	Increased board and executive confidence that there is overall connectivity and an integrated approach to supporting the delivery of LED
	To engage key internal stakeholders in the development and implementation of a number of products including; <ul style="list-style-type: none"> • The Workforce Development Framework • The Leadership & Management Development Pathway • The Career Development Handbook and Careers Advice 	Year on Year improvements in levels of engagement and satisfaction (evidenced through the staff survey) Improved retention rates as the services become embedded within the organisation

Objective: 2. Improving the Quality of Education Outcomes and Experience

Theme	Actions	Success Measures
Quality Learning Environments	To engage learners and the clinical placement leads/educators in designing a robust process to ensure that their voices are heard and acted upon in improving the quality of placements and trainee posts	More students//learners and trainees attracted to our organisation and wishing to remain/return (evidenced through feedback systems)
Staff Learning Together	To consider options for showcasing, sharing academic achievements and to receive feedback from learners on improving patient and learner outcomes and experience	Clinical Divisions, the executive team and the board understand and act on feedback to improve quality initiatives put forward
Quality & Safety	To task the Faculty with developing a trust-wide system for assuring and reporting on the quality of placements and feedback	Year on Year increases in student and trainee satisfaction rates (evidenced through GMC and university surveys)
	To ensure that induction, statutory & mandatory training and other core essential development continues to be up-to-date, relevant and that expectations of staff are clear	Achievement of our KPIs for compliance

Outline Delivery Plan Continued/

Objective: 3. To deliver workforce development which directly benefits organisation performance, quality and patient safety

Theme	Actions	Success Measures
Systematic Approach Workforce Development Framework	To implement and embed the annual planning and delivery process Implementation of the Workforce Development Framework	Year on Year improvements in levels of engagement and satisfaction (evidenced through the staff survey) Improved retention rates (KPIs) Improvements in the numbers of staff reporting equality of access to opportunities for LED (Staff Survey)
Quality & Patient Safety	To drive up compliance with statutory & mandatory training and other core essential skills development The Faculty to improve the process by which learning from incidents and complaints informs education and training interventions	Improving compliance with the KPIs Improved patient experience and outcomes (audits, patient surveys, recommender scores)
Staff Learning Together	The Faculty to develop areas in which practice based multi-professional learning and development can be applied	Improved team working and staff engagement an experience (evidenced through staff survey)

Objective: 4. Improving Retention and Attraction by establishing the Trust as a 'go to place' for development

Theme	Actions	Success Measures
Quality Learning Environments	To develop our range of clinical placements with clearly articulated learning outcomes suitable for our students	Positive feedback and desire to return from students
Staff Learning Together	Identifying opportunities for multi-disciplinary learning	Improved Team working and satisfaction
Workforce Development Framework	To ensure that the Framework, Leadership & Management Development Pathway, Prospectus, Career Handbook and Advice is widely promulgated within the organisation and embedded in induction, and management and HR practice	Improved rates of attraction and retention (measured by year on year improvements to KPIs)

Objective: 5. Developing our Clinical and Management Leaders with the values and passion to create great working/learning environments

Values Driven Leadership	To embed values as a golden thread through the Leadership & Management Development Pathway and all staff development	Improved patient & staff satisfaction (surveys)
	To engage stakeholders in developing and implementing the Pathway and embedding it into the leadership culture and practice	Improved Staff Retention (KPIs)

Annex IV: Proposed Key Components of Workforce Development Framework

Core Essential Foundations

The Core Essentials are focused on individual/teams and comprise:

Corporate & Local Induction

Living our Values

Diversity

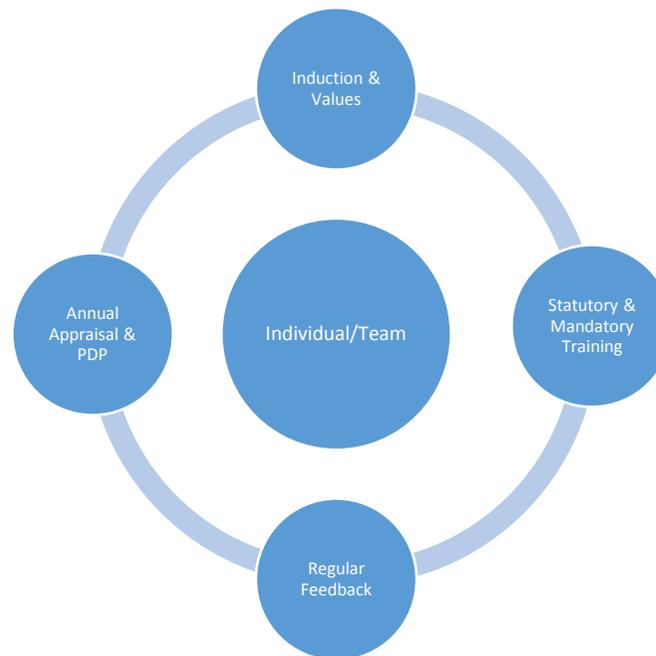
Statutory & Mandatory Training

Essential Core Skills to do the job

Regular Feedback

Objectives, Appraisal &
Personal/Team Development
Planning & Training

Informing the Organisation's
Annual Needs Assessment Process



Our Values: *Caring, Safe, Responsible, Value Each Other*

Vocational Education and Learning

The potential to train and develop our current and future support workforce is huge, providing we have a clear understanding of how we can best develop their roles to improve patient care, clinical support or our administrative processes and operational efficiency. Better access to vocational learning will help staff acquire the skills and knowledge to take on enhanced/new roles or work differently. It is a step towards improved career progression while enabling us address workforce gaps and the high turnover we have in some support posts. Apprenticeships provide routes into a variety of jobs within our organisation and enable individuals to earn and gain workforce experience while gaining a recognised qualification. The apprenticeship levy will be charged at 0.5% of the total pay-bill.

As we take forward the development of our Framework and Careers tools which we have set out in our Outline Delivery Plan, we will ensure that our plans are robust enough to make best use of apprentices, grow our own workforce and in particular develop plans for the new nursing associate role. Currently we are involved with:



Pre-qualifying Learning, Education and Training

Our organisation plays a significant role in training the next generation of healthcare professionals. We do this by providing a variety of clinical placements to students undertaking a formal academic programme leading to professional registration with a healthcare regulator such as the NMC, HPC, GMC. Students paying tuition fees want the highest quality education and value for this significant personal investment. It is essential that we learn more about their time with us, listen to their voices so that we learn how patient care and education experience can be improved. We need to value and recognise their contribution to our organisation. They are our future workforce.

Post Qualifying Learning, Education & Training

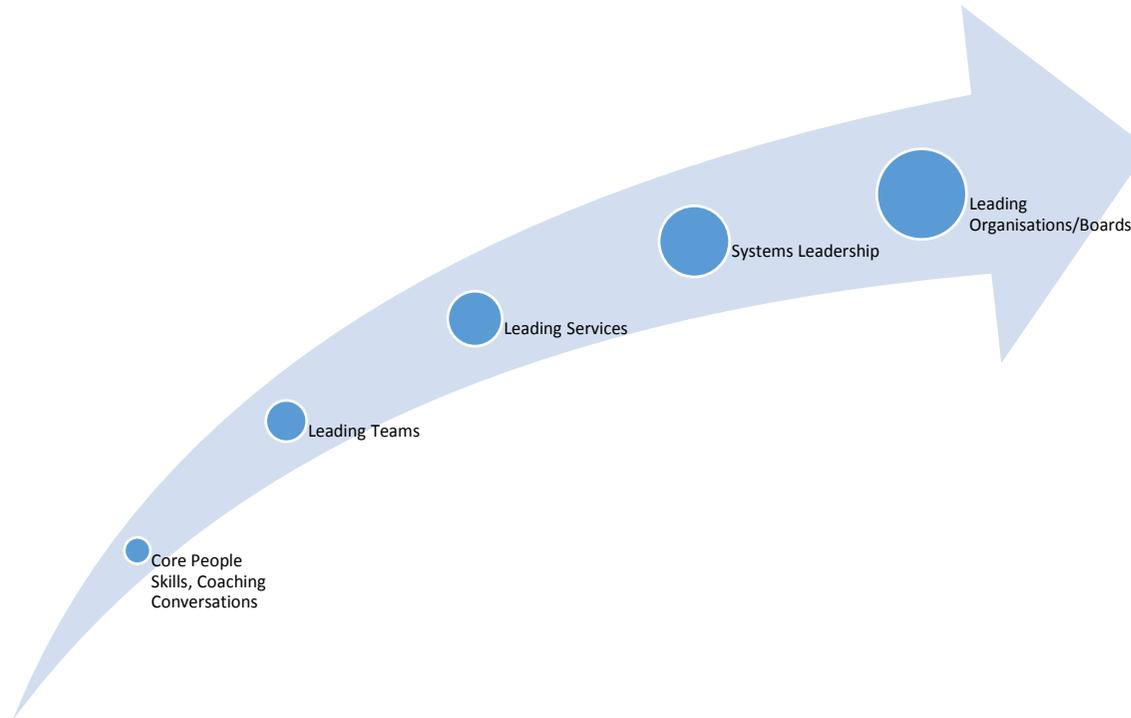
We have a significant role in the postgraduate medical education of junior doctors who work and train with us. They play a key part in delivering patient care and by engaging and listening to them in a more systematic way we can innovate and improve service delivery and enhance our reputation as a place to come to work and to train.

We are equally concerned with the development of all our qualified healthcare professionals. We need greater connectivity between all aspects of workforce development to foster more multi-disciplinary focused learning, education and development. Healthcare professionals are required to maintain their knowledge and competence and to ensure they have the appropriate range of skills in order to maintain professional registration. As an employer we are committed to ensuring that all professionally regulated staff fulfil this requirement by enabling them to access appropriate development opportunities.

The Leadership and Management Development Pathway

Good leadership and management doesn't just happen. It has to be spotted, nurtured and developed. Our proposed new Leadership and Management Development Pathway aims to support clinical and management leaders to develop their core people skills, to conduct coaching conversations - right through to leading and managing teams, services and organisations. By investing in our leaders, being clear about expectations and behaviours the Board is

actively committing to create a great place to work and a quality learning environment. The pathway we will develop is an essential part of forging a new approach to multi-disciplinary learning, education and development which ensures that clinical and management leaders learn and develop together.



Organisation Development

In implementing the Kingston Health Campus Vision and Strategy and any new models of care and ways of working we will need OD support and interventions to help us create the culture and leadership behaviours conducive to the successful implementation of change.