

2025 STRATEGY

UH BRISTOL CORE EDUCATION STRATEGY 2020-2025

OUR VISION **20**
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MISSION AND VISION

Our Mission and Vision – Link to Core/Enabling Strategy

Education

Our Mission as a Trust for every member of staff and trainee to have access to high quality, inspirational education that improves the care of our patients

Our Vision is: **Developing exceptional people for exceptional careers**

The delivery of our Mission and Vision is underpinned by our values, which provide the principles of how we behave as individual members of staff and as an organisation.

Our Values are

- Respecting everyone
- Embracing change
- Recognising success
- Working together



Background

1) Background

This strategy presents a new vision and framework for education across the Trust where learning is embraced as a vibrant and integral part of our workplace. As a large university teaching hospital, education of our staff is one of our core responsibilities and essential for supporting and driving forward ambitions to provide outstanding, safe, clinically effective patient care. Furthermore, access to education has an ever-increasing influence in attracting, and retaining, a highly skilled workforce. There is a correlation between high quality patient care and highly motivated staff that feel valued. The people that work in our Trust are our most valuable asset; creating a learning organisation culture that embeds learning for all our staff and trainees recognises this and directly reflects Trust's values.

The education core strategy complements the Trusts overall strategy and an implementation plan details how the vision and key priorities for education may be fully realised.

2) Organisation of Education

Education is currently structured through a mixed economy of education delivered through a central Trust training team, specialist advisors and discrete, subject specific division-led activity. The Trust, centralised education is focused on the following areas:

Central/Trust Education

- Corporate education inclusive of essential training and induction.
- A learning and development team who provide the administrative support for our learning management system Kallidus that is the learning portal for learning records and accessing essential to role specific education.
- An apprenticeship team who have overseen the operational delivery of internally delivered apprenticeships along with the coordination of contracts and quality assurance of our external provision. This staff group also support work place experience and outreach activities.
- Library services that support several initiatives focused on ensuring the right evidence is used at the right time.
- Clinical skills offering identified clinical skills training such as cannulation and catheterisation.
- Post Graduate Medical Education who provide the infrastructure and support of medical education.
- Under Graduate Academy for medical training that is supported by an Academy Dean and team who work in partnership with the University of Bristol.
- A simulation team who provide multi-disciplinary education and train the trainer opportunities.
- A team of Learning Education Facilitators that support under graduate nursing and midwifery students and mentors ; whilst ensuring compliance with the professional regulation standards.
- The coordination of outsourcing specialist training
- Oversight of partnership education such as post graduate modules with academic institutes and Local Authority.
- A central postgraduate education fund for nurses and midwives that is in addition to current annual funding allocation from HEE.
- Oversight of non-medical funding from HEE aligned to workforce transformation initiatives
- Dental Education inclusive of dental nursing pathways

Division Managed Activities

Alongside the central/Trust education function divisions have bespoke education workforce plans and training budgets that tend to be focused on the relevant area of expertise necessary for the specific clinical area. Each division has developed different infrastructures for supporting workplace learning and, in result; there is significant variation in roles, responsibilities and available funding across the Trust. There are examples of coordinated activity such as the Faculty of Children's Education that, with the support of charitable funding, has been able to successfully grow a resilient infrastructure and education offer. However, a centralised budget and oversight would be able to increasingly align education plans with driving forward the ambitions of the Trust and the Education strategy.

An annual training needs analysis forms part of the Operating Plans and whilst this has identified some education requirements this has been inconsistent in its integrated workforce planning or a strategic focus on future focused skills or capability gaps.

Clinical Placements

As a large teaching hospital, the Trust supports high numbers of trainees that are part of university or college education programmes. For nursing and midwifery under graduate trainees are supported by Learning Education Facilitators who work in close collaboration with UWE, Bristol. Under graduate medical and dental placements are managed through the Academy Deans and PGME Manager. In the main placement capacity is managed through individual relationships with universities and there is no one strategic oversight of placements. Consequently, currently there is an inability to triangulate student placement evaluations as part of a quality assurance process or the opportunity to determine placement capacity according to workforce supply demand. With recent reports of increasing numbers of medical and nursing trainees, understanding and strategically managing placement capacity will become of ever-growing importance.

3) Health Education England (HEE)

Over recent years the removal of bursaries for under graduate nursing, midwifery and AHP programmes has seen a significant change in the applications of students for these programmes. Nursing has experienced a national decline in the number of applications and changing demographics has resulted in a younger profile of learners. The change in bursaries has also led to a loss in function of HEE commissioning programmes that had an underpinning role of brokering the number of trainees needed for the workforce supply. This change in function has created a market led economy of trainee numbers where placement capacity acts as the only commodity for directing trainee number allocation.

HEE continues to support tariff payments for both medical and non-medical placements. In the future tariff payments may move to place-based funding models where placement funding is increasingly aligned to local health and social care priorities and the workforce supply requirements as part of a market led training system.

Whilst there has been allocation of CPD funding from HEE this has never fully met the Trust requirements and largely only addresses the registered workforce. In the future, as HEE becomes more part of NHS Improvement, there is likely to be increasing opportunities for collaborative working focused on workforce solutions.

4) Apprenticeships

The past few years has seen a rapid adoption of the apprenticeship agenda as a method to educate, re skill and upskill the NHS workforce. Apprenticeships provide a valuable

opportunity to further support our workforce planning ambitions and this model may be fully realised through becoming an employer-led provider of apprenticeships and procuring external education providers.

Becoming an employer-led provider of apprenticeships offers opportunities for the Trust to attract its workforce through gaining a reputation as a high-quality education provider with associated career progression pathways. Apprenticeship pathways will gain in importance as they offer routes into professional /registrant levels of education and long term career planning. These career pathways are likely to be especially attractive to our local communities as people settled within the Bristol geography are more likely to seek local employment solutions and then remain in our workforce. However, becoming an internal provider of apprenticeship is not without risk and Ofsted inspection frameworks demand a high level of commitment and engagement so that apprenticeships become part of our learning culture.

The apprenticeship team are currently organised as part of the central Trust training team and overseen by the Head of Education. The model needs to be increasingly engaged and integrated across the Trust so that all staff are involved, and aware, of our apprenticeship strategy.

5) Healthier Together (STP)

Many Trust members already have an active role in leading education activities as part of the Healthier Together strategy. The strategy is increasingly shaping the formation of a collaborative network implementing system-based solutions to education across our health and social care economy. Moving forward, health and social care are looking to further enhance collaborative education that will benefit, and transform, our local health and social care communities. Having an active role in the collaborative network will potentially become of increasing importance for the reputation and ability to politically influence strategic decisions pertaining to education and the workforce. As a university teaching hospital the Trust has the potential to lead future focused system based education models.

6) Academic Partnerships

The Trust has a number of effective partnerships with academic institutes, especially with our local partners of the University of Bristol and the University of the West of England, Bristol. These relationships offer essential workforce pipelines and workforce development training programmes. Indeed, many of the academic workforce programmes such as Advanced Clinical Practice and Nursing Associates are essential in delivering many of the Trusts education and workforce agenda. Currently several meetings take place with our local universities however; there is a need for closer working relationships and shared governance so that education is provided with the same profile as that of research and innovation. Closer working relationships would ensure mutual co creation of our education priorities leading to joined up solutions for our workforce and staff retention.

7) Current Education Governance

Education, to date, has largely been overseen by the Head of Education with support from the Director of People. The portfolio of work for education has been overseen at a recently formed Education Group that has senior representation from across the Trust. The Education Group reports to the Senior Leadership Team with assurance through the People Committee.

Whilst, the current governance has afforded an oversight of education activity tracking of

governance between the relevant education groups with an escalation process for raising risks and sharing good practice remains fragmented. Consequently, the reporting of education is often absent at the Board level or the Senior Leadership Team. Furthermore, governance across the Divisions remains limited so that there is no one collective oversight of education or clarity of purpose. Going forward a clear Education Governance structure is required that will support the implementation and oversight of the key education priorities.

8) Our Current Position

Whilst there is an extensive offering of education across the Trust there is a general view from staff that learning is frequently not prioritised in the same way as clinical services and has become a 'bolt on' part of the organisation.

Over the years the centralised Trust education function has undergone several internal reviews that have resulted in a fragmented structure, so that many aspects of education are line managed, or resourced, in a variety of methods and often not overseen by education or workforce leads. This has led to inconsistencies in terms of available resources, quality and structures. In addition, the central education team is small, with inconsistent levels of education backgrounds.

Consequently, there is vast variation in the availability and quality of education across the divisions and between staff groups. There are many silos of education, which has over complicated the ability to gain one comprehensive understanding or quality assurance of education. In result, education is often placed in a reactionary position rather than proactively leading and responding to the Trust's strategic priorities.

The trust is extremely fortunate to have a dedicated education and research building placed in a central locality. The centre offers training rooms and a site for the PGME provision. However, over the years much of the building has been used for hosting staff that do not have an education or research background .Under graduate medical education is located as part of Dolphin House that has had limited review or refurbishment . Room capacity is now limited and the general estates no longer reflective of a future focused learning environment.

It should be recognised that there are many areas of high-quality education across the trust where staff are actively engaged and part of a learning culture. Indeed, education is an area that easily captures staff passion and enthusiasm. However, this activity is highly localised and there are few opportunities for communicating, sharing and celebrating best practice.

9) The Case for Change

Health and social care systems are experiencing ever increasing complexity and challenges both in terms of the workforce and its clinical services. Education must be prioritised as a part of our investment in people. Indeed, access to high quality education is known to lead to improved staff retention and engagement. These are vital priorities at a time when NHS staff are reporting feeling undervalued and with low morale.

In the future workforce supply and retention will become ever more challenging and a highly visible, innovative, quality provision of education will become a factor in where people choose to work and stay. Education needs to be part of an overall ambition for the Trust to become a learning organisation, where learning is an integral activity given the same standing as that of clinical services and research. In this model learning is relevant to the person, the teams that work together and of direct benefit to patient care and wellbeing. Learning can then be situated as part of the workplace environment that can be facilitated through both formal and informal learning opportunities.

To effectively lead, and respond, to the future health and social care priorities our staff will need to be motivated and highly adaptable to changing workplace environments. This will require us as a Trust to change and embrace learning as part of who we are, and what we do. If we embrace this vision, we have every opportunity to become nationally and internationally known as a place where exceptional careers are created.

Education Governance Appendix One

SWOT and PESTLE Appendix Two

Education Survey Results Appendix Three

Outline of process to develop strategy and engagement undertaken

- **Engagement Development**

This strategy has been informed by a multi methods approach to engagement that are outlined below:

- External Benchmarking
- One to one interviews across divisions and with key stakeholders
- Trust wide survey
- Liaison and discussion with HEE (Health Education England)
- Policy review
- Literature Search / critical appraisal of related evidence
- Engagement with Healthier Together for a health and social care system perspective
- External education provider networks



The Key Strategic Priorities and Objectives

TRUST PRIORITIES FOR EDUCATION

- We will excel in the provision and procurement of high-quality education that creates a highly skilled, adaptable and competent workforce for safe, compassionate care.
- We will become a beacon of outstanding education with a culture of organisational learning.
- We will provide education that nurtures motivation and aspirational career development.
- We will champion outstanding education and support of our trainees.

Our priorities for education will be guided through :

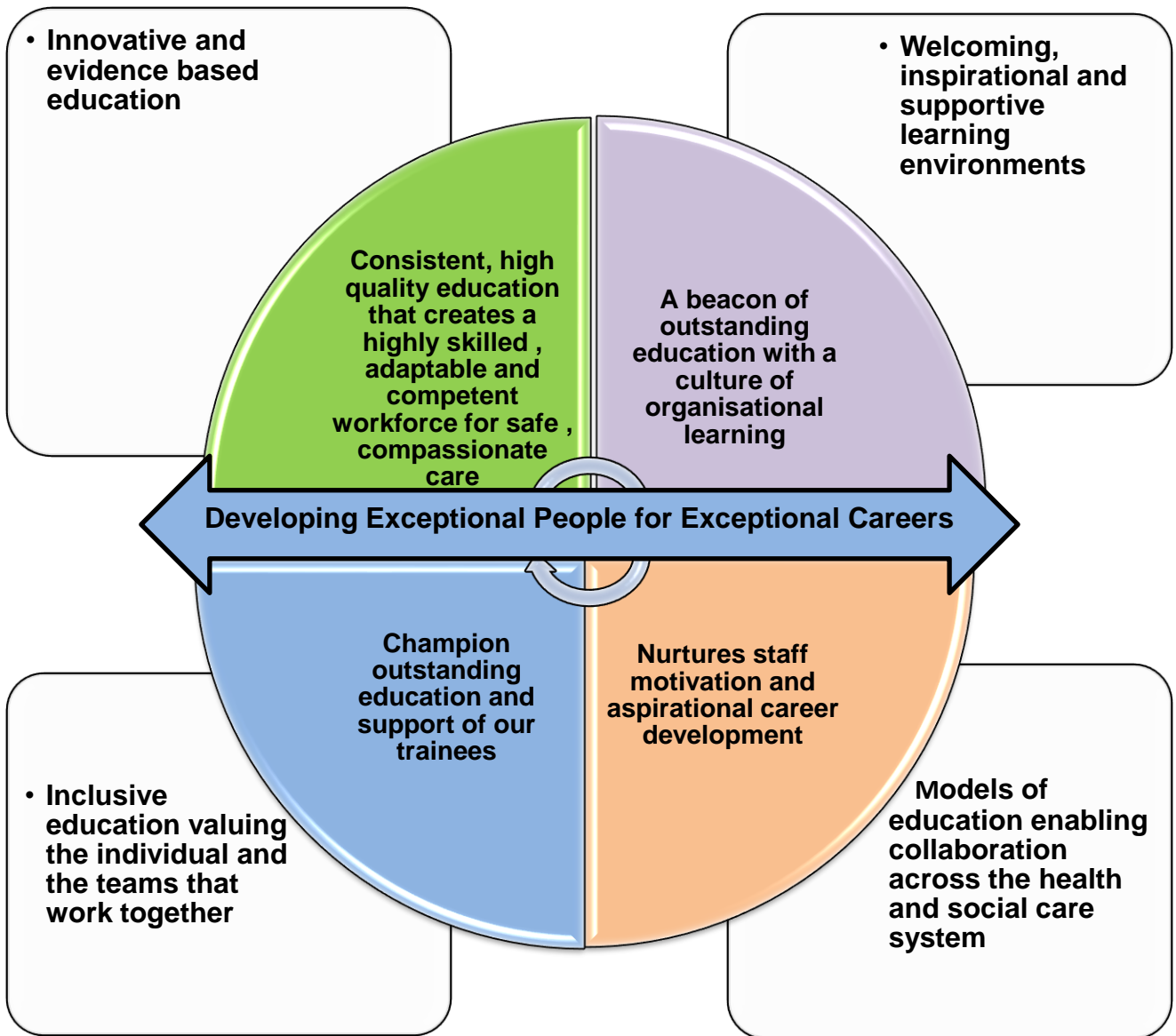
- Innovative and evidence-based education.
- Welcoming, inspirational and supportive learning environments.
- Inclusive education valuing the individual and the teams that work together.
- Models of education enabling collaboration across the health and social care system.

Education Strategic Initiatives

<p>High quality education that creates a highly skilled, adaptable and competent workforce for safe, compassionate patient care.</p>	<p>A beacon of outstanding education with a culture of organisational learning</p>
<ol style="list-style-type: none"> 1. Redesign an integrated, robust governance framework for the monitoring, visibility and quality assurance of education. 2. Establish an equitable model for the oversight, coordination and delivery of outstanding education. 3. Consistently achieve high compliance and staff engagement in relevant essential training. 4. Invest in education for new roles and future focused transformational models of care. 5. Expand the synergy between education, patient safety and the Quality Improvement Academy. 	<ol style="list-style-type: none"> 1. Align education to areas of research that supports the rapid adoption of best practice. 2. Increase opportunities for knowledge sharing and reward and recognition schemes. 3. Promote lifelong learning where education stimulates, motivates and constructively challenges. 4. Create a learning community and become known as a national and global leader of NHS education. 5. Establish the workplace as a location of learning. 6. Develop an equitable and transparent funding model for education.
<p>Champion outstanding education and support of our trainees</p>	<p>Education that nurtures motivation and aspirational career development</p>
<ol style="list-style-type: none"> 1. Ensure all trainees receive an excellent and supportive clinical placement experience. 2. Enhance opportunities for trainee interprofessional education in the workplace. 3. Provide outstanding teaching for all our trainees. 4. Work with universities and Health Education England to equip trainees with the knowledge and skills for their future resilience and success. 5. Develop shared governance processes with external education providers. 6. Embrace trainees as valued members and ambassadors of our Trust. 	<ol style="list-style-type: none"> 1. Offer inclusive opportunities for career development and progression. 2. Proactively support flexible, supply routes into the NHS and workforce retention strategies. 3. Promote health careers through networks with local universities, schools and colleges. 4. Introduce a distinctive and motivating Induction and welcome to the Trust. 5. Secure an apprenticeship model that becomes known as a national centre of excellence.

Guiding principles of:

Innovation and evidence-based	Inspirational and supportive learning environments
<ul style="list-style-type: none"> • Translation of evidence for an evidence-based workforce. • Innovative, participatory teaching methods as the preferred model of delivery. • Enhanced use of technology. • Embed digital literacy and digital learning. • Contemporary utilisation of patient safety data and trends. 	<ul style="list-style-type: none"> • Flexible, multi-purpose, innovative learning environments. • Staff responsible for education having a recognised teaching qualification or related experience. • Responsive to changing societal and learner expectations. • A Research and Education Centre as a vibrant hub that reflects the needs of all staff and trainees.
Inclusivity that values the individual and the teams who work together	Models enabling collaboration across the health and social care system
<ul style="list-style-type: none"> • Multi-disciplinary methods of delivery based on the philosophy of ‘teams that work together train together’ • Safe learning environments that promote equality and diversity. • Part of an integrated workforce planning model. • Promote and embed cultural competency. 	<ul style="list-style-type: none"> • Lead and actively participate in system-based solutions across the health and social care economy. • Opportunities for patient and public engagement. • Enhance partnership working with academic institutes with appropriate outsourcing of education.



How we will assure ourselves of the effectiveness and success of this strategy

The governance process to monitor delivery and provide assurance and oversight including management of any risks to the delivery of the new strategic priorities.

This strategy and its associated work plan will be monitored through the Education Group, People Group with Quality Assurance from the Peoples Committee. It will also provide regular reporting to the Senior Leadership Team.

An overview of this revised structure may be found in Appendix two

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Consistent, high quality education that creates a highly skilled, adaptable and competent workforce for safe, compassionate care

Develop an integrated, robust governance framework that supports the monitoring, visibility and quality assurance of education.

Action	Responsibility	Measures	Timeline
Implement a new education governance process for the coordination of all education.	Associate Director of Education DME UG Deans	TORs Governance structure Audit	July 2019
Develop, and implement, an education dashboard reflective of Health Education England's multi-disciplinary QA framework.	Associate Director of Education	Risk Reports Data compliance HEE reports GMC, NMC, Ofsted	July 2019
Staff with core roles and responsibilities for education to be supported with relevant teaching qualification / professional development.	Associate Director of Education Head of Education Line managers	Number of teaching qualifications Staff directory	February 2020
Implement a QA process leading to external accreditation / kite marks of quality for internal education able to be recognised on a national and global basis.	Associate Director of Education	Teaching evaluations	July 2020

Establish an equitable model for the oversight, coordination and delivery of outstanding education

Action	Responsibility	Measures	Timeline
Review the structure, roles and responsibilities for a future-proofed equitable and integrated structure able to proactively lead and support education.	Associate Director of Education	Teaching/ assessment/ supervision ratios	July 2019
Implement a health care support worker learning academy.	Associate Director of Education HON	Staff survey Recruitment and retention data	Oct 2019
Develop sustainable and innovative models of education for non-clinical staff.	Associate Director of Education HRBPs	Staff survey Career frameworks	Oct 2019
Expand opportunities for interprofessional education across all staff groups	Education Leads Simulation	Staff survey Education Survey	Jan 2020

Consistently achieve high compliance and staff engagement in relevant essential training.

Action	Responsibility	Measures	Timeline
Review the data reporting schedule and the content of essential training for all staff and trainees.	Associate Director of Education Head of Education Corporate Lead	Compliance data CQC	August 2019
Implement a new governance process for the oversight and agile decision making of essential training.	Associate Director of Education Head of Education	TORs Governance structure	June 2019
Instigate and evaluate the BNSSG essential training passporting project.	Head of Education Corporate education leads	Evaluations Compliance data Reduced training repetition	August 2019
Review, and innovate, digital learning for essential training.	Education Leads Simulation Digital services	Evaluations Compliance	Oct 2019
Explore on-line learning platforms to enhance the accessibility and streamlining of information for individual learning plans.	Associate Director of Education	Education Survey Training Needs Analysis	Dec 2019
Introduce new methods of essential to role education such as action learning sets and coaching.	Education Leads	Training Needs Analysis Appraisals	January 2020

Invest in the education of new roles , skills and competencies for future focused transformational models of care

Action	Responsibility	Measures	Timeline
Develop a consistent, central business planning process of the education required for new roles and levels of practice.	Associate Director of Education	SLT minutes Financial Business Plans	June 2019
Introduce a training need analysis process focused on the skills and competencies necessary for achieving transformational workforce priorities.	Associate Director of Education HRBPs	OPPs Corporate Objectives TNAs	Dec 2019
Secure, implement and evaluate education necessary to promote new roles such as ACPs, Nursing Associates and Physician Associates.	Associate Director of Education Head of Workforce Planning	Business Plans Procurement process	April 2019
Identify, and build, a sustainable model of relevant post graduate education.	Associate Director of Education HONs DME	CPD funding CPD database	Jan 2020

Expand the synergy between education, patient safety and the Quality Improvement Academy.

Action	Responsibility	Measures	Timeline
Forge enhanced networks with quality improvement initiatives.	Associate Director of Education	Simulation activities TNA	Jun 2019
Increase the utilisation of contemporary patient safety data and trends.	Associate Director of Education Sim Chair DME	CQC GMC NETs	Sep 2019

A Beacon of outstanding education with a culture of organisational learning

Align education to areas of research that support the rapid adoption of best practice

Action	Responsibility	Measures	Timeline
Identify contemporary opportunities for the translation of relevant research into education.	Associate Director of Education Head of Research DME UG Deans	Internal Audit	Feb 2020
Increase the number of successful education grant applications i.e. health services education innovation.	Associate Director of Education	Number grant applications External Income Publications	Aug 2020
Increase the number of people with relevant Master's and Doctoral qualifications.	Line Mangers	Staff training database	Dec 2020
Enhance the accessibility of library, knowledge management services for all people and trainees.	Head of Library	LQAF Critical appraisal skills	Dec 2019

Increase opportunities for knowledge sharing and reward and recognition schemes.

Action	Responsibility	Measures	Timeline
Implement new methods of communicating education.	Associate Director of Education Comms Team	Education Survey Staff Survey Happy App	July 2019
Increase the number of national and global awards related to education.	Associate Director of Education Education Leads	Successful Awards Reward and recognition	July 2020
Develop showcasing events and activities for sharing best practice.		Staff Feedback Reward and recognition	Jan 2020

Promote lifelong learning where education stimulates, motivates and constructively challenges.

Action	Responsibility	Measures	Timeline
Create a modern future focused library/knowledge management service.	Head of Library	LQAF Education Survey Library Survey	March 2020
Increase the visibility of motivational learning activities such as journal clubs and evidence-based ward rounds.	Associate Director of Education Education Leads	Staff survey Happy App	Dec 2019
Embrace new technologies for education.	Digital Services Head of Library	LQAF Digital	March 2020

Create a learning community and become known as a national and global leader of NHS education.

Action	Responsibility	Measures	Timeline
Participate and lead related city wide and regional learning and skills programmes.	Associate Director of Education	Community Engagement LEP	Aug 2020
Support the dissemination of high-quality education i.e. publications and conferences.	Education Leads Line managers	Publications National and global awards	Dec 2020
Raise the overall profile of education equitable to clinical services and research and innovation.	Associate Director of Education	CQC Staff Survey	Dec 2020

Establish the workplace as a location of learning.

Action	Responsibility	Measures	Timeline
Scope the workplace environments as locations of learning with the necessary resource, commitment and time.	Associate Director of Education Education Leads	CQC Staff Survey Happy App GMC NETs NSS	March 2020
Integrate lifelong learning opportunities into the workplace.	Education Leads	Staff survey Education survey GMC NETs	March 2020
Create vibrant and innovative estates and facilities able to support and showcase education.	Associate Director of Education	GMC NETs Staff and trainee feedback	Dec 2020

Develop an equitable and transparent funding model for education			
Action	Responsibility	Measures	Timeline
Identify funding streams aligned to education.	Associate Director of Education DME UG Deans	Finance Business Plans	July 2019
Coordinate the equitable access, and targeted utilisation, of the available funding for education.	Associate Director of Education	Charitable funding Reports Training Budgets	Dec 2019
Increase external income from commercial opportunities.	Associate Director of Education	Income	July 2020

Champion outstanding education and support of our trainees

Ensure all trainees receive an excellent and supportive clinical placement			
Action	Responsibility	Measures	Timeline
Develop an oversight model for the governance of ensuring an outstanding trainee clinical placement experience.	Associate Director of Education DME UG Deans LEF team	NSS NETs GMC NMC HPC	July 2019
Create a strategic oversight of clinical placement capacity aligned to enhancing workforce supply and high-quality trainee experience.	Associate Director of Education LEF team UG Deans	NSS NETs GMC	Sep 2019
Provide managers, assessors, supervisors, fellows and tutors with preparation for the changing expectations of our future trainees.	Associate Director of Education LEF team UG Deans DME	Staff survey GMC NETs	Jan 2020

Enhance opportunities for trainee interprofessional education in the workplace

Action	Responsibility	Measures	Timeline
Identify new opportunities for work based interprofessional education across our trainees.	Sim Chair Associate Director of Education DME UG Deans	GMC HEE Education Dashboard NETs NSS	July 2020
Maximise the impact of simulation for trainees.	Sim Chair UG Deans	GMC HEE Education Dashboard NETs NSS	July 2020
Promote peer learning across professional groups.	DME UG Deans Associate Director of Education	GMC HEE Education Dashboard NETs NSS	July 2020

Provide outstanding education for all our trainees

Action	Responsibility	Measures	Timeline
Review the education of our trainees as part of promoting high-quality, innovative learning.	Associate Director of Education DME UG Deans LEF teams	GMC HEE Education Dashboard NETs NSS	Nov 2019
Ensure all staff teaching our trainees have a current and relevant teaching qualification or experience.	Associate Director of Education DME UG Deans LEF teams	GMC HEE Education Dashboard NETs NSS	April 2020
Enable staff to utilise afforded time for teaching and supporting trainees.	Associate Director of Education DME UG Deans LEF teams	GMC HEE Education Dashboard NETs NSS	April 2020

Work with local universities and Health Education England to equip trainees with the necessary knowledge and skills for their future resilience and success

Action	Responsibility	Measures	Timeline
Promote available wellbeing resources and support for our trainees.	DME UG Deans Associate Director of Education LEF team	GMC HEE Education Dashboard NETs NSS	Sep 2019
Enhance opportunities for trainee acquisition of future- focused knowledge and skills.	DME UG Deans Associate Director of Education LEF team	GMC HEE Education Dashboard NETs NSS	April 2020

Develop shared governance processes with external education providers

Action	Responsibility	Measures	Timeline
Implement new, agile co created models of working with our local universities University of Bristol and UWE, Bristol.	Associate Director of Education	HEE Reporting NSS NETs	July 2019
Enhance the governance process for externally contracted education.	Associate Director of Education	Ofsted	July 2019

Embrace trainees as valued members and ambassadors of our Trust

Action	Responsibility	Measures	Timeline
Enhance opportunities for trainees to feel welcomed and socialised into the Trust and as their preferred employer	DME LEF team UG Deans	NSS GMC NETs	Sep 2019
Introduce celebratory, and time for learning, trainee events	Associate Director of Education DME UG Deans	NSS NETs GMC NMC HPC	Nov 2019

Provide education that nurtures motivation and aspirational career development

Create inclusive opportunities for career development and progression			
Action	Responsibility	Measures	Timeline
Develop enhanced career frameworks, and development, for people in band 1 to 4 roles.	Associate Director of Education Head of Education	Staff survey Recruitment and retention data	March 2020
Align career opportunities with the Inclusivity and Diversity Strategy.	Associate Director of Education Head of OD	WRES data Staff Survey	Aug 2019
Identify and secure a sustainable education provision of literacy and numeracy.	Associate Director of Education Head of Education	Staff survey TNAs	March 2020
Offer careers advice as part of the Research and Education Centre	Head of Library Resourcing Careers Team	Staff survey LQAF	March 2020
Build transparent career pathways for learning beyond registration opportunities	Associate Director of Education Education Leads	Staff survey Education Dashboard	July 2020

Proactively support flexible, supply routes into the NHS and workforce retention strategies.			
Action	Responsibility	Measures	Timeline
Enhance the uptake and impact of return to practice initiatives.	Associate Director of Education DME HONs	Education Dashboard Recruitment and retention data	Aug 2020
Work with local universities for innovative, joint solutions for enhancing flexible, trainee supply routes.	Associate Director of Education Resourcing	Recruitment and retention data	Sep 2019
Lead the BNSSG strategic nursing workforce, band 5, project.	Associate Director of Education Chief Nurse	Recruitment Data	Dec 2019
Maximise the impact of apprenticeships as flexible routes into health care careers	Associate Director of Education	Ofsted	Dec 2019

Promote health careers through networks with local universities, schools and colleges.

Action	Responsibility	Measures	Timeline
Identify key schools and colleges for long-term mutually conducive partnerships.	Associate Director of Education Head of Education Careers Leads	Work experience data Outreach data	Oct 2019
Expand the materials and information depicting the full range of health care careers.	Associate Director of Education Head of Education Careers Leads	Work experience data Outreach data	Dec 2019
Support BNSSG school and colleges collaborative initiatives.	Associate Director of Education Head of Education Careers Leads	Work experience data Outreach data	Feb 2020
Develop a strategic plan for work experience.	Associate Director of Education Head of Education Careers Leads	Work experience data Outreach data	Oct 2019

Introduce a distinctive and motivating Induction and welcome to the Trust.

Action	Responsibility	Measures	Timeline
Invest in an Induction process that is relevant, succinct and motivating.	Corporate Lead	Induction Evaluations	Aug 2019
Implement an Induction quality assurance process.	Associate Director of Education Head of Education	Education Dashboard	July 2019
Establish an annual review process , with executive involvement and endorsement of the corporate induction content	Associate Director of Education Head of Education	Induction Feedback Staff feedback Happy App	Aug 2019

Secure an apprenticeship model that becomes known as a national centre of excellence.

Action	Responsibility	Measures	Timeline
Create a learning infrastructure enabling the high attainment of the Ofsted Common Inspection Framework.	Associate Director of Education Head of Education	Ofsted Internal Audit	Sep 2019
Implement an engagement and communication apprenticeship strategy.	Associate Director of Education Head of Education	Ofsted Internal Audit	April 2019
Introduce a preparation programme for managers supporting apprentices.	Head of Education Apprenticeship team	Ofsted Internal Audit	May 2019
Secure business planning as part of the apprenticeship approval process.	Associate Director of Education Head of Education	Ofsted Internal Audit Education Dashboard	April 2019
Develop an apprenticeship model able to host and lead provision across BNSSG /region.	Associate Director of Education Head of Education	Ofsted Internal Audit Education Dashboard	Dec 2020

Appendix One – PESTLE (Education)

Political

Integrated , patient centred care
Working in health and social care systems
New roles and models of delivering care
Muti disciplinary , team working
Enhanced Competition

Economy

Cost pressures
Removal of student bursaries
Apprenticeships
Brexit /global impact
Available CPD funds
Dynamic workforce supply & retention

Social

Changing career and work expectations
Demographic changes
Social mobility
Increasing diversity
Growing complex, care needs

Technology

Digital transformation
On line learning
Access to technology
Artificial intelligence, gaming technology

Legal

Regulator expectations and compliance ie Ofsted
Copyright of education
Increased procurement
Market led education

Environment

Sustainability
Flexible learning
Learning networks
Demand for flexible, innovative learning spaces

Appendix Two: Education Governance

People Governance Structure

