

Norfolk and Waveney Health & Care Partnership: Education Plan 2022-2025

Sharon Crowle
Head of Professional Education,
Training and Development

#WE CARE
TOGETHER



in good health
The Norfolk and Waveney Health and Care Partnership

Executive Summary

This education plan sets out the roadmap for all educators and staff across Norfolk and Waveney (N&W) to guide our actions with the intention to enable N&W to be the best place to work by 2025. This will ensure staff are equipped with the skills and confidence to deliver the best care now and in the future.

Investing in our people and truly valuing educational developments, is key to attracting and retaining our people.

Our Integrated Care System (ICS) will engage our people in the design of innovative patient pathways supported by new roles and new ways of working recognising the important role educators provide in supporting the associated workforce changes.

This plan will support the sharing of best practice, identify gaps that may exist and build solutions, embracing technology and supporting all types of learners. Robust education, training and support underpinned by Clinical Supervision is essential and will be available and accessible for all. The intention of the forthcoming year will be to work together with our educational partners to align our efforts to increase the support to learners, expand apprenticeships and ensure we achieve equality of opportunities across the system.

Education for all our people is important to us and we want to develop, support and allow individuals to achieve their aspirations at all stages of their career. We aspire to lead the way with educational developments, encouraging research and innovative practice to support the delivery of high-quality health & care.



Anna Morgan MBE

Director of Workforce
Norfolk and Waveney
Health and Care Partnership



Sharon Crowle

Head of Professional Education,
Training & Development
Norfolk and Waveney
Health and Care Partnership

Contents

Introduction	4
Main Themes	5 – 9
Key Facts & Figures	10 – 12
Our Vision For Education	13
How Will We Do This?	14 – 21
Strategic Initiatives - Overview	22
Summary	23

Introduction

We are pleased to publish the first N&W wide Education Plan for our Integrated Care System (ICS). This document highlights the case for change and outlines how we will work collectively to deliver this by 2025. A multi-agency approach across Health, Social Care and our Voluntary sector partners is important because there is a growing need to align how we support the growing number of diverse learners we have in our system now and for the future. See the plan on page 22.

To meet the needs of our population, delivery of health and care requires continuous transformation particularly with the introduction of new roles, processes, and technologies. Our approach to the education, training and support of our learners needs to be agile so that our health, social care, independent, voluntary organisations and our education partners are enabled to work collaboratively to nurture confident, empowered people who are committed to a career that is underpinned by an approach to vibrant lifelong learning.

Working collaboratively will ensure we support opportunities for multi-agency learning keeping the experience of our patients and service users central to the learner's journey.

Our **#WeCareTogether** People Plan for Norfolk and Waveney (N&W) launched in August 2020 highlights the importance of education, training and opportunities for continuous development as a key enabler to achieve our ambition for our workforce.

Our vision is to have happy healthy people providing excellent compassionate care making N&W the best place to work.

To achieve this vision, we have set 4 key objectives that will help us transform the environment our people will work in.

These are set out as follows:

- Create new opportunities for our people, growing our workforce supply for the future
- Promote good health and well-being for our people, caring for the people caring for you
- Maximise and value the skills of our people, upskilling our people recognising their potential
- Create a positive and inclusive culture for our people, embracing diversity to flourish

To successfully transform our approach to education by 2025, our ask is for our Education Teams to work alongside our health and wellbeing, organisational development, and equality diversity and inclusion leads; as well as our learners to deliver this plan.

Why Do We Need An Education Plan For The Norfolk & Waveney ICS Now?

Our workforce challenges:

- Existing open vacancies 2-3K each year across health and social care
- Five different generations within the workforce with varying approaches to work/life balance, education and careers
- Increased competition for pool of potential young employees with very different expectations
- Challenges in international recruitment
- 20% post Covid retirement flight risk
- Historical high sickness and leavers

Up-skilling our people is essential for safe patient care and system wide career pathways are the keystone to attracting, recruiting and retaining our people.

Our workforce challenges are not new, however the scale of our challenge is increasing. No 'one' provider can resolve the workforce challenges and it requires all the partners within the system to work through current and future challenges together. It makes sense to address these issues as our emerging Integrated Care System (ICS) structures become formalised.



Why Do We Need To Change?

Current status

- The pandemic has changed the way in which we think about health & care delivery
- More positive, collaborative approaches are emerging
- Funding determined annually, preventing forward planning or step-change
- Funding is also disproportionately allocated favouring NHS Providers and general practice over Social Care, and Voluntary sector
- Data is limited, inconsistent & provides minimal insight or assurance
- Quality and content of training and learner experience are variable
- Increasing pressures on staff time leading to inequity in learning opportunities
- Career pathways vary between providers and largely lack a system-wide perspective
- The 'Educator' career is undervalued & pathways unclear
- We have an aging profile of educators, particularly in General Practice which poses a risk for placements and expanding learning opportunities
- Digital maturity and access are poor
- Our colleagues from ethnic minority backgrounds have disproportionately lower access to education, training, and career development

What Can We Expect In The Future?

- Greater integration of health and social care
- New care models with increased focus on multi-professional working and community-based care
- Increased funding pressures
- More complex service users with higher expectations
- Significant staffing pressures arising from an aging population and insufficient numbers choosing careers in health & care
- Technology developments improving the quality, flexibility and cost of learning
- Recognising variations in both career aspirations and learner needs
- A focus on creating diversity in our staffing
- Patients take greater self-management and understanding of their health and care needs
- We want to enable people to continue to learn new skills throughout the lifetime of their career and achieve their ambitions
- We want our people to remain in roles across our health and care organisations and we will support people to move across those boundaries more flexibly
- We want to promote good health and wellbeing, flexible working and recognise the importance of work / life balance

Snapshot Education Review in 2020

– Key Themes

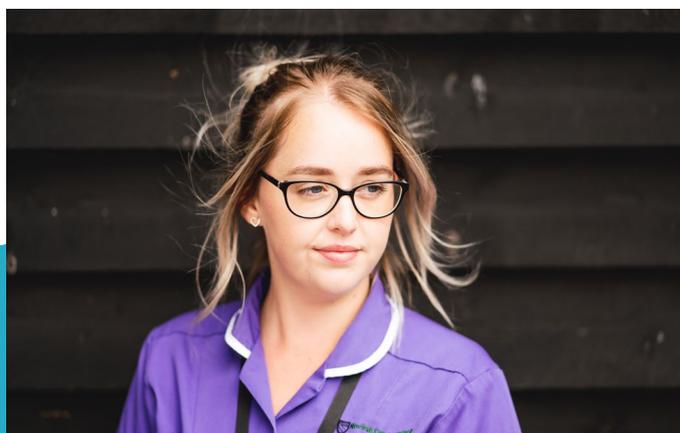
Executive Directors – Interviews

- Want an educational approach that promotes 'Together We Are Better'
- Ensure students/learners have appropriate access to members of the education team
- Define student/learner ratios for educational teams
- Value and require multi-disciplinary working in a range of settings
- Use virtual learning platforms to increase access to teaching materials
- Increased opportunities and awareness in relation diversity and talent pipeline needs



Practice Education Leads – Interviews

- Education teams funded in a variety of ways across organisations, with HEE the biggest contributor
- Variation in composition, size & banding of education and training teams across different organisations
- No specific alignment with student/learner numbers
- Governance of education budgets varies across organisations
- Lack of teaching areas for simulation



What Do we want an ICS Education Plan to Look Like in Future?

Perspectives from the Education Leads and Directors Of Nursing

Where Are We Now?	Where Do We Want To Get To?
Provider-Centric	System-Wide Approach
Predominantly Decentralised	Increased Centralisation (Where Appropriate)
Professional Silos	Multi-Disciplinary Partnerships
Inequity Of Learning/Opportunity	Shared Resources
Organised To Suit The Deliverer	Flexible Based On The Learner
Filling Immediate Vacancies	Developing Pathway And Careers
Hanging Onto Our Best People	Valuing System-Wide Experience
Education = A Cost	An Investment In Future Delivery
Educator = A Secondary Role	A Valued Career Pathway

Achieving Empowered, Confident, Educators

Educators have a critical role in the development and retention of staff of all grades. Currently across N&W there are inconsistencies in the training and support of educators and the value placed on their roles.

- The desired outcome will be to raise the aspiration and profile of the role of the educator, map out clear career pathways and hold them to greater accountability
- We are committed to life-long learning and having the opportunity to work flexibly and support learners to see a patient right through their pathway
- Fully utilise funding streams that are available from Health Education England CPD (continuing professional development) and Levy funds, which cover the costs of apprenticeship fees. Sourced through a tax that larger employers pay into, this provides a huge opportunity to allow staff to develop

Our vision is to raise the profile of educators, recognising the critical role they play and to increase standards through a more unified approach across the system while appreciating key local differences. A central team will continue to support the identification and transfer of best practice.



Continuing Professional Development (CPD) In N&W – Some Facts & Figures

As the ICS comes into formal statute we must continue to work closely across health and social care to meet the aims set out in the #WeCareTogether People Plan. Our aging workforce and recruitment/retention figures highlight a significant concern, taking a collaborative approach to education and training is crucial to increase supply, retention, career development, and to ensure that the years of experience and knowledge held by our mature staff is passed down through roles such as our Legacy champions.

A centralised approach to CPD investment will allow us to plan for both the here and now and the future. Agreed commitment of topslice from all partners confirmed to support systemwide educational development.

ORG	CPD Funding Allocation – Trust 21/22	21/22 Current Top Slice – To System
Norfolk Community Health and Care NHS Trust	£343,000	£75,460
Queen Elizabeth Hospital King's Lynn NHS Foundation Trust	£397,667	£90,000
James Paget University Hospitals NHS Foundation Trust	£391,667	£91,000
Norfolk and Suffolk NHS Foundation Trust	£464,000	£112,000
Norfolk and Norwich University Hospitals NHS Foundation Trust	£1,062,000	£254,000
East Coast Community Healthcare CIC	£112,000	£24,640
Primary Care Training Hub		£25,500
	Total	£672,600

Previous years CPD spend has enabled:

- Top slice £672k for system-wide activity
- 2nd highest non-medical CPD budget in East of England
- Investment across Norfolk and Waveney with the CPD top slice has allowed staff to access a range of developments including leadership courses for over 50 strategic leaders, 50 senior leaders provided with coaching and 80 individuals participated in the Springboard programme
- The increased funding will support larger groups of staff to develop, support system redesign and changes in the workforce profile
- Health and social care require both educational investment and staff development to make them equitably attractive as an employer
- Research and evaluation need to be built in to ensure governance, best practice, and to enable us to be at the leading edge of developments
- Primary Care Training Hub has provided additionally in excess of £60,000 for face-to-face teaching for vaccinations and immediate life support training

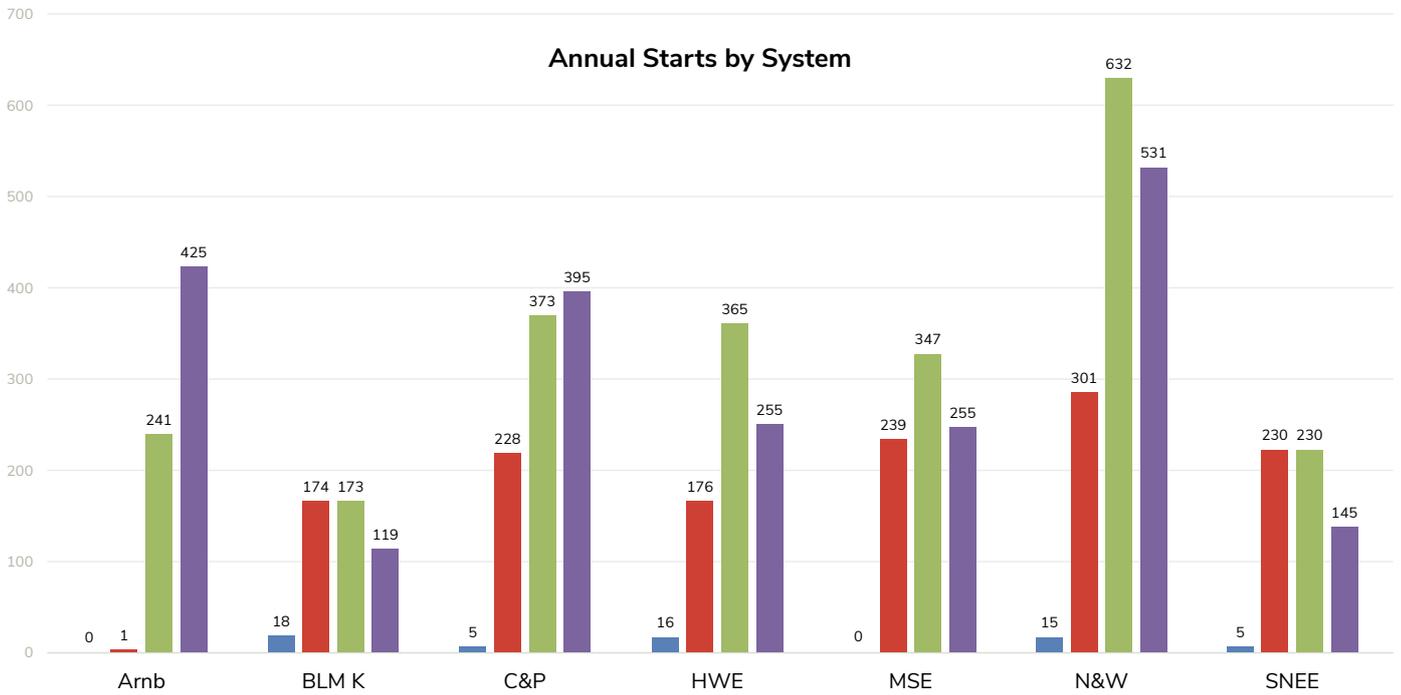
Apprenticeship Starts By System

N&W continue to lead the way with apprenticeship starts. We have a strong record of delivery, championing apprentices as vital members of our workforce; supporting people into their first roles within health and care, developing further skills at any point in their career to generate growth in new roles.

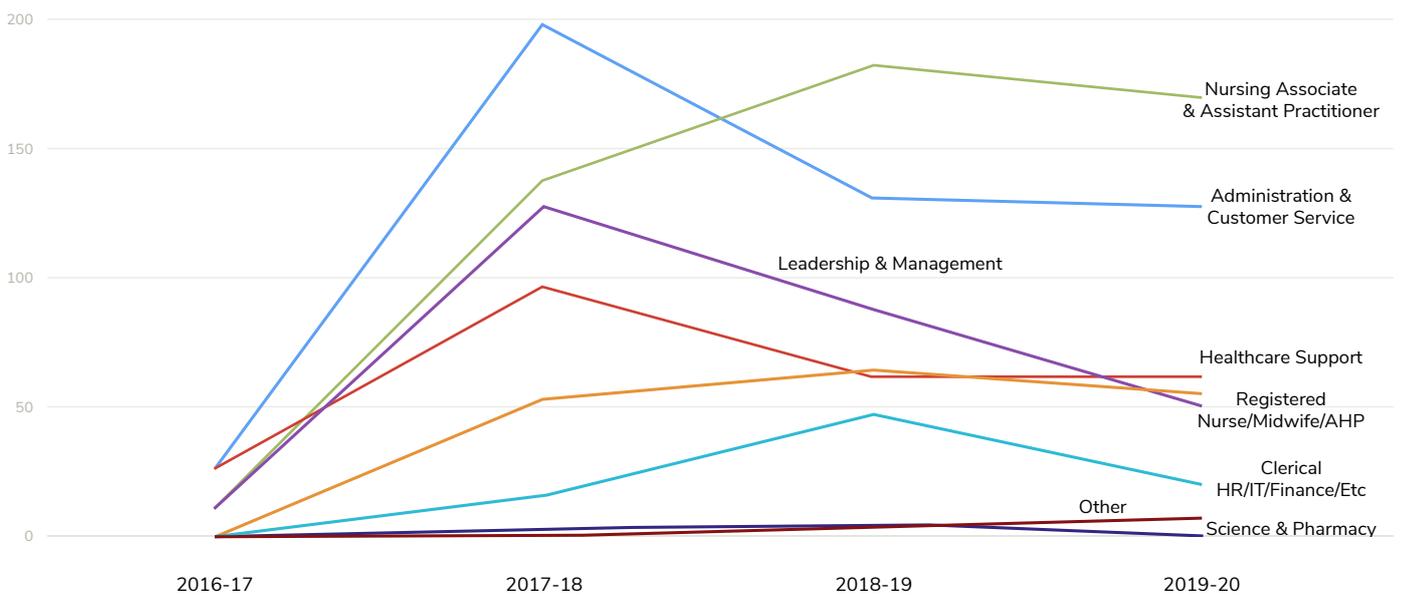
Moving forward it is important to increase collaboration and fully utilise our apprenticeship levy opportunity to ensure that as a system we are developing a future workforce aligned to service redesign and workforce planning activities.

Working with HEE, our education providers and system apprenticeship leads, we will develop a N&W growth plan for apprenticeships. The 2022/23 Workforce Planning round will lead discussions regarding skill mix in professional groups and service areas and allow us to agree how we will work together to maximise investment in our workforce.

■ 2016-17 ■ 2017-18 ■ 2018-19 ■ 2019-20



Starts By Profession - Trends



Our Vision For Education – Pledge To Our People

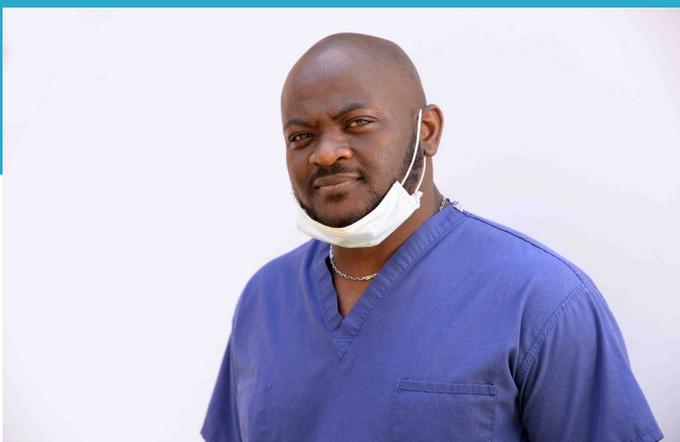
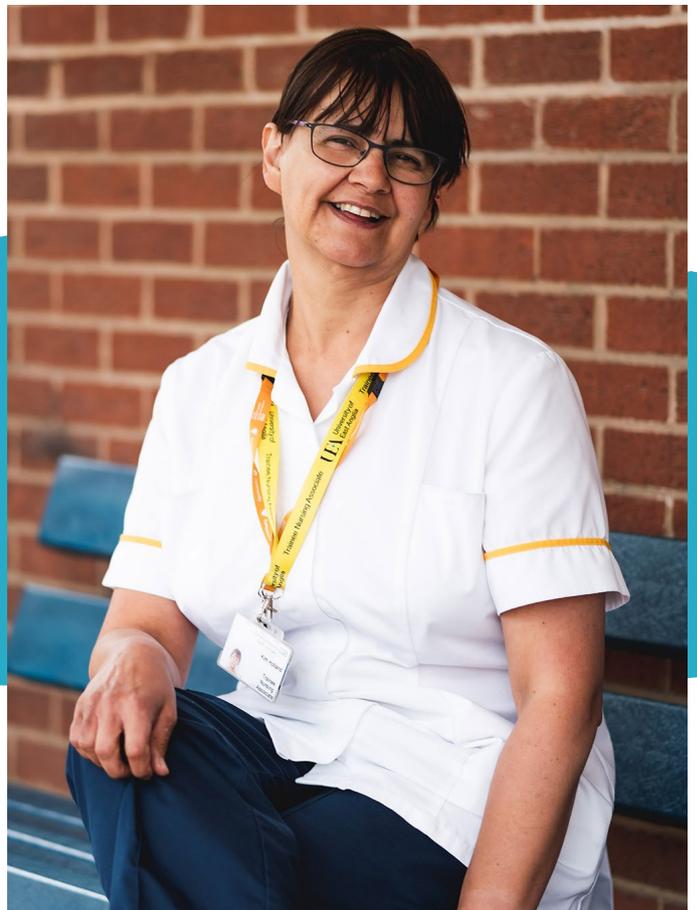
Our people are our most important resource, as stated in our system-wide People Plan, recognising that without our workforce there is no health and social care system.

Our education vision is to equip you with the right knowledge, skills, and values to deliver outstanding, evidence-based, person-centred care, now and in the future.

We will support you to be your very best by delivering education flexibly, collaboratively, and embracing technology to allow you to learn in the way that best suits you.

We will endeavour to create more diversity in our workforce and to support all learners to fulfil their potential.

We will unashamedly take a system-wide approach to ensure equal opportunity for all learners and make the most efficient use of all resources, while embedding quality of care through consistent standards across health & social care.



How Will We Do This?

1. **Embedding a system-wide approach to education** - an integrated approach to education and training across health and social care, making the best use of available resources and ensuring a parity of learning opportunity across the ICS. Shared career pathways will enable standardised education processes and underpin quality improvement. The removal of duplication will release funds to improve facilities and learner experience.
2. **Developing career-enhancing education** - clear and consistent system-wide pathways allowing staff to progress their careers flexibly, developing new skills at their own pace and through their preferred learning styles, to help support retention. Recruitment will be enhanced through opening up more flexible and varied pathways into health and social care. This will provide the foundations for a workforce with the skills and knowledge to meet the increased demands and expectations of health and social care over the coming years. Ensuring clear linkage to system approach to talent mapping. Creating safe and compassionate environments for our learners, using the regional anti-racist strategy and our N&W People Plan ambitions.
3. **Advancing interdisciplinary/team-based education** - increasing the opportunity for different professions to learn together, understand and value the multi-professional team's roles, will improve the transferability of skills and knowledge, enabling healthcare professionals to deliver more multi-faceted care in the future.
4. **Leveraging technology-enhanced education** - fully utilising advancements in technology to build learners' confidence faster, improve the quality & interactivity of learning and increase the flexibility of delivery, while reducing the cost per contact.

#1. A System-Wide Approach

Our Goals

To achieve a joined-up, consistent approach to education across the system that supports workforce needs. Ensuring staff are equipped with the skills to deliver the care required, using innovative educational styles that widen opportunities for the whole workforce. Transferability of skills and knowledge will be encouraged and actively supported with initiatives such as skills passports.

Evidence-based with a shared understanding of best practice and systems in place to support learners across the ICS. Collaborative working on skills training, sharing expertise and trainers. Governance structures developed across the system, with shared decision-making and a unified approach.

System-wide understanding of resources and agreement to join up education provision, with agreed top-slicing. Coming together as a system will increase efficiencies in budgets and teaching delivery, remove duplication and ensure small specialities' requirements can also be met.

Key Initiatives

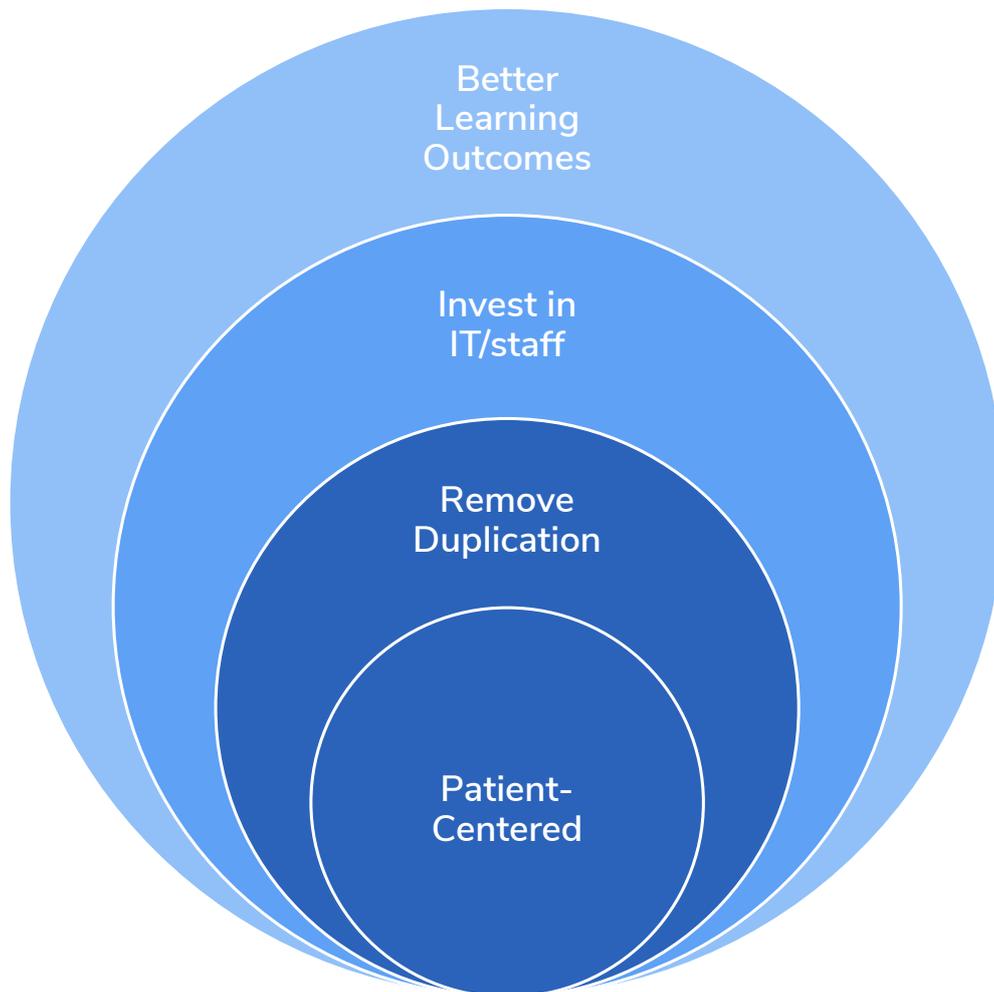
- System-wide educational excellence charter (Q1 '22/'23)
- Standard KPIs across all providers (Q1 '22/'23)
- Clinical Cabinet linked to Education Leads (Q2 '22/'23)
- Shared governance processes for education
- Programme of system-wide education conferences and webinars
- Skills passport
- Common career pathways
- All orgs represented at Education Leads meeting
- Key system-wide roles appointed
- New education facilities for all staff developed

Key Performance Measures

- 100% of Continuing professional development (CPD) budget spent per year in line with organisational and system workforce priorities
- 100% usage of apprenticeship levy each year with collaboration between organisations to maximise investment where required

How Do We Drive Efficiencies?

A robust approach to the identification and removal of duplication effort will accelerate delivery and free up resources to support innovations. In addition fully utilising system-wide levy funds will further support workforce developments. This requires a consistent and transparent approach to performance management, financial reporting and governance across the ICS.



- System-wide view e.g. KPIs
- Consistent career pathways
- Planned approach to resources
- Identification and roll out of best practice
- Remove EDI (Equality, Diversity, and Inclusion) disparities

Local vs Central Processes

Central

- International recruitment
 - System-wide education resources, including IT platforms
 - EDI policies and oversight
 - Commissioning of system-wide education programmes, with HEI's
-

Hybrid

- Induction programmes, recognition of local requirements
 - Recruitment of learners, training and placements
 - Development and sharing of educational resources across the system e.g. simulation suites (Lead Provider Approach)
-

Local

- Specific education and training for specialist equipment
 - Local needs and requirements addressed
 - Localised inductions and area specific requirements
-

Agree a common philosophy, but adapt to meet local requirements

#2. Career-Enhancing Education, Supporting Talent, Retention & EDI Strategies

Our Goals

Offering all our people equal access to education and training, ensuring pathways to different roles are clearly communicated. Continuing to help our people maximise their skills, supporting on-going CPD and learning with appropriate courses, shadowing, and coaching opportunities. Ongoing careers conversations to accelerate progression, improve retention, and inspire people to come and work in N&W. System-wide preceptorship and ongoing pastoral support.

Widening access to health & care careers with different pathways from Princes Trust, T-Levels and apprenticeships, to more traditional routes into new roles. Ensuring the Health and Care Academy helps young people discover what opportunities we have to offer, attracting new staff into health & care. Investing in Careers Champions and the Virtual Careers Office to raise the profile of the many & varied careers and opportunities across our system.

Working closing with universities and other educational providers to develop new system-wide training & education programmes to meet service needs. Ensuring system wide expertise is shared and pathways communicated clearly.

Key Initiatives

- Careers Champions pilot (to end H1 '22/'23)
- Virtual Careers Office launched (Q2 '22/'23)
- Apprenticeship pathways identified for Health & Care (Q4 '22/'23)
- Health & Care Academies established system-wide (H1 '23/'24)
- Standardised education job descriptions
- Induction protocol for staff includes professional development pathway
- Strengthen local HEI + practice partnerships
- Implement the anti-racist strategy

Key Performance Measures

- 10% p.a. increase in learners-flexible approaches to training and on the job learning
- Increased access to career development opportunities (e.g., shadowing and secondments)
- Expand blended learning opportunities to increase learners through better access to training
- # Visits to Virtual Careers Office
- # Conversations with Careers Champions
- Increased numbers of our ethnic minority workforce accessing education and career development

#3. Interdisciplinary/Team - Based Education

Our Goals

Ensuring staff are equipped with the skills to care for patients in a holistic manner, preventing duplication and ensuring a streamlined service. Creating a culture of interdisciplinary working, understanding the services involved in an individual's care and the pathways this entails. Valuing the expertise of all professions. Development of roles and training that are delivered in a multi-disciplinary way. Supporting individuals to learn and develop collaboratively, embedding multidisciplinary working into our culture.

Clearly defined learning opportunities identified, with a timetable of multi-professional teaching sessions available for all. Integrating learning and development needs across services and professional groups. Looking across disciplinary (professional) boundaries considering other viewpoints and comparing/contrasting across subject specific areas.

Enabling our workforce to view different things through different lenses, promoting self-management and adaptability. Creating a culture where our workforce can draw on knowledge and learning across disciplines to identify solutions, practically or technically.

Key Initiatives

- Multi-professional focused groups and forums arranged system-wide (Q2 '22/'23)
- Develop multi-professional buddy systems and supervision opportunities (Q3 '22/'23)
- Develop a hub & spoke model to deliver education across the ICS (H1 '23/'24)
- Create a peripatetic workforce to give permanence to posts

Key Performance Measures

- Reduction in number of patient interventions
- Increased job satisfaction - use of staff survey and pulse data collections to monitor
- Better patient outcomes
- Cost efficiencies in delivery of care

#4. Technology-Enhanced Education

Our Goals

Establishing robust learning packages to support the development of our workforce, with new learning strategies to maximise the use of available resources. Using technology to support the development of learners by improving the access to resources and appropriate IT infrastructure for all.

Understanding of the provision of technology across the system, aiming to increase access and usage for all. Creating simulated learning environments enabling the learner to develop skills and manipulate new equipment in a safe manner. Upskilling our workforce in the use of technology – reducing duplication of delivery and the need to travel.

The pandemic has demonstrated how the use of technology is far reaching and helps increase the health knowledge and literacy of our service users. Transparency in our training and educational packages allowing patients to access as appropriate.

Key Initiatives

- Blended learning platform system-wide (Q2 '22/'23)
- Governance processes aligned for maintaining e-learning materials
- Staff trained to be more confident using technology ('22/'23)
- Robust virtual learning hub that is accessible to all, with a range of teaching and information (Q4 '22/'23)

Key Performance Measures

- Reduction in cost per learner contact
- Improvement in learner satisfaction and confidence
- 25% increase pa in users accessing e-learning programmes

N&W Education Plan - Overview

1. Estates & Facilities Enablers

- Development of a centralised state of the art education suite for all providers to access
- Knowledge and understanding of where resources are available and system wide booking system

2. IT Enablers

- Common learning platforms and established governance for prioritisation and creation of new educational content
- Increased standardisation of IT infrastructure across N&W
- Upgraded IT infrastructure to address position as “least digitally enabled” ICS

3. People Enablers

- Culture change programme to value experience gained by moving across providers
- Reinforce management behaviours supporting a system approach
- Education and understanding of the value of a system-wide approach
- NHS People Promise ‘to work together to improve the experience of working in the NHS for everyone, where we are part of one team that brings out the very best in each other

4. Business Intelligence Enablers

- Developing a common suite of KPIs requires standardised approach to their definition and measurement
- Enhancing a System-wide agreement on what good education provision must provide



Strategic Initiatives - Overview

	2022/2023				2023/2024		2024/25
	Q1	Q2	Q3	Q4	H1	H2	
1. System-Wide Approach	Education excellence charter agreed System-wide KPIs agreed	Clinical overview group established	Common careers pathways agreed	Skills passport developed	System-wide conferences launch		New education facility opens
2. Career Enhancing Education	Careers Champions piloted (continued)	Standardised education job descriptions Virtual Careers Office launched	Careers Champions system-wide roll-out	Apprenticeship career pathways set up	Health & Care Academies opened system-wide	Induction protocols incl. professional development	Strengthened local HEI + practice partnerships
3. Multi-Disciplinary Education		Multi-professional forums established	Multi-professional buddy system in place		Hub & spoke model system-wide		Peripatetic workforce established
4. Leveraging Technology		Blended learning platform established Staff training in use of technology	E-learning governance systems aligned Staff training in use of technology	Virtual Learning Hub completed			

Summary

- Education and training is vital to support and develop our staff. #WeCareTogether requires us to foster ways to maximise the skills of our people cost-effectively
- Aligning and bringing education together across the system will reduce duplication, increase capacity, and improve quality through a more consistent approach to program delivery
- A system-wide approach to career pathways and to performance measurement is a key enabler of this necessary integration
- Developing our staff through education is a fundamental part of the N&W People Plan, supporting talent mapping, retention and providing a well-led system



