

Clinical Education Strategy

March 2022 – March 2027



Our Vision

We are motivated through a positive learning culture that empowers us to deliver the highest level of care with pride.

Introduction

1. Welcome to the Blackpool Teaching Hospitals Clinical Education Strategy (2022-2027). This strategy has been written in line with the recommendations from the NHS *Long Term Plan* (January 2019) and the NHS *People Plan* (July 2020). It aims to ensure that Blackpool Teaching Hospitals (BTH) meets its key objectives around education and training whilst having the flexibility to respond to both changes in the workforce and changes to the ways in which health and social care services are delivered.
2. The multi-professional clinical education team is committed to providing excellent education and training to staff, students, and trainees. The following five-year strategy sets out how we aim to provide an innovative and equitable educational experience to our learners, with a particular emphasis on inter-professional learning. This will be delivered by a highly engaged workforce working within a robust, multi-professional educational governance framework underpinned by quality. The following strategy represents our vision, our ambition, and the direction of travel we need to take in order to realise that vision.
3. Our key objectives are aligned with the six 'domains' of the *Health Education England Quality Framework* (2021). The domains are:
 - Learning Environment and Culture
 - Educational Governance and Commitment to Quality
 - Developing and Supporting Learners
 - Developing and Supporting Supervisors
 - Delivering Programmes and Curricula
 - Developing a Sustainable Workforce
4. Patient safety is at the core of all of the 'domains'. Safety is inseparable from a good learning environment and culture that values and supports learners and educators. (An educator is relevant to all professional groups and may be called a supervisor or mentor.) It is therefore our first priority to ensure that education and training takes place where patients are safe, the care of patients is high quality, and education and training are valued.
5. There is a degree of overlap between some of our objectives, and in some instances an objective could be categorised under more than one 'domain'.
6. The implementation of this strategy will be overseen by the Multi-professional Educational Governance Committee (MEG) which is accountable to the Trust Board via Workforce Assurance Committee.

7. The challenges facing the NHS are well documented. The publication of the *Long-Term Plan* revisits some of those challenges, including: an increasing demand on services; higher expectations of service users; embracing developments in technology; aligning Primary and Secondary care to Local Authority services; and the recruitment, retention, and expansion of the workforce, all set against a background of financial constraint.

Educational Context

1. The commissioning and funding for healthcare education are constantly undergoing change.
2. The Trust is a key stakeholder within the Fylde Coast Place Based Partnership which is part of the wider Lancashire and South Cumbria Integrated Care Board (ICB). The aim of both partnerships is to integrate health and social care and deliver better outcomes for residents. This requires local healthcare economies to work collaboratively, taking a collective responsibility for resources to meet the health and social care needs of the local population. We therefore need to transform the way education is delivered by working across traditional boundaries, ensuring that the provision of education is responsive to changing services and professional roles.
3. Emphasis is being placed on recruiting more medical students and the cap on the number of places available was adjusted following the Covid-19 pandemic. 2021 applications for medicine and dentistry increased by 20%.
4. The HEE report *Supported from the start; ready for the future; The Postgraduate Medical Foundation Programme Review (2019)* highlights the need to enable access of graduates from widening participation backgrounds into Foundation training. To support this endeavour HEE has made a commitment to preferentially distribute the 1,500 additional medical graduates to the most under-doctored locations as they enter Foundation programmes from 2023 onwards.
5. *The People Plan (2021/22 priorities and operational guidance)* highlights the importance of supporting the recovery of the education and training pipeline by putting in place the right amount of clinical placement capacity to allow students to qualify and register as close to their initial expected date as possible.
6. Despite nurses being the largest staff group, changes to the funding of student nurse courses over the last ten years has impacted on the NHS. Both a reduction in the number of government funded places in 2011, as well as the removal of the Nursing Bursary has contributed to the present nursing shortages. However, despite applications for nursing courses in England still being below pre- 2017 levels, the number of student nurses rose by 25% in 2020 from 2019, an increase of over 6,000 in one year. This has been attributed to commitments in the *Long Term Plan (DHSC 2019)* which include; providing funding to Health Education England to match the number of places filled on University courses with clinical placements from 2020/2021; increasing the number of Overseas Nurses recruited; reinstating aspects of the maintenance grant; instructing Hospital Trusts to invest in creating 'Talent Pipelines'

and initiatives to 'Grow Their Own Workforces' as well as develop and enhance Apprenticeship and Widening Participation opportunities (DHSC 2019; Kings Fund Jan 2021 & Feb 2022).

7. The interim *People Plan* describes how the national Allied Health Professional (AHP) workforce programme will improve supply and retention of AHPs, the three key themes being increasing future supply, bridging the gap between education and employment, and enabling the workforce to deliver and grow. The number of local HEIs which provide AHP degree programmes is expanding, with new types of learners entering education via routes such as apprenticeships. Consequently, there will be an increased demand on the provision of clinical placements. In order to meet this demand, effective collaboration between HEIs and provider organisations will be required in a manner that ensures patient safety and quality is not compromised.
8. As technology advances, so too must our methods of teaching. Supplementing traditional classroom-based teaching and e-learning, we have an innovative Simulation and Clinical Skills Centre that enables multi-professional learning in a controlled environment. As well as investing in a state-of-the-art Virtual Reality training suite, we are also moving towards providing additional *in situ* training. In May 2019 our Simulation and Clinical Skills centre received accreditation from the Association of Simulated Practice in Healthcare (ASPiH). This is a significant achievement, as Blackpool Teaching Hospitals is the second hospital in the country – and the third worldwide – to receive this prestigious accreditation.
9. Continue to embed a 'learning culture', with the increased use of internal knowledge-sharing events, job rotation, secondment and shadowing, action learning sets and collaborative learning.
10. Our ethos going forward is that people who work together must learn together. Involving diverse professional groups at the level of education training is crucial to delivering effective and integrated patient care.
11. Support the implementation of new models of care via the ICS and ICP. This aims to provide system wide solutions to workforce challenges.
12. New roles and models of working enabled by technology will be a key feature of workforce redesign. Using the CLEAR (Clinically Led Workforce Activity Redesign) programme and the Situation, Task, Action, Result (STAR) workforce planning tool, we will need to recruit additional staff and also support our existing workforce to take on new roles and skills.
13. We will proactively promote newer roles such as Physician Associates, Nursing Associates and others, together with an increasing number of apprenticeship schemes, and will ensure that the right education is commissioned both for students and staff in post to support these changes to the workforce.

14. In April 2017 the Government introduced the Apprenticeship Levy with the intention that three million additional apprenticeships will be introduced by 2020. This has changed the way in which apprenticeships are funded and will help to deliver vocational skills as well as increasing the quality of apprenticeships.
15. This also has financial implications for the Trust with our levy being £1.1 million. We will work in partnership with our local education providers in order to develop our existing staff and recruit new apprentices to the Trust.
16. The Human Resources and Organisational Development (HR and OD) directorate will promote the pre-employment agenda in order to attract our local population to work at the Trust. This involves various initiatives including work experience placements; a cadet programme in partnership with two local education providers; apprenticeship opportunities; and a 'Health Academy' in collaboration with a local sixth form college.
17. We also promote the Widening Participation agenda by actively supporting those local residents with a genuine interest in a career change, those seeking employment following periods of unemployment, as well as veterans.
18. Through building capacity and skills in research awareness, activity and the application of evidence in practice, we will support our workforce in developing technology-based interventions and innovations.
19. We will improve equitable access to information and evidence for our learners by drawing upon the expertise of the Library and Knowledge services staff and continue to invest in Library and Knowledge services.
20. There is a focus on individual health and wellbeing, and we need to ensure that this is a key priority for our learners especially as people recover from the demands of the pandemic in different ways.

Describing the 'What' in relation to '*what* do we need to do'?

21. Our primary aim moving forward is to deliver a multi-professional learning culture. In terms of how this can be achieved, we need to:
 - Embrace all opportunities that allow for the practicable integration of medical and non-medical education, for example by developing an integrated approach to quality assurance
 - Ensure the learning needs are met for all professional groups in terms of curriculum delivery and/or personal development plans
 - Provide equitable access to learning opportunities for all professional groups
 - Be part of a new world class education facility with all areas under one roof

- Foster a supportive, engaging, equitable and compassionate learning environment and culture
- Develop the profile of multi-professional education across the organisation with complete buy-in from the executive team
- Ensure a robust, multi-professional educational governance structure is in place
- Ensure that the Board is sighted on risks to providing high quality education
- Respond to advances in technology
- Respond to changes in the workforce
- Ensure robust and transparent financial planning

22. Our ambitions will be achieved by fostering a culture of innovation and continuous improvement, with our learners at the heart of everything we do.

Describing the 'How' in relation to 'how do we do it'?

23. The Plan on a Page serves two functions: to act as an *aid memoire* for staff to help explain our plans in simple terms; and to link together our vision, values, ambitions, key drivers and deliverables. Logically, the plan does not aim to cover all plans and activities but rather articulates:

- Our Trust-wide vision and values
- Our strategic objectives which are aligned to key deliverables

Our Deliverables

24. Our key deliverables are outlined below. They have been aligned with the quality domains set out by Health Education England in their Quality Framework (2021).

25. Key Deliverable 1 - Learning Environment and Culture

- Develop a culture across the organisation that values education through visible leadership. Board engagement will ensure that 'education' is an agenda item at every committee meeting
- Continue to hold the Multi-professional Educational Governance (MEG) Committee chaired by an Executive Director
- Gather, share, and act on feedback timely from all learners and educators via the Quality Assurance programme to ensure we are providing a stimulating learning environment
- Align medical and non-medical Quality Assurance processes
- Every senior substantive clinical job role has a requirement to include an educational and training element
- Develop a policy which ensures recognition of all educator roles within job descriptions, dedicated time and resource to train and maintain trainer CPD
- Develop inter-professional learning programmes

- Promote and increase access to training opportunities for all learner groups
- Work with the Trust Communications Team to ensure there is a dedicated training hub site accessible to all learners
- Continue to drive plans for a fully integrated learning and training facility
- Utilise the Library and Knowledge Management Service to drive evidence-based innovations in education via the Quality Academy

26. Key Deliverable 2 - Educational Governance and Commitment to Quality

- Ensure all educator/supervisor posts are filled and that all educators/supervisors undergo an annual review of performance
- Enable all learners and educators/supervisors to raise concerns and learn from incidents through embedded systems and processes of quality management
- Work closely with the Finance team and Health Education England to ensure the education budget is transparent and is used to underpin the educational ethos of the organisation
- As per the Learning and Development Agreement, ensure education monies are used for the purpose of education
- Develop a stronger educational presence through Board

27. Key Deliverable 3 – Developing and Supporting Learners

- Through the MEG committee, ensure that we identify all learner groups and meet external curricular requirements as set by HEIs and regulatory authorities and communicate that to all educators/supervisors
- Ensure high quality onboarding and induction for all learners to maintain a welcoming ethos within the Trust
- Provide our learners with opportunities for personal development in line with their appraisal/PDP and promote learner opportunities across the organisation
- Ensure that all learners receive an assessment and/or appraisal that drives forward their personal learning requirements and career aspirations
- Continue to provide pastoral support through multiple mechanisms, including the Trainee and Student Support Committee and the Freedom to Speak Up Guardian role
- Promote flexible learning and Less than Full Time working
- Develop pipeline opportunities for career progression
- Ensure we receive feedback from all learners as part of an educational programme that will drive the quality of learning – You Said We Did

28. Key Deliverable 4 – Developing and Supporting Supervisors/Educators

- Ensure that Trust policies, job plans, and rosters support educational activity
- Ensure that all educators/supervisors receive an annual appraisal that includes their educational role

- Provide our educators/supervisors with opportunities for personal development in line with their appraisal/PDP
- Recognise, develop and support our educators/supervisors through educator development sessions and an annual educator awards event
- Recognise and support educators/supervisors in their own CPD, providing mechanisms to support educators/supervisors in developing their skills, utilising reflection and feedback
- Ensure we receive feedback from all supervisors and educators to drive quality of learning – You Said We Did
- Supporting educators/supervisors into the future to develop the skills for technology enhanced learning

29. Key Deliverable 5 – Delivering Programmes and Curricula

- Work in partnership with HEIs in the design of curricula
- Work with HEIs to scope out the delivery of in-house educational programmes appropriate to the learning needs of the local population
- Be responsive to curriculum changes
- Utilise technology to engage and support learners and educators/supervisors through blended learning
- Utilisation of library services and clinical skills to support the delivery of curricula
- Horizon scanning of new technology to support learning and delivery

30. Key Deliverable 6 - Developing a Sustainable Workforce

- Recognition that education and training is a key part of the Trust becoming an anchor institution
- Engage with employers, the ICP, ICS, HEIs and widening access schemes to promote healthcare careers to the local population in order to raise aspirations, discover hidden talent, and enable access to education in deprived areas
- Supporting the early adoption and innovation of new roles and skill sets
- Increase the capacity for student placements safely and in line with quality standards
- Develop quality assured work experience programmes
- Work with identified careers leads across the organisation to embed careers advice and development opportunities across all professional roles
- To actively develop career pathways to retain high quality staff and learners
- To ensure that all activities are aligned to the Trust green plan for sustainability
- To ensure a sustainable workforce through well maintained wellbeing strategies
- Keeping up to date with a modern workforce and recognising 'Mind the Gap' by utilising different technology modalities including social media

Conclusion

- This strategy sets out the changes that are required for the delivery of multi-professional education and training over the forthcoming years.
- A detailed action plan to support the delivery of the aspirations set out in this strategy will be developed.
- The implementation of the action plan – and the monitoring of progress – will be overseen by the MEG committee which reports through the Workforce Assurance Committee to the Board.