

St George's Healthcare NHS Trust: the next decade

Education Strategy 2013 – 2018



June 2013

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Overview

This Education Strategy sets out how St George's Healthcare NHS Trust will provide excellent and innovative education to improve patient safety, experience and outcomes. We aim to be ambitious in setting our strategy but will set realistic goals for achievement.

The strategy is structured in two parts given that we have two distinct roles in relation to education. The first part focuses on our role as an employer and the actions we need to take for the development of our own workforce. The second part focuses on our role as a provider of education for doctors, nurses and many other professionals in training.

We have developed strong relationships with a number of universities in relation to the provision of education. Our relationship with St George's University of London (SGUL) provides a unique opportunity for education and training developments for both staff and students. We are co-located on the 'St George's Campus' which enables us to develop and implement shared goals.

Development of this strategy

This strategy has been developed in collaboration with SGUL and with wide input from staff, as part of the review of the overall Trust strategy and the associated Workforce Strategy, that this supports.

Implementation of this strategy

The implementation of this strategy will be overseen in detail by the Education Board, which via the Workforce Committee, is accountable to the Trust Board. High level metrics in relation to this strategy will also form part of the regular report to the Trust Board on progress against our annual objectives.



The drivers for change

We currently have an Education Strategy and this document represents an updated version, that builds on what we have already set out to do. There are a number of drivers for change, some internal and some external, and these have influenced the development of this version of the Education Strategy. Key drivers for change are discussed in turn [below](#):

1. The Trust's vision, mission and values

We have developed a refreshed strategic direction for the organisation, with an updated mission and vision accompanied by a set of values, as set out in Figure 1, opposite.

As can be seen, as an organisation we have a tripartite mission:

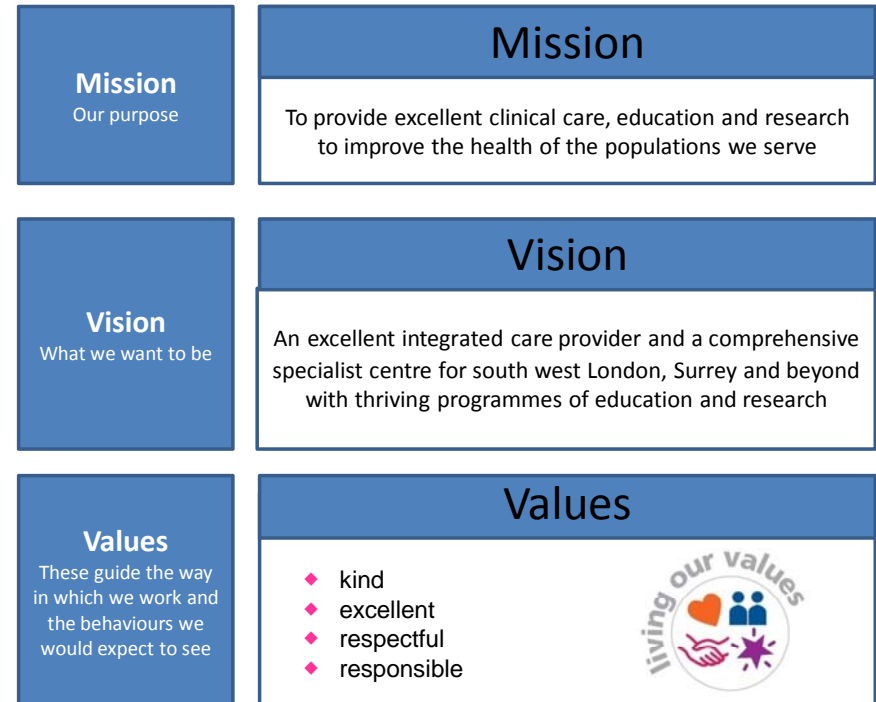
- Clinical services
- Education and training
- Research.

This strategy is very important as it sets out what we need to do in relation to further strengthening the provision of education and training.

It is important to understand that the activities we undertake in relation to education are largely grouped into the following two categories:

- Education and training of our current staff
- Education of professionals in training (e.g. student doctors, nurses and many other professionals).

Figure 1 : The Trust's vision, mission and values



The drivers for change

2. Restructuring of the systems for the commissioning and provision of education

The commissioning and funding systems for healthcare education are in a process of change. Since April 2013, Local Education and Training Boards, with direction from Health Education England, have taken over these functions from Strategic Health Authorities. Made up of staff from local healthcare organisations the local Boards will focus on local needs. Our local Board, Health Education South London, covers South West and South East London. Decisions taken by the Board will impact on clinical and non-clinical staff alike.

3. Changes in the numbers of students requiring training

The numbers of doctors in training are being reduced due to a national oversupply of consultants. We will need to ensure that we are able to replace the reduced number of junior doctors through the development of other healthcare professional roles.

4. New ways of training

As technology develops so too do our methods of teaching. Moving away from the traditional classroom approach we are working to introduce more on-line learning. This will create more flexibility in when learning takes place and will allow for improved assessment of learning too.

We have developed an innovative Simulation Centre that enables learning on clinical skills and team working to take place in a safe environment. In addition, our focus is increasingly to train staff in multi-professional groups to improve their team communication skills.

5. Changes to junior doctors training

The *Shape of Training* review is due to report later in 2013 and it likely to recommend that we train more generalist doctors rather than specialists. This will have knock on consequences for post-graduate training and undergraduate training.

6. Changes in our workforce

The figure below summarises some of the key changes to our workforce over time. We will need to ensure that the right education is commissioned, both for students and staff in post, to support these changes to the workforce.

How our workforce needs to change

Set out below is a summary of the key characteristics of the workforce that will need to change over the next 10 years.

Workforce now	Workforce in 2022
Less engaged	More engaged
Less efficient	More efficient
Hospital based	Care in a range of settings
Reactive workforce planning	Clinically agreed short and long term workforce plans
Services at times and places that suit staff	Services at times and places that suit our patients
All staff aware of trust values	All staff proud to deliver trust values

Components of the Education Strategy

Given the drivers for change outlined on the previous pages we have identified a set of key actions that we need to take over the next five years to further strengthen our education provision and single us out as a highly desirable place to work and be trained.

These are summarised in the diagram opposite.

Each of these are explained in more detail in the following pages. To aid understanding we have split these actions into two distinct sections to mirror our two distinct roles in relation to education:

- **Our role as an employer** (pages 8 to 15)
- **Our role as a provider of education** (pages 16 – 23).



Part 1: Our role as an employer - overview

As a provider of community care, secondary and tertiary care we employ over 7000 staff in a broad range of clinical and non-clinical roles. Through successful implementation of our education strategy we aim to ensure that all staff receive the right training to enable them to provide high quality patient care and patient services

Under the headings of the six aims of the strategy we have set out how we intend to develop our staff through the provision of education and training.

1. Ensure the development of a competent, caring and capable workforce

The trust has a good reputation for its education provision for all staff groups. We plan to take this to excellence and become recognised as a leader in South London for staff development. Staff training and development needs are identified through the annual appraisal and training needs analysis processes. Divisions will provide information on changes in service delivery and contexts of care such as the transfer of care into community settings and the need for the development of new roles. This is collated into an annual Training Plan along with identified training needs for non-clinical staff. Access to training is on a fair and equitable basis with mandatory and statutory training prioritised for all staff. We will ensure that appropriate training is available for all staff groups.

We have a well established range of multi-professional leadership programmes that are underpinned by our trust values. In our Leadership Framework we have identified the leadership behaviours that we expect staff to demonstrate. These should be used to support appraisal and the development of staff.

2. Be a national leader in multi-professional training

Multi-professional training is an existing strength within the Trust and we want to become acknowledged as a national leader and innovator in this field.

Training in multi-professional groups enhances team working, communication between professional groups and improves patient outcomes and patient satisfaction.

Our Simulation Centre has a nationally recognised reputation for the delivery of high quality multi-professional training courses for students and trainees and we are now extending the use of this facility to focus on the development of our own staff. We will continue to develop simulation training with SGUL and we aspire to achieve international accreditation for the Centre, as a marker of excellence.

Within our corporate training provision we offer a comprehensive range of programmes that are all run on a multi-professional basis. These include mandatory and statutory training alongside leadership programmes and team development support activities.

Part 1: Our role as an employer - overview

3. Become a recognised field leader in patient safety training

Improving patient safety is a key element of the Trust's objective to 'continuously improve clinical quality' as set out in the Trust, Clinical and Quality Improvement Strategies. We will provide effective patient safety training to all of our staff through a multi-faceted programme of training. We will embed the learning from patient incidents and complaints into the portfolio of training programmes and materials for training which will be available for clinical and non-clinical staff. We aim to embed patient safety training as a key theme within the clinical setting. Working with SGUL we will develop e-learning packages that will build on the virtual patient model to provide an innovative approach to patient safety training.

4. Play a leading role in Health Education South London

Health Education South London will be our local education and training board. It will determine the level of funding for the education and development of our current workforce and it will influence our future clinical staffing needs through the commissioning / decommissioning of students and trainees.

We have played a leading role in the establishment of the new organisation for South London and the development of its structures and systems and we will maintain a notable presence going forward to influence the provision of resources for the ongoing development of the trust's workforce.

5. Ensure the development of high quality learning environments

Excelling in the development of our staff also requires the highest standards of training environments and supporting educational infrastructure. Together these will ensure that we are able to attract the highest calibre staff to work in the trust. As a teaching hospital we expect all of our staff to be active and enthusiastic facilitators of training and to have achieved the professional requirements for training. We will annually review our central education team to support the delivery of education and development across the trust. Alongside this we need to address the quality of our education building. As e-learning is set to become a major vehicle for the delivery of training and we also need to ensure that our IT infrastructure is sufficiently resourced to support it.

6. Develop new training pathways

Models of delivery of care are changing and it is important that our staff are trained and supported to adapt to new systems and settings. Aligning to our Service Improvement Programme we will develop training pathways that respond to changing models of service delivery.

In the future it is anticipated that much more patient care will take place outside of acute hospitals, either within existing community care structures or in new environments. Both of these developments have implications for training environments and the nature of staff training to be delivered. We need to establish new training pathways to align with patient pathways and develop new delivery methods to prepare our existing workforce.

1. Ensure the development of a competent, caring and capable workforce

Our role as an employer

Themes	Detailed Objectives	Outcome measures
Ensure the systems are in place to meet basic/mandatory training requirements	<ul style="list-style-type: none"> Support the Trust to achieve an appraisal compliance rate of 85% Provide Mandatory and Statutory Training (MAST) for all staff 	<ul style="list-style-type: none"> 85% of staff will receive an appraisal to include the identification of training needs Compliance with the National Framework, CNST and CQC requirements
Provide / commission training to ensure that our staff have the right skills to deliver high quality patient care / patient services	<ul style="list-style-type: none"> Work with the Divisions to develop a training plan to meet service needs Commission appropriate training to meet the annual training plan plus training needs emerging in-year Make best use of education funding and source best quality, contemporary training provision Develop high quality in-house staff training and leadership programmes (clinical and corporate) to support the stated requirements in the trust's Leadership Framework Provide access to appropriate training for staff in non-clinical and support service roles eg finance; HR; estates services; administrative and management staff 	<ul style="list-style-type: none"> Divisions report staff receive appropriate, high quality and contemporary training Divisions report a flexible response to emergent training needs Training resources fully utilised in accordance with Trust priorities Staff attendance on in-house provision of clinical, corporate and leadership programmes. Excellent evaluation feedback from staff and managers.
Respond to changes in staff availability and the shift to delivering care in the community	<ul style="list-style-type: none"> Implement new roles in response to reduced availability of junior doctors Train staff to enable the shift of care into community settings Align to the Service Improvement programme and develop new roles that support changes in service delivery Develop support workers in areas of staff shortages e.g. maternity, theatres and paediatrics 	<ul style="list-style-type: none"> Staff trained with appropriate knowledge and skills to deliver care in identified new settings Training developed and staff available for identified new roles Availability of trained support workers for noted staff shortage areas

2. Be a national leader in multi-professional training

Our role as an employer

Themes	Detailed Objectives	Outcome measures
<p>Develop and promote the Simulation Centre, as a leading centre for multi-professional training</p> <p><i>(Also linked to development of the Simulation Centre as a leading centre for patient safety training – see pages 14 and 15)</i></p>	<ul style="list-style-type: none"> • Increase the number and range of multi-professional simulation training events within the Simulation Centre and within clinical settings where appropriate • Achieve a credible academic profile for the Simulation Centre • Develop a business case for additional staff to support multi-professional simulation training 	<ul style="list-style-type: none"> • Metrics on staff participation in training events in the Simulation centre and in the clinical setting • Achievement of International accreditation • Funding agreed for additional staff to provide training
<p>Develop our staff (clinical and non-clinical) to work together effectively in multi-professional teams.</p> <p>Increase the availability of multi-professional training events for staff</p>	<ul style="list-style-type: none"> • Implementation of the multi-professional leadership framework within Divisions • Provision of a multi-professional corporate training portfolio including leadership, team development and mentoring programmes • Work with Divisions / Departments on the development of local portfolios for multi-professional training opportunities • Provision of a multi-professional patient safety training portfolio for the trust • Support the implementation of Service Improvement projects within the Trust through integration of training within corporate development programmes and supporting staff with projects 	<ul style="list-style-type: none"> • Leadership framework in use within the Divisions • Accessible corporate training portfolio • Accessible portfolio of training opportunities published for each Division / Department • Accessible portfolio of patient safety training • Service Improvement training integrated into corporate programmes

3. Become a recognised field leader in patient safety training

Our role as an employer

Themes	Detailed Objectives	Outcome measures
Develop our staff to have a strong patient safety focus throughout their work.	<ul style="list-style-type: none"> • Develop and implement a comprehensive annual patient safety training plan for the Trust • Increase collaborative working between all teams delivering patient safety training within the Trust • Establish a clear process to embed learning from complaints and incidents in training programmes and training materials • Provide communication skills training for staff at all levels in the organisation • Provide MAST for all staff in line with the National Mandatory and Statutory Training framework • Work with SGUL to develop e-learning packages with a patient safety focus using the virtual patient model 	<ul style="list-style-type: none"> • Availability and uptake of patient safety training published in training plan • Accessible process for embedding learning into training • Training plans demonstrate inclusion of learning from complaints and incidents – evidence trail available • Portfolio of training and attendance metrics • Achievement of identified training compliance rates in the trust • Availability of e-learning packages and uptake metrics
Promote the Simulation Centre as a centre of excellence for patient safety training <i>(Also linked to development of the Simulation Centre as a leading centre for multi-professional training)</i>	<ul style="list-style-type: none"> • Publish training opportunities as part of comprehensive patient safety training plan • Increase staffing and funding for simulation / patient safety training within the Trust to increase availability for staff • Identify sources of potential funding for simulation training 	<ul style="list-style-type: none"> • Availability and uptake of training published in training plan • Additional simulation staff funded and recruited • Metrics on availability of training events and attendance • Availability of additional funding

4. Play a leading role in Health Education South London

Our role as an employer

Themes	Detailed Objectives	Outcome measures
Work with Health Education South London (HESL) to ensure that we continue to receive sufficient education and development funding to train our staff appropriately	<ul style="list-style-type: none"> • Influence HESL in its education decision making and allocation of resources for staff development • Use the network of HESL including GPs, Local Authorities, Trusts, the private sector and the AHSN • Foster the development of shared educational programmes and new role initiatives • Lead on the sharing of educational best practice across HESL 	<ul style="list-style-type: none"> • Trust representation on the Board for HESL and the membership • Active participation in HESL decision making processes • Evidence of effective process for raising issues of concern to HESL and feedback of decisions • Evidence of outputs from identified collaborative working projects • Evidence of examples of best practice available to other organisations and / or externally generated outputs incorporated into trust practice

5. Ensure the development of high quality learning environments

Our role as an employer

Themes	Detailed Objectives	Outcome measures
Develop a culture that promotes the importance of learning and development for staff (clinical and non-clinical) within the Trust	<ul style="list-style-type: none"> • Develop our staff to ensure they have the appropriate qualifications and skills to provide and support education of the highest standard for our staff • Recognise staff achievements within teams and through award ceremonies and celebration event • Share and develop good practice in education across the Trust • Ensure staff training needs are identified within personal development plans (PDP) through the annual appraisal process • Staff to be released for training identified in PDP; mandatory and statutory training always to be prioritised and completed 	<ul style="list-style-type: none"> • Appropriate numbers of supervisors and mentors achieving designated training as evidenced through data base metrics • Metrics for attendance at training for supervisors and mentors • Award ceremonies; publications; • Feedback from staff / student surveys and evaluations • Accessible examples of good practice and evidence of sharing through forums / meetings / training events
Provide a high quality education and development support service	<ul style="list-style-type: none"> • Develop the central education team to support education delivery for staff across the trust, clinical and non-clinical and at all levels 	<ul style="list-style-type: none"> • Clear and appropriate structure for Education and Development team • Evidence of clear and supportive educational structures for Divisions and Departments
Provide high quality education facilities	<ul style="list-style-type: none"> • Improve the education facilities by: <ul style="list-style-type: none"> • Refurbishing the Education Centre • Developing the IT systems to support e-based learning and communication • Working jointly with SGUL to guide the future provision of educational technology at St George's 	<ul style="list-style-type: none"> • Presentable education centre providing an appropriate learning environment • Effective e-learning platform in place • Excellent internally and externally facing web sites to advertise available training opportunities at the trust and promote our strengths in education and training

6. Develop new training pathways

Our role as an employer

Themes	Detailed Objectives	Outcome measures
Develop new training pathways for staff that follow care pathways	<ul style="list-style-type: none"> • Work with the Divisions to develop a training plan to meet service needs in relation to care pathways • Align to the Service Improvement programme and develop new roles that support changes in service delivery • Commission appropriate training to meet the annual training plan plus training needs emerging in-year • Source best quality, contemporary training provision • Develop high quality in-house staff training and leadership programmes (clinical and corporate) 	<ul style="list-style-type: none"> • Divisions report staff receive appropriate, high quality and contemporary training • Divisions report a flexible response to emergent training needs • Staff attendance on in-house provision of clinical, corporate and leadership programmes. • Excellent evaluation feedback from staff and managers.

Part 2: Our role as a provider of education - overview

As a leading UK teaching hospital we are proud of our role and reputation in teaching and supporting students and trainees (clinical and non-clinical) whilst they are on placement with us. As a provider of education we aim for excellence in what we deliver and the educational environments in which it is delivered. On the 'St George's Campus' we have one of the broadest ranges of student / trainee healthcare professional groups to be found on the same site and it underpins our ambition to be a leader in multi-professional training and multi-professional patient safety training. In our role as a provider of education we make a significant contribution to the training of the workforce of the wider NHS as well as potential future employees.

Under the heading of the six aims of the strategy we have set out how we intend to further develop our role as a provider of education.

1. Ensure the development of a competent, caring and capable workforce

We will ensure that our staff have the requisite level of knowledge and expertise both to demonstrate the delivery of high quality service and to enable the students and

trainees on placement with us to achieve and where possible exceed, their learning objectives. As a teaching hospital we expect our staff to build a positive culture of support for learners. We will support our staff to achieve the professional body requirements for training where these are in place and we will respond appropriately to evaluations and feedback from students, trainees and external organisations who assess the quality of our training.

St George's provides a high quality training portfolio for it's staff. We aim to extend this provision on a commercial basis to other organisations in South London in order to maximise income and to share best practice.

2. Be a leader in multi-professional training

It is widely acknowledged that training in multi-professional groups improves team working, communication and patient outcomes. With the range of professional student groups undertaking placements at the trust we have the opportunity to make this a strand of excellence for us. We deliver excellent multi-professional training to students and trainees through simulation and we aim to extend our provision of this. In addition we will develop new ways of bringing students and trainees together in their clinical settings to have shared learning opportunities focused around patients they are involved with / caring for. With the development of care pathways we will identify and implement new opportunities for multi-professional learning.

overview

3. Become a recognised field leader in patient safety training

We deliver patient safety training for students and trainees through simulation training. We plan to extend this to include as many of our students / trainees as possible. In addition to this we will aim to embed patient safety training opportunities within the clinical setting for students and trainees through their local teaching / training programmes and through the supervision and support they receive from supervisors and mentors.

SGUL have developed an e-learning virtual patient model for training. We will work with them to develop this into an on-line patient safety training tool.

4. Play a leading role in Health Education South London

The co-ordination of the delivery of postgraduate medical and dental education is changing. We were originally responsible, as a Lead Provider, for specialties in South West London, but for some specialties we now have a South London remit. As a Lead Provider we have developed effective relationships with Local Education Partners (LEPs) in South West London and we need to ensure equally effective relationships with LEPs in South East London.

Alongside this, we are also reviewing with King's Health Partners the possible amalgamation of our respective Lead Provider roles into a single Lead Provider arrangement for South London.

5. Ensure the development of high quality learning environments

Supporting high quality education for students and trainees is a core element of the trust's mission. As part of working to our values we expect staff to develop and demonstrate a positive culture in which students and trainees can learn. Support for education will be focused at local level, Divisional level and Corporately. We will provide appropriate resources and structures at each of these levels.

Our education infrastructure eg building and technology resources currently require refurbishment and development in order to promote the trust as a provider of choice and to enable internal and external marketing of our provision.

6. Develop new training pathways

We will tailor our education programmes to ensure that students and trainees are prepared for working in different ways to currently. This will be important given the focus of acute patient care moving to community settings.

New roles may be required to deliver care in future and we will work with Divisions to identify these and then with Universities to develop the right training programmes. We will aim to work collaboratively with Health Education South London to enable sharing of new developments and best practice.

1. Ensure the development of a competent, caring and capable workforce

Our role as a provider of education

Themes	Detailed Objectives	Outcome measures
Ensure our staff have the right clinical knowledge and training skills to provide high quality support to students and trainees on placement in the trust	<ul style="list-style-type: none"> • Staff training is commissioned to meet the annual training plan plus training needs emerging in-year. • Develop our staff to ensure they have the appropriate mentor / supervisory qualifications and skills to provide and support education of the highest standard • Students and trainees will come to work at the trust once qualified 	<ul style="list-style-type: none"> • Divisions report staff receive appropriate, high quality and contemporary training • Metrics on numbers of staff who have received mentor / supervisor training in line with professional body requirements • First destination employment metrics
Develop a culture of support for students and trainees on placement in the trust	<ul style="list-style-type: none"> • Provide education to students and trainees congruent to the values of the trust and that positions us as a future employer of choice • Review and act on student / trainee evaluations and feedback 	<ul style="list-style-type: none"> • Positive feedback from student evaluations and satisfaction surveys • Evidence of action plans and outcomes of action plans • Metrics on student / trainee first employment destinations
Market our educational courses to generate income	<ul style="list-style-type: none"> • Work with Health Education South London to raise awareness of the training packages we can offer in order to maximise income and share learning / best practice 	<ul style="list-style-type: none"> • Income generation opportunities maximised • External organisations accessing training at the Trust

2. Be a national leader in multi-professional training

Our role as a provider of education

Themes	Detailed Objectives	Outcome measures
Develop and promote the Simulation Centre as a leading centre for multi-professional training	<ul style="list-style-type: none"> • Increase the number and range of multi-professional simulation training events within the Simulation Centre and within clinical settings for students and trainees • Achieve a credible academic profile for the Simulation Centre • Develop a business case for additional staff to support multi-professional simulation training 	<ul style="list-style-type: none"> • Metrics on student / trainee participation in training events in the simulation centre and in the clinical setting • Achievement of International accreditation • Funding agreed for additional staff to provide training
<p>Increase the range of multi-professional training events and opportunities for students on Undergraduate and Postgraduate courses</p> <p>Market our Simulation Centre Courses to generate income</p>	<ul style="list-style-type: none"> • Work with local Universities to develop and implement multi-professional case based learning in clinical settings • Within care pathway developments (service improvement), identify and develop multi-professional training opportunities • Work with Divisions / Departments on the development of local portfolios for multi-professional training opportunities • Establish a Dental simulation facility as part of the Simulation Centre • Work with Health Education South London to raise awareness of the range of simulation courses we run to maximise income and to share best practice 	<ul style="list-style-type: none"> • Evidence of successful integration of case based learning into clinical settings and supporting evaluative data • Identifiable training opportunities linked to care pathways • Accessible portfolio of training opportunities published for each Division / Department • Metrics on availability of multi-professional Dental Simulation courses • Income generation opportunities maximised • New income generation opportunities identified • External organisations accessing training at the Trust

3. Become a recognised field leader in patient safety training

Our role as a provider of education

Themes	Detailed Objectives	Outcome measures
Provide appropriate patient safety training opportunities for students and trainees	<ul style="list-style-type: none"> • Identify patient safety training opportunities for students / trainees on placement within the Trust • Establish a clear process to embed learning from complaints and incidents in training programmes and training materials • Feed back to students / trainees how their comments and evaluative data is utilised within patient safety training sessions • Work with SGUL to develop e-learning packages with a patient safety focus using the virtual patient model 	<ul style="list-style-type: none"> • Availability and uptake of patient safety training for students and trainees • Accessible process for embedding learning into training • Training plans demonstrate inclusion of learning from complaints and incidents – generated by students / trainees • Availability of e-learning packages and uptake metrics
Promote the Simulation Centre as a centre of excellence for patient safety training <i>(Also linked to development of the Simulation Centre as a leading centre for multi-professional training)</i>	<ul style="list-style-type: none"> • Provide patient safety training programmes within the simulation centre via financial contracts for junior doctors, medical students and others • Increase staffing and funding for simulation / patient safety training within the Trust to increase availability for staff • Identify sources of potential funding for simulation training 	<ul style="list-style-type: none"> • Fulfilment of contracted training programmes and re-negotiation continuance where possible • Additional simulation staff funded and recruited • Metrics on availability of training events and attendance • Availability of additional funding

4. Play a leading role in Health Education South London

Our role as a provider of education

Themes	Detailed Objectives	Outcome measures
Work with Health Education South London (HESL) to promote the trust as a Lead Provider for medical and dental education	<ul style="list-style-type: none"> • Embed our role as lead provider for selected medical and dental education across South London through expansion of the Education Federation Board • Lead on selected stage 3 MDECS bundles 	<ul style="list-style-type: none"> • Trust representation on the Board for HESL and the membership • Active participation in HESL decision making processes • Education Federation Board available and recognised as an effective support mechanism for medical and dental postgraduate training in South London • Successful bids for identified stage 3 bundles
Establishment of the educational partnership between St George's and King's Health Partners (KHP) to enable its role as a Lead Provider	<ul style="list-style-type: none"> • Work with HESL to support the contractual processes to enable KHP to take on the role of a Lead provider for Medical and Dental Education 	<ul style="list-style-type: none"> • KHP as MDECS Lead provider
Promote the Trust to HESL as a leading training centre for multi-professional staff across all care settings	<ul style="list-style-type: none"> • Play a lead role in the successful bid with SGUL and the Faculty of Health, Social Care and Education to develop community education networks • Establish the Trust as a sector training centre / training hub for a broad range of clinical and corporate training 	<ul style="list-style-type: none"> • Delivery of a successful scoping project with achievement of future funding for training implementation • External organisations accessing training at the trust • Broad range of externally facing training available • Excellent evaluations of training delivered at the trust

5. Ensure the development of high quality learning environments

Our role as a provider of education

Themes	Detailed Objectives	Outcome measures
Develop a culture that promotes the importance of learning and development for students and trainees on placement within the Trust	<ul style="list-style-type: none"> • Develop our staff to ensure they have the appropriate qualifications and skills to provide and support education for staff and students of the highest standard • Share and develop good practice in education across the Trust • Time is made available in staff job plans or as part of role to support students and trainees achieve their educational outcomes • Students / trainees released appropriately for training • Appropriate response to professional quality review visits, GMC survey and student feedback surveys / evaluations 	<ul style="list-style-type: none"> • Appropriate numbers of supervisors and mentors achieving designated training as evidenced through data base metrics • Metrics for attendance at training for supervisors and mentors • Accessible examples of good practice and evidence of sharing through forums / meetings / training events • Feedback from staff / student surveys and evaluations • Attendance metrics from training events • Visibility of educational PAs for consultants
Provide a high quality education and development support service for students / trainees	<ul style="list-style-type: none"> • Identify corporate level training facilitator roles across the range of professional groups and structures for sharing and dissemination of training related issues and information • Identify Division specific training support structures for students and trainees 	<ul style="list-style-type: none"> • Clear and appropriate support structure for students / trainees • Evidence of clear and supportive educational structures for Divisions and Departments
Provide high quality education facilities	<ul style="list-style-type: none"> • Improve the education facilities by: • Refurbishing the Education Centre / re-provisioning training accommodation • Developing the IT systems to support e-based learning and communication • Working jointly with SGUL to guide the future provision of educational technology at St George's 	<ul style="list-style-type: none"> • Presentable education centre providing an appropriate learning environment • Effective e-learning platform and systems in place • Excellent internally and externally facing web sites to advertise available training opportunities at the trust and promote our strengths in education and training

6. Develop new training pathways

Our role as a provider of education

Themes	Detailed Objectives	Outcome measures
Develop new training pathways for staff and trainees that follow care pathways	<ul style="list-style-type: none"> • Work with the Divisions and the Service Improvement team to identify where new care pathways have been developed and plan / pilot potential training pathways for students and trainees • Work with Divisional teams plus HR to determine how existing roles can be covered to enable medical and dental trainees to be released to participate in new training opportunities 	<ul style="list-style-type: none"> • Evidence of new training opportunities for students and trainees • Attendance / participation metrics • Support mechanisms in place to enable trainees to be released appropriately
Share our best practice in training pathway approaches	<ul style="list-style-type: none"> • Work with HESL to raise awareness / facilitate dissemination on developments in training pathway approaches to enhance quality of patient care across South London 	<ul style="list-style-type: none"> • Evidence of dissemination of educational best practices across South London

Implementation

This strategy sets out at a high level the changes that are required to the delivery of education and training over the forthcoming years. We want to ensure that we provide innovative training opportunities to meet the changing requirements of our current workforce and to support us to attract the highest calibre staff, both of which will enable us to provide high quality patient care and deliver excellent services. We also want to provide excellent education for students and trainees, who will become the workforce of tomorrow both in the wider NHS and at St George's.

A detailed action plan to support delivery of the aspirations set out in this strategy will be developed. Its implementation will be overseen by the Education Board which reports through the Workforce Committee to the Trust Board. This action plan will also be reviewed with SGUL, as many of the actions contained within it require action from both organisations.

In addition, high level annual metrics will be developed and monitored by the Trust Board to ensure that we are making progress on the implementation of this strategy.

