



# Education Strategy 2019 – 2024

February 2020



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# Introduction

St George's is globally renowned as a centre of excellence and one of UK's largest teaching hospitals. Our staff are our most valuable assets. As a '*learning organisation*' will inspire our staff to reach for excellence and deliver outstanding care, every time.

## Delivering outstanding care, every time

### Our strategy for 2019-2024

Our vision is to provide outstanding care, every time for our patients, staff and the communities we serve.

We have agreed four priorities that will drive what we do and influence the decisions we will take over the next five years.

Strong foundations	Excellent local services	Closer collaboration	Leading specialist healthcare
<p><b>To provide outstanding care, every time</b></p> <ul style="list-style-type: none"><li>• We will provide outstanding care, every time</li><li>• We will provide the right care, in the right place, at the right time<ul style="list-style-type: none"><li>• We will invest in our staff</li></ul></li><li>• We will manage our funding and spending, and invest in our future</li><li>• We will improve our buildings and hospital estate</li><li>• We will make sure our staff and patients have access to the digital technology and information they need, when and where they need it</li></ul>	<p><b>To provide excellent local hospital services for the people of Wandsworth and Merton</b></p> <ul style="list-style-type: none"><li>• We will provide planned care that fits around our patients' lives using the latest technology</li><li>• We will provide more same day emergency care</li></ul>	<p><b>To work with others to provide health services for people across south west London</b></p> <ul style="list-style-type: none"><li>• We will work with our partners to provide care closer to patients' homes</li><li>• We will work with neighbouring hospitals to make sure patients get the care they need</li><li>• We will work with others to meet the changing needs of our ageing population</li></ul>	<p><b>To provide specialist healthcare for the people of south west London, Surrey, Sussex and beyond</b></p> <ul style="list-style-type: none"><li>• We will continue to be the main provider of specialist services for our region, including as the major trauma centre</li><li>• We will be a major centre for cancer, children's and neuroscience services</li><li>• We will take part in commercial opportunities that enable us to invest more in NHS care</li><li>• We will develop tomorrow's treatments, today, through innovation, research and training</li></ul>

1. Our collaboration with St George's University of London will continue to offer opportunities for innovation, education and research supporting excellent patient care.
2. We will invest in a safe culture of learning together in multi-professional teams that nurtures talent, embraces diversity, inspires to reach personal and professional developmental goals.
3. We will develop leaders who champion continuous quality improvement for safe care of our patients.
4. We will become a system leader in emerging technologies driving teaching and learning, fit for a future health service.
5. We will expand mutually beneficial partnerships with regional healthcare organisations, schools, patients and learners supporting a community of learning

## Stakeholder engagement

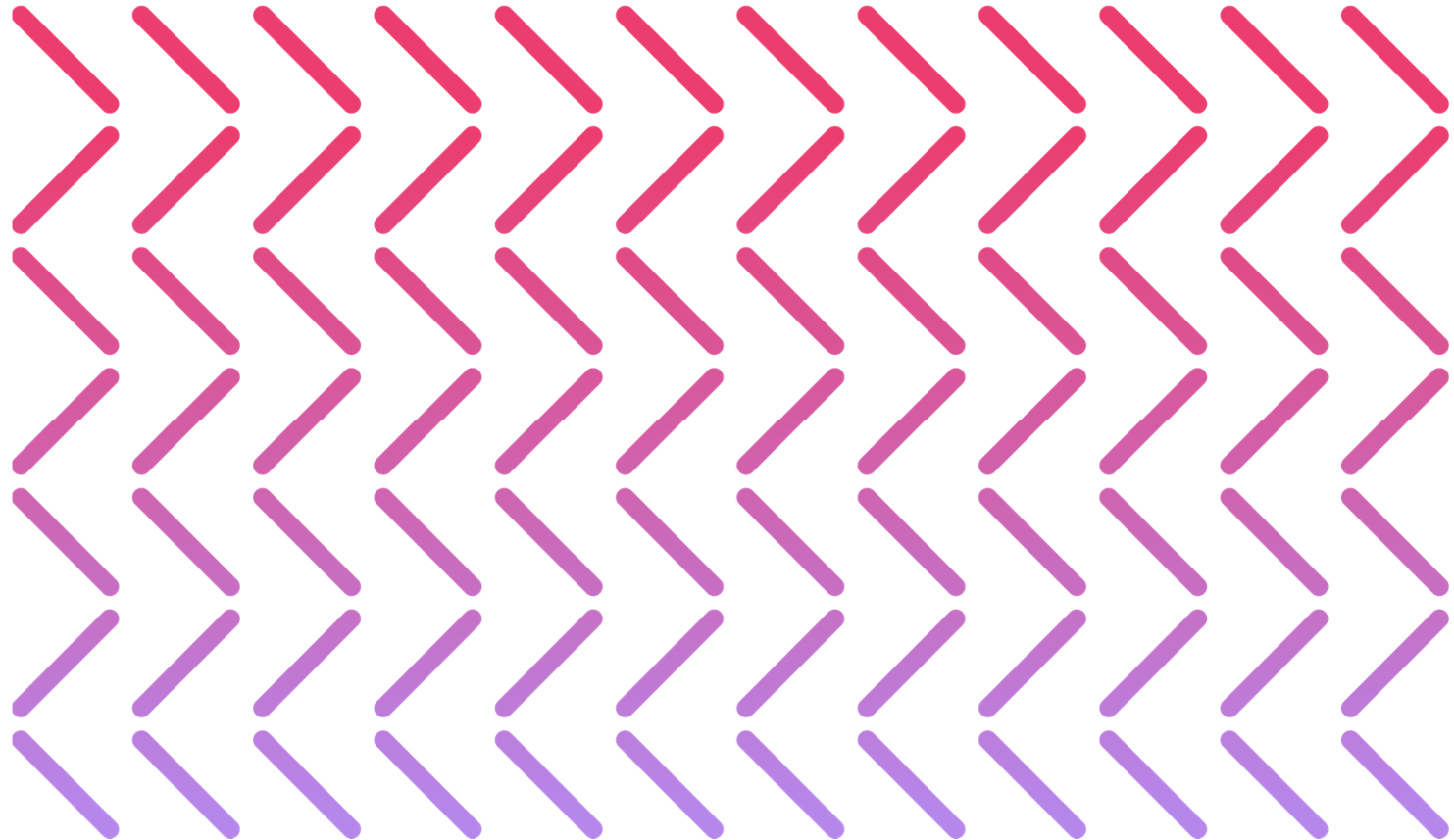
In developing this strategy, we:

- Formed a strategy steering group with leads from all staff groups
- Leads supported direct engagement with their staff groups
- Held staff engagement events at St George's and Queen Mary's Hospital sites
- Carried out a staff engagement survey
- Engaged with a range of patient groups
- Engaged with the Joint Strategic Board (joint board between St George's University Hospitals and St George's, University of London)

We also reviewed:

- NHS Staff Survey results for 2019
- Leavers survey
- 2019 General Medical Council National Trainee Survey results
- St George's University of London student survey results
- Health Education England funding streams
- Medical Engagement Scale (MES) survey 2019

**Where we have  
come from, and  
where we are now**



## Context: Where we are now

### The Trust as a leader in education:

- We partner with **St George's University of London** (SGUL) to train in Medicine, Biomedical Science, Healthcare Science, Physiotherapy and Radiography Undergraduate courses (foundation level) in Healthcare Practice, Paramedic Science and Breast Imaging Postgraduate training for a wide range of clinical specialties Local education provider for a wide range of clinical specialties
- We partner with **Kingston University** to train in a wide range of Allied Health Professional degrees
- We have partnered with **South Thames College** and Westminster Kingsway to provide a level 4 apprenticeship in mammography and pharmacy
- We provide placements for **Project Search** students (young people with disabilities)
- We provide over 600 **work experience** placements annually
- We provide undergraduate placements and pre-registration training for nursing, midwifery, pharmacy and allied health professional students from a variety of universities, our main partner is Kingston
- We are the **Lead Employer** for the South West London consortium for **Trainee Nursing Associates**
- Pharmacy provides training to 20 **postgraduate trainee pharmacists** and Pharmacy Technicians annually

### The Trust as an employer:

- We offer **Apprenticeship routes** into employment
- All staff have an **annual performance development** review
- **Training and development** for our staff, including access to **simulation facilities**
- We provide employment and training for a range of Clinical Scientists
- We train clinical staff for Royal College Fellowship (such as Radiologists).
- We support a wide range of postgraduate and **Continuing Professional Development** opportunities
- We support staff to transition into **new or enhanced roles** such as Advanced Clinical Practitioners, Prescribing Pharmacists, Nursing Associates
- We provide education and training courses to the open market
- We provide **education for patients**
- We will provide Parity of Esteem training across both sites in conjunction with South West London and St George's Mental Health NHS Trust
- Through our **Leadership Academy** we provide comprehensive programmes at every level of the leadership journey including Masters programme
- **Quality Improvement** is embedded into our Leadership Academy programmes
- We have an established trained accredited **coaching** and mentoring service for staff
- We have established a trained accredited **mediation and workplace conflict resolution service**

# Key education priorities that have emerged in the last few years

<b>Undergraduate</b> <ul style="list-style-type: none"> <li>Increased placements for non-medical learners</li> <li>Supportive student experience across all professions</li> <li>Enhanced quality of supervision</li> <li>Improve formal and informal teaching</li> </ul>	<b>Postgraduate Education</b> <ul style="list-style-type: none"> <li>Enhancing the quality of clinical placements (<i>General Medical Council &amp; National Education &amp; Training survey results</i>)</li> <li>Supporting Local &amp; Regional Faculty Groups</li> <li>Enhancing well-being &amp; supported return to practice</li> <li>Excellent induction, sustainable workload and rotas</li> </ul>	<b>Future Workforce</b> <ul style="list-style-type: none"> <li>Meeting public sector target of employing 2.3% of the workforce as apprentices</li> <li>Our partnerships with local schools and Further Education Institutions</li> <li>Our work experience offering</li> </ul>
<b>Careers &amp; Continuing Personal Development</b> <ul style="list-style-type: none"> <li>Good progress in delivering Nursing Associates</li> <li>New emerging workforce e.g. Physician Associate, Advanced Clinical Practitioner, Independent Prescribing Pharmacists.</li> <li>Progress with higher level apprenticeships</li> </ul>	<b>Parity of Esteem</b> <ul style="list-style-type: none"> <li>Ensure staff have confidence and competence in addressing patients mental health as well as physical healthcare needs.</li> <li>Supporting training in Dementia</li> </ul>	<b>Development Pathways</b> <p>Embedding:</p> <ul style="list-style-type: none"> <li>Healthcare support worker pathway</li> <li>Band 5 Career Pathway</li> <li>Bands 5-7 Career pathway</li> <li>Band 5 Development Programme</li> <li>Leadership Academy</li> <li>Quality Improvement</li> </ul>

- The areas of focus have arisen iteratively from issues identified at the Workforce and Education Committee, Nursing Board, and from external requirements from the Department of Education, Department of Health, and Health Education England, over the past three years
- We need to ensure that in those areas we are doing well, we mainstream activity so it becomes 'business as usual' e.g. our collaboration across South West London as the pilot site for Trainee Nursing Associates
- For the areas that we are making less progress we need to understand the reasons behind this and how these can be addressed in the future strategy e.g. ensuring that all clinical staff have appropriate supervision, embedding learning to improve safety and quality of care provision through our education offering
- We need to consider those priorities which will help deliver our future workforce strategy 2019-24



## Progress against the Trust's key education priorities

Education priorities	Overall progress	Key development areas to address:
<b>Undergraduate Education</b>		
Increase in placement provisions for non medical students	Increased nursing placements by 25% achieved September 2019	<ul style="list-style-type: none"> <li>Recruitment to undergraduate nursing programmes</li> <li>Business case for nurse apprentices to be developed</li> </ul>
Providing a positive student experience across all professions	Increased recruitment to Clinical Teaching Fellow posts with roles in Medicine, Surgery, Paediatrics, Cardiology and Emergency Medicine. Clinical Teachers for student nurses, Trainee Nursing Associates, and midwives. Improved medical student feedback cycle via the Joint Undergraduate Committee.	<ul style="list-style-type: none"> <li>Sustainability when Clinical Teaching Fellow is absent</li> <li>Upskilling all nursing staff with new Nurse and Midwifery Council standards</li> <li>Supporting education faculty development</li> <li>Reflecting education roles and designated education time through job planning</li> </ul>
<b>Postgraduate Medical Education</b>		
Positive and Improving General Medical Council Trainer and Trainee Surveys Achievement of Key Performance Indicators; Overall satisfaction, Patient Safety, Educational and Clinical Supervision, Workload	Trainees report positively for educational supervision and clinical supervision, with the Trust ranking 3rd highest in London for these areas	<ul style="list-style-type: none"> <li>Rota gaps impacting negatively on trainees educational experience and quality to be addressed, in part, through the development &amp; use of new roles within the workforce</li> <li>Sustainability of improvements implemented through General Medical Council action plans</li> </ul>



## Progress against the Trust's key education priorities

Education priorities	Overall progress	Key development areas to address:
<b>Career Pathways and Continuous Personal and Professional Development</b>		
Progress with higher level apprenticeships	7 staff on Level 7 Leadership programmes 24 more to start March 2020 on Clinical Leadership 4 on Level 7 Finance	Off the job training time In 2018 – 2019, 50 % of newly qualified nurses in one of the clinical divisions had an allocated Preceptor (supervisor), by 2021 this will be 100% Facilitate horizontal as well as vertical career development, providing opportunities for generalists to work across a range of settings and across organisational boundaries, as well as those who are progressing vertically and aspire to be specialists and in leadership roles
<b>Parity of Esteem</b>		
The NHS parity of esteem agenda means that patients should be able to access services which treat both mental and physical health conditions equally and to the same standard.	Training Needs Analysis complete Training Programmes designed Joint post with South West London & St. George's Mental Health Trust Mental Health in Cancer Care simulation programme	Mental health training framework for all staff Continuity of Trust lead post-holder (currently fixed term post) Work with partners to understand how this is appropriately covered in the undergraduate syllabuses. (It is a core part of Trainee Nursing Associate course and placements)
<b>Development Pathways</b>		
Recognise personal and career development is very important to our staff	Healthcare Support Worker development pathway Band 5 Newly Qualified Nurse Development Pathway Bands 5-7 Development pathway Band 5 accredited Development Programme from Kingston University Ward Manager Leadership development	Affordability of the development programme for all Newly Qualified Nurses. Leadership development pathway at all levels

## Progress against the Trust's key education priorities

Education priorities	Overall progress	Key development areas to address:
<b>Educate the Workforce of the Future</b>		
Meeting the public sector target of employing 2.3% of the workforce as apprentices	Currently 0.6% of the workforce are employed into apprenticeships	<ul style="list-style-type: none"> <li>All band 2 posts to be ring-fenced as potential apprentice positions.</li> <li>Availability of a supporting infrastructure for the recruitment, support for managers, and pastoral care of apprentices</li> </ul>
Our partnerships with local schools and Further Education Institutions	Partnership with South Thames College to provide mammography apprenticeship Opened discussions with South Thames College about new Technical education level qualifications	<ul style="list-style-type: none"> <li>Placements for Technical education level students (alternative to existing A levels)</li> <li>More partnership working on widening participation opportunities</li> </ul>
Our work experience offering	Joint Widening Participation scheme (30 places) 600 places offered per year 7 places for learning disabled students via Project Search	<ul style="list-style-type: none"> <li>As above</li> </ul>
<b>Career Pathways and Continuous Personal and Professional Development</b>		
Good progress in delivering Nursing Associates	8 qualified in post. A further 35 are in progress and 21 due to commence in March 2020.	<ul style="list-style-type: none"> <li>Health Education England would like the Trust to increase provision, the issues will be supervision and placements.</li> </ul>
Establish training pathways for the new emerging workforce e.g. Physician Associate, Advanced Clinical Practitioner, Non-medical Independent Prescribers	Governance systems established or in development for Advanced Clinical Practitioners and increase in numbers being trained Commenced establishment of pathways for Independent Prescribing Pharmacist	<ul style="list-style-type: none"> <li>Career pathway for Physician Associates, Advanced Clinical Practitioners, Independent Prescribing Pharmacists to be developed further</li> </ul>

# National and Local Implications for Education

## NHS Long Term Plan 2019 details the need for:

- Education and Workforce development to offer:
  - improved development opportunities, motivating staff to remain within the NHS
  - equip staff with the skills to operate at advanced levels of professional practice to meet patients' needs of the future
- Local Maternity Systems delivering recommendation from the National Maternity Review: Better Births, to champion a culture of multidisciplinary learning

## Interim NHS People Plan 2019 identifies the need to:

- Make the NHS the best place to work, retaining staff
- Improving leadership culture
- Tackling the Nursing workforce shortage challenge
- Delivering 21<sup>st</sup> Century care
- Develop new operating models for workforce

## National Patient Safety Strategy 2019

- New national standards and guidance to support continuous improvement in patient safety
- The Strategy builds on 2 foundations: **a patient safety culture** and **a patient safety system**
- Details future requirements for new digital technologies to support learning and a new **training and education safety framework** for the NHS

## South West London Health & Care Partnership priorities:

- Ambition to make South West London a great place to work, attracting and growing talent
- Designing sector workforce and education needs e.g. sector business case for apprentices

## Health Education England priorities

- Increase in nursing and midwifery placements for an extra 5000 (25%) undergraduate places nationally in 2019-20, rising to 50% by 2024
- Increase in numbers of Trainee Nursing Associates to meet national target of 7500 in 2020
- Introduction of a personal development allowance of £1,000 over 3 years for nurses, midwives and AHPs from April 2020

## National changes to Education

- New technical level qualifications in health available from 2020 (equivalent to A level's, requiring 45 days work placement per student per year)
- More apprenticeship frameworks available, SGUH will focus on clinical leadership
- Route to Qualified Registered Nurse for Nursing Associates via apprenticeship
- The Topol review- an independent report on behalf of the Secretary of State for Health and Social Care, highlights recommendations around technology in work and in learning, supporting efficiencies in training and quality of care provision
- Expansion of multi-professional credentialing e.g. Advanced Clinical Practitioner

## St George's University NHS Foundation Trust

- Our focus on improving quality and safety has seen our CQC inspection rating improve from **Inadequate in 2016 (placed in quality special measures)** to **Requires Improvement in 2019 (with a recommendation to be removed from quality special measures)**
- In April 2019 the Trust launched its new Clinical Strategy 2019-2024, detailing how we will continue to deliver 'outstanding care every time'
- Workforce and Digital strategies approved by Board in 2019, Quality and Safety Strategy approved by Board in January 2020, all driving improved quality of care provision, all requiring element of education for staff
- Staff and leavers survey results indicate staff join us for development opportunities and leave us if they don't get them

# Strengths, Weaknesses, Opportunities and Threats Analysis - from stakeholder feedback

## Strengths

- We offer lots of education opportunities across SGUL/SGUH
- We have a university and hospital at the same site, broader group of specialities is our unique selling point
- Our Trust has Integrated Education Services
- We have clinical academic groups (link to research strategy)
- We have a good reputation for education e.g. simulation resources in the Trust
- We have a long history of promoting a patient safety culture through fixed and mobile educational activities across the workforce.
- Education is prioritised in the direction of travel for the organisation
- We have improved Personal Development Reviews compliance rates across trusts
- We offer entry routes into nursing - via the Nursing Associate role
- We have received an Excellence in Education Awards and Preceptor/Mentor of the Year awards
- We have committed Practice Educators and Clinical Teachers
- We have excellent partnership working with SGUL and Kingston University e.g. Joint Undergraduate Committee

## Opportunities

- We can offer training for new and extended roles e.g. Allied Health Professional's to become Advanced Clinical Practitioners
- We can strengthen our profile to support 'employer of choice'
- We have opportunities to develop more 'in-house' training /courses with the university, cost effective, accredited
- We can further develop our inter-professional education
- We can attract a local workforce to meet the population needs-external presence in schools, colleges and universities to develop SWL education hub
- We can develop the role of the digital platforms to support learning
- We can develop talent management & succession planning, supporting equality of access
- We can development of the mentorship programme and career development programme for admin staff
- We can improved staff satisfaction and Trust survey results
- We can increase apprenticeship training
- We can focus on primary and community nurse training e.g. support Roehampton University, attract into acute settings
- We can develop and expand principles of a SWL skills training passport – e.g. midwifery
- We will support the new pharmacy integrated training year by hosting placements

## Weaknesses

- There is disparity with supervision and funding for medical & non-medical staff, with staff expressing feelings of inequality
- We are not maximising the use and benefit of the apprenticeship levy
- It is challenging to release nursing workforce other than for mandatory training (vacancies and cost) due to capacity
- There is limited vision and coordination to bring together strategy & identifying gap, no previous education strategy
- There is limited access and communication of opportunities for Allied Health Professionals
- Horizon Scanning – need to be better at this (links to Long Term Plan)
- We offer no academic 'stamp' – accreditation for in-house training
- We need to educate beyond 'St George's' – too inward looking
- SGUL Simulation labs are underutilised with a limited scope of practise
- Our current IT infrastructure can not support our education ambitions
- There is a lack of Education Centre availability and other teaching space
- Not all staff have annual Personal Development reviews (80% against a target of 100%)
- We need to consistently embed the process for learning from incidents and best practice across the organisation

## Threats

- Our financial constraints
- Culture shift does not happen
- Consistency of 'System' and Governance around supporting different professionals e.g. structured medical trainings vs support for other professionals
- Impact on staff recruitment and retention because of limited training opportunities
- Unable to respond timely to support staff in the changing model of care delivery
- Poor student and trainee experience, with risk to losing funding
- Parity of Esteem Training (between physical and mental health), currently project needs longer term workforce solution

# Engaging with our staff, patients and partners

In developing this strategy we engaged with a range of staff, patients, partners and the public. Common themes highlighted across these groups as core principles for inclusion in the strategy were, **education should be accessible to all staff; the way we educate needs to evolve with emerging innovations; external partnership working is required to ensure education supports the workforce of the future.**

## Staff Feedback

- **Culture** - education must be viewed as a priority and to enable **ALL** staff to access this equitably
- The **Environment** in which to teach and learn needs to be fit for purpose
- There should be easily accessible information on education opportunities
- Ensure that **Simulation Based Learning is accessed by Inter-professional teams**
- Embed further education for **safety and continuous improvement**
- Review the **style of education** from 'classrooms' to more innovative models of development
- Utilise the retiring workforce to **retain expert knowledge**
- Provide **equitable access** to training pathways across existing and emerging workforce
- **Value the students** we have, in order to retain them post graduation
- Opportunity to develop St George's University of London/the Trust as the **education hub** for South West London
- We have opportunities for **income generation** using our clinical expertise

## Patients, Partner and Public Feedback

- **Leadership culture** needs to value and encourage development for all staff
- **All** staff should be encouraged to develop
- **Mentoring/coaching** should be available to all staff
- **Talent Management** opportunities to be available for clinical and non clinical staff; we need to train and retain our staff
- We should maintain our exemplar position with **Trainee Nursing Associates**
- There are **opportunities to reach out to the wider community** through work experience offerings
- There are **opportunities to reach out into South West London** health and social care organisations to provide **mutual development** opportunities
- Higher Education Institutes need student volumes to make courses viable; we should take a **coordinated approach across South West London** with the new emerging training needs
- Departments should be able to reap the benefits from **income generation**

## Emerging themes for this strategy

A number of common themes have been identified through engagement and data analysis which are areas for the strategy to consider, and our priority areas for the 5 years emerged from these.

Safety

Continuing  
Personal &  
Professional  
Development  
opportunities

Student/trainee  
experience

Innovation in  
new ways of  
learning

Funding

Career pathways

Educating for  
new roles

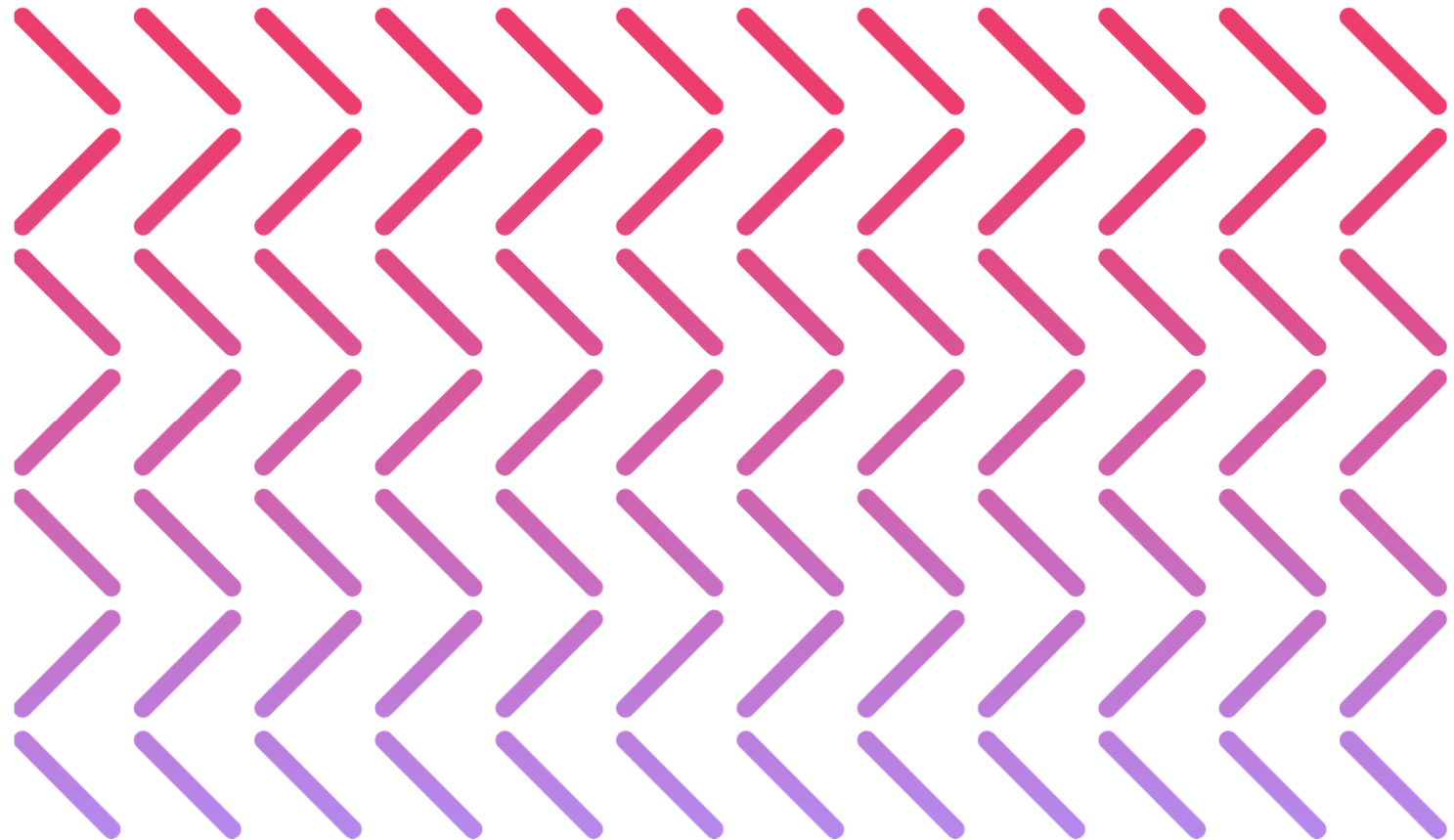
Joint education  
across SW  
London

Links to Further  
(college) & Higher  
(university)  
Education  
Institutes

Apprenticeships

Income  
generation

# Where we go next





# Our vision 2019-2024:



As a '*learning organisation*' we will inspire our staff to reach for excellence and deliver outstanding care, every time.

We will be the leading NHS organisation for education and development in South West London.

We will achieve this by becoming a system leader in emerging innovation and technologies driving teaching and learning, fit for a future health service.

# Strategic education priorities for 2019 – 2024

1. We will be the **leading NHS organisation for education and development in South West London** collaborating with other employers and education providers.
2. We will provide opportunities to all our staff to develop and progress in ways that support fulfilling **personal, professional and career development**, embracing principles of well-being, equality and diversity.
3. We will provide **accessible and innovative ways of learning and teaching** by keeping up to date with emerging advances in clinical practice, digital and artificial intelligence, supported by the use of new technologies.
4. We will ensure **education provision is flexible to adapt to changing innovations in the workforce**, developing robust governance around the scope and remit of new roles.
5. We will provide **high quality education opportunities** to ensure our staff have the **skills and knowledge to deliver safe and outstanding care**.

# Education Priorities – where we will focus action

Strategic Priority	We will be the leading NHS employer for education and development in South West London collaborating with other employers and education providers
Why is it important?	The South West London Workforce Board aspires to make South West London a great place to work. Our vision is <b>to be seen among the leaders in South West London</b> as an innovative and high quality education partner.
What we will focus on	<ul style="list-style-type: none"> <li>We will establish a vehicle (e.g. St George's Education Academy) which will provide system leadership, investment, infrastructure and governance for excellence in healthcare education and training, in partnership across South West London</li> <li>We will enhance and embed the joint work with South West London and St George's Mental Health Trust to build workforces in both Trusts who are competent in <b>physical and mental health needs of our patients</b> in line with the Parity of Esteem national agenda</li> <li>We will further develop the opportunities across South West London to run training programmes e.g. Local Midwifery Service Network to review and establish a central course function supporting access to specialist training and efficiency of provision</li> <li>The pharmacy service will continue to implement the new model of Primary Care Network pharmacy training and recruitment, at pace over the next few years to ensure as a system we have a skilled and sustainable workforce</li> <li>While working with partners to <b>develop new models of care</b>, we will ensure our staff have the appropriate training and education to meet the emerging outreach model of care e.g. first contact practitioners- physiotherapists, other allied health professional and pharmacists</li> <li>We will work across South West London to <b>support more apprentices by utilising</b> the money in the <b>Apprenticeship Levy</b>. We will 'gift' up to 25% of the levy into the health and social care system, specifically to smaller organisations such as GP practices and Care Homes, if appropriate</li> <li>We will <b>maintain our status as an Education Provider Organisation</b> for Apprenticeships. The Trust Breast Screening Apprenticeship programme is our first apprenticeship being provided to both internal and external apprentices</li> <li>We will work with the <b>Acute Provider Collaborative</b> to ensure there are sufficient numbers of students to make the courses viable for universities and colleges to run, such as radiology, sonography and radiography</li> <li>We will bid for <b>Lead Employer</b> status from Health Education England for further medical training specialities (we are the Lead Employer for 500 GP Trainees in South London currently). This means that the doctors in training have a better experience and that the Trust is able to increase income.</li> </ul>

## Education Priorities – where we will focus action

Strategic Priority	We will provide opportunities to all our staff to develop and progress in ways that support fulfilling personal, professional and career development, embracing principles of well-being, equality and diversity.
Why is it important?	Key to success is St George's as a Trust where all staff are <b>supported in their personal, professional career development</b> . This will attract excellent staff, retain those who want to progress, support those who are struggling.
What we will focus on	<ul style="list-style-type: none"> <li>We will <b>prioritise getting the 'basics' right</b>, to establish the foundation for an optimal learning environment i.e. the estates infrastructure, accessible e- learning, central learning directory of all education opportunities (SGUH/SGUL)</li> <li>We will guarantee <b>all</b> staff, both non clinical and clinical, have an individual <b>Personal and Professional Development plan</b></li> <li>We will encourage and expect all <b>staff to actively participate</b> in their own Personal and Professional Development plan, as well as contributing to the learning of others</li> <li>We will continue the expansion of the <b>Leadership Development Programmes</b> to cover all staff groups, supporting the inclusive open and engaged culture we strive for</li> <li>We will enable <b>protected time for staff development</b> and <b>supervision</b> to support career development, in line with the Trust Workforce Development Policy</li> <li>We will <b>maximise opportunities for staff to access training</b>, above mandatory requirements, by optimising use of funding e.g. Health Education England specialist funding, education grants and income generation</li> <li>We will enable protected time for experienced staff to <b>supervise and support newly qualified</b> registrants e.g. ensuring organisational parity with medical supervision processes</li> <li>All undergraduate and post graduate students/trainees will be provided with the appropriate <b>educational supervision</b> in line with Health Education England and National regulatory guidance e.g. General Medical Council, Nursing Midwifery Council, Health Care Professional Council with a continuing programme of development for supervisors and assessors</li> <li>We will <b>increase visibility of education income back to departments that provide education support</b>. Consultant job planning will review all education provision by consultants with the aim of more accurately aligning education provision with where income is received</li> <li>We will continue to <b>work collaboratively with St George's University London</b> to raise the prestige of education roles to attract and retain high quality educational leaders</li> <li>We will ensure our educators are supported to deliver <b>high quality and an effective learning experience</b> e.g. Practice Development Nurses/Midwives and Clinical Teaching Fellows to complete a teaching qualification</li> </ul>

## Education Priorities – where we will focus action

Strategic Priority	We will provide accessible and innovative ways of learning and teaching, keeping up to date with emerging advances in clinical practise, digital and artificial intelligence , supported by the use of new technologies
Why is it important?	We need to offer staff <b>career progression</b> that motivates them to stay within the NHS and, just as importantly, equips them with the skills to operate at advanced levels of professional practice and to meet patients' needs of the future. Our education strategy needs to <b>optimise the range of evolving methodologies</b> which best meet learners needs.
What we will focus on	<ul style="list-style-type: none"> <li>We will make access to the training directory, course bookings and e-learning accessible remotely and on mobile phones, aligning with the Trust Digital Strategy</li> <li>We will develop teaching/learning approaches aligned to <b>technology advances</b>, supported through the IT strategy and funding opportunities</li> <li>We will prioritise the use of <b>safe experiential learning through simulation and technology</b>, allowing people to learn in a safe environment rather than being put in high risk situations or completing procedures too early in their training</li> <li>We will maximise the use of and access for non-medical staff to <b>St. George's Advanced Patient Simulation &amp; Skills Centre</b> in order to learn from and with each other through inter-professional learning replicating the working environment</li> <li>We will maximise opportunities for <b>mobile education</b> – using appropriate mobile technologies (patient simulators) and various educational tools providing training in clinical and non clinical settings e.g. mental health awareness for porters and security staff with actors</li> <li>We will continue and <b>promote shared learning and innovation</b> using all available tools tailored to specific communities of practice, e.g. the principles of the e-learning nursing skills development programme for Neurosurgical Ward to be replicated in other clinical areas, in-house Coaches and Mediators to support and supervise each other</li> </ul>

## Education Priorities – where we will focus action

Strategic Priority	We will ensure education provision is flexible to adapt to changing innovations in the workforce, developing robust governance around the scope and remit of new roles.
Why is it important?	In 5 years time the current workforce model will not be fit for purpose due to shortages in core staffing e.g. doctors. The Trust needs to grow and develop non medical clinical staff to <b>future proof our workforce</b> . To achieve this we need to ensure education and on-going professional support is robust across this new workforce
What we will focus on:	<ul style="list-style-type: none"> <li>We will <b>source appropriate educational provider partners</b> to develop a critical mass of the emerging workforce in order that these roles have the intended benefits to patient care e.g. nursing associates</li> <li>We will utilise the Apprenticeship Levy to <b>train more qualified professionals</b>, where due to national shortages there is a need for us to 'grow our own' from the Trusts' existing workforce or local community e.g. occupational therapy and speech and language therapy</li> <li>In line with the Workforce Strategy, we will ensure that staff have protected time whilst in a training role</li> <li>We will develop <b>programmes of continued professional development post qualification</b> from trainee roles, for our staff in new roles e.g. Physician Associates, Advance Clinical Practitioners (allied health professional and nursing)</li> <li>We will support our non-medical workforce to obtain the advanced clinical practice and non medical prescribing qualifications</li> <li>As the non-medical workforce increases with advanced clinical skills, we will work with services to review the educational needs of the emerging Multi Disciplinary Team models e.g. consultant pharmacists undertaking the accountable professional role verse traditional doctor remit.</li> <li>We will <b>develop robust governance around the scope and remit of new roles</b></li> <li>We will promote and <b>celebrate excellence in emerging new roles</b> through internal communication channels, national awards and collaboration with national professional bodies</li> <li>We will <b>expand our work experience offering to the local community</b> by providing placements to meet the needs of the new technical level qualification (alternative to A levels), and in-reach to schools to encourage uptake of apprenticeship opportunities e.g. pharmacy technicians, with long term benefits for recruitment at SGUH</li> </ul>

## Education Priorities – where we will focus action

Strategic Priority	We will provide high quality education opportunities to ensure staff have the skills and knowledge to deliver safe and outstanding care
Why is it important?	To deliver ' <i>outstanding care every time</i> ' our staff need access to high quality training and development opportunities. This will ensure staff have the skills and knowledge to deliver safe and outstanding care. We need to build a culture where learning for improvement is embraced across the organisation and built on evidence-based education, supported by robust governance systems
What we will focus on:	<ul style="list-style-type: none"> <li>We will <b>build a culture where learning for improvement is embraced across the organisation</b>, supported by the Trusts' workforce, quality and safety strategies</li> <li>We will build on <b>evidence-based educational programmes</b>, capturing best practice examples and shared learning from incidents, complaints, complements and feedback from Friends and Family survey results</li> <li>We will collaborate with the national patient safety team, local systems and regulators to broaden and deepen training, ensuring readiness to implement the <b>new Patient Safety Incident Response Framework</b></li> <li>We will <b>embed consistently safety and quality improvement training across all staff educational programmes</b>, to ensure every member of our staff has access to patient safety and quality improvement training (appropriate to role); from ward/department to board (this will be above current mandatory training requirements)</li> <li>We will <b>design educational activities</b> that can be delivered as efficiently and effectively as possible, using technology-enhanced learning and encouraging collaboration, these will be <b>co-designed with staff and patients</b> e.g. our bespoke human factors training programme</li> <li>Where possible, <b>patient safety training will be delivered in multidisciplinary teams</b> and across patient pathways to reflect the way services are delivered. This will help staff learn about safety alongside others in a collaborative manner e.g. our weekly Flow Coach programme and 'Big Room' events to share best practice and learn together</li> <li>We will <b>develop an Education Quality Framework</b> to evaluate training and assure quality/impact on improved patient care</li> </ul>



## Delivering our education vision - approach to implementation

- We recognise delivering this strategy will require dedicated time and investment. The strategy sets the direction of travel. Time scales will be detailed in implementation plans.
- It is acknowledged there are a number of co-dependencies to the pace of delivery, specifically investment and wider support strategies implementation. The delivery of the education strategy will have a direct impact on the successful implementation of the workforce strategy and vice versa.
- The ambition, speed of implementation and investment in the Digital and Estates supporting strategies (both to be approved at Trust Board in March) will impact on the ability to deliver the Education Strategy i.e. improvement in the teaching environment and the digital platform for training and learning.
- Dedicated investment will be required to deliver the ambition detailed in this strategy. Income streams will be priorities to support the strategic vision i.e. Health Education England's new personal development allowance and apprenticeship levy. Income generation in areas of training provision and access to facilities will be maximised. Wider partnership working will be optimised i.e. St George's Charity currently fund a band 5 development programme, work place mental health training and staff wellbeing initiatives.
- In 2019/21 we will build on what we already have started and ensure that we maximise the opportunities e.g. expanding the number of staff accessing development through the apprenticeship levy, support newly qualified registrants through protected supervision time.
- Implementation plans will be produced for each of the five priorities areas which will set out in detail the actions needed, clear targets, Key Performance Indicators and an accountable owner.
- We will establish working groups to drive and support implementation with clear time line for delivery.
- The operational delivery will be managed through the People Management Group through to Trust Executive Committee. The governance of the plans will rest with the Workforce and Education Committee which reports into the Trust Board.