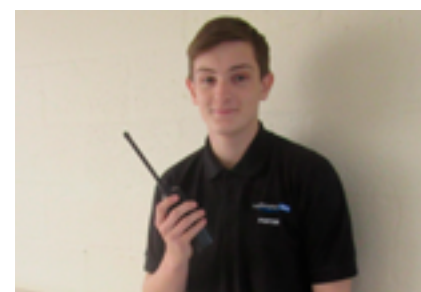
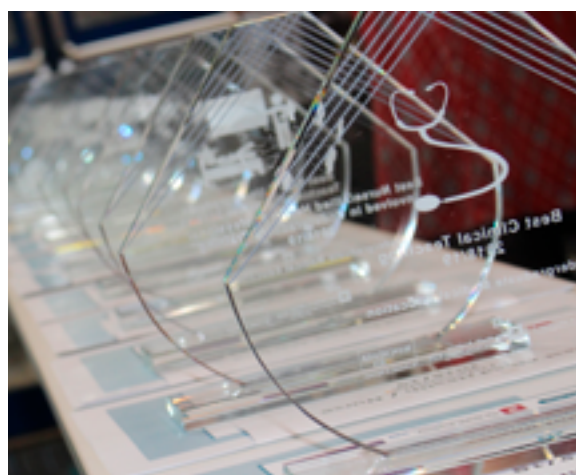




# Education & Training Strategy 2020-23





“ We all have a role to play in promoting and delivering healthcare education and training. ”





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## Foreword

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Education and training are critical enablers in developing a frontline service that meets the needs of patients, staff and the communities we serve.

Our Education and Training Strategy provides the direction for the development of our educational offer at The Health Academy to fulfil two core requirements:

- To deliver and support education and training for our current and future workforce at Lancashire Teaching Hospitals NHS Foundation Trust (LTHTr)
- To extend our education and training offer to healthcare staff locally, regionally, nationally and internationally

These requirements aim to address the unprecedented workforce challenges in the local healthcare sector, and to ensure that staff have the right skills in the right place at the right time.

Positioning The Health Academy as a leading provider of education can only be achieved by developing a strong educational programme offer, harnessing the expertise of our staff and adopting a collaborative approach to education and training.

This strategy, for 2020-23, is aligned to the Trust's overarching 'Big Plan' 2019-22 and the Workforce & Organisational Development Strategy 2018-21. The strategy defines our aims and ambitions for the next three years and beyond, building on the achievements and successes of The Health Academy to date.

We all have a role to play in promoting and delivering healthcare education and training, and we are delighted to share our Education & Training Strategy 2020-23.



Karen Swindley  
Strategy, Workforce & Education Director



Kerry Hemsworth  
Deputy Director of Education

## The Health Academy values

The Health Academy is committed to our mission to support the provision of safe, effective and compassionate care through educational excellence. Supplementary to the Trust's overarching values, the Education & Training Strategy builds on those values to embed a set of principles on how we work effectively to deliver our agenda for education and training:



### Community

We are invested in the welfare and vitality of the communities we serve.



### Engagement

We are committed to increasing engagement.



### Success

We are dedicated to attainment, achievement and advancement.



### Supportive

We are devoted to providing a safe, supportive and inspirational learning environment.



### Reputation

We are committed to our mission to support the provision of excellent care.

## Our Context

The Health Academy was launched in 2015, bringing together functions across education, training, workforce and organisational development (OD). Its purpose is defined as:

- Providing high quality education, training and development for clinical and non-clinical staff and teams at LTHTr
- Supporting employers or businesses in the wider healthcare community, including the private, voluntary and charity sectors, helping to ensure staff and teams are competent, safe, compliant and can work effectively to provide patients and clients with the very highest standard of service
- Supporting individuals looking for a career within a healthcare organisation
- Supporting individuals working within the healthcare sector who want to learn with other healthcare workers to refresh or upgrade their skills and individuals looking to step into undergraduate nursing or medical degree courses
- Supporting schools and colleges who want to engage in programmes to help inform or provide experiential learning to enhance their pupils' knowledge and understanding of health care services and the many varied jobs and careers available
- Develop management and leadership skills at all levels across LTHTr and support healthcare colleagues in external organisations to enhance their leadership tools and skills
- Support employers and businesses who are looking for new, innovative methods in order to communicate or educate their teams through an interactive, blended approach which includes film, online learning, animations and e-books
- Support healthcare providers, employers and businesses to improve their organisational effectiveness through providing advice and strategies for holistic OD interventions such as staff engagement campaigns, organisation diagnostics, culture change, change management, coaching, mentoring, selection, assessment methodologies and bespoke team development interventions

The Health Academy comprises three Education Centres at its heart, two at Royal Preston Hospital and one at Chorley and South Ribble Hospital. Our LIFE (Learning Inspirations for Future Employment) Centre was added in 2018 to promote careers in healthcare and to support a wide range of students from the age of five upwards.



We offer a wide range of provision including widening participation programmes (including apprenticeships), placement and student support, human factors and simulation training, resuscitation training, surgical simulation courses, postgraduate education, Patients as Educators and a range of staff and leadership development programmes.

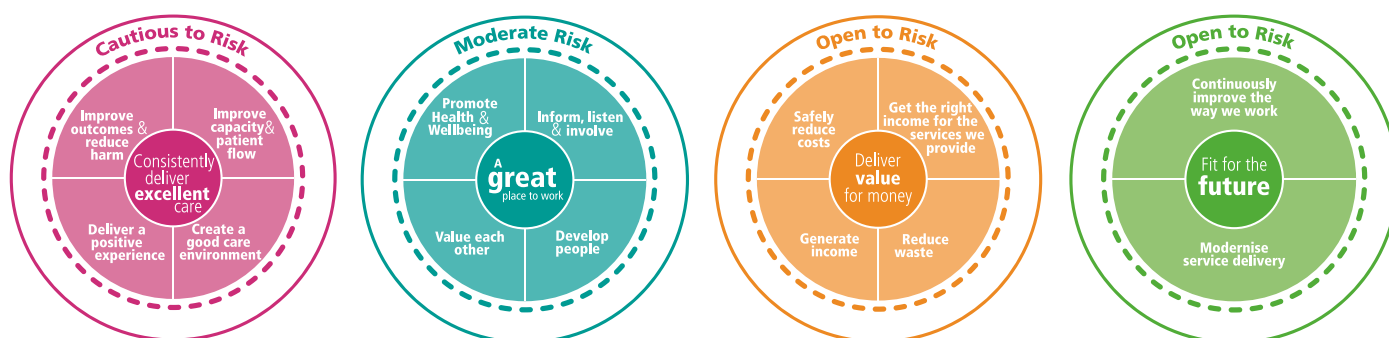
We work with a range of external partners including higher education institutions (HEIs), further education colleges, workforce and education networks across the local Integrated Care System (ICS) in Lancashire and South Cumbria, wider North West and national networks and other external bodies. We are also engaged in national level programmes led by Health Education England (HEE). Our work is also influenced by national and local health education drivers, which are constantly evolving and requires us to be flexible in our approach to deliver this strategy.

## Aligning to Trust objectives and risk appetite

The objectives defined in this strategy are framed on the Trust's core objectives which are:

- To provide outstanding healthcare to our local communities
- To offer a range of high quality services to patients in Lancashire and South Cumbria
- To drive innovation through world class education, training and research

These objectives are translated into key deliverables founded on four ambitions:



Our Education and Training Strategy 2020-23 has been developed using the above four ambitions as the platform for defining our objectives, whilst building on these to reflect our wider provision locally, regionally, nationally and internationally.

Our strategy builds on the achievements and successes of The Health Academy over the previous three years, and we want to continue to provide a range of high quality educational services and programmes that support attainment, achievement and advancement for all staff who work in healthcare related services or aspire to do so.

Risk management enhances how we work effectively and is included in our business and operations. However, our approach to risk is aligned to the Trust model described below:

The Trust has a low appetite for risk in relation to its strategic aim to 'consistently deliver excellent care', only being prepared to adopt safe delivery options. However, the Trust has an open appetite for risk in relation to its strategic aims to be 'fit for the future' and to 'deliver value for money', so that the Trust embraces change and employs innovative approaches to the way services are provided. The Trust has a moderate appetite for risk in its strategic aim to 'create a great place to work', recognising the need for a strong and committed workforce might involve accepting some, but not significant risk.

- The 'consistently deliver excellent care' ambition is cautious to risk. This means it is willing to accept some low risk, whilst maintaining an overall preference of safe delivery options
- The 'deliver value for money' ambition is open to risk. This means it is prepared to consider all delivery options and select those with the highest probability of productive outcomes, even when there are elevated levels of associated risk
- The 'great place to work' ambition is moderate risk, tending always towards exposure to only modest levels of risk in order to achieve acceptable but possibly unambitious outcomes
- The 'fit for the future' ambition is open to risk. This means it is prepared to consider all delivery options and select those with the highest probability of productive outcomes, even when there are elevated levels of associated risk

## Aligning to Trust strategies

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Our strategy is also designed to harmonise and support key objectives defined in the Trust's Big Plan and the Workforce & Organisational Development Strategy, the latter of which contributes to the overarching functions of The Health Academy. Whilst education and training are pivotal to the delivery of many of the objectives across these strategies, there are key influences drawn into the Education and Training Strategy to ensure our defined themes and deliverables demonstrate an explicit link towards achieving specific objectives. These include:

### Trust 'Big Plan' 2019-22

- Enabling training as required to support the objectives associated with cardiac arrest reduction, reducing harm caused by falls and reducing pressure ulcers
- Supporting the provision of accurate reporting and intelligence for all divisions towards achieving target compliance rates for appraisals and mandatory training
- Implementing and delivering education and training activity that contributes to reducing sickness absence, reducing vacancies, improving staff retention and reducing reliance on temporary staffing solutions
- Contributing to Trust PET target and increasing income from non NHS sources
- Engagement with the ICS to maximise educational and other development opportunities

### Workforce & Organisational Development Strategy 2018-21

- Delivering education and training activity that supports the commitment to increasing the number and range of new roles and joint appointments, and to contribute towards achieving 80% of nursing students, who were on placement with us, taking up a permanent post
- Reducing turnover in staff with less than one year's service through enhancement of operating models, such as induction and preceptorship
- Enabling education and training measures that support a staff profile that meets the needs of the workforce by being able to place the right staff, at the right time, with the right skills, in the right place





## Our approach

Our objectives are designed to deliver two core requirements:

- To deliver and support education and training for our current and future workforce at LTHTr
- To extend our education and training offer to healthcare staff locally, regionally, nationally and internationally

These requirements thus reflect the role and ambitions of The Health Academy to serve the Trust whilst also recognising that we can play a vital role in offering high quality education and training for the benefit of healthcare staff on a wider scale.

Our strategic aims and objectives for 2020-23 are framed around HEE's model principles of 'Get In, Get On, Go Further'. In addition, we have used the Interim NHS People Plan, which is further defined in HEE's mandate 2019-20 and has six key themes:

- Making the NHS the best place to work
- Increasing the nursing workforce supply
- Building a 21st century workforce
- Supporting Long Term Plan service transformation programmes
- Developing a new operating model for the workforce
- UK exit from the European Union

We also recognise the closer partnership working between NHS Improvement and HEE and will review our strategy to ensure continued alignment with national requirements.

Using the above national frameworks as a guide, combined with the key themes listed above, we have defined our strategy model and strategic objectives as set out in the following sections.



## Our strategy model

Getting in	Getting on	Going further	Working with others	Optimising our infrastructure
				
Be at the forefront of creating and promoting inspiring opportunities through high exposure, awareness and access to health and social care careers	Developing staff skills, competencies and knowledge through the provision of excellent education and training	Offer a wide range of career-enhancing opportunities that enable ongoing career progression and professional development, and enhancing our recognition as a centre of excellence for education and training locally, regionally, nationally and internationally	Working in partnership with our stakeholders, internally and externally, and our patient community in sharing best practice and collaborating on joint ventures	Providing effective educational governance alongside using our educational resources wisely to provide an inspirational learning environment fit for the present and future




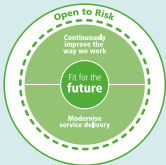




## Our three year objectives

The broad agenda and portfolio of activities encompassed across our education and training function are extensive. As a Teaching Hospital, education and training are embedded as central to how we work, how we deliver our services, how we develop and support our staff, and how we adopt effective mechanisms to secure our future workforce supply. Therefore, our objectives set out in this strategy by no means reflect the breadth of our day-to-day working. In developing these objectives we have focused on where we want to grow and improve our education and training service alongside the day-to-day operations.

In the following sections we have defined our key objectives, which have been developed through workshops and extensive consultation.

In order to demonstrate the links to how this strategy supports the Trust ambitions, the ICS and Integrated Care Partnership (ICP), the wider NHS and our ambitions for international reach, the objectives are mapped as follows:

					
<p>Objective links to the Trust ambition 'consistently deliver excellent care'</p>	<p>Objective links to the Trust ambition 'a great place to work'</p>	<p>Objective links to the Trust ambition 'deliver value for money'</p>	<p>Objective links to Trust ambition 'fit for the future'</p>	<p>Objective links to supporting the wider NHS agenda for education, training and workforce (including ICS and ICP level)</p>	<p>Objective links to our ambitions to extend our reach to international level</p>







# Getting in

Be at the forefront of creating and promoting inspiring opportunities through high exposure, awareness and access to health and social care careers



Year 1	Year 2	Year 3						
<b>1. Establish The Health Academy as an Excellence Centre and apprenticeship training provider to external stakeholders, deliver apprenticeship targets and improve our governance framework</b>								
Achieve Excellence Centre status through the National Skills Academy for Health	Perform market research to assess demand and opportunities for delivery of apprenticeship programmes to external stakeholders	Commence delivery of apprenticeship pathway/s to external organisations over the lifetime of this strategy		✓	✓	✓	✓	
Develop and implement a learner governance framework for apprenticeships to demonstrate effective management of learner progression and breaks in learning	Assess impact of learner governance framework in improving progression rates and reducing numbers of breaks in learning towards meeting external regulator minimum tolerance level for qualification achievement rates	Meet external regulator threshold level standard for qualification achievement rates		✓				
Achieve public sector target of at least 2.3% of new staff employed as apprentices	Exceed public sector target and achieve a minimum of 2.4% of new staff employed as apprentices	Exceed public sector target and achieve a minimum of 2.5% of new staff employed as apprentices		✓			✓	
Explore potential for The Health Academy to become a functional skills centre	Dependent on Year 1 findings, develop framework for implementing a functional skills centre	Review and evaluate progress on development and/or implementation of functional skills centre		✓		✓	✓	
<b>2. Implement effective education and training enablers that maximise the number of students and other learners who have been on placement with us taking up first-post employment in the Trust</b>								
Review and revise our student and learner support model to develop a clear and comprehensive student/learner offer	Evaluate our student/learner offer through clear feedback mechanisms and revise our student/learner support model as required	Assess the effectiveness of our student/learner support model to increase the numbers of students and other learners taking up first-post employment		✓		✓	✓	















Year 1	Year 2	Year 3						
<b>3. Develop and implement approaches to effectively grow our workforce supply</b>								
Explore and develop innovative solutions to growing our nursing workforce supply for the medium / long term	Implement viable solutions that will grow our nursing workforce supply	Evaluate progress and produce medium and long term nursing workforce supply projections		✓		✓	✓	
Subject to approval of business case in 2019, deliver and implement outputs from medical internship project with an initial cohort of 12 overseas graduates	Demonstrate progress towards projected £230,000 savings on agency and locum expenditure in Year 1 of programme	Evaluate success of medical intern programme and demonstrate progress towards projected £700,000 savings on agency and locum expenditure in Year 2 of programme		✓		✓	✓	✓
<b>4. Develop career progression frameworks for registered professions and other healthcare roles combined with effective metrics to enable and measure progression afforded through educational activity</b>								
Implement metrics to measure progression into employment and/ or further study through targeted apprenticeship pathways, widening participation and jointly-delivered nursing degree programmes	Achieve employment progression rates: Targeted apprenticeship pathways: 80% Targeted widening participation: 60% Jointly-delivered nursing programmes: 80%	Achieve employment progression rates: Targeted apprenticeship pathways: 85% Targeted widening participation: 70% Jointly-delivered nursing programmes: 85%	✓	✓	✓	✓	✓	
Develop internal career progression framework for nursing, midwifery and allied health professions with clear educational pathways	Expand internal career progression framework to include all non-medical clinical roles	Expand internal career progression framework to include non-clinical roles		✓				
<b>5. Maximise and promote the use of the LIFE Centre to ensure sustainability in support of the widening participation agenda across Lancashire and South Cumbria</b>								
Develop a range of promotion, engagement and sponsorship packages for the LIFE Centre to achieve enhanced working with health and social care partners, colleges, schools, charities and other partners across Lancashire and South Cumbria	Demonstrate increased usage of the LIFE Centre by external partners and minimum 75% occupancy rates	Demonstrate further increased usage of the LIFE Centre by external partners and minimum 80% occupancy rates		✓		✓	✓	

# Getting on

Developing staff skills, competencies and knowledge through the provision of excellent education and training









Year 1	Year 2	Year 3						
<b>6. Implement and evaluate a new model of induction for new employees and enhance satisfaction</b>								
Implement refreshed approach to induction	Evaluate refreshed approach to induction through satisfaction metrics and feedback mechanisms	Achieve 90% satisfaction with new employee induction		✓				
<b>7. Review corporate training needs analysis model and ensure training is fully aligned to role</b>								
Develop and implement task and finish group to review training needs analyses (TNAs)	Launch refreshed TNAs with clearly identified roles and responsibilities and mechanisms for ongoing review	Over our strategy's lifetime, develop the essential training intranet area to ensure all information relating to TNAs is transparent and provides clear governance mechanisms to support TNA subject matter leads	✓	✓				
<b>8. Fully implement medical device and clinical procedural competencies</b>								
Embed and roll out new database model for medical device and clinical procedural competencies	Achieve a 10% increase in compliance for medical device competencies and improved reporting function for clinical procedural competencies	Achieve a further 10% increase in compliance for medical device competencies and demonstrate improved performance on clinical procedural competencies	✓	✓				
<b>9. Support the Trust to achieve essential training compliance targets</b>								
In line with revisions to Oracle Learning Management (OLM), enable accurate and timely reporting to support achieving 90% compliance against all essential training and appraisals providing divisions with intelligence to support them towards achieving compliance	Enable accurate and timely reporting to all Trust divisions to support achieving 92% compliance against all essential training and appraisals providing divisions with intelligence to support them towards achieving compliance	Enable accurate and timely reporting to all Trust divisions to support achieving 95% compliance against all essential training and appraisals providing divisions with intelligence to support them towards achieving compliance	✓	✓				

Year 1	Year 2	Year 3						
<b>10. Maximise organisational learning capacity and grow our student numbers</b>								
Roll out Collaborative Learning in Practice (CLiP) model to all ward areas and maintain a 5% increase in non-medical clinical placements	Scope potential for further roll out of CLiP across other clinical areas and aim to achieve a further 2% increase in non-medical placements	Further roll out CLiP model based on Year 2 findings and fully evaluate success of CLiP model in delivering increased placement capacity and quality standards		✓		✓	✓	
Grow our medical undergraduate student numbers through opportunities with HEIs	Demonstrate 5% growth in medical undergraduate student numbers	Demonstrate 10% growth in medical undergraduate student numbers	✓	✓		✓		
Embed new Learning Mentor apprenticeship to support new Nursing & Midwifery Council (NMC) standards for student supervision and assessment	Achieve 80% of all relevant nursing and midwifery staff trained through Learning Mentor apprenticeship	Achieve 90% of all relevant nursing and midwifery staff trained through Learning Mentor apprenticeship		✓		✓	✓	
<b>11. Ensure sufficient provision of training and development to support Trust service delivery objectives</b>								
Provide resuscitation training to support the Trust to achieve full compliance targets of 90% for all levels of Adult and Paediatric Life Support	Maintain compliance of 90% for all levels of Adult and Paediatric Life Support	Maintain compliance of 90% for all levels of Adult and Paediatric Life Support	✓	✓				
Work with the Continuous Improvement Team to support clinical training needs identified in Always Safety First programme	Maintain delivery of agreed clinical training and demonstrate contribution to achieving improvement metrics	Maintain delivery of agreed clinical training and demonstrate contribution to achieving improvement metrics	✓	✓				







# Going further



Offer a wide range of career-enhancing opportunities that enable ongoing career progression and professional development, and enhancing our recognition as a centre of excellence for education and training locally, regionally, nationally and internationally

Year 1	Year 2	Year 3						
<b>12. Innovate and expand simulation and technically-enhanced educational programmes</b>								
Scope technologies applicable to health and social care simulated learning	Work with industry partners to further develop a range of simulation programmes	Develop simulation programmes and facilities in line with technology developments to enable consultants and trainees to expand techniques to enhance patient safety	✓		✓	✓	✓	✓
Scope internal and external market to assess demand for surgical simulation and human factors training	Expand facilities and train appropriate staff to provide for the demand for surgical and human factors training	Concentrate on areas of demand in expanding both human factors and surgical simulation courses with particular reference to multidisciplinary training		✓	✓		✓	✓
Enable human factors and surgical simulation staff to work towards Association for Simulated Practice in Healthcare standards	Provide ongoing training to human factors and simulation staff to maintain standards	Provide ongoing training to human factors and simulation staff to maintain standards		✓		✓	✓	
<b>13. Achieve credit/award-bearing status for our range of postgraduate educational programmes</b>								
Develop credit/award-bearing continuing professional development (CPD) framework for Physician Associates in line with Faculty of Physician Associates requirements	Explore opportunities across portfolio of education provision and identify programmes for achieving credit/award-bearing status	Achieve credit/award-bearing status in targeted range of programmes		✓			✓	















Year 1	Year 2	Year 3						
<b>14. Extend human factors and surgical simulation training to clinical and non-clinical staff in line with 'Always Safety First' and 'Learning to Improve'</b>								
Develop multidisciplinary in situ simulation training	Increase in situ simulation training with linkage to specific critical events enabling staff to look at systems within the work environment	Continue developing the in situ simulation programme across all disciplines	✓	✓	✓	✓	✓	
Develop a Human Factors Academy and expand human factors training in clinical specialties not just in response to incidents but a rolling programme and increase the faculty providing the training	Expand human factors training to non-clinical staff to enable them to understand human factors and ergonomics, and develop faculty training with a human factors and ergonomics view of systems to enable human factors analysis of incidents	Continue a rolling Human Factors Academy programme for both clinical and non-clinical staff and have a proactive approach to human factors and ergonomics applied to NHS systems	✓	✓		✓	✓	
Initiate the development of a hot and cold debrief system within the hospital	Train de-briefers in and across all specialties and disciplines to provide a multidisciplinary approach	Move towards providing a cold debrief when requested for any adverse or critical incident	✓	✓		✓	✓	
<b>15. Develop more educational opportunities for non-clinical staff</b>								
Review scoping work undertaken and work with Workforce & OD colleagues to develop viable educational opportunities for non-clinical staff	Work with non-clinical departments to develop and implement identified and viable educational opportunities	Review progress and demonstrate improvement through staff survey and other relevant metrics		✓				
<b>16. Enable retention of experienced staff</b>								
Develop and implement legacy mentor role as a pilot for a step-down role for those considering retirement	Evaluate the pilot legacy mentor role and, dependant on findings, develop plans for further pilot and/or roll out	Scope the development of flexible roles supporting education as step-down models for clinical staff	✓	✓				

# Working with others



Working in partnership with our stakeholders, internally and externally, and our patient community in sharing best practice and collaborating on joint ventures







Year 1	Year 2	Year 3						
<b>17. Develop internal and external stakeholder framework and customer relationship model</b>								
Develop comprehensive map of internal and external stakeholders and develop engagement plan with clear customer relationship model and communication channels	Commence engagement plan for achieving enhanced input in external educational networks	Over the lifetime of this strategy, seek and demonstrate maximum opportunities for external stakeholder engagement		✓			✓	✓
<b>18. Define relationship between Edovation and The Health Academy and grow our educational portfolio</b>								
Develop a clear understanding of relationship between The Health Academy and Edovation	Deliver innovative programmes through The Health Academy and Edovation partnership	Demonstrate growth in activity achieved through The Health Academy and Edovation partnership		✓		✓	✓	✓
<b>19. Enhance our engagement with education partners</b>								
Identify potential opportunities for joint appointments and joint models of education delivery with education partners	Explore opportunities for developing viable joint appointments and joint models of education delivery	Achieve enhanced on-site delivery by education partners		✓		✓	✓	
Work with education partners to seek opportunities for supporting a more diverse range of work experience participation	Demonstrate a 5% growth in work experience provision	Maintain growth in work experience provision		✓		✓	✓	

Year 1	Year 2	Year 3						
<b>20. Establish our role as central to the ICS and ICP for educational opportunities</b>								
Develop reputation as primary health education provider for the Lancashire & South Cumbria ICS / ICP	Seek maximum opportunities to lead projects and deliver educational opportunities on behalf of the Lancashire & South Cumbria ICS / ICP	Demonstrate success in respect of projects led and education delivered on behalf of the Lancashire & South Cumbria ICS / ICP		✓		✓		
<b>21. Strengthen our international relationships</b>								
Enhance links with global health exchange and other opportunities through international collaboration	Demonstrate increased engagement of international participants in educational activity	Further increase international participation in educational activity	✓	✓				✓
<b>22. Enhance our Patients as Educators approach to support educational delivery</b>								
Expand Patients as Educators into other clinical education activity	Scope opportunities for Patients as Educators to be engaged in wider clinical and non-clinical training activity	Win award for Patients as Educators model		✓			✓	✓







# Optimising our infrastructure









Providing effective educational governance alongside using our educational resources wisely to provide an inspirational learning environment fit for the present and future

Year 1	Year 2	Year 3						
<b>23. Review and revise our education and training team structure and enhance our communications and engagement</b>								
Implement revised Education Team structure ensuring structure meets requirements for supporting all areas of educational activity and develop targeted succession planning models to ensure business continuity	Review administrative functions across the Education Team and develop options for streamlining	Review and evaluate team structure to support the Education and Training Strategy refresh that will take place in Year 3 of this strategy		✓	✓	✓		
Modernise how we work and improve our communication and engagement across the Education Team and wider Trust	Deliver enhanced communications and engagement mechanisms and measure through staff satisfaction and/or wider Trust survey	Achieve increased staff satisfaction as measured in staff satisfaction survey and/or wider Trust survey		✓				
<b>24. Scope opportunities to integrate and streamline educational activity</b>								
Review undergraduate medical education infrastructure and seek opportunities to integrate areas of activity	Explore education activity across the Trust and consider opportunities to integrate areas of activity	Demonstrate successes from integration of educational activity in terms of optimised working models, efficiencies and enhanced performance		✓	✓			
Support the Trust to review and streamline the clinical educator model	Support the development of clear mechanisms for regular engagement with clinical educators	Maintain established mechanisms for regular engagement with the clinical educators		✓				



Year 1	Year 2	Year 3						
<b>25. Review and enhance our communications and marketing</b>								
Refresh The Health Academy website to improve functionality, enhance the information available and ensure alignment with the Education & Training Strategy	Review and refresh all areas of the Trust intranet relating to education and training ensuring the content reflects the full range of education and training activity	Undertake a customer survey to assess the impact and satisfaction with The Health Academy website and intranet area		✓		✓	✓	✓
<b>26. Enhance monitoring and reporting of performance in education to improve quality</b>								
Deliver streamlined data and information that supports Trust divisions to be accountable for quality, performance and risks alongside recognising good practice and celebrating success	Develop options for creating a data warehouse model to streamline provision of educational performance data and information	Implement enhanced data warehouse approach to deliver streamlined model for providing educational performance data and intelligence		✓		✓		
Demonstrate improvements in quality performance metrics for all students and trainees	Maintain and enhance quality performance with clear evidence of actions taken to achieve improvements	Maintain and further enhance quality performance with clear evidence of actions taken to achieve improvements		✓		✓	✓	
Review educational contracts and implement revised approach - developing clear metrics for demonstration of value for money from educational investment with mechanisms for adjusting investment for adverse performance	Develop and implement a benchmarking model with associated ratings framework to enable all clinical areas to compare their performance	Develop and implement options for recognising and rewarding good performance on educational contracts aligned to benchmarking and ratings framework		✓	✓			
Promote the quality performance achieved through exceptional achievement of regulator standards	Maintain quality performance and demonstrate year-on-year improvements	Maintain quality performance and demonstrate year-on-year improvements		✓				

Year 1	Year 2	Year 3						
<b>27. Demonstrate value for money from educational investment</b>								
Undertake a fundamental review of all education income and expenditure to ensure education and training activity is mapped to correct income streams	Develop and implement database and information systems to underpin assurance on income related to student placement activity	Provide a comprehensive report for Education, Training & Research Committee to provide assurance that placement income matches activity		✓	✓			
Develop three year plan to maintain and/or extend our education facilities in line with educational delivery portfolio	Deliver education facilities maintenance and/or extension plan and maintain ongoing review of capacity to deliver educational portfolio	Review education facilities in preparation for Education and Training Strategy refresh		✓		✓		
Scope and market opportunities to further promote our educational facilities as a venue for external events	Demonstrate a minimum 3% increase in usage of our educational facilities as a venue for external events	Demonstrate a further 5% increase in usage of our educational facilities as a venue for external events		✓	✓		✓	

## Delivering our strategy

This strategy sets out our key deliverables for education and training for 2020-23. The deliverables will be translated into our annual business plan, team objectives and individual objectives. This approach will ensure every team and every team member has line of sight from the vital role and purpose they have in their daily jobs through to achieving our strategic objectives.

We will monitor progress through our Education Team and Education Leads meetings combined with the provision of an annual report to our Education, Training and Research Committee and its sub-committees.

This strategy will be reviewed yearly to ensure it continues to align with the Trust's Big Plan and Workforce and Organisational Development Strategy which currently have different lifespans. We aim to extend the strategy at the end of the three year period to bring it in line with Trust strategy timescales going forward.

### Education & Training Strategy - delivery model

The overarching Big Plan sets out how the Trust will aim to meet its strategic objectives and outlines commitments, delivery promise and achievables both now and in the future.

The three year strategy will demonstrate how the Education Team will support the achievement of Trust objectives. The Strategy will be reviewed annually.

Education Leads will produce Annual Business Plans to measure ongoing performance and support the overall achievement of the Education & Training Strategy.

Teams will map their objectives against the Annual Business Plan and meet monthly/quarterly to ensure targets are being met.

Staff will be measured against their appraisal objectives and reviewed in monthly 1:1 with line manager.

