



Education Strategy - Summary 2021-2026



Innovating and supporting education and practice development for today's and tomorrow's workforce

Our 5 year Education Strategy has been refreshed to meet the changing needs of the James Paget University hospital. It is aligned to the overall Trust Strategic ambitions but also supports other strategies including the 5 Year people strategy and the clinical strategy. The Education Strategy is a key enabling strategy to support not only the Trust's Strategies which shape the design of the new hospital build, but also the delivery of services across the three acute Trusts as we continue to work closer with partners within the Integrated Care System (ICS).

We want to further enhance the reputation that the James Paget University Hospital (JPUH) has in developing and delivering Innovative learning and educational opportunities. We want to develop and enhance our workforce to not only make the JPUH a great place to work and develop clinical and leadership roles, but also to ensure that we are developing and deploying our workforce in the right way to meet the needs of the locality.

In collaboration with the UEA, the JPUH has established a national and international reputation for blended post graduate medical education. The trust is fully committed to expanding the blended learning portfolio, not only to help staff develop, but also to establish its reputation as a national centre of excellence for innovation in education and training. Our award winning Practice development Team has team has been acknowledged for the delivery of highly valued and effective multi- professional clinical placements.

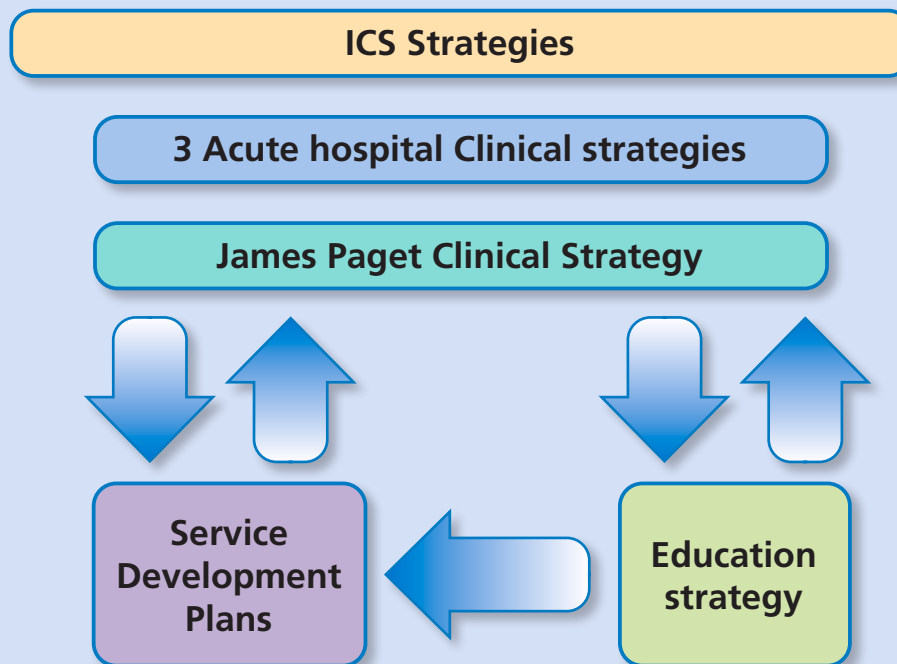
Through our aspirational approach with initiatives such as our award-winning Apprenticeship programme and strong partnership working across the newly formed ICS, the Deanery, Health Education England and our local training and education providers, the Trust is ideally positioned to be ambitious in its vision for Education. We are leading the way in development of Allied Health Professional education and will continue to develop our workforce through modern and traditional routes.

The strategy has been shaped by the following drivers:

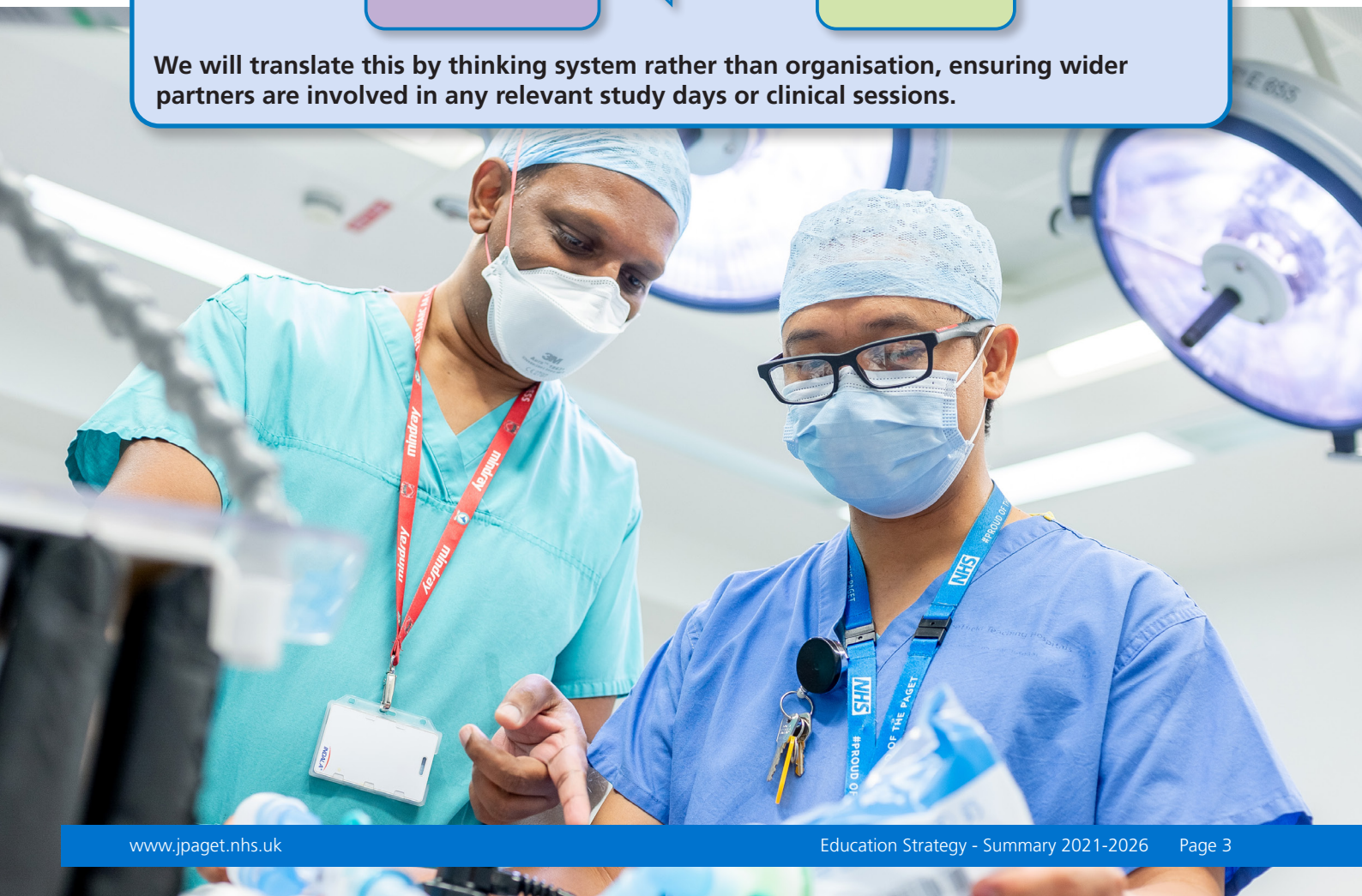
- The changing nature of our patient's health needs. In particular to address health inequalities
- The development of new care pathways to meet patients' needs
- The requirement for flexible delivery models and appropriate infrastructure to ensure all of our staff groups can access learning at the right time, in the right place with the right calibre of educational support
- The need for innovative approaches to secure a stable and diverse workforce
- The requirement to empower our managers and leaders at all levels to lead their teams dealing with the challenges that the NHS faces to shape the care we provide for our patients
- The changes to educational commissioning and funding routes
- Meeting learner expectations in an increasingly technologically focussed, multimedia world in order to attract and retain staff and learners
- The design of the new hospital, and education centre
- Supporting the delivery of our clinical strategy
- Demographic – pre employment programmes
- COVID recovery and lessons learned from COVID
- Government's drive towards apprenticeships
- The partnerships required across the local healthcare system to accommodate the increase in demand for our services.

Education Strategy – Key Plans and Partnerships

This Education Strategy has been developed within the context of the Norfolk and Waveney Health and Care Partnership, which has recently become an Integrated Care System (ICS).



We will translate this by thinking system rather than organisation, ensuring wider partners are involved in any relevant study days or clinical sessions.





OBJECTIVE 1
To be a leader
in innovative
education

OBJECTIVE 2
To develop
highly trained
educators

**PATIENT
SAFETY**

OBJECTIVE 5
Developing
an Integrated
Approach with
Education and
Research

OBJECTIVE 4
Learning
together across
boundaries
and settings

OBJECTIVE 3
To have an
infrastructure
to deliver the
education
strategy

National and Local Implications for Education

The trust benefits from multi-professional, multi-directorate delivered education and practice development. There are specific teams under this umbrella led by senior professionals working closely with directorates to ensure optimum utilisation of the resources available. Organisational Service development can work cohesively with the local and national drivers for education and drive the best use of the educational resources available. Nationally it has been recognised that there is a need to adopt a more multidisciplinary and Trust wide approach to the planning and provision of learning, education and training which supports both staff and patient care ensuring activity is aligned to key requirements in the delivery of high quality, safe patient services.

The Trust works with National and local drivers to offer education to the organisation to meet the needs of the current and future workforce, equipping them with the skills and flexibility to deliver new and emerging models of care. We recognise that every employee has a contribution to make towards the overall achievement of the Trust objectives and to achieve this we are committed to a process of education for all and the offer of learning and development of all staff to maximise their contribution. Aligned to our Trust strategies, we have developed the Trust Education strategy by embedding the following documents:

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 and from the more recent Ockenden Report

NHS People Plan 2020/2021 identifies the need to:

- Make the NHS the best place to work, retaining staff
- Improving leadership culture
- Tackling the Nursing workforce shortage challenge
- Delivering 21st 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

Health Education England priorities

- Increase in nursing and midwifery placements for an extra 5000 (25%) undergraduate places nationally in 2019-2021, 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
- 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 for example Advanced Clinical Practitioner roles

Norfolk and Waveney Integrated Health System Priorities

- Preventing illness and promoting well-being – supporting people to live longer, healthier lives by targeting lifestyle risk factors. Aligning community services with local authorities and the third sector, supporting people to live independently
- Care closer to home – people living independently with better access to primary, and secondary care, as well as the third sector, thereby reducing demand on hospital and residential services
- Integrated working across physical, social and mental health, delivering holistic care, improved patient experience and better outcomes. Services focusing on social care and mental health parity of esteem
- Developing sustainable hospital services
- Delivering cost-effective, high quality services within the funds available

James Paget University Hospitals NHS Foundation Trust

- The Trust's vision of being a well-led organisation that develops compassionate and safe patient care through an engaged and motivated workforce. Throughout the education strategy the thread that runs throughout is James Paget's NHS Trusts Vision, Values and Behaviours
- Ambition to make Norfolk and in particular the James Paget a great place to work, attracting and growing talent
- Our focus on improving quality and safety as seen in our CQC 2019 report
- Development of the new Clinical Strategy 2021-2025, detailing how we will continue to focus on 'Putting patients first - providing high quality acute clinical services to support our communities to live a healthier life'
- Mindful of the forthcoming Norfolk and Waveney system-wide Clinical Strategy
- Embracing new ways of working to ensure new and innovative roles compliment the changing pace of healthcare and the needs of our local community
- Development of the variety of educational methodologies to maximise learning outputs at pre and post graduate levels
- Support for a new hospital for JPUH under the NHS's New Hospital Programme
- People and Culture strategy 2020 - 2025 and the developing Digital strategies approved by Board in 2019. Quality Improvement Strategy 2018, 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 to pursue development opportunities elsewhere if they are not available at the trust




James Paget
University Hospitals
NHS Foundation Trust

VISION: To be outstanding in everything we do






VALUES: We CARE for...

our patients...



each other...



ourselves



BEHAVIOURS:

Courtesy and respect

Attentively kind and helpful

Responsive communication

Effective and professional

Objective 1: To be a leader in innovative education

Aim	Activity	Outcome
International, national and local recognition of teaching methods and the education offering the JPUH provides.	Participate and lead on service improvement research projects that provide evidence to support both the delivery and material provided, in order to support staff to deliver the best care to our patients. Seek new ways of delivering education and training for all groups of staff. Engage with HEI to deliver new innovations in education. Continue to forge developments in blended learning across all disciplines.	Evidence based teaching materials. Published research findings on delivering high quality education and training. Aim for over 80% positive feedback in Learner satisfaction surveys Programme of overseas delivery of blended learning available to all staff groups. Greater utilisation of CPD to provide innovative education to all staff groups
Work collaboratively across the system to develop educational provision that supports ICS working and seamless services for our patients and clients.	Development of partnerships with other organisations to seek joint ways of delivering educational programmes across organisations.	Development collaborative training and education. Joint delivery of training days and study sessions by end of 2021.
High satisfaction rating from learners across all disciplines.	Audit plan to gather feedback and data regarding educational activities with outcomes which are actioned and reviewed.	Achieve feedback from all learners showing that a minimum 80% positive feedback with regards to their training provision.
An adaptable and flexible workforce with the right skills to meet the changing needs of the community we serve.	Develop innovative new roles to support changes in the workforce. Provide opportunities to all staff groups to access education and training. To offer opportunities to all through their education to access their chosen career pathway.	Increasing numbers of new roles being developed, supporting the changes in workforce design. This could be as a result of national directives or locally identified needs. Embrace new roles and support employees to access roles available to them.
Embed careers support and guidance to enable all staff to access education and career pathways.	To offer opportunities to all through their education to access their chosen career pathway. Challenge education providers to provide pathways for all disciplines within healthcare.	Increase education opportunities to all staff by 10%. Embracing new funding opportunities including the apprenticeship levy.
Working collaboratively to drive innovative solutions to continually improve working practices.	To deliver effective and efficient learning opportunities for the whole of the workforce.	Review service evaluation and audits indicating changes in practice. 10% increase each year on joined up programmes to support the changing pathways for patients.
Develop an inclusive culture for new and existing leaders to flourish.	Work with Organisational development to integrate an aspiring managers programme. Opportunities for aspiring managers to access development opportunities across all disciplines.	Existing and aspiring managers have the skills and knowledge to make them best the managers they can be. Succession plans in place to support organisational delivery, using education to support plans.
Develop blended learning within both the James Paget and as an ICS as a resource for all staff at all levels as well as patients and carers.	Provide opportunities for inter disciplinary learning to promote effective team work and better understanding to deliver improved patient outcomes.	Shared blended learning available for all health and care staff within Norfolk and Waveney. To be the chosen centre for blended learning across all professional groups. Enable working for a common purpose, commitment and mutual respect.
Creating the infrastructure to support inspiring learning to deliver effective and efficient learning, training and development.	Develop the James Paget Hospital into a centre of excellence. Provide learning across all boundaries and professional groups.	Provide a state of the art curriculum for all learners Plan and develop expansion of the education centre, enabling greater access to education for all. Attract global cohorts of trainees into medical and surgical programmes. Blended learning approach expanded to all clinical groups.

Objective 2: To develop highly trained educators

Aim	Activity	Outcome
To give educators the learning tools to meet the changing educational needs of students, trainees and all learners.	<p>Invest in the platforms and tools to support all learners.</p> <p>Educators will provide a blend of online and direct support to learners.</p> <p>Educators to undertake up to date training to assist them to deliver high calibre of education.</p>	<p>Attract high calibre learners and offer improved learning and team work.</p> <p>See at least a 10% increase in student satisfaction survey results across all disciplines.</p>
Provide flexible approaches to learning to meet the diverse needs of clinical and non-clinical learners.	<p>Create attractive job plans to encourage medical and non-medical educators to join the Trust.</p> <p>Guarantee supportive effective and efficient learning, training and development.</p>	<p>Regular inter professional learning utilising advanced technology.</p> <p>Evidence-based decision making for clinical, non-clinical and leadership staff.</p>
Modernise Library and Knowledge Services (LKS) to provide 21st century support for learners from all disciplines and at all levels.	<p>Use cutting edge simulation technologies such as 3D and surgical simulations and scenarios for medical and nursing students and trainees across all clinical disciplines.</p> <p>Enhance use of eLearning and online teaching.</p> <p>Library facilities and resources are upgraded for all learners and aligns to HEE's LKS philosophy.</p> <p>Enhance the learning environment in line with the Site Strategy so that it is well resourced, has expanded infrastructure and embraces Technology Enhanced Learning (TEL).</p>	<p>Learners state they are well supported by the LKS service through the Learner Surveys, Library Survey and LQAF.</p> <p>Educators say they are able to deliver 21st century teaching that is not constrained by the teaching environment.</p>
Provide an inspiring learning environment that meets the needs of the learners, the organisation and the wider Health agenda.	<p>Develop a 24/7 educational facility that can be used for evenings and weekends courses.</p> <p>Invest in remote learning and BYOD technologies (Bring Your Own Device).</p>	<p>Learners rate the JPUH as high quality learning environment as evidenced in the improved student satisfaction survey results.</p> <p>Newly qualified staff choose to work at the James Paget as a consequence of their experience during training.</p>
Patient safety is the focus of all educational activities.	<p>Ensure the whole workforce placed quality improvement and patient safety at the heart of everything they do.</p>	<p>Interpret any harm events and treat as an opportunity to improve.</p> <p>Learning from clinical incidents, near misses and poor patient experience demonstrate and disseminate this learning through the governance process.</p>

Objective 3: To have an infrastructure to deliver the education strategy

Aim	Activity	Outcome
Continue to enhance the reputation of JPUH and education and training by providing high quality education thereby attracting our future workforce to join the Trust.	Work with our education providers to deliver high quality teaching for all learners.	Increase the number of learners who wish to return as employees following placement by 10%.
Develop and retain effective and inspirational leaders who are focused on delivering the Trusts key priorities.	Capitalise upon the strength and link between leadership and organisational performance. Link educational development intervention to provide talent management to support succession planning and stretch individuals opportunities.	Identification of talent management and succession planning strategies.
Be known nationally and internationally for advanced and evidence based teaching methodologies for all trainees and learners.	In collaboration with HEE and HEI progress the blended post graduate. Work with the JPUH research team to evidence the effectiveness of the blended learning method of teaching.	Student and trainee feedback on quality of teaching surveys. Aspire to be recognised at National level. Demonstrate benefits of blended learning based on JPUH research.
Provide inclusive career pathways that attract both staff already working within JPUH as well as from our junior and senior academies and other future workforce programmes that education and training support. Focus on "grow your own" routes for existing staff to become the professionals of the future through the use of the apprenticeship levy or traditional university routes.	Engage with schools, colleges and Universities to streamline entry routes into NHS careers, clinical and non-clinical professions. Further develop the healthcare academy to enable development into the workforce. Develop a system wide approach to offer a larger range of scholarships within the organisation, to include AHP learners.	JPUH Nursing & Midwifery workforce requirements are met by development of career pipeline. Improved recruitment and retention of staff. Reducing vacancies by utilising regular medical vacancies with more innovative roles for both nursing and AHP's. Reducing turnover and vacancy rates, thus reducing the need for engaging temporary locum staff. Improved rating in the staff survey by staff for motivation and job satisfaction. Year on year increase across all careers and apprenticeships. A workforce with advanced skills that meets the needs of the organisation and the patients that it serves. Consultant nurse and AHP roles that contribute to the education and research within the trust.
Expand the reach of apprenticeships to professions where recruitment is difficult.	Work with local education providers to give information on recruitment to potential employees. Utilise the apprenticeship levy to its full potential.	Successful recruitment of a workforce in to hard to reach professions.
Embark on trailblazer apprenticeship development.	Develop workforce planning to identify new roles and pathways to provide for operational capacity and progression opportunities for staff. Develop our advanced clinical workforce within the trust, engaging with senior clinicians to ensure that patient need is the at the fore front of any drivers for service developments.	Development of advances practice pathways and greater progression for staff in to these roles. Undertaking scoping exercise to identify gaps in services where advances clinical roles could be developed.

Objective 4: Learning together across boundaries and settings

Aim	Activity	Outcome
Talent is recognised and developed across the Trust.	Fully implement talent management processes across the Trust.	Succession plans for key roles across all disciplines.
Teams are led by capable effective and compassionate team leaders and managers.	Diverse development programmes for all managers and aspiring leaders at all levels.	Greater uptake of 10% per year of development opportunities by aspiring leaders.
Developing inspiring career management pathways for medical leaders.	Provide leadership development for medical staff aspiring into leadership positions.	CQC assesses the Trust as “well-led” In top 20% on the management section in NHS staff survey.
All staff in new roles feel supported to understand the Trust and deliver their best.	Develop a mentoring model across the Trust to support all new staff into roles across all disciplines and at all levels.	Staff say they are well supported and well led by their leaders. This will be monitored through an annual survey. We will aim to be in the top 20% on the NHS staff survey for wellbeing section.
To be recognised for all development programmes in leadership.	Coaching is a recognised development aide for managers. Provide targeted leadership development which is continuously improved through evaluation feedback. Digitalise CPD budget.	Retention of staff in new roles. Development of coaching opportunities for all grades of staff from the annual CPD budget. Staff say they are clear about the career progression pathways into leadership positions through talent management and succession planning conversations.
Improve clinical team work and support practical skill development in our future and current workforce using ground-breaking simulation technologies to enhance practical skill development across all disciplines.	Bringing together learning from all professional groups and enhancing existing initiatives.	Demonstrate commitment to inter professional learning and increase this learning each year by 10%.

Objective 5: Developing an Integrated Approach with Education and Research

Aim	Activity	Outcome
Create an education and training system that is evidence based and underpinned by research.	Providing high quality teaching by improving the performance and accountability of educational supervisors through a structured programme of activities.	Improve education satisfaction survey results by 10% each year. Be nominated for National awards striving to be finalists and winners.
Education at the organisation is known for the high calibre of teaching to all staff groups.	Encourage educators and clinical leads to take on wider roles to include teaching and training.	Increase in satisfaction form staff survey results.
Staff and Apprentices are taught by committed, qualified professionals backed by excellent training providers.	All education and training programmes are aligned to National standards and frameworks. Staff should be trained with a multi professional focus to share knowledge and experience.	Staff and Apprentices completing Apprenticeships are ready to move into the role to which they have been training.
Build the capacity of our current and future workforce to embrace and actively engage in research.	Ensure evidence on best practice for training in research and innovation informs the delivery of effective education.	Current and future workforce has sufficient understanding of research and innovation as well as the technology tools and skills to translate it.
Work with patients to support patients and staff throughout the NHS in bringing ideas on how to improve services.	Forge strong relationships with the Research and Development team to learn from current and future projects.	Development of training package which are multi professional and have been formed from outcomes from research.



Our education provision must support flexible and innovative delivery to ensure individuals receive the right evidence based learning, in the right place, in the right way at the right time. We recognise that our strategy will require dedicated time and investment, but it sets the direction of travel for education in the organisation.

To do this we will:

- Continue to build on the portfolio of developments already in place by bringing together the education and professional development teams under one umbrella of the James Paget Education and Training School to provide structured education for existing staff and visiting professionals
- Build on the current Foundation and Core Training Programmes to embed the General Medical Council, Academy of medical educators, Royal College and curriculum standards for training alongside a teaching programme with enhanced procedural exposure to exceed HEE requirements.
- Collaborate closely and where synergies exist to combine multi-professional education activities working towards integration alongside strong partnership
- Further develop accreditation and credentialing of current and future training and development programmes
- Develop link, lecturer practitioner and fellow roles with local HEIs
- Promote collaborative working with training and development delivery across local Trusts and partner organisations
- Increase the use of simulation and clinical scenario based training for all clinical staff
- Work collaboratively with our Digital partners to develop appropriate learning opportunities on a flexible, remotely accessible, digital platform
- Explore the advanced use of technology to deliver training in the workplace, including:
 1. Virtual learning environments
 2. e-learning modules
 3. Approved apps on PCs, tablet devices and smartphones
 4. Develop educators in practice resource base and ability to deliver mobile, flexible learning opportunities
 5. Foster a culture of reflective practice, encouraging the sharing of learning from the workplace with other professionals
 6. Promote and support education and practice development research opportunities
 7. Further develop our representation and presentation at local, national and international education and development forums, encouraging the reporting from and sharing of learning
 8. Explore learning and development opportunities within the apprenticeship programme, trailblazing where need is identified
 9. Increase number of bespoke placements, projects to attract increased number of students and enable quality improvement and research activities
 10. Build upon the provision for externally deliverable programs to support sustainable income generation and increase grant income for education projects
 11. Through sustainable income generation and appropriate use of accessible funds, create an education fund to offer support for innovative education initiatives

Our education and practice development provision must be responsive to the workforce demands and shape efficient and effective delivery across the professions.

To do this we will:

- Respond to national developments in workforce to be vanguards for new roles and training such as Advanced Care Practitioners, credentialing of new skills and roles
- Support recruitment and retention pipelines including:
 1. Overseas staff development
 2. Apprenticeship pathways
 3. Grow your own programs
 4. Student and learner practice placement
 5. Student and learner preceptorship and mentoring/supervision
 6. Return to professional practice pathways
- Grow medical elective program so as to attract high calibre students from across the globe
- Maximise opportunities to extend our involvement and practice placement across all years of the pre-registration learner
- Ensure all students are integral and valued members of the team
- Support training and develop to support a more flexible workforce with readily transferable skills
- Further explore medical staff supervision needs and provision
- Raise the profile of education through local engagement
- Raise the profile of the student voice
- Ensure delivery of statutory training programs for HCSWs
- Support the development of the Band 4 practitioner and nursing associate roles
- Work in partnership with the Trust Lead Scientists to help develop healthcare science staff in accordance with the Modern Scientific Careers pathways
- Support the development and delivery of an advanced practice strategy identifying education pathways to support the identification and creation of new roles and their integration into the workforce, including:
 1. Advanced practitioners
 2. Specialist practitioners
 3. Enhanced practice roles
 4. Non medical consultants
 5. Professional doctorates
 6. Physicians Associates
- Identify and maximise potential education and development synergies with associated Trust strategies

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