



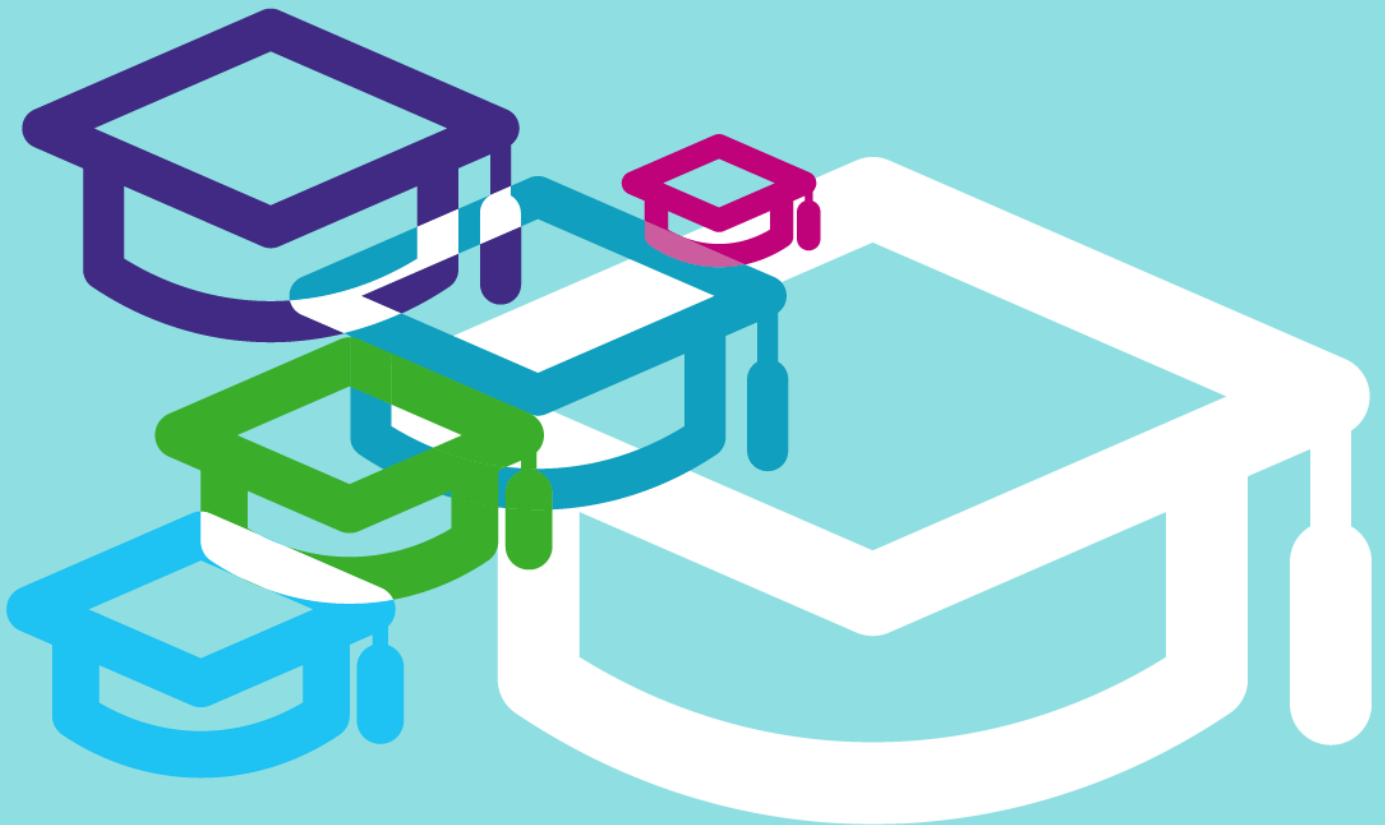
**DERI**  
Directorate  
of Education,  
Research and  
Innovation



**East Lancashire Hospitals**  
NHS Trust  
A University Teaching Trust

East Lancashire Hospitals NHS Trust  
Directorate of Education, Research and Innovation

## Education Plan 2022–2027



**Learning together  
to be the best we can be**

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## 1.0 Introduction and Trust context

East Lancashire Hospitals NHS Trust (ELHT) has a vision “to be widely recognised for providing safe, personal and effective care”, education is pivotal to achieving this as is documented in the [Education, Research and Innovation Strategy](#). This Education Plan sets out how ELHT will ensure that the workforce has the right skills and knowledge to meet the current and future challenges whilst delivering high quality services. It will ensure that the Trust is focussed on developing a flexible workforce who are able to adapt to change and transfer skills into new and different roles so that we can meet the challenges of the next 5 years.

The multi-professional education team within ELHT is committed to providing excellent education and training to our current and future workforce. The following 5-year plan sets out how we aim to provide an innovative and equitable educational experience to all of our colleagues and learners, with a particular emphasis on inter-professional learning. This will be delivered by a highly engaged team working within a robust, multi-professional educational governance framework underpinned by quality. The plan represents our vision, our ambition, and the direction of travel we need to take in order to realise that vision.



## 2.0 Vision

Our vision is to be nationally recognised as an outstanding provider of innovative high-quality education and research in support of safe, personal and effective care for all.

Our key objective for this Education Plan is to provide excellent education, training and learning opportunities to support the current and future workforce in delivering the best care for our patients.

Our aspiration is that education is acknowledged as being pivotal to high quality care and retention of motivated and competent workforce; and that the learning culture is enhanced to create an environment where all colleagues feel supported and empowered to learn and be the best they can be.

This vision is underpinned by a core commitment from Trust leaders who recognise the importance of high-quality education and training provision in order to achieve the Trusts strategic objectives. We are committed to a process of education, learning and development for all colleagues and to create a culture of a continually learning organisation.

As an employer we have three key roles in relation to education and training (HEE 2021) and the activities we undertake in relation to this can be grouped into the following categories:

### 1. Current Workforce

As a provider of secondary and community care we employ over 9000 colleagues in a range of clinical and non-clinical roles. Through successful implementation of our Education Plan we aim to ensure that all colleagues receive the right education and training to provide high quality patient care and services. We also aim to work in partnership to transform the workforce to enable them to work in a co-operative, flexible, multi-professional, digitally enabled system.

### 2. Future Workforce

As a teaching hospital we are proud of our role and reputation in providing and supporting all learners, students and trainees during their placements with us. We aim for excellence in our delivery and in the educational environments in which it is delivered.

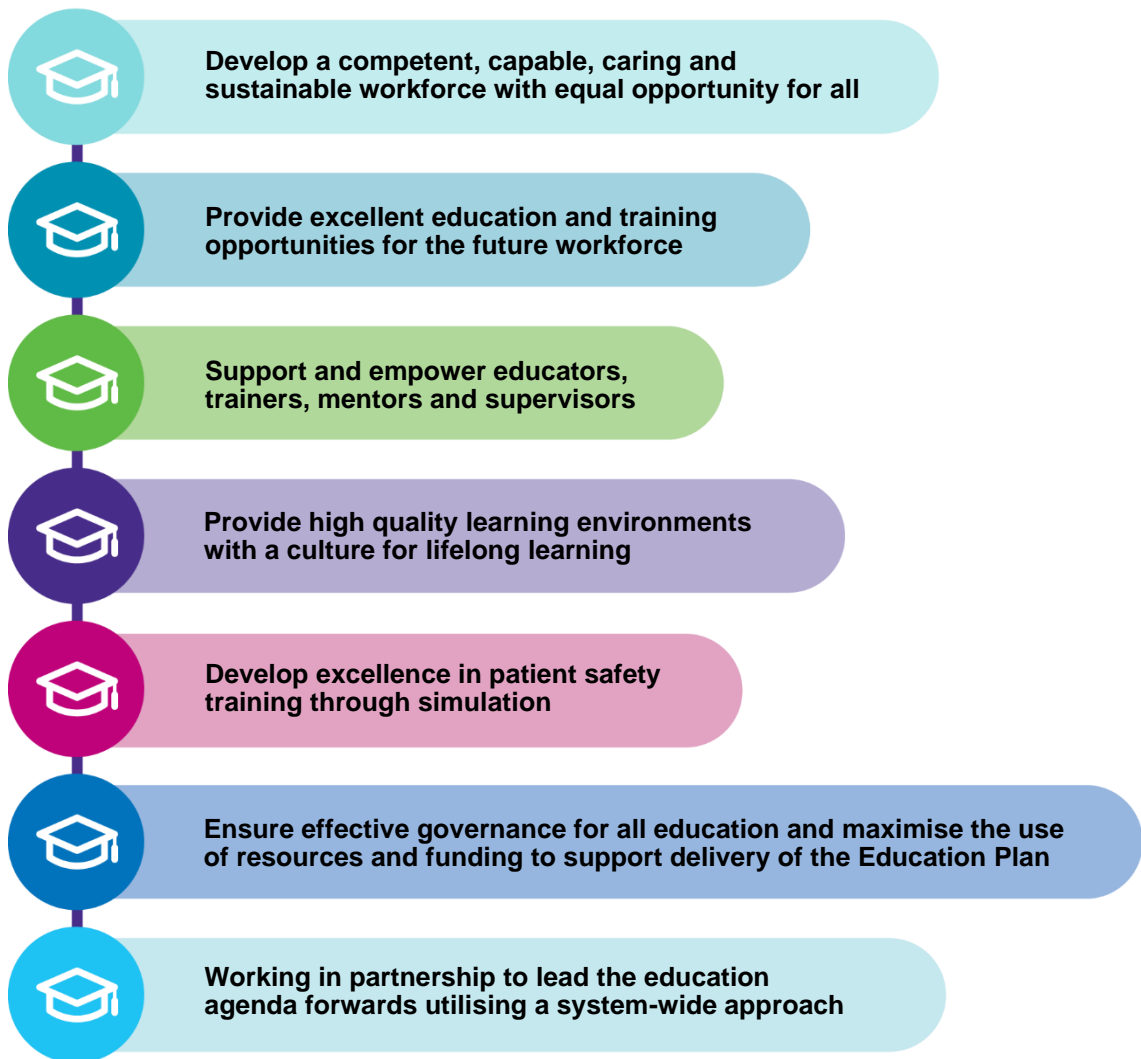
### 3. Quality and Patient Safety

We want our education and training offer to be quality assured and to provide programmes that are focussed on patient safety, highly sought after and future focussed.

We have identified seven key objectives that we need to achieve in the next five years that will further strengthen our education provision, ensure we are a great place to work and meet the overall aim of the Education Plan.



These are:



Our objectives are closely aligned to the HEE Quality Strategy and Framework (2021), HEE Business Plan and Foundations for Success (2021), NHS Patient Safety Strategy (2019), NHS People Plan (2020), NHS Long Term Workforce Plan (2023), ELHT People Strategy, ELHT Clinical Strategy, ELHT Quality Strategy and the LSC ICS Strategy.

Under the headings of the seven objectives of the education plan we have set out how we intend to develop our colleagues through the provision of education and training.

Working in partnership to lead the education agenda forwards utilising a system-wide approach



### 3.0 Develop a competent, capable, caring and sustainable workforce with equal opportunity for all

To further develop and enhance our offer we will in the:

#### Short Term 1–2 Years

- Review our current training needs analysis and develop a systematic approach to identifying the organisation's learning and development needs so that it can prioritise needs against available resources and ensure that delivery plans are in place
- Develop a co-ordinated approach to lifelong learning based on excellent appraisal and personal development plans, which will also support the requirements of professional and statutory bodies in terms of revalidation/re-accreditation and maintaining registration to practice
- Analyse the current training activity to understand the baseline and inform the process to maximise the multi-professional training offer
- Ensure the systems are in place to meet mandatory and essential to role training requirements and provide assurance that colleagues have the required skills and knowledge for their role
- Ensure sufficient capacity of training to meet demand delivery methods and times to suit the needs of all colleague groups
- Enhance our Library and Knowledge Service (LKS) offer to increase engagement and activity
- Work with services to develop Clinical Guidelines and Documents Library
- Develop a competency and capabilities framework for Advanced Clinical Practitioners (ACP) aligned with HEE (2017) recommendations – suitable for all ACPs identifying core competencies, specialist and higher level competencies as specified for assigned specialism or division
- Develop ACPs within the four pillars of practice to enable them to work across patient pathways and with new models/frameworks of care
- Ensure systems are in place to meet clinical activities training requirements and provide learners with the knowledge and skills required to support their roles
- Promote clear and equitable policies on access to education and training
- Ensure our colleagues have the right clinical knowledge and teaching skills to provide high quality support to students and trainees on placement in the Trust
- Develop an advance care planning and communication skills training programme
- Enhance the culture of support for students and trainees on placement in the Trust



- Ensure robust preceptorship is in place to support all newly qualified health care practitioners including those in new roles
- Increase use of Levy funding in order to retain and develop our workforce and deliver the Apprenticeship Strategy
- Increase activity and health literacy resources to support ELHT Wellbeing agenda and patient information
- Increase the quality of the Technology Enhanced Learning (TEL) provision
- Undertake a comprehensive review of all elements of core and essential skills training
- Refresh, implement and evaluate the Trust's approach to Induction (both Corporate and Local) to ensure all colleagues receive a first class, quality induction experience streamlined and standardised

### **Medium Term 3–5 Years**

- Provide a multi-professional, flexible and responsive training offer, underpinned by a robust evidence base to ensure that our colleagues have the right skills to meet the demands of current and future service/patient needs and the changing NHS landscape
- Provide increased opportunities for widening participation and routes into the NHS workforce
- Develop career pathways for colleagues supported by education and training programmes
- Develop fully blended approaches to education and training delivery
- Increase and develop our LKS Outreach Service
- Develop a Patient Library Service and extend our Health and Wellbeing offer within LKS for colleagues
- Extend our TEL offer utilising a strategic partnership approach
- Ensure high quality systems are in place to meet core and essential skills training requirements and provide assurance that colleagues have the required mandatory skills and knowledge for their role

### **Long Term 5 Years**

- Lead the TEL agenda forward with system partners
- Provide a core and essential skills training model which is fully aligned to roles, and supports our quality and patient safety priorities, with improved compliance (95%)



## 4.0 Provide excellent education and training opportunities for the future workforce

All learners, students and trainees within ELHT receive appropriate supervision and support both clinically and educationally to enable them to gain the knowledge, skills and behaviours required by their curriculum/programme.

To further develop and enhance our offer we will in the:

### Short Term 1–2 Years

- Deliver high quality work experience, pre-employment and programmes working with the ICP, ICS, our colleges and schools to make NHS careers the first choice for our local communities
- Increase the availability of multi-professional training events for all learners on undergraduate and post graduate training courses
- Develop blended approaches to clinical placement activity and education utilising technology and simulation
- Ensure students and trainees are fully prepared for commencement of clinical practice and rotation
- Engage with educators to encourage the use of multi-professional education to meet current and evolving/future service needs and the curriculum requirements of students and trainees
- Ensure systems are in place to meet OSCE training requirements and provide learners with the knowledge and skills required
- Increase undergraduate placement capacity in key areas to reflect workforce need
- Utilise information including the National Education and Training Survey (NETS) and GMC Survey to recognise good practice, develop action plans and enhance quality of delivery
- Work with system partners to ensure a co-ordinated approach to placement activity
- Support trailblazing and development of professional apprenticeships

### Medium Term 3–5 Years

- Ensure that we have adequate numbers of multi-professional educators, supervisors and assessors that are suitably qualified to deliver teaching and learning opportunities within ELHT

### Long Term 5 Years

- Deliver end point assessments and apprenticeship programmes working with system partners





## 5.0 Support and empower educators, trainers, mentors and supervisors

Within ELHT all of our educators, trainers, mentors and supervisors are supported to deliver education, training and clinical oversight.

To further develop and enhance our offer we will in the:

### Short Term 1–2 Years

- Ensure that provision and capacity for training, supervision and assessment is linked to the demands to increase workforce supply and a reduction in the vacancy position
- Foster strategic alliances and partnership working and, where appropriate, integration with others to support the delivery of high-quality supervisor and assessor training and updates that meet professional body requirements and HEE Quality Framework
- Provide high quality internal and external faculty development courses supported by regular appraisal and feedback to educators
- Support the delivery of a new consultant's development programme and foster engagement of new educational supervisors
- Ensure that clinical educators have the support, capability and competence to provide high quality training and support to all learners within Trust

### Medium Term 3–5 Years

- Ensure the Trust is engaged with HEE regional strategic education groups to inform the requirements to move to new models of supervision designed to meet the future workforce plans and new job role
- Engage with divisional and practice-based educators to ensure consistency in support
- Develop and deliver a structure within the Education Service to support delivery of the Education Plan



## 6.0 Provide high quality learning environments with a culture for lifelong learning

The learning environment and culture of education within ELHT is multi-professional and promotes equality, diversity and inclusion.

To further develop and enhance our offer we will in the:

### Short Term 1–2 Years

- Develop systems and processes to facilitate a year-on-year improvement from our survey feedback across all healthcare professional and vocational training programmes
- Ensure we review our practice placement provision to meet the current and new requirements of the healthcare professional regulatory bodies.
- Ensure provision of all internal and external quality assessment data and respond to results, highlighting best practice and areas for development
- Increase the number of appropriately trained supervisors, educators, mentors and faculty
- Ensure we have a multi-professional overview of practice placement areas to understand the overall demand for education supervision
- Promote a culture that recognises the importance of learning and development for all learners and colleagues within the Trust
- Ensure an effective annual planning process to ensure that our internal learning provision meets the needs of patients, our learners and all our colleagues within the available resources
- Provide a high-quality education and development support service

### Medium Term 3–5 Years

- Increase collaborative working and partnerships with local higher education institutes, further education colleges, Royal Colleges, professional bodies and HEE North/NHSE&I.
- Established a regional reputation as a high-quality provider of healthcare professional education and training
- Increase compliance score with Library and Quality Improvement Framework (LQIF)
- Provide high-quality education and simulation facilities on both main sites through MediPark or similar estates development at Royal Blackburn Teaching Hospital, Ward 18 Simulation Facility and building expansion at Burnley General Teaching Hospital.

### Long Term 5 Years

- LKS specialists develop innovative practice in mobilising evidence and organisational knowledge



## 7.0 Develop excellence in patient safety training through simulation

To further develop and enhance our offer we will in the:

### Short Term 1–2 Years

- Develop a dedicated state of the art multi-professional simulation and clinical skills training facility, to include Ward 18 at BGTH and within MediPark or similar facilities at RBTH
- Establish an ELHT Simulation Faculty who will champion development of multi-professional patient safety training
- Ensure that the ELHT Simulation Faculty have the capability and competence to provide high quality training and support to all learners within Trust
- Embed Human Factors training in education programmes
- Research and develop alternative methods of clinical skills and simulation delivery to include AR and VR
- Increase simulation activity within DERI linked to relevant curriculum
- Develop and promote the Technical Skills Lab and Simulation Centre, as a leading centre for multi-professional training
- Develop relationships and processes to ensure the learning from incidents/complaints is embedded within education provision and that colleagues in training are supported through the process

### Medium Term 3–5 Years

- Embed Simulation Based Education across ELHT
- Support improvements to patient safety through education and training and have developed outcome measures to assess the impact of provision
- Maintain and continue to enhance the quality offer of the Technical Skills Lab and Simulation Centre as a leading centre for multi-professional training
- Become an ASPiH accredited centre for simulation
- Share best practice with stakeholders



## 8.0 Ensure effective governance for all education and maximise the use of resources and funding to support delivery of the Education Plan

We have developed governance and processes to manage and improve the quality of education and training.

To further develop and enhance our offer we will in the:

### Short Term 1–2 Years

- Establish an education quality governance group to ensure high quality offer across all education provision within the Trust
- Develop an education dashboard highlighting metrics for success and sharing good practice for divisional, directorate and corporate teams overseen by the Education Operational Delivery Board
- Develop actions plans as required to improve metrics within the education dashboard and celebrating success
- Develop co-delivery of accredited education programmes working with HEI partners
- Develop roles and plans to maximise the opportunities for income generation to sustain and develop the provision of high-quality learning interventions
- Develop marketing strategies and plans, positioning the Education Service as a significant provider of education and training in the health and social care sector, seizing opportunities to generate income
- Develop a standardised approach to quality assurance for all internal education provision
- Develop guides for colleagues informing them how they can access skills and career development as part of the annual appraisal and the availability of any funding opportunities
- Maximise opportunities for external funding of education and training by publicising sources and developing bids for funding in advance
- Maximise the use of education funding from tariff and other sources based on commissioning intentions and workforce planning numbers

### Medium Term 3–5 Years

- Develop systems and approaches to evaluate and report on the impact of our investment in education and training and identify the return on investment for the organisation and regional education commissioners
- Implement a structure within the education service designed to deliver high quality education provision supported by a business and marketing plan to maximise the use of the facilities and opportunities for income generation



## 9.0 Work in partnership to lead the education agenda forwards utilising a system-wide approach

The Directorate works closely with system partners and has active membership in a range of LSC ICS/ICB meetings and collaborations.

To further develop and enhance our offer we will in the:

### Short Term 1–2 Years

- Continue to be an active member of all relevant meetings within the LSC ICS/ICB
- Work in collaboration with system partners to ensure education is at the forefront of discussion on workforce transformation and service delivery
- Support education and training provision within the regulated care sector to ensure high quality care to our communities

### Medium Term 3–5 Years

- Be established as a high-quality education and training provider for LSC ICS/ICB



## 10.0 Taking the plan forward

The Education, Research and Innovation Strategy including this Education Plan will be widely disseminated across ELHT and linked to the other associated strategies i.e. ELHT Clinical Strategy, Quality Strategy, Divisional and ELHT Annual Business Plans and Strategy

The Education Plan will be reviewed quarterly and updates provided to the Education Operational Delivery Board (EODB) and the DERI Strategic Board. Progress in implementing the DERI Strategy and the Education Plan will be reported 3 monthly to the Executive Team, 6 monthly to the Trust Quality Committee and Finance & Performance Committee and annually to the Trust Board via the DERI annual report.



## 11.0 References

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