



Education & Training Strategy Extension 2023–24



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Introduction & Context

This document must be read in conjunction with the Education & Training Strategy 2020–23. Our Education & Training Strategy 2020–23 was launched in March 2020 at the time when Covid-19 was declared a global pandemic. There was an immediate impact on our strategy objectives due to a range of factors including: student and staff redeployment to support clinical and non-clinical service delivery; training activity being stood down or deferred; rapid deployment of upskilling training, simulation and in situ drills.

As a result, our three-year objectives were reviewed, and each objective was assigned a category:

Continue	The timescale is unaffected, and the objective will be delivered within the projected timescale
Extend	The work has commenced or will commence within projected timescale, but the objective will need a longer timescale to enable delivery
Defer	The work has not commenced, and the objective is not achievable in the projected timescale, therefore needs to be deferred

The revisions were approved by the Education, Training & Research Committee, however, have required ongoing review to offer maximum flexibility to support ongoing service pressures.

As at October 2022, our overall position in respect of delivery of the three-year objectives is:

Total Number of Objectives 2020–2023	141
Total Number of Objectives Completed to date (including not met)	47
Number of Objectives On Target to Deliver in 2022–23	58
Number of Objectives Deferred Beyond 2023	30
Total Number of Objectives Obsolete	6

A full strategy refresh would normally have taken place during 2022–23, however recognising that a significant number of objectives had been deferred outside the intended 3-year delivery timeframe, a proposal to extend the strategy for a further year was submitted to the Education, Training & Research Committee and received approval. This document presents the objectives to be delivered in 2023–24, and these are detailed in Appendix 1. Since the Education & Training Strategy was launched, there have been some significant achievements in education, and these combined with the strategy extension deliverables will provide an excellent platform for the full strategy refresh in 2023–24. The following table provides some examples of our key achievements since 2020.

Full inspection by the Office for Standards in Education, Children's Services and Skills (OFSTED)	<p>Lancashire Teaching Hospitals NHS Foundation Trust (LTH) was inspected by OFSTED between 16–19 August 2022 in respect of its Apprenticeship Training Provision. The overall rating achieved was Good with sub-domain ratings:</p> <table> <tr> <td>The quality of education</td><td>Good</td></tr> <tr> <td>Behaviour and attitudes</td><td>Outstanding</td></tr> <tr> <td>Personal development</td><td>Good</td></tr> <tr> <td>Leadership and management</td><td>Good</td></tr> <tr> <td>Apprenticeships</td><td>Good</td></tr> </table>	The quality of education	Good	Behaviour and attitudes	Outstanding	Personal development	Good	Leadership and management	Good	Apprenticeships	Good
The quality of education	Good										
Behaviour and attitudes	Outstanding										
Personal development	Good										
Leadership and management	Good										
Apprenticeships	Good										
BSc Nursing Practice-Based Pathway	<p>LTH has led a programme on behalf of the NHS Trusts within the Lancashire & South Cumbria Integrated Care System (ICS) to develop a pre-registration Nursing programme pathway that offers small cohorts, multiple exit and entry points, and is hospital-based. Following a rigorous procurement process, LTH has entered into a contract with University of Central Lancashire to deliver a Practice-Based Pathway for Adult Nursing with the first cohort commencement date of January 2023.</p>										
Medical Intern Programme	<p>This 2-year programme provides non-UK medical graduates with access to UK Foundation Programme, and enables acclimatisation offering equity with UK trainees. Targeted at chronic workforce supply gaps and utilising ethical recruitment, this offers an increase to the numbers of medical trainees in the UK and over time will reduce agency and locum costs alongside enhancing workforce retention. The programme recruited to a third cohort in 2022 and is being extended to other Trusts within the ICS.</p>										
Skills Passport Programme	<p>Working with Trusts within the ICS, LTH has led a programme linked to the broader Skills Passport Programme to enhance alignment of mandatory training. The programme has received two further years funding and will offer a means of further streamlining and aligning mandatory training across ICS partners thus offering enhanced staff mobility and recognition of training between and across organisations.</p>										
Learner Improvement Forum	<p>Our Learner Improvement Forum enhances engagement with our student and learner community supplementing our educational governance functions. A series of quality improvements have been implemented thus far including learner boards in clinical areas, feedback incorporated in STAR audits, placement handbooks, student ambassadors, and a refreshed student charter.</p>										
Digital Technology Developments	<p>Underpinned by our Digital Education Strategy, the Health Academy has developed our digital and technological facilities. This includes virtual reality and immersive technology that offer enhanced simulation enabling skills acquisition through deliberate practice.</p>										

Aligning to Trust Strategies & Ambitions

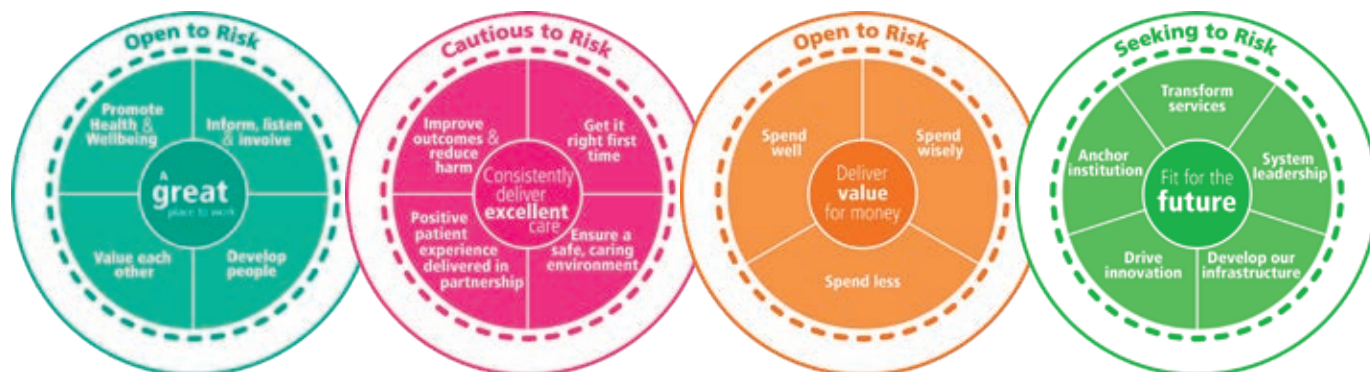
The objectives defined in this strategy extension are framed on the Trust's core objectives which are:

To provide outstanding and sustainable healthcare to our local communities

To offer a range of high quality specialist services to patients in Lancashire and South Cumbria

To drive health innovation through world class education, training and research

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



Our objectives are mapped to these ambitions as well as mapping to the wider NHS agenda for education, training and workforce, and our ambitions to extend our reach to international level. **This is demonstrated in Appendix 1 with these symbols:**



In addition, our strategy has been mapped to other Trust strategies, programmes and/or functions, and this is demonstrated in Appendix 2.

Our strategy is also designed to support relevant themes from the Department of Health & Social Care mandate with Health Education England, for 2022–23 the 7 themes are:

1. Restoration and recovery of services, and continuing coronavirus (Covid-19) response
2. Government healthcare workforce priorities
3. Delivery of NHS Long Term Plan priorities
4. Long term workforce planning and reform to transform services
5. Collaboration with social care
6. Bringing HEE and NHS England together
7. Core responsibilities for healthcare education and training

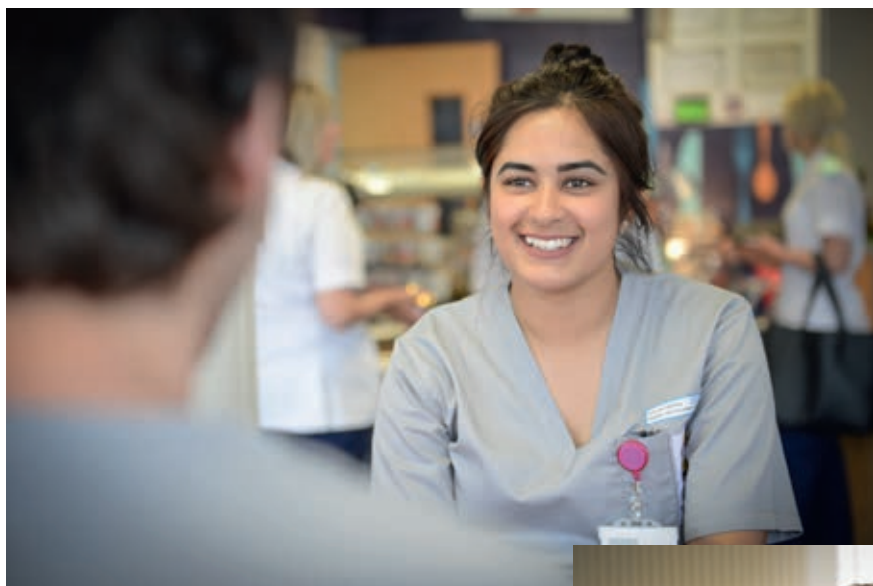
In support of these themes, LTH has:

- Received additional investment to support training recovery, and invested in a range of programmes and equipment
- Developed programmes to contribute to national workforce growth targets
- Invested Continuing Professional development funding in identified priorities
- Integrated 'new' roles (Physician Associates, Nursing Associates, etc.) into service delivery models and enabled educational pathways
- Engaged in HEE-led forums and programmes

Separate but linked to our Education & Training Strategy, we have two supporting strategies in place: Apprenticeship Strategy and Digital Education Strategy. The Apprenticeship Strategy is being refreshed for 2023–24 following the Ofsted inspection outcome to consider next steps for apprenticeship training provision with the potential to offer training to external health and social care organisations. The Digital Education Strategy is in further development to explore available options for expansion and investment to proliferate technology across our education and training portfolio.

This strategy also links to other Trust strategies, programmes and core functions in the Trust, and Appendix 2 maps our Education & Training Strategy domains to those strategies, programmes and functions. Appendix 3 evidences how we map our education and training contribution to Big Plan goals, and this is produced annually aligned to in-year Big Plan metrics.

During the strategy lifetime, our Education & Training Department has been engaged in corporate work programmes resulting in the development of bespoke action plans or performance indicators. Appendix 4 is our departmental plan for Equality, Diversity and Inclusion, and this is being rolled out at team level during 2022–23 and 2023–24. Appendix 5 provides a copy of our Education & Skills pledge which has been developed as part of the Trust's Social Values framework and planning for level 1 Social Values accreditation. These bespoke plans will be incorporated in the Strategy Refresh as outlined in the next section.





Strategy Refresh 2024–27







A full Education & Training Strategy refresh will take place in 2023–24 to develop the key objectives and deliverables for 2024–27. Based on our progress to date and aligned to our strategic aim 'to deliver health innovation through world class education, training and research', the strategy will need to focus on:

- **Leading system-level developments**
 - » More integrated ways of working; solutions to 'wicked problems'; enhancing staff mobility at system level; joint education and research developments; deliver cost effectiveness and efficiencies
- **Supporting clinical and technological advancements in healthcare**
 - » Enhanced simulation and digital technology aligned to advancements in healthcare; blended educational delivery models; multi-purpose facilities development to enable enhanced effectiveness and efficiency
- **To be a training provider of choice at ICS level and extend our educational offer to regional, national, and international level**
 - » Apprenticeship training opportunities; simulation and surgical simulation development; partnerships with academia
- **New Hospitals Programme**
 - » Close engagement with the New Hospitals Programme to ensure education and training facilities are of optimum standard and quality







A: Getting in









#	Lead	Objective						
1. Establish The Health Academy as an Excellence Centre and apprenticeship training provider to external stakeholders, deliver apprenticeship targets and improve our governance framework								
1a	Head of Widening Participation & Apprenticeships	Continue to assess feasibility, demand, and opportunities for delivery of apprenticeship programmes to external stakeholders. Subject to outcomes, present business case to agree model of delivery of apprenticeships to external organisations	✓	✓	✓	✓	✓	
1b	Head of Widening Participation & Apprenticeships	Continue to meet external regulator threshold standards for qualification and achievement rates and achieve 90% on all performance metrics for internally delivered apprenticeship pathways.		✓				
1c	Head of Widening Participation & Apprenticeships	Continue to exceed public sector target and achieve a minimum of 2.5% of new staff employed as apprentices.		✓			✓	
1d	Head of Widening Participation & Apprenticeships	Explore the potential for the Health Academy to become a functional skills centre and, subject to outcomes, develop a business case and implementation framework.		✓		✓	✓	
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								
2a	Head of Student, Trainee & Placement Support	Assess the effectiveness of our student/learner support model to increase the numbers of students and other learners taking up first-post employment.		✓		✓	✓	

#	Lead	Objective						
3. Develop and implement approaches to effectively grow our workforce supply								
3a	Head of Professional Education Development	Evaluate current programmes to assess effectiveness in respect of increasing recruitment to address gaps in workforce supply. Seek opportunities to develop additional approaches to address workforce supply gaps at Trust and ICS level.		✓		✓	✓	
3b	Director of Postgraduate Medical Education	Evaluate international medical intern programmes and produce 5-year plan to secure ongoing Trust investment to support sustainability of the programmes.	✓	✓	✓	✓	✓	✓
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								
4a	Associate Director of Education (Delivery & Development)	Demonstrate achievement of progression into employment: targeted apprenticeship pathways 85%; targeted widening participation 70%; pre-registration nursing programmes 85%. Develop and implement metrics for future years.	✓	✓	✓	✓	✓	
4b	Associate Director of Education (Delivery & Development)	Expand and further develop career progression frameworks for all clinical (non-medical) and non-clinical roles.		✓				
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								
	Head of Widening Participation & Apprenticeships	Refresh promotional and engagement material 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, and demonstrate increased usage of the LIFE Centre by external partners with minimum 80% occupancy rate.		✓		✓	✓	









#	Lead	Objective						
6. Implement and evaluate a new model of induction for new employees and enhance satisfaction								
6a		Corporate induction. No further objectives are relevant as induction has transferred to Workforce & OD Team.						
7. Review corporate training needs analysis model and ensure training is fully aligned to role								
7a	Head of Training Performance & Compliance	Develop the essential training intranet area to ensure all information relating to Mandatory Training and Training Needs Analyses is transparent and provides clear governance mechanisms to support subject matter leads.	✓	✓				
8. Fully implement medical device and clinical procedural competencies								
8a	Head of Training Performance & Compliance	Produce accurate timely compliance reports and support all divisions to achieve 90% compliance in all role-specific, medical devices and clinical procedural training and competencies.	✓	✓				
9. Support the Trust to achieve essential training compliance targets								
9a	Head of Training Performance & Compliance	Produce accurate and timely compliance reports, targeted communications, and support all divisions to achieve 90% compliance in all core skills training.	✓	✓				
10. Maximise organisational learning capacity and grow our student numbers								
10a	Head of Student, Trainee & Placement Support	Deliver any further evaluation of CLiP required to demonstrate effectiveness in delivering increased placement capacity and quality standards.		✓		✓	✓	
10b	Hospital Dean, Associate Director of Education (Delivery & Development) and Head of Student, Trainee & Placement Support	Explore options to grow undergraduate medical student numbers with other Higher Education Institutions.	✓	✓		✓		
10c	Head of Student, Trainee & Placement Support	Evaluate mentor and assessor capacity and make recommendations to address any gaps and assure compliance with governing body requirements.	✓	✓		✓	✓	
11. Ensure sufficient provision of training and development to support Trust service delivery objectives								
11a	Head of Clinical Education	Maintain compliance of 90% for all levels of Adult and Paediatric Life Support.	✓	✓				
11b	Head of Clinical Education	Maintain delivery of agreed clinical training and demonstrate contribution to achieving improvement metrics associated with Always Safety First.	✓	✓				



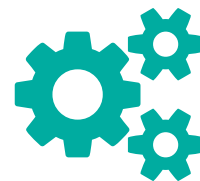
#	Lead	Objective						
12. Innovate and expand simulation and technically-enhanced educational programmes								
12a	Associate Director of Education (Governance & Performance) and Clinical Education	Subject to outcomes of PACCAR bid, implement business case for simulation and surgical simulation providing annual reports on income and expenditure and performance against objectives.	✓	✓	✓	✓	✓	✓
12b		Human Factors & Surgical Simulation. No further objective is required as this is subsumed in objective 14a.						
12c		Human Factors & Surgical Simulation. No further objective is required as this is subsumed in objective 14a.						
13. Achieve credit/award-bearing status for our range of postgraduate educational programmes								
13a	Associate Director of Education (Delivery & Development)	Achieve credit/award-bearing status in targeted range of programmes.		✓			✓	
14. Extend human factors and surgical simulation training to clinical and non-clinical staff in line with 'Always Safety First' and 'Learning to Improve'								
14a	Head of Clinical Education	Continue developing the in situ simulation programme across all disciplines	✓	✓	✓	✓	✓	✓
14b		Human Factors Academy. No further objectives are relevant as the proposal for a Human Factors Academy has been considered and associated requirements form a major component of the delivery programme for Always Safety First.						
14c	Clinical Director of Simulation	Evaluate hot and cold debrief systems and consider any amendments required.	✓	✓		✓		
15. Develop more educational opportunities for non-clinical staff								
15a	Associate Director of Education (Delivery & Development)	Evaluate hot and cold debrief systems and consider any amendments required.		✓		✓		
16. Enable retention of experienced staff								
16a	Associate Director of Education (Delivery & Development)	Work with non-clinical departments to develop and implement viable educational opportunities and support the non-clinical departments to develop education and training plans.	✓	✓		✓		






D: Working with others



#	Lead	Objective						
17. Develop internal and external stakeholder framework and customer relationship model								
17a	Associate Director of Education (Delivery & Development)	Scope opportunities to enhance internal and external stakeholder engagement.		✓			✓	✓
18. Define relationship between Edovation and The Health Academy and grow our educational portfolio								
18a	Associate Director of Education (Governance & Performance)	Scope opportunities afforded through the partnership between The Health Academy and Edovation for innovative programmes to enhance the education and training offer and further extend the offer to ICS (and wider) organisations.		✓		✓	✓	✓
19. Enhance our engagement with education partners								
19a	Associate Director of Education (Delivery & Development)	Work with local education partners to scope opportunities for viable joint models of educational delivery.		✓		✓	✓	
19b	Head of Widening Participation & Apprenticeships	Review work experience portfolio and consider opportunities for any revisions and potential growth working with education partners.		✓		✓	✓	
20. Establish our role as central to the ICS and ICP for educational opportunities								
20a	Deputy Director of Education	Demonstrate success in respect of projects led and education delivered on behalf of the Lancashire & South Cumbria ICS/ ICP.		✓		✓	✓	
21. Strengthen our international relationships								
21a	Associate Director of Education (Delivery & Development)	Review position regarding international participation in educational activity and consider opportunities to expand/increase.	✓	✓				✓
22. Enhance our Patients as Educators approach to support educational delivery								
22a	Head of Clinical Education	Scope further opportunities to expand Patients as Educators into other clinical activity and seek opportunities for an award to recognise the success of this programme.		✓				

E: Optimising our infrastructure







#	Lead	Objective						
23. Review and revise our education and training team structure and enhance our communications and engagement								
23a	Associate Directors of Education	Review team structures and consider opportunities for enhanced shared working and optimised team structures.		✓	✓	✓		
23b	Deputy Director of Education	Achieve increased staff satisfaction as measured in staff satisfaction survey and/or wider Trust survey.		✓				
24. Scope opportunities to integrate and streamline educational activity								
24a	Associate Director of Education (Delivery & Development)	Explore education activity across the Trust and consider opportunities to integrate areas of activity.		✓	✓	✓		
24b	Deputy Director of Education	Support the ongoing requirements associated with the review of the clinical educator model.		✓	✓	✓		
25. Review and enhance our communications and marketing								
25a	Associate Director of Education (Governance & Performance)	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, and undertake a customer survey to assess the impact and satisfaction with The Health Academy website and intranet area.		✓		✓	✓	✓
26. Enhance monitoring and reporting of performance in education to improve quality								
26a	Associate Director of Education (Governance & Performance)	Review data warehouse and develop options to enhance the provision of educational performance data and intelligence.		✓		✓		
26b	Associate Director of Education (Governance & Performance)	Maintain and further enhance internal and external quality performance with clear evidence of actions taken to achieve improvements.		✓		✓	✓	
26c	Associate Director of Education (Governance & Performance)	Review progress on divisional contracts and work to align all relevant income within the contract frameworks.		✓	✓			
26d	Associate Director of Education (Governance & Performance)	Review quality assurance data and intelligence and consider options to enhance mechanisms to increase participation where required.		✓		✓	✓	
27. Demonstrate value for money from educational investment								
27a.	Associate Director of Education (Governance & Performance)	Review all education income streams and expenditure profiles to consider further alignment of income streams with activity.		✓	✓			
27b.	Associate Director of Education (Governance & Performance)	In line with ongoing plans to deliver a blended teaching and learning model, review education facilities to consider any development requirements.		✓		✓		
27c.	Associate Director of Education (Governance & Performance)	Develop options to promote educational facilities as a venue for external events and generate income to reinvest in education and training.		✓	✓		✓	

Appendix 2 – Education & Training Strategy Domains mapped to other Trust Strategies/Programmes/Functions

Education & Training Strategy Domains	Getting In	Getting On	Going Further	Working with Others	Optimising our Infrastructure	Other Links
Big Plan	✓	✓	✓	✓	✓	Appendix 3 – our contribution to Big Plan goals
Workforce & OD Strategy	✓	✓	✓	✓	✓	Links to Apprenticeship Strategy and Digital Education Strategy
Research & Innovation Strategy					✓	
Finance Strategy					✓	
Continuous Improvement Strategy					✓	
Clinical Services Strategy	✓	✓	✓	✓	✓	
Always Safety First Strategy		✓	✓			
Communications & Engagement Strategy				✓	✓	
AHP Workforce Strategy	✓	✓	✓	✓	✓	Links to Apprenticeship Strategy and Digital Education Strategy
Equality, Diversity & Inclusion (EDI) Strategy	✓	✓	✓	✓	✓	Appendix 4 – our departmental EDI plan
Risk Management					✓	
Green Plan					✓	Links to Digital Education Strategy
Social Values	✓	✓	✓	✓	✓	Appendix 5 – our social values pledge and KVIs
Information Technology					✓	Links to Digital Education Strategy

Appendix 3 – Education & Training Contribution to Big Plan Goals

Strategic Aim	Corporate Goals 2022–23 – Priority Metrics	Education & Training Contribution
<p data-bbox="119 322 359 389">Consistently deliver excellent care</p> 	<p data-bbox="432 322 853 356">Improve outcomes & reduce harm</p> <ul style="list-style-type: none"> • PRESSURE ULCERS: Reduce the number of people developing pressure ulcers by 10%. <p data-bbox="432 448 686 481">Get it right first time</p> <ul style="list-style-type: none"> • MORTALITY: Continue to achieve 'within expected range' mortality metrics for adult, children and neonates • ACCESS STANDARDS: Reduction in patients waiting +12 hours in ED (Red >10%, Amber >2% and <=2%) • ACCESS STANDARDS: Reduction in ambulance turnaround times (0 over 60 minutes; 95% within 30 minutes; 65% within 15 minutes) • ACCESS STANDARDS: Reduction in 104 week waiters (in line with plans) • ACCESS STANDARDS: Achieve the NHSI 62 day cancer trajectory <p data-bbox="432 1019 853 1052">Ensure a safe, caring environment</p> <ul style="list-style-type: none"> • STAR: Maintain the standard of 75% of clinical areas achieving a silver and above STAR rating • INFECTION: Achieve less than the annual tolerance for C.difficile <p data-bbox="432 1254 909 1321">Positive patient experience delivered in partnership</p> <ul style="list-style-type: none"> • PATIENT INVOLVEMENT: Achieve a minimum of 90% of patients reporting their experience of good or very good (including "neither good/bad") 	<ul style="list-style-type: none"> • Continue to provide clinical skills training and high quality training material to support staff in the provision of required standards of patient care • Provide accurate and timely training and medical device compliance data • Continue to enhance the approach to medical devices through further refinement of target audiences and risk categorisation • Invest CPD targeted towards skills development in supporting Big Plan priorities • Support the clinical educator review to develop a refreshed model that meets the needs of LTH for delivering clinical skills now and into the future • Provide regular quality assurance reports to divisions to facilitate understanding of the learner experience in clinical environments and to feed into STAR

Strategic Aim	Corporate Goals 2022–23 – Priority Metrics	Education & Training Contribution
<p>A great place to work</p> 	<p>Promote Health and Wellbeing</p> <ul style="list-style-type: none"> • SICKNESS ABSENCE: To reduce overall sickness absence to 4.00% <p>Develop people</p> <ul style="list-style-type: none"> • VACANCIES: To reduce the number of vacancies by a further 5% • APPRAISALS: To maintain 90% compliance rate for appraisals <p>Inform, listen & involve</p> <ul style="list-style-type: none"> • STAFF ENGAGEMENT: To increase the staff engagement score as measured by the annual staff survey and the quarterly national people pulse survey to 7.5 out of 10 	<ul style="list-style-type: none"> • Support increased recruitment of Healthcare Assistants through supporting careers events, provision of literacy and numeracy assessments and increased numbers of places on the HCA induction programme • Implement additional training pathways, placement capacity and programmes to increase undergraduate and pre-registration student numbers and support growth of medical workforce through medical internships • Relaunch student offer to promote LTH as a great place to work • Provide accurate and timely data for appraisal compliance • Increase education and training team participation in the annual staff survey and quarterly pulse surveys
<p>Deliver value for money</p> 	<p>Spend less (Economy)</p> <ul style="list-style-type: none"> • AGREE REVENUE AND CAPITAL FINANCIAL PLAN WITH ICB: To deliver 100.0% of the agreed targeted reduction in our underlying financial deficit • COST IMPROVEMENT DELIVERY TARGET: To deliver 100.0% of agreed cost improvement target <p>Spend well (Effectiveness)</p> <ul style="list-style-type: none"> • DELIVERY OF REVENUE PLAN: To ensure 100% delivery of the Trust's revenue programme • CAPITAL: To ensure 100% delivery of the Trust's Capital programme 	<ul style="list-style-type: none"> • Continue to identify cost improvements and efficiencies in all educational income • Offer the required contribution to the cost improvement delivery target from education income • Manage the education placement tariff changes through a range of cost efficiency initiatives
<p>Fit for the future</p> 	<p>Transform services</p> <ul style="list-style-type: none"> • CONTINUOUS IMPROVEMENT: Identify and implement a service improvement 	<ul style="list-style-type: none"> • Deliver enhanced business intelligence on educational performance and quality assurance through the development of a live and multi-functional performance dashboard • Host the In Place programme on behalf of the region to support the implementation of enhanced placement capacity management • Lead the Skills Passport programme on behalf of the ICS to deliver additional improvements in mandatory training

Appendix 4 – Education & Training Departmental Equality, Diversity & Inclusion Plan

DIVISIONAL UPDATES TO EQUALITY, DIVERSITY AND INCLUSION GROUP

This template is for Divisions and Corporate Departments to use to provide a narrative on the progress you are making against the principles and promises set out in the Equality, Diversity and Inclusion (EDI) Strategy 2021 – 2024. The template is designed to capture what achievements and progress you have made for patients and colleagues with protected characteristics against the 5 principles; to do this you could list the actions you have undertaken, describe the measurable outcomes you have delivered, or use case studies to illustrate how you have gone about bringing about improvements and showcase your successes. You are asked to think about the future and identify your plans for each of the principles for the next 12 months. Your future actions could be specific to your Division based on your understanding of what is needed, and/or you can implement corporate actions locally working in partnership with corporate teams to deliver localised improvements.

Education & Training Departmental Plan

There is a wealth of evidence to demonstrate that adults with higher educational attainment live healthier and longer lives. Research published by The Lancet Public Health (July 2020) states that educational attainment plays an important role in health by shaping opportunities, employment and income. More than 80% of students worldwide have been affected by the impact of Covid-19, described as a 'global interruption to education'. The impact has yet to be fully realised, however such interruption could exacerbate existing inequalities, widen the gap in educational attainment, and potentially undo prior progress.

It is therefore more important than ever to ensure LTH offers education and training that fully embraces and reflects all protected characteristics, enables improved health and wellbeing for all, and supports everyone to fulfil their individual potential.

This plan focuses on three primary people groups:

- Our education and training team
- Our learner community (staff, students, trainees and all other learners)
- Our Patients as Educators

Our plan aims to fulfil the following principles:

- Equip all staff and our learner community with training and information to build equality, diversity, and inclusion into the work they do and the way they work
- Embed equality, diversity, and inclusion into all our training and education delivery, quality assurance and performance management
- Ensure wherever possible our education and training workforce is representative of all groups, and our workforce is supported to participate in engagement opportunities
- Support our staff and learner health and wellbeing
- Ensure our education and training workforce receives support to reach their full potential regardless of protected characteristics
- Offer constructive challenge to ensure our communications and everyday language promote good standards for equality, diversity, and inclusion

This plan needs to be viewed as supplementary to our Education & Training Strategy 2020–2023, however will be fully embedded in our strategy refresh.

PRINCIPLE 1: DEMONSTRATING COLLECTIVE COMMITMENT TO EQUALITY, DIVERSITY AND INCLUSION	
Achievements and Progress Made for Patients, Staff and All Learners	Future Plans and Goals for Patients, Staff and All Learners
Departmental plan developed and implemented supplementary to Education & Training Strategy	Include EDI within Education & Training Strategy refresh with relevant SMART objectives
Departmental representation and participation in EDI Strategy Group	Maintain departmental engagement and participation in EDI Strategy Group and/or other relevant EDI forums, providing our team with opportunities to engage
Education facilities designed to meet EDI requirements	Ensure any new facilities or development of existing facilities are consciously designed to meet all EDI requirements
EDI included in departmental level meetings	Ensure all team-level meetings include EDI matters in cycle of business
EDI reflected in all education and training policies	Review EDI content for each policy review to ensure all are consciously inclusive
EDI is included where relevant in all communications, published material and other information	Ensure all communications and education-related material and information is consciously inclusive of EDI
Range of premises available for staff offices with options for any staff requiring specific access according to personal need	Maintain and develop our premises wherever possible to offer suitable options for staff requiring specific access according to personal need

PRINCIPLE 2: BEING EVIDENCE LED AND TRANSPARENT	
Achievements and Progress Made for Patients, Staff and All Learners	Future Plans and Goals for Patients, Staff and All Learners
Education performance reports presented to ETR Committee on limited data	Through the Business Intelligence Dashboard development, develop more holistic educational performance reporting to ETR Committee with EDI metrics and measures embedded
Annual reports provided to ETR Committee	Develop our annual reporting to include relevant EDI information and data

PRINCIPLE 3: RECOGNISING THE IMPORTANCE OF LIVED EXPERIENCE	
Achievements and Progress Made for Patients, Staff and All Learners	Future Plans and Goals for Patients, Staff and All Learners
Patients as Educators established to offer real-life/lived experience to student/learner education and training	Grow our Patients as Educators community to be as representative as possible of our local communities and continue to offer real-life/lived experience to student/learner education
Holistic learner support offer and service in place with access to dedicated counselling and psychological support services	Continue to offer and promote our learner support offer and service and maintain timely and protected access to counselling and psychological support services

PRINCIPLE 4: BEING REPRESENTATIVE OF OUR COMMUNITY	
Achievements and Progress Made for Patients, Staff and All Learners	Future Plans and Goals for Patients, Staff and All Learners
Diverse profile of staff in education and training	Continue to promote EDI in all staff recruitment and maintain a diverse staffing profile
All staff undertake EDI mandatory training and compliance exceeds 90%	Maintain team compliance in EDI training and encourage staff to undertake additional EDI training available to equip them with additional knowledge and skills to promote equality, work in line with inclusive practices, challenge inappropriate behaviours and remove any unfair barriers
All staff undertake EDI mandatory training and compliance exceeds 90%	confidence through available learning opportunities to have more meaningful conversations with colleagues about EDI matters and address cultural issues where required

PRINCIPLE 5: BRINGING ABOUT CHANGE THROUGH EDUCATION AND DEVELOPMENT	
Achievements and Progress Made for Patients, Staff and All Learners	Future Plans and Goals for Patients, Staff and All Learners
Curricula and training material in place based on delivering educational outcomes incorporating EDI information where relevant	All training and curricula content to be reviewed to decolonise where required and ensure education and training content is more reflective of global culture and knowledge systems, supports learners to demonstrate a good understanding of the diverse range of cultures of patients they care for, and to ensure EDI content is consciously embedded in training where this would offer enhanced benefit and value to learners
Accurate and timely EDI & Human Rights compliance data is provided Trust-wide	Continue to provide accurate and timely EDI & Human Rights compliance data across the Trust
Agreement to develop Business Intelligence Dashboard and additional post secured	Through the BI Dashboard development, capture demographic data as part of our education and training performance, assurance and evaluation metrics, and triangulate demographic data with quantitative and qualitative education progression and attainment information
Mentor/supervisor/assessor training programmes in place	Review all mentor/supervisor/assessor training provided internally to ensure they are consciously inclusive of EDI
Education and training offer promotes equal access with appropriate and targeted modifications where required	Maintain education and training offer to promote equal access with targeted modifications where required
Learner improvement forum established with opportunity for all our learner community to engage	Increase participation in learner improvement forum ensuring participating learners are representative of our learner community, and that any issues raised relating to EDI are included in quality improvement plans
Widening participation team in place with range of targeted towards local communities and supporting people into healthcare career opportunities	Review widening participation portfolio to ensure it promotes equal access across all local communities, all protected characteristics and social determinants of health
Immersive and virtual reality technology in place underpinned by our Digital Education Strategy	For all technology developments, ensure equality impact assessments are undertaken to maximise access across our diverse staff and learner profile

Appendix 5 – Social Values Framework – Education & Skills Pledge

Pledge:

We offer excellence in education, training and development to:

- Target our local communities to support people into employment
- Provide outstanding careers for our workforce
- Provide excellent training and development opportunities to support skills development and progression, and enable a workforce fit for the future

Key Value Indicators:

1. Invest in 60 local people to develop employability skills to support them into employment
2. Deliver 10 careers activities/events targeted towards local communities to promote the range of careers in healthcare
3. Offer 100 work experience opportunities to people who aspire to a career within the NHS
4. Deliver 4 programmes that provide learners who have additional learning needs and/or disabilities with 'world of work' knowledge
5. Offer 4 Year 12 career events per annum
6. Offer a minimum of 10 additional places on apprenticeship programmes delivered by LTH for internal staff
7. Increase our true apprenticeship offer for external candidates by 10%