

Education, Learning and Development Plan 2016–2019



SWBH Trust firmly believes that effective education, learning and development makes a major contribution to the provision of a committed and competent workforce that are focused on delivering safe and effective patient care. The Trust takes learning seriously, clearly demonstrated by the protected investment in the development of our colleagues, reaching £1 million at the time this plan was produced. The Trust Board and senior leaders of this Trust understand that by investing in a high quality workforce, who live our values and demonstrate patient focused behaviors every day, we will enable high quality care to be delivered to our patients which; in its turn will positively affect health outcomes in our communities.

We encourage all our colleagues to develop their skill and competence, to ensure that our patients, families and carers have a safe and positive experience in all their encounters with SWBH.

This document sets out the strategic direction for the Trust's Education, Learning & Development (EL&D) over the next three years, to ensure that our finances, energy and efforts are demonstrably making a real difference in the competence and performance of the 7200 colleagues in the SWBH family. We will continue to use the core dimensions of the nationally acknowledged Knowledge and Skills Framework (KSF) to measure individual development. We will expand the use of our own Leadership Competency Framework and amplify the use of our 9 Trust promises, focusing on the 'how' we do things, as well as the tasks that we do.

'How' we do things is as important as 'what' we do. We will focus on our Trust promises to help develop a culture that enables all of our colleagues to thrive.

"Very useful course, has given me more confidence and knowledge in leadership issues"

Participant on Action-Centred Leadership Course

We are bringing the significant resources we invest in education, learning and development together, across all of our professional groups. This isn't a plan for doctors, or for managers, or for nurses, but a plan for **everyone** to learn and develop in their SWBH career.

This plan sets out an ambitious 'offer' for colleagues at all levels, whether you are in your first few years of a NHS career, whether you wish to develop your skills and expertise to develop your career, or whether you are an experienced colleague taking the step to senior leadership or technical excellence. SWBH's ambition is to encourage and motivate our talented colleagues to enjoy a long, challenging and varied career, delivering fantastic care to the patients of Sandwell and West Birmingham.

"We want to be the employer of choice for people living in the region, attracting local talent to work with us and for us. We want to be renowned for ensuring all our staff are educated, developed and trained to achieve the highest standards of leadership and patient care."

A skilled, passionate workforce is the greatest asset of any organisation. This three-year education, learning and development plan is designed to put excellence at the heart of all learning in our Trust and to equip us all to deal competently and confidently, with the challenges of the future.

Toby Lewis – Chief Executive

Education leads



Raffaella Goodby
Director of Organisation Development

Every member of our workforce, no matter their profession, has the opportunity to learn to develop in their current role or equip themselves with the skills and knowledge for the next step in their career. SWBH is serious about personal development for everyone, and about creating a learning organisation that is ambitious to be 'the best' and that means investment in our people so they can invest in our patients.



Dr David Carruthers
Director of Medical Education

Over the last few years we have had to respond to many changes in the provision of health care in the Trust and try to match student placements to the services to maximise learning opportunities without disruption to clinical care. This has required an innovative approach to teaching methods which has been acknowledged by a recent Quality Assurance visiting panel and more importantly by the students themselves, many of whom said that they would want to work at our Trust in the future based on the teaching and support they have received here.



Heather Matthews
Medical Education Manager

Many members of staff across the Trust work hard to support the delivery of high quality medical education, so it was very pleasing to hear a recent Quality Assurance Panel state that we 'had created a culture across the Trust that really values education.'



James Pollit
Associate Director of Education, Learning and Development

As a passionate and committed colleague of SWBH, I see 'first hand' the positive and negative impact that great or poor leadership has on individuals and teams. Great leadership is critical to us making progress and delivering our strategic objectives as a Trust. Educating staff at all levels and equipping them with the skills to do their job and to grow and develop whilst they strive for their next role, is what gets me out of bed in the morning and gives me satisfaction that I am making a difference to our patients.



Recognising achievement in Apprenticeship delivery at the SWB CCG Equality Awards

Education now and in to the future

Following the opening of **Midland Met** in 2018, training in the Trust will be largely delivered from two main hubs, **Midland Metropolitan Hospital and Sandwell Education Centre**. The existing Medical Education Centre at Sandwell will be completely redeveloped to include more clinical skills training labs and larger training rooms. We will invest in 'state of the art' learning equipment, and Midland Metropolitan Hospitals new education facilities will be based on the fifth floor next to the prestigious Winter Gardens area which is the main welcome area for patients and visitors. This will include space for simulation training, a number of seminar rooms, a tiered lecture theatre, library hub

and IT suite. Our current Sandwell site will also see investment and improvements as the former 'Coffee Pot' will become an e-Learning Facility where our colleagues can develop their technical skills as well as undertake learning modules online. The Trust Board are continually listening to feedback and working with educators and their representatives to ensure that we are providing the right facilities for learning to be delivered and enhanced. This sits alongside our commitment to 'on the job' learning, to minimise the time away from patients and enables staff to mentor and coach each other in their clinical area or service.

MSK Physiotherapy has brought in a new consultant role to assist in the delivery of an evidence-based highly skilled MSK service.



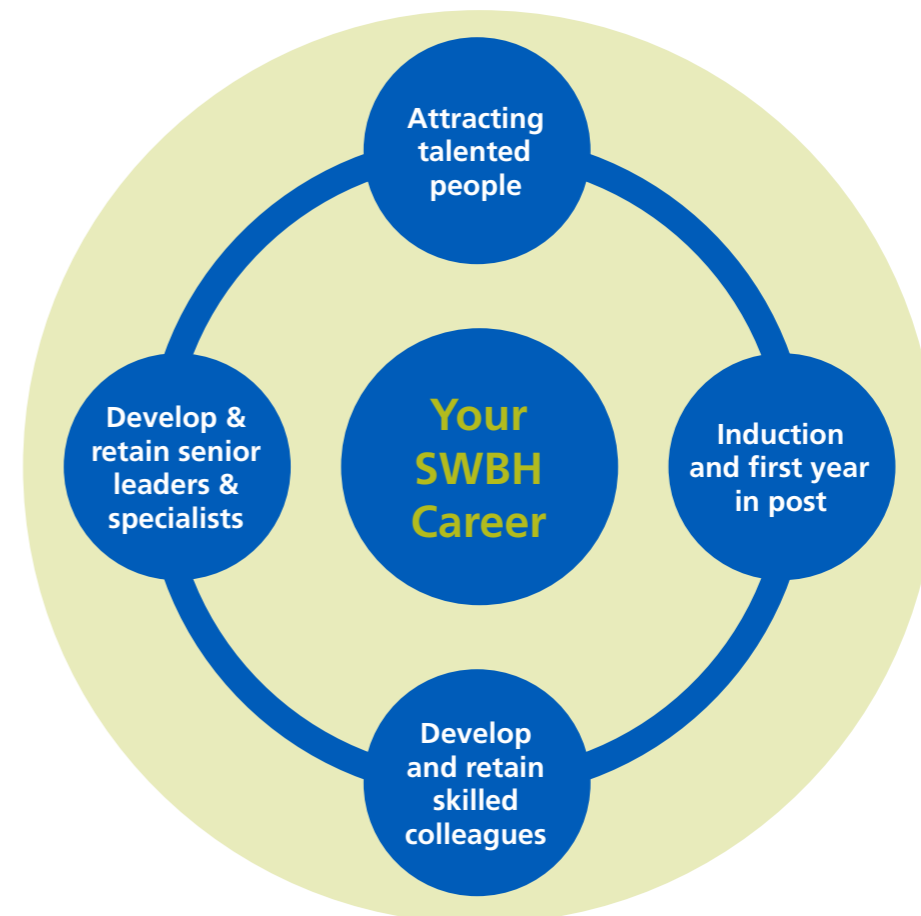
Midland Metropolitan Hospital

Your learning journey at SWBH



This ambitious three-year plan is structured in four main areas that offer opportunities for learning and development for every stage of your **Sandwell and West Birmingham Hospitals Trust Career**.

This plan puts your career aspirations at the heart of your learning journey



1. Attracting talented people

We aim to open more doors to training and employment in the Trust and the wider NHS by attracting diverse people with the right values and ability to do an excellent job. The Trust offers opportunities ranging from work experience placements, traineeships, apprenticeships and an extensive student nurse programme to a medical undergraduate programme, where we have up to 180 students on placement at any one time, plus more than 200 doctors-in-training. We will broaden the pathways into training and employment by enhancing our existing work with schools, colleges and universities.

In order to achieve this we will:	By 2018 we aim:
To become the employer of choice for young people by increasing the number of work experience placements, apprenticeships, and traineeships.	
Extend the range of placement opportunities across the Trust for work experience and traineeships	<ul style="list-style-type: none"> To have at least 200 work experience placements per year
Extend the number of frameworks available for apprentices. For example: healthcare support worker roles which would include healthcare portering.	<ul style="list-style-type: none"> To have at least 200 apprenticeships per year To have at least 30 traineeships per year To have at least 5 graduates per year
To become the employer of choice for medical students and retain talent from our local communities and universities, striving for a 'learning organisation'.	
Develop our undergraduate and postgraduate programmes to meet the GMC document promoting excellence; Standards for Medical Education and Training	<ul style="list-style-type: none"> All trainees receive human factors training within a simulation setting
Maintain and enhance existing links with colleges, universities, and forge closer links with Aston University	<ul style="list-style-type: none"> To have developed alternative teaching programmes and methods to support traditional methods and new models of care
Develop medical education and clinical supervisors further	<ul style="list-style-type: none"> To have all named medical education and clinical supervisors accredited as trainers
To attract talented clinical staff into posts within the Trust	
Work with local universities to develop academic programmes and placements for students from non-medical professions, create clinical courses where they do not already exist	<ul style="list-style-type: none"> To have 80% of students on placement with the Trust who would recommend working at SWBH to their peers
Further develop pathways into careers at SWBH	<ul style="list-style-type: none"> To have development frameworks available for non-medical, clinical courses where they do not already exist To provide a clear and attractive career paths for general managers and leaders Develop networks with schools and colleges to attract local people to our Trust

2. Induction and first year in post

A key part of our approach to education, learning and development focuses on the initial 'onboarding' that new members of staff experience when they first join our Trust. The experience in the 100 days and first year is a critical component to retaining our talented people, and a great opportunity to set high standards and expectations for the future. This ranges from the experience before colleagues join the Trust, developing digital solutions for pre joiners,

the corporate induction available to all new starters, as well as support offered to our newly qualified nurses through the preceptorship programme. The first year in post also encompasses fundamental skills training for healthcare assistants, new clinicians sharing good practice and understanding standards, as well as orienting all our staff on the behaviors and standards we expect from all our colleagues.

In order to achieve this we will:	By 2018 we aim:
To provide a welcoming 'onboarding' experience to new recruits.	
To provide a welcome to the Trust that clearly demonstrates 'what is expected' as well as 'what you can expect'	<ul style="list-style-type: none"> 60% of new recruits will have prior learning accredited before they join 100% of new recruits can 'port across' their previous NHS mandatory training compliance 100% of new recruits have attended a refreshed corporate induction programme including new e-learning solutions Local induction to include developing a personal development plan as part of your appraisal. Clear and consistent standards on inclusion and diversity set out during induction. Implementation of the Care Certificate and its 15 standards prioritising new staff who are new to care.
Enable a positive and engaging 'first year experience' to newly qualified staff	<ul style="list-style-type: none"> Consistent offer to 100% of newly employed staff to enable them to develop practical skills in first year in post. Coaching and mentoring available to all staff who are new in post, including in the Trust leadership framework for staff in leadership positions. Peer support networks set up for newly qualified staff. Fundamental skills training for HCA's new to the Trust. Structured five day clinical training programme for all newly qualified nurses. A tailored package for therapists new to the Trust to meet service and individual development targets.

Consultant Obstetrician and Gynecologist Gabrielle Downey has been awarded a top accolade in recognition of her efforts in training. She won the inaugural West Midlands Trainer of the Year Award from the West Midlands Trainee Committee – she said:



"Training is integrated into my day job on both clinic and theatre, and you have to make time to focus on the trainees and their needs."



HRH Prince William visits the Live and Work project

3. Developing and retaining skilled colleagues

This part of the plan is about valuing our colleagues, and ensuring that we offer opportunities for formal recognition (through nationally consistent standards) that enable our colleagues to build their careers with SWBH. Our plan is to ensure our colleagues can access development and are supported to have enough time and energy to devote to learning. We will invest in all our staff to keep pace with technology and new working practices, and we will ensure that everyone in the SWBH family feels confident and supported to be the best that they can be for their colleagues and our patients.

We will implement a programme for all colleagues that is “over and above” the provision in annual appraisals and mandatory training courses. We will use the tried and tested principles from the Knowledge and Skills Framework to ensure ‘mid career’ colleagues are stretched and developed.



Ensure that performance is managed well and colleagues have an annual conversation about their performance and a three-year personal development plan

In order to achieve this we will: | **By 2018 we aim:**

Become the employer of choice for young people by increasing the number of work experience placements, apprenticeships, and traineeships.

Ensure all staff will have an annual appraisal and a personal development plan which identifies their development needs for the next three years

- Achieve **100%** attendance of all mandatory training requirements
- **100%** of personal development plans will be in place, with a three-year look ahead on learning

Ensure all staff will meet the core requirements of their current role with development for stretch and working to best practise

- All staff have time to complete mandatory training
- All staff will demonstrably meet the clinical or professional competencies for their role measured through their annual appraisal
- Line managers will support Registered Nurses with their revalidation and act as confirmers where appropriate

Promote the retention of key skills and motivation by offering flexible moves inside the organisation, ensuring it is easier to remain with SWBH than apply outside.
Focus on growing our own talent.

- Staff are supported by their managers to undertake flexible development opportunities including job shadowing, short term secondments, mentoring and ‘**job tasters**’
- All opportunities will be advertised as ‘**internal recruitment first**’ so that current staff have opportunities for promotion.
- All bands 1–4 roles will be considered for apprentice placements creating promotion opportunities for others
- All leaders will develop their skills using the Trust’s Core Skills and Leadership Framework.

Use the six core dimensions of the KSF to ensure consistent standards, developing skills that are transferable to all levels across the Trust.

We will identify and embed transferable skills, based on the six KSF Core Dimensions, in our development offer.

- Communication
- Personal and People Development
- Health, Safety and Security Service
- Improvement Quality
- Equality and Diversity.

- Bands 1–3 should have achieved level 1 in all dimension.
- Bands 4–5 should meet level 2.
- Bands 6 and 7 should meet level 3; this includes middle grade doctors.
- Band 8 and above, including consultants, should achieve level 4 in all (excepting 3 and 6). The Trust will have adequate provision to sustain this level of development.

4. Develop and retain senior leaders and specialists

The Trust has an ambition to enable our people to develop and learn, to access promotions and to build their leadership careers within the SWBH family. This may be a clinical specialist role or general leadership role. It may include research and development, clinical trials or a complete career change! Preparation for academic study to support those making the transition from vocational training to a higher level education should also be encouraged and supported.

The Trust is acutely aware that not all practitioners want to lead and manage people or services and may want to stay as highly specialised clinical practitioners. We aim to support everyone in their career ambitions and recognise the need to retain a breadth of skilled people in our Trust.

In order to achieve this we will: | **By 2018 we aim:**

Develop and retain confident and competent senior leaders and clinical specialists within the Trust

For those who wish to develop as leaders the Trust will provide a structured framework with tailored coaching and support to embed practise across the leadership cadre

- New and aspiring leaders will be offered a Band 2–5 development programme
- 75% of service managers and clinical directors will have attended core skills management development programme
- **95%** of the ‘**Top leaders**’ will have undertaken leadership development including climate feedback
- All leaders will undertake a 360 degree appraisal every three years
- **100%** of aspiring leaders will have access to e-learning and self directed content to develop skills and knowledge

We will make more opportunities available for clinical development to attract and retain talented clinical staff, in particular for hard to recruit and retain roles

- We will create and fund research posts to attract and retain talented clinical staff
- Offer advanced levels of clinical qualifications through our links to local universities and national institutions, included in **100%** of job adverts
- **100%** of staff will have access to opportunities for shadowing and secondments
- We will create new advanced posts to support clinical care outside hospitals
- Act on feedback from junior doctors and educational supervisors on ‘**what we do well**’ and integrate in to our recruitment offer

Education and continuous learning will become a key component in the Trust’s Executive structure

- Medical education will be fully integrated into planning for future posts and service developments
- The Trust will recruit a Director of Medical Education
- **100%** of executive director’s will have a personal development plan to be measured through their annual appraisal by the Chief Executive.
- The Clinical Leadership Executive will have undertaken a programme of leadership development including inducting new CLE members
- **100%** of non executives will undertake key training and development related to their role, including Inclusion and Diversity
- Senior leaders will coach and mentor two people per year

CASE STUDY

Development Issue

The Trust employs approximately 400 Healthcare Scientists working within disciplines sitting in a number of different Clinical Groups. The Healthcare Science workforce is made up of assistants, practitioners, scientists and Higher Specialist Scientists or Healthcare Science Consultants. In some departments, recruitment of practitioner-level staff, which should form the largest staff group in many areas, is difficult as nationally the number of trainee practitioners has fallen. The level of workforce planning within different departments is variable, but initial assessment of the workforce demographics indicate succession planning for senior/consultant level posts is required.

Development Solution

As part of our plan to address this, we aim to further develop and consolidate career pathways in Healthcare Science to become renowned as a centre of excellence for placement provision, as well as working with local schools and colleges to interest more people in choosing Healthcare science careers. We will engage with STEM and other networks to reignite a passion for science in our local schools and colleges.

Administrative Apprentice

“...as an admin apprentice, I’ve gained great knowledge of the NHS and made good career progress, I’ve finished working for SWBH now and start uni as a student nurse, once again, thank you.”

The apprenticeship programme provides an excellent foundation for people to develop their careers, and also provides experience to enable important career decisions to be made:

In September 2015 a brand new regional school, the Health Futures University Technical College (UTC), opened in West Bromwich. Jim Pollitt, the Trust’s Associate Director of Education, Learning and Development said:

“Having a University Technical College on our doorstep that is sponsored by a local university and delivers a curriculum that is focused on health and health sciences offers us as an employer fantastic opportunities to influence the young people at the college, to become involved in healthcare and aspire to be one of our employees of the future.”

CASE STUDY

Further develop clinical skills of our pharmacists

Development Issue

Pharmacists work across the organisation in supporting clinical care of patients. It is critical that pharmacists maintain awareness of clinical developments and are appropriately trained to support pharmaceutical requirements of patients across all specialties. Pharmacists arrive with broad basic skills and require development across a whole range of specialties. Starting point for most is the Clinical Pharmacy Diploma. Once the diploma is completed there is a requirement to further develop clinical skills to support Clinical Group activity at various levels.

Development solution

There is scope for pharmacists to support clinical services by working as prescribers within the organisation. We currently have a number of independent prescribers and have previously been requested to support prescribing within Oncology/Hematology. In addition, prescribing courses are now available which include significant elements of clinical appraisal to enable staff to work more clinically e.g. in A&E, AMU. There are fast track courses available to Pharmacists which can be completed within 4–6 months.



“I have found meeting with my mentor the most useful part of my first year, it really helps to share how it’s going with someone who is more experienced”

Nurse in Medicine

“Doing this apprenticeship has given me the skills and confidence to kick start my career. It has also taught me how to be independent and to always challenge myself”

Rene Mahon just finishing her apprenticeship in the MEC at Sandwell and has gained a job at The Children’s Hospital.



“Thank you for offering me an enlightening work experience placement, that gave me a flavour of what medicine is really like, and how doctors and nurses work together to produce high quality care. This placement will be instrumental in firmly grounding my decision to hopefully apply for medicine.”

Work experience student

Medical Student Year 5

The staff throughout the placement were really happy to teach and have students which really made it an enjoyable experience and a trust I would be happy to return to in the future.

Medical Student Year 3

The structure of the placement and the approachable nature of the undergraduate teaching team was excellent. You get a real sense that the staff, from the Head of Academy down to the Teaching Fellows are genuinely committed to furthering our education.

Trainee Foundation Year 2

Excellent supportive team. Good working environment. Supportive seniors, would recommend post to future trainees.

Trainee Foundation Year 2

Incredible learning opportunities. Excellent consultant support and advice. Really enjoyed this post despite it being one of the busiest jobs I will ever do.

“It was very rewarding to hear that SWBH has been ranked in the top five nationally for clinical supervision, educational supervision and induction by our FY trainees. This is down to the hard work and supervision of our clinical tutors and another reason why SWBH is one of the most popular places to train in the West Midlands.”

**Dr Julian Chilvers
Clinical Tutor
Postgraduate Education**

CASE STUDY

Health Visiting and Midwifery

We want to become the best integrated care organisation in the country and this is taken into consideration when considering the educational needs of our staff so they are able to deliver their care in whatever setting they find themselves. Our Midwifery and Health Visiting Education plan is designed to meet the professional training needs of all Midwives, Health Visitors and Non-registered Healthcare support staff.

Programmes are delivered with due regard to the requirements of the NMC code of conduct and requirements of safe practice, ensuring we deliver a high quality Midwifery and Health Visiting service in an ever changing health economy and in preparation for the move to the Midland Metropolitan Hospital in 2018. These opportunities will be enhanced by using up to date media, learning environments and practical training rooms, by utilising modern simulation training techniques and developing the use of e-learning products.

At Sandwell and West Birmingham Hospitals we pride ourselves on striving to give the best service and patient experience possible to those in our care. We know that to do this we need to ensure all staff know what is expected of them, that they are engaged and that they are supported to enable them to give their best. This includes being able to undertake the appropriate education and training to be skilled and equipped to play their part effectively and with compassion.



Therapy services make a significant contribution to the delivery of effective and safe patient care. In Sandwell and West Birmingham we deliver these services across a diverse range of environments from acute and community wards, community clinics, patient’s homes and leisure centres to name a few. . I firmly believe that as a group we are a proven asset to the organisation and as therapy lead I am committed to the investment and education of our staff to ensure we develop the knowledge, skills, values and behaviours, to nurture and enhance career long development and practice.

**Fiona Shorney
Clinical Group Director
Community and Therapies**

SWBH offers a full range of science careers and development

How will this plan be used?

Within the broad guidelines given above, each group will produce a three-year development plan for their services. This will inform the Directorate and Groups' level three-year training and development plans. This will also inform the prioritisation of the Trust's annual training needs analysis and future commissioning to meet the Trust vision and priorities.

There are already a wide range of learning and development opportunities available to colleagues in the SWBH family. You can find more details in the Trusts training prospectus on **Connect**. This content is regularly refreshed and updated. SWBH colleagues can also find guidance on your relevant professional development pages and university higher education brochures.

For more information please contact:

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"Within an acute hospital setting and as individuals move from learner to practitioner, the separation between undergraduate and postgraduate medical education becomes artificial. Our goal for both undergraduate and postgraduate medical and nursing training must be, to equip individuals with the necessary skills and habits to participate in the delivery of high quality and reliable healthcare in the future. This requires a reliance on high performance teamwork and the skills to participate effectively in a continuous quality improvement process."

Dr Roger Stedman, Medical Director

Therapies are investing in research to assist individual development, increase the research base in the Trust and develop links with local universities such as Coventry University.



We learn from each other as well as in classrooms or e-learning

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