Salisbury NHS Foundation Trust

Paper Number SFT 2019

Title Lifelong Learning Strategy 2004-09 Progress Report

Purpose

The purpose of this report is to up-date members of the Board on the progress being made by Salisbury NHS Foundation Trust on the implementation of the 5 strategic goals of the ‘Lifelong Learning Strategy 2004-09’

Executive Summary

Salisbury NHS Foundation Trust continues to:

- Prioritise learning which improves patient care by meeting service needs and the promotion of an improvement culture.

- Promote access to learning and development which supports the needs of the individual and those of the organisation.

- Value the diversity of learning opportunities both work based and classroom based within the Trust and in partnership with other learning organisations.

- Support the equality of access across staff groups to education and learning to support fitness to practice.

- Recognise that for lifelong learning to be effective in contributing to patient care, it must also be part of a process that links learning and development with patient needs, organisational needs and service plans.

Action Required by the Board

To note the progress made towards the achievement of the Lifelong Learning Strategy in the following 4 areas:

Managers and staff sharing responsibility towards education, training and development.

Enabling staff to develop new skills as new ways of working are developed.

Supporting managers in the Trust to develop their skills as coach, mentor and assessor of their staff.

Service plans reflecting the learning needs of all levels of staff across all staff groups.

Janine Osmond Head of Learning & Development September 09
Background

The Lifelong Learning Strategy was developed by staff 5 years ago because the Trust recognised that the whole workforce needed opportunities to learn new skills and knowledge and apply those in their work environment in order to keep pace with change and maintain organisational effectiveness.

The strategy recognises that:

- Managers and staff share responsibility towards education, training and development.

- Staff are entitled to work in an environment which equips them with the skills to perform their current jobs to the best of their ability, developing their roles and career potential, working individually and in teams in more creative and fulfilling ways.

- Access to education, training and development should be as open and flexible as possible with no discrimination in terms of age, gender, ethnicity, availability to part-time/full-time staff, or geographical location.

- There is a need to develop a culture in the organisation that genuinely values learning, actively promotes and invests in learning and builds it into everyday routines and practices.

And that:

- For lifelong learning to be effective in contributing to patient care, it must also be part of a process that links learning and development with patient needs, organisational needs and service plans.

There are 5 overarching themes in the strategy:

- Managing education, training and development efficiently across the whole Trust

- Making learning and development more accessible to all staff, and removing barriers that prevent people from taking up agreed education, training and development

- Developing a good learning environment in the Trust for pre-registration learners and working in partnership with education providers to ensure high quality programmes

- Pro-actively supporting the continuing professional development of all staff, from mandatory requirements to career development
• Developing current and future leaders and managers in line with the appropriate specific dimensions of the KSF and the Leadership Qualities Framework

This year’s focus has been specifically on the following 4 areas:

1. Managers and staff sharing responsibility towards education, training and development.

2. Enabling staff to develop new skills as new ways of working are developed.

3. Supporting managers in the Trust to develop their skills as coach, mentor and assessor of their staff.

4. Service plans reflecting the learning needs of all levels of staff across all staff groups.

Managers and Staff sharing the responsibility of Education Training & Development.

For the past 4 years staff in the education department and managers in the Facilities Directorate have worked in partnership to secure funding and put in place a robust infrastructure to support education, training and development aimed at staff who are mainly in bands 1-4.

Historically staff in these bands are the least likely to seek out learning opportunities. On the whole these staff have few or no formal qualifications, school was not a good introduction to learning and therefore many have basic skills needs (reading, writing, mathematics and use of a computer).

Managers have encouraged staff to undertake a range of work-related competence-based qualifications; containing basic skills support where appropriate.

This year culminated in an Award Ceremony during which over 100 staff were recognised for their hard work. Qualifications awarded ranged from the completion of the 1st year of a MSc in Leadership and Management; a 1st degree; NVQs, VRQs, as well as Technical Certificates; in all the Directorate saw an investment of £44,000 in learning and development.

Enabling staff to develop new skills as new ways of working are developed.

Education and Diagnostics have worked in partnership to develop a number of solutions to specific problems the directorate was facing as managers changed systems, processes and developed new ways of working to achieve 18 week referral to treatment times.
• For band 7s in Radiology and Laboratory Medicine with an investment of £18,000 a 15 month leadership programme was delivered. Delegates were expected to seek feedback on their performance by asking 14 different work colleagues (including their line manager) thereby gaining insight, a 360 review, into how those around them perceived their skills as leaders. All on the programme worked with an external coach to develop their personal leadership skills; Action learning sets were facilitated to provide good group problem sharing and solving forums and workshops provided solid knowledge and insights relevant to all.

This is an example of how a leadership programme designed to be “emergent” rather than “didactic” can respond to the specific needs of participants and provide real, flexible solutions to genuine and novel leadership challenges. The challenges facing diagnostics at the time were many and varied particularly around meeting the 18 week wait. The department needed to restructure and staff needed to work as a team to achieve their targets. All those taking part in the programme evaluated the learning experienced as being highly significant, immediately relevant and also being highly memorable and retained.

• Joint Investment Funding enabled managers to work together to develop a career pathway, supported by NVQs, for band 3 and 4 staff in microbiology. This has helped with recruitment and retention of laboratory staff as new ways of working and new roles are developed.

• With £3,000 the Endoscopy team worked with external coaches and internal facilitators to improve communication and staff relationships within the team. A significant increase in both awareness and confidence as managers / team leaders has been observed; with participants developing both an understanding of the role and strategies for dealing with staff in different (and frequently difficult) situations whilst at the same time improving the service delivered to patients.

Supporting managers in the Trust to develop their skills as coach, mentor and assessor of their staff.

Critical Care used £24,000 to support 14 band 6 nurses in theatres to develop their coaching, mentoring and assessing skills, using a product called ‘Insights’.

‘Insights’ is a personality profiling tool which offers a framework to improve self-development, coaching and mentoring skills. It enables those undertaking the assessment process to develop an individual action plan. Feedback on areas for improvement are sought from colleagues so that the individual continuously improves.

1:1 coaching was offered as well as workshops to improve appraisal skills.
The evaluation showed that all of the participants fitted the description ‘accidental manager’ coming from a professional background (nursing), not sure of whether they were cut out to be a manager or about other alternatives to career progression. All but 2 are now committed to further development within manager / leader roles.

Every participant has put into practice actions agreed at each session and used 1:1 coaching sessions to review progress, problems or successes. Feedback from the external company showed that there was a higher level of engagement compared to other clients and therefore showed how candidates perceived the relevance of the programme.

**Service plans reflecting the learning needs of all levels of staff across all staff groups.**

This year saw the inclusion of learning needs into service development plans. DMTs looked to develop existing staff to take forward changes to services, rather than advertising for external candidates to fill new posts.

The quality of our training needs analysis has improved and the Education Workforce Development Strategic Committee has been able to target investment in learning activity where service changes were required in a much more systematic way.

The Trust’s vision is for all managers to be able to identify training needs so that we have a much more planned approach to delivering training, therefore more work needs to be undertaken so that we have a much more integrated approach to service planning and workforce development in order that the Trust can target investment in learning to those areas with the greatest need.

**Emerging Themes for the Coming Year**

Enhancing the appraisal process so that all staff experience both a formative and developmental session at least once a year with their line manager. Our aim is that all staff have a personal development plan so that their training requests are both valid and linked appropriately to the department’s objectives; which in turn will enable us to build on last years experience of developing relevant and timely opportunities for learning across teams and disciplines

Creating a stronger more focussed leadership programme; developing the expectation that leaders at all levels in the Trust would have training in the basics of motivating their teams and delivering improved, effective services.

Develop a coaching capability throughout the Trust to support the service improvement projects for example some of the band 7s who have experienced the value of coaching would now like to train as coaches and offer their services to teams undertaking service improvement projects in other areas.
References

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