

Valuing Educators



Co-creating the NHS Educator Workforce Strategy with our partners and stakeholders

Background

- Health Education England (HEE) and NHS England (NHSE) have been commissioned to deliver a comprehensive, Long Term Workforce Plan for the NHS.
- As work on the Plan continues, it is recognised that there is both a need and an opportunity to rethink our approach to healthcare education and training and to the development of the future educator workforce.
- In response to this, HEE's Chief Executive Officer has commissioned scoping work for an Educator Workforce Plan to complement the Long Term Workforce Plan, and we are seeking the views of education and training partners on how best to describe the vision and necessary actions

The problem we face...

- Increased workforce numbers are critical to increasing healthcare service capacity.
- The healthcare workforce continues to expand and/or upskill to keep pace with demand. This expanding workforce needs education and training to be able to provide high quality care.
- Recruitment, education, training and ongoing support are also essential to attract and retain the workforce but delivering this with current workload and service pressures is an increasing and urgent challenge.
- Workload pressures often result in time for education and training being 'squeezed'. Yet time for education is vital.

The Educator Workforce Strategy

- **AIM:** *To drive quality and consistency in standards, **to recognise and value the educator workforce** and to enable the development of a multi-professional, cross sector approach which ensures the deliverability and quality of the future workforce supply.*
- Terminology varies across professional groups. We are using the word ‘educator’ as an umbrella term denoted to all roles involved in the education and training of the healthcare workforce.
- The definition is purposefully inclusive, recognising that education and training occurs across a broad range of settings and involves both regulated and non-regulated healthcare professions.

Why develop an Educator Workforce Strategy? Why now?

- Enhancing and expanding the capacity of our workforce is essential both to address the backlog of care and to meet future need.
- In many professions education, teaching and training has been significantly impacted by the pandemic.
- Addressing this requires a greater focus on education and training and an expanded, engaged and motivated educator workforce.
- Support for education and training can maximise retention and encourage staff to return.
- Making time available to support learners will reduce the risk of burnout and attrition.
- Purposeful educator action can help us proactively address equality, diversity and inclusion in the NHS.

Why develop an Educator Workforce Strategy? Why now?

- Those involved in education and training are increasingly reporting feeling undervalued.
- Appropriate access to and capacity of supervision is a challenge across the entire multi-professional workforce.
- Digital technologies can transform the support for learning, but the educator community needs to have the capabilities and capacity to support learners to use these.
- Faculty need to feel confident in ED&I to be proactive in changing culture
- Front line educators and would be educators are also reporting burn out and insufficient time due to increasing service pressures

Why develop an Educator Workforce Strategy? Why now?

- Successful development of a future workforce requires planning for, and investment in, an educator workforce
- Addressing this challenge requires us to explore new models of education and training support
- Multi-professional faculty development accelerated the development of different models of healthcare during COVID
- Rebalancing clinical and educator workload, especially around retirement, can reduce burnout and maximise the available educator workforce.

How are we developing the Strategy?

- Continuous journey...themes and areas of focus are developing and evolving every day as a result of our engagement discussions.
- Engagement across the system through our HEE professional leads.
- Educator engagement web based and face to face focus meetings.
- Literature search: to understand initiatives and strategies in other countries.
- Building on the good practice already evident in different professions.
- Engagement with regulators
- Stakeholder feedback and co-design.
- Direct feedback: educatorstrategy@hee.nhs.uk

Educator Workforce Strategy – views so far...

We asked:

What do you want to see in an Educator Workforce Strategy?

Based on discussions we've had so far, a number of overarching themes have emerged to underpin the Educator Workforce Strategy.....these continue to evolve and change...

Overarching Themes: Educator Workforce Strategy



Integration of workforce, training and education planning with service planning

- Education must be integral to:
 - Service commissioning and development (both NHS and NHS commissioned activity), system planning and service delivery



Career frameworks

- Continuum of development
- Delivering education and training should be built into what learners do
- Opportunities for educational development
- Enabling portfolio careers to retain experienced professionals



Valuing educators, appropriate resourcing, including protecting time to deliver education and training

- Initiatives to raise profile and recognise educators
- Protected time to deliver education and training
- Reformed funding models to support education and training



Educator support and well-being

- Initiatives to support educators and their well-being
- Development of communities of practice
- Shadowing and mentoring
- Educator surveys

Overarching Themes: Educator Workforce Strategy



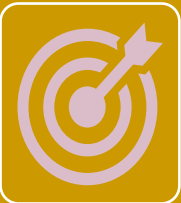
Equality, diversity, inclusion and health inequalities

- Access to education and training, improved data and understanding
- How do we support our educator community to understand particular challenges, such as differential attainment?
- initiatives at profession-level which identify important, unique elements affecting profession-specific education and training and also explore the impact on recruitment and retention – data, reflective of communities served and learners served.



Principles to support education and training

- What does good look like? What do the NHS and learners need from educators?
- Transferrable principles which underpin the Strategy
- Inter-professional and uni-professional where appropriate



Maximising opportunities for multi-professional and inter-disciplinary learning

- Learning capabilities and capacity
- Inclusive approach wherever appropriate, as opposed to profession-specific
- Supporting educator communities to understand how to maximise learning across the disciplines and support team dynamics.

All Feedback Welcome!

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