

A Learning and Education Strategy for London Ambulance Service Trust

VISION. To support all of our people – clinical or corporate support – to deliver outstanding and compassionate patient care within the context of the supportive organisation framework

Executive Summary

1. Learning goes to the heart of what must be seen as vital for employees and organisations alike. Our 'Learning and Education Strategy' must deliver an adaptable learning infrastructure which fully embraces digital.
2. It is 'principles led', 'outcomes oriented', and 'values based' and sets our own values - Respectful, Professional, Innovative, Collaborative – at its heart. It also clearly frames the work that we do in the pre-hospital/urgent care setting, not solely a model of emergency care. This is vital to acknowledge for the attraction and retention of our talent for the future.
3. The London Ambulance Service has consistently invested in its workforce and this has continued in the last 2 years as the Trust's organisational and associated clinical strategy have been finalised and launched. The Trust is not starting out on this journey but continuing to extend, develop and build upon the work that has already been done and that which is already underway with the development of the education offer for our front line colleagues.
4. The new language of work is that of 'workscape' and 'learnscape' and is set upon the backdrop of a digital revolution creating a need for employees with new skills, and employers concerned at how to find and retain talent; and of a move to dynamic learning that enables knowledge to stay current in a fast changing world (lifelong learning).
5. More than any enabling strategy the Learning and Education strategy must be the bridge by which our people cross over to deliver on our ambitious organisational strategy.
6. This is a strategy for all our people, recognising that the Trust must respond to the challenges of a changing environment and will need to develop a very different workforce for the future. This includes the ambition to establish a volunteer 'force' that can work alongside and complement our own employed workforce.
7. Some predictions are of a gloomy future where machines take the place of the jobs of people. The world of service in which the Trust operates makes it, alongside any other health service, imperative to really identify the 'human' value of the work we do – so what is the particular knowledge, skills and mindsets we need, and will need, that require that 'human touch'.
8. Whilst this Strategy does not set out to establish that, it does set the Trust on the path to building a learning ecosystem that will establish 'lifelong' collaborative learning, learning leadership, and embracing the digital future (such that we can envisage and afford within our sphere of operation).

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9. We are delighted to set out how we will transform our learning and education offer for our people to enable easy access through user-friendly digital channels *anywhere, anytime, and on any device*, and introduce performance enhancing classroom experiences. This strategy sets out challenging but realistic goals to transform the quality of learning, education and training at London Ambulance over the next four years. The strategy is aligned to our organisational strategy, the NHS interim People Plan and the vision to be a first class employer, valuing and developing the skills, diversity and quality of life of our people.
10. Learning in any organisation plays a strategic role in five key areas (**Figure 1** below). This focus is vital to respond to an increasingly competitive market for talent, in the context of multi-generational workforces, the fourth revolution (digital), and a much greater focus on keeping knowledge current and, people engaged within an organisation



Figure 1. the strategic role of learning at London Ambulance Service
(ref.Nick van Dam, Best practices in learning and talent development)

11. We will be aligning our ‘Learning and Education Strategy’ to all our values, but in particular, **professional**, aligning it with the health system principles for CPD (**Figure 2** below), which are also adopted by the College of Paramedics.

The five principles

CPD and lifelong learning should:

- 1** **Principle 1:**
be each person's responsibility and be made possible and supported by your employer;
- 2** **Principle 2:**
benefit service users;
- 3** **Principle 3:**
improve the quality of service delivery;
- 4** **Principle 4:**
be balanced and relevant to each person's area of practice or employment; and
- 5** **Principle 5:**
be recorded and show the effect on each person's area of practice.

Figure 2. Principle for CPD and lifelong learning in health and social care

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Challenges and opportunities for transforming learning and education

12. The Trust has committed to an ambitious strategy that will improve patient care over the next four years. This requires a shift towards organising ourselves as effective teams with diverse skillsets to deliver patient care, enabling our people to keep their knowledge and skills current and being prepared to build new skills for future patient services.
13. It should be recognised that this will be building on already strong foundations, where progress in building in-house 'educator' capacity has been significantly enhanced over the last few years.
14. We now need to take this opportunity to bring together our training teams to build capability and capacity and take advantage of the additional resilience that this will present.
15. To realise our organisational vision we must address:
 - Challenges with access to learning through a process which is cumbersome, requires manager approvals, business cases and is often blocked due to constrained budgets
 - Our learning and education infrastructure, which is reliant on paper within an education environment which is often out of date and not equipped for a modern learning experience and a digital experience which is not engaging
 - The lack of a single governance approach which limits our ability to assure the quality of our training and prevents us from planning our training needs more strategically
 - **Ensure that we clearly articulate a learning offer this is accessible and for all our people whatever their role in the Trust.**
16. Our people have a positive digital and learning experience when they are on placements, learning on the job from experienced colleagues or in their personal lives using smart devices to easily access information at point of need and weave the learning into real-time.
17. Our workplace must reflect how ways of learning have evolved by using informal channels not only centrally controlled opportunities.
18. We must improve the way we communicate and market the learning opportunities for our people and must ensure that we include all colleagues – clinical and support – in our learning frameworks.
19. To overcome today's learning challenges and be ready for the future we have developed six themes setting out **what** and **how** we will deliver on our strategic learning and education aspirations:

What

- **Learning Theme 1: Quality, Patient Care and Safety at the Heart of Our Learning** – learning and education will be informed by our need to continuously improve our quality and safety standards and put patients at the heart of all we do
- **Learning Theme 2: Professional Career Enhancing Learning for Our People** – careers are developed and sustained at the Trust through an individual's employment journey with us so that our workforce can meet current and future patient needs. Leaders and managers champion workplace learning and knowledge sharing across teams
- **Learning Theme 3: Leadership and Management Development** – we will develop and retain effective and inspirational leaders, who are focused on delivering our mission, vision and values through their engaged teams

How:

- **Enabling Theme 4: Innovating Learning** – exploiting digital to access learning at point of need in fair and inclusive ways
- **Enabling Theme 5: Learning Together** – learning through informal communities in the workplace and learning from incidents, our approach will promote effective teamwork, and better understanding for a positive culture and excellent patient outcomes
- **Enabling Theme 6: Inspiring Learning Environment** – reinventing our physical learning space and equipping it with modern technology (such as Virtual Reality simulations) and, making the most of our office environment as a platform for continuous learning, our estate and infrastructure will encourage high quality learning and education and provide an outstanding learner experience

Delivering the strategy

20. We will work closely with the technology, estates and people and culture teams to drive learning forward in our Trust. A high level roadmap (**Figure 3** below) for transforming learning brings together key actions highlighted in the strategy with an overall aim for scaling learning innovation in conjunction with recommendations in the Carter Review.
21. Implementation, including associated risk identification and management, will be overseen by the People and Culture Committee (PCC).
22. The 2019/20 Budget and Business Planning process has identified funding for key activities and developments within the strategy. Funding for future years set out in the implementation plan will be sought via the business planning cycle.

Phase 1 Building governance and learning portfolio	Phase 2 Design and refine	Phase 3 (2020/21) Embed and blend	Phase 4 Review and scale
<ul style="list-style-type: none"> •Ratify strategy •Revisit all enabling strategies to ensure co-dependencies are identified •Clinical education structure: clinical skills, governance •Identify business sponsors •Develop marketing and communication plan •Implement 'Hub' (Atlas) and explore user requirements •Identify L&E 'products' and potential future developments •Develop 'benefits plan' 	<ul style="list-style-type: none"> •Assess current, identify gaps and prepare new (material, tools, roles) •Review and refine management development programmes •Develop career 'personas' •Validate career 'personas' with learners and managers •Monitor 'Hub' usage and impact •Planning for future skills and capabilities •Develop talent management framework and talent spotting tools •Design process for how we operationalise and prioritise training and evaluate success 	<ul style="list-style-type: none"> •Using internal expertise, design and develop new learning topics ('Hub') •Design and develop guides •Design and develop career planning templates •Assessment of business capabilities against strategies •Upskill learning and educator teams with learning innovation capabilities •Engage leaders and managers on workplace learning •Launch talent management framework •Register of 'expertise' (discover and utilise) 	<ul style="list-style-type: none"> •Explore partnerships with other Trusts to share learning and education resources (efficiency, productivity) •Discovery for future skills needed at national level and workforce skill sharing approach •Refresh 'Hub' content and experience and assess impact on employee development •Evaluate benefits realisation •Accessibility of learning across healthcare system and our people (e.g Bank)

Figure 3. High level roadmap for Learning and Education Strategy

Co-dependencies

23. The Learning & Education strategy will work with and support the Trust's complementary enabling strategies:

- Clinical
- People & Culture
- Estates
- Fleet and equipment
- Digital
- Quality
- Volunteering

24. The Trust's enabling strategies are being developed in parallel, and our Learning and Education and People and Culture Strategies will be reviewed for specific actions that need cross referencing as the other strategies are finalised. To develop this strategy, we have also considered the following:

Internal to London Ambulance

- Care Quality Commission Reports: 2015, February 2017, May 2018
- Workforce Race Equality Standard Report 2017
- London Ambulance Trust Business Plan 2018/19
- Chief Executive Objectives 2018/19
- Staff survey responses 2016/17 and 2017/18
- Gender Pay Report 2017/18

External

- Lord Darzi Report, Better Health and Care for All 2018
- Skills for London, Mayor's Office, 2018
- Carter Review on NHS productivity 2015/2016

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- Carter Review on Ambulance Productivity October 2018
- IUC/NHS 111 Workforce Blueprint
- Association of Ambulance Chief Executives Strategic Objectives 2018
- Inter-professional CPD and Lifelong Learning Working Group principles for CPD, January 2019
- NHS Long Term Plan
- NHS Interim People Plan

Introduction

25. The 2018/19 – 2022/23 five year forward view trust strategy has outlined a compelling vision to, ‘build a world-class ambulance service for a world-class city’ This ‘Learning and Education Strategy’ sets out how people’s development in clinical and non-clinical skills will be enhanced in new and innovative ways in support of the underpinning goals to realise our vision:

- Provide outstanding care for our **patients**
- Be a first-class employer, valuing and developing the skills, diversity and quality of life of our **people**
- Provide the best possible value for the tax paying **public**, who pay for what we do
- **Partner** with the wider NHS and public sector to optimise healthcare and emergency services provision across London.

26. To guide our people the organisational strategy outlines the values and behaviours - Respect, Professional, Innovate and Collaborate - that should be embedded across the people journey to bring the vision and goals to life.

27. These values act as an enabler for our organisation to move away from historical ‘command and control’ structures, towards a flatter, empowering and, agile organisation. This change will have an important impact on the leadership and management development pathways needed to equip our people to lead and career manage multi-disciplinary teams in agile environments, where problem solving and expertise can come from any level of the organisation.

28. There will be opportunities through the introduction of modern facilities and technologies that empower our people to access learning at any time, from any device and, at the point of need. Enabling technologies such as mobile devices, digitally enhanced learning spaces, video and augmented reality will transform how we deliver clinical and non-clinical education. In response our trainers will need to develop new skills and confidence in using digital tools to design and deliver interactive learning.

29. By exploiting these new and often emerging enablers our people will benefit from a richer, supportive working environment with greater opportunities for learning that sticks and, is meaningful to their career development.

30. Setting **personal responsibility** for learning and, self-learning on a continuous basis will be at the heart of our learning journey.

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31. The **aim of this strategy** is to support and empower our people to deliver outstanding and compassionate patient care by:

- Introducing a Centre of Excellence for high quality healthcare education and training
- Delivering training which directly benefits quality and patient safety
- Developing leadership capacity and capability to attract and retain talent through our bespoke Leadership Development Pathway alongside system wide development offerings
- Promoting and supporting the career aspirations of all our people
- Setting self-learning and personal responsibility at the heart of our learning journey
- Achieving greater productivity through effective use of trainers, technology, space and frontline time
- Further embedding our approach to rich 'on the job' learning as the dominant learning experience at the Trust, supported by collaborative learning through classroom and digital content
- Ensuring fair and transparent access to learning and development opportunities for all our people

32. We engaged with over 200 stakeholders, managers and leaders to listen to their experience and build this into our strategy.

33. These are covered through **SIX** key themes that emerged from our engagement with teams and in alignment with the Trust's overall strategy

Themes outlining what areas of learning will be innovated:

1. Quality, patient care and safety at the heart of our learning
2. Professional career enhancing learning for our people
3. Leadership and management development

Themes outlining how we will bring about learning innovation:

4. Innovating learning
5. Learning together
6. Inspiring learning environment

Why we need this strategy

34. Our future end to end urgent and emergency response services will be enhanced so that patients benefit from the digital innovations we introduce and our people are trained and utilise specialist skills immediately on scene.

35. Our leaders, managers and staff have fair and easy access to a wide variety of training and development that enhances their skills and career opportunities

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36. The way we deliver and access learning today at London Ambulance Service needs to transform in equal measure and must evolve into an effective enabler that equips our people with the right skills – available via any device and, at any time. Our learning landscape needs to be credible to support our organisational strategy. So that:

- **Our patients** – get the highest quality of care, assessment and enhanced treatment from multi-disciplinary teams at scene and in the community, reflecting the changing nature of patient needs and expectations. This will align with our strategy to reduce conveyance to emergency departments
- **Our people** – receive learning delivered in memorable, engaging and innovative ways enabling strong performance across multi-disciplinary teams on the job, utilising new ways of delivering training. Our people encompasses not only those we employ but extends to the community of volunteers that currently work for the Trust and upon which we will build over the next 5 years.
- **Our trainers and educators** – have flexibility in how they deliver learning without being transactional and focussing on the learner experience
- **The Trust is at forefront of future skills** – so we plan for capabilities needed alongside strategic workforce planning and digital innovation. We will seek to ignite the desire in our local communities to both be employed by the Trust and to volunteer for us
- **Easy access to learning** – our people are set up to proactively learn at their point of need to either solve organisational problems or enhance their career
- **High quality learning centres** – are available at sites so we incorporate digital with face to face learning
- **In an evolving urgent and emergency care sector** – our staff are equipped to work alongside partners and deliver healthcare across traditional boundaries

An evolving learning industry focused on performance

37. Externally, many organisations across sectors are recognising that learning processes, systems and delivery have become antiquated with the rise of digital platforms crossing the boundary from work into personal lives

38. We can now learn about anything quickly, on demand, through online channels - YouTube, LinkedIn, TEDTalk, Skype, Google Hangouts, Huff Post, and many more. The norm is to 'Google our way' through problem solving for real-time improvement in our performance. However, most organisations lag behind in this virtual, real-time learning trend and continue to deliver courses with heavy content through lengthy classroom training or e-learning to develop new skills and knowledge.

39. Now that we don't need to rely on attending courses for knowledge, our expectation for how we receive face to face learning has changed. By taking away content delivery (which can be accessed anytime), learners expect a memorable experience that brings vision, theories and, concepts to life through context-based immersive scenarios. All focused on enhancing performance. This means shifting away from lecture style training

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and using the environment in more creative ways where the learner is in control of problem-solving situations.

Our mission – Learning and Education transformation

Shaping our future as a world class patient-centric urgent and emergency service, by giving our people opportunities to improve performance and achieve their potential through continuous learning support by innovative, easy to access and user-friendly learning channels

40. Our learning vision is aligned with the Trust's broader set of priorities outlined in the overall strategy.

- **Achieve growing potential** highlights that we need our people to be ambitious, curious and open minded about their development and transfer learning back into the workplace so that teams and the trust benefits every time.
- **Continuous learning** underpins the mindset our people and leaders need to have as we move towards pioneering services and respond to skills demands required by the London community.
- **Innovative** refers to the use of improved technologies providing the infrastructure and tools for people to connect and collaborate online. It also acknowledges innovative learning in the workplace through networks, experiences, action-learning sets; learning from incidents (e.g. Schwartz Rounds)
- **Easy to access and user-friendly** is an important element that will impact the learner experience and decision to engage with digital channels in the future. This must be seamless and enjoyable to interact with

41. This transformation will build on our **key strengths** of:

- Pride in our heritage of providing a critical service with over 100 years' experience in planning for and delivering urgent and emergency care to patients
- Great people working at the Trust with specialist skills, who care about their work and want to see improvements take place
- A thriving community of clinicians who, as part of their DNA, always learn together
- Our ability to collaborate with external partners and learn from each other

42. We have to overcome a number of **barriers** to learning, which include:

- Feeling unable to participate in learning opportunities without manager permission and approval of business case or constrained budgets
- Difficulty in accessing learning and development opportunities on existing systems
- Poor learning infrastructure prolonging reliance on outdated paper-based ways of working for logging learner records and general administration

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- Losing sight of existing skills and capabilities we already have against the future skills the Trust needs to realise its strategic vision

43. For the Trust to successfully transform and innovate learning we need our people to:

- Be empowered to own and work with managers to personalise their learning journey and be given space to undertake learning on the job (not just classroom or e-learning).
- Apply learning with the aim to always improve ways of working for the benefit of patient outcomes
- Have a mindset of team and personal growth by continuously learning new skills and sharing knowledge with each employee taking personal responsibility for their own learning journey

44. We also **need our leaders and managers** to:

- Take collective responsibility, supporting new and effective learning in the workplace
- Lead by example through role modelling visible behaviours, transferring and sharing their learning with teams
- Encourage developmental dialogue as part of our daily interactions
- Celebrate learning successes as a team and, encourage and enable self-learning

Progress on Learning and Education

45. Working closely alongside the People and Culture strategy we have:

- Prioritised recommendations from the training and education review
- Introduced a catalogue of training courses for all people to access
- Developed OLM optimisation – ensuring a single point of capture for all training activities
- Developed coaching and mentoring including a dedicated programme for BME staff
- Introduced a ‘management essentials’ toolkit to support managers to lead and manage their teams
- Developed career pathways to show opportunities for growth and development
- Implemented MyESR across the London Ambulance with over 98% of staff now able to update their own employee record and complete eLearning via mobile devices
- Launched our Leadership Development Pathway with the start of the Visible Leader and Engaging Leader programmes
- Procured and are implementing our digital Student Management System
- Have started the work to digitise our clinical training and portfolio records and create the right environment to enable digital training records for the future
- We have organised and run our first Careers Event attended by many teams from across the organisation

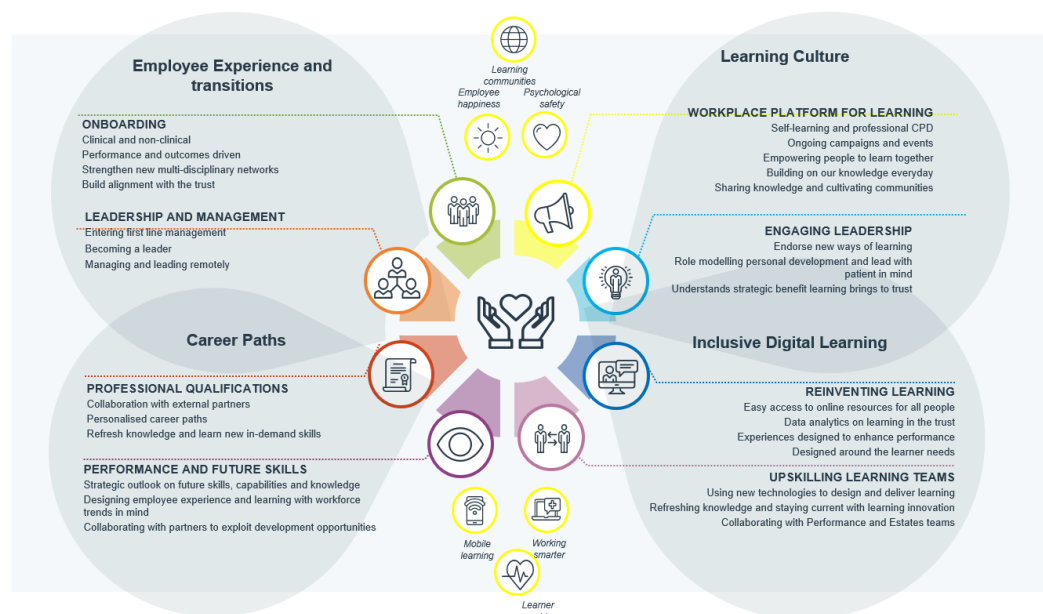
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46. We recognise that we still have some way to go to truly transform our learning offer for all our people, and ensure it is aligned to our vision, but the Trust is committed to establishing the right environment and resources to enable the 'Learning and Education Strategy' to take this work forward.

Learning and Education 2023 Framework

47. Our **Learning and Education 2023 Framework** (See **Figure 4** below) has been designed following consultation with our people and leaders and, captures the commitment to put our patients first in everything we do. For a future-ready workforce our people need to be empowered to learn in ways that go beyond the need for classroom training or e-learning. We recognise this is a journey that will transform the learning culture at the Trust enabling a shift towards on the job, experiential learning and training.

48. The Learning and Education 2023 Framework takes a system-wide view of the key elements that need to come together for a modern, high calibre clinical and soft skills



Learning and Education 2023 Framework

education offer for all our people – both clinical and support.

Figure 4.

- **Employee experience and transitions:** we will focus efforts to improve the new joiner onboarding process and support people transitioning to new roles either through promotion or role transfer.
- **Learning culture:** we will work closely with leaders and managers to set the right tone for workplace learning and embedding growth mindsets and behaviours across the trust.
- **Career paths:** we want to retain talent and invest in professional development aligned to the trust's vision. This includes learning teams focussing their efforts on strategic planning for future skills and addressing shortfalls.
- **Inclusive Digital Learning:** we will ensure people who are mobile, work from home or the office have access to user-friendly learning and can collaborate with other learners.

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This will also require efforts to upskill learning teams and educators to exploit the full potential of digital.

49. Underlying the framework is the concept of mutually supportive relationships that help learners progress towards their personal learning goals. In this context, everyone is accessing content and learning daily and adopts a self-learning mindset.
50. We will use our systems – ESR principally – to capture technical qualifications and ensure these are validated as appropriate.

Learning innovation principles

51. Our purpose for our ‘Learning and Education Strategy’ is to set challenging but realistic goals to improve the quality of how we develop all our people within the Trust. Throughout our engagements with clinical and non-clinical people we consistently heard that access to learning requires management permission, takes place outside of the workplace or working hours, is often blocked due to budgetary reasons or decision makers lack appreciation for the value learning can bring to the workplace by releasing people.
52. We recognise in our current governance processes, the need for competencies that enable our people to demonstrate that they have and maintain the knowledge and skills to carry out their role. We will build upon this and define or develop competencies where relevant and ensure that we can evidence these where appropriate.
53. We need to shift mindsets around how we learn in the trust if we are to build and embed our new pioneer services. We need to support the People and Culture strategy to ‘establish ourselves as an employer of choice for long-term careers in the NHS...’ with the learning and education strategy taking the lead in helping our people to develop new skills and grow their careers.
- 54. We want our people to work towards a collective goal centred around patient needs; to have control of their development journey; and to improve their skills and knowledge on an ongoing basis.**
55. Building on the ‘five principles’ for CPD used widely across healthcare organisations, we will assess ourselves against four key areas that will guide (see **Figure 5** below) how we engage with learning throughout the organisation. These **principles reinforce the message of learner and manager empowerment**, forging the link to **the benefits to our patients** of acquiring new skills. Our four themes for learning, underpinning the Learning and Education 2023 framework:

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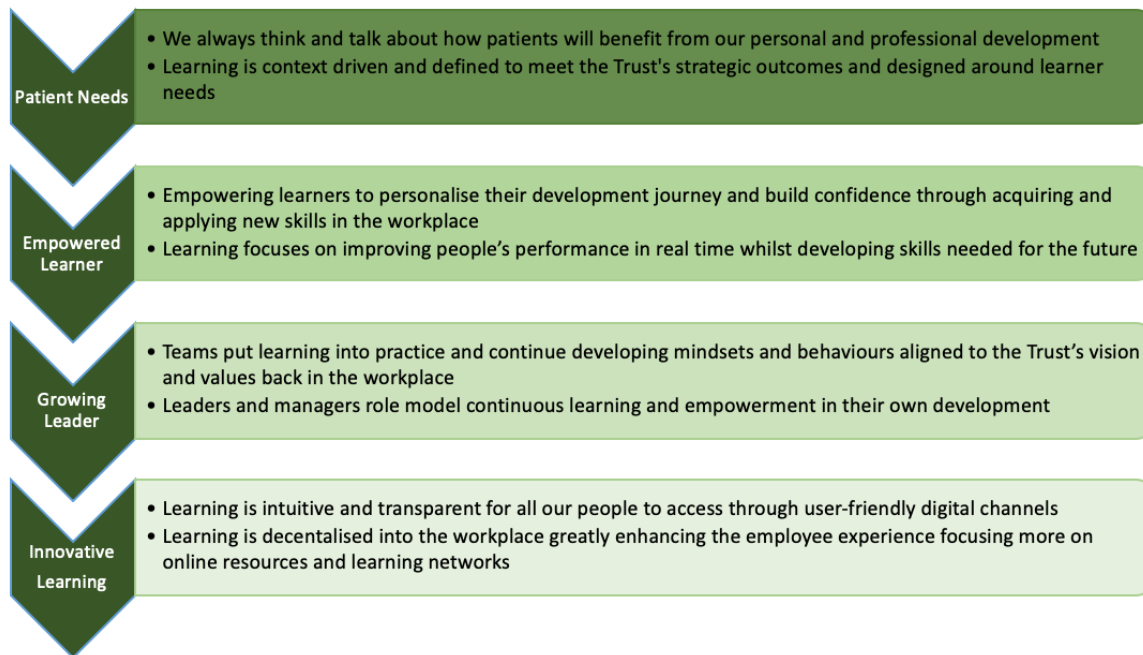


Figure 5. Learning principles of the London Ambulance Learning and Education 2023 Framework

Learning and Education Themes

56. At the heart of our strategy is evolving learning and education into our DNA, reflecting modern ways of accessing knowledge for all our people, including leaders, living the learning principles every day.
57. We have identified **SIX** learning and education themes with action plans against each. It is vital the learning is seen as the responsibility for all and we have set out commitments needed at organisational, manager and individual levels in the Trust for our new ways of learning succeed.
58. The order is not a prioritisation - all themes must be addressed with equal weight. Prioritisation will come within the action plans for each theme.
59. Themes one to three outline **what** learning areas we will address over the next 4 years.
60. Themes five to six are the enabling (**how**) themes pivotal to delivering our vision for learning innovation.

Learning Theme 1: Quality, patient care and safety at the heart of our learning

61. Our people take pride in serving our diverse capital city by providing vital lifesaving services every day. This theme covers our ambition to deliver high quality services through multi-disciplinary teams and the ever-increasing need for being skills-led in how we equip our people across clinical and non-clinical services. Having the right people and skills addressing our challenges, rather than being hierarchy-led.

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62. We want to emulate the compassion of the patient-centric delivery of our clinical educational programmes and weave this into broader non-clinical learning and educational programmes. All non-clinical people will have an appreciation of how enhanced treatment on scene drives our daily behaviours and of the need for learning in these roles. Similarly, our clinical teams will be required to work with the latest medical technologies from logging patient information to using devices to save lives. Throughout we will not just look to the product or text-book insights to professionalise our skills, but will strengthen these with a strong focus on the context in which these tools and skills are applied.

63. We will design learning taking into consideration our values, our learning principles and by setting our patients at its heart. This includes collaborating with our partners and volunteers where at times we will need to draw them in as subject matter experts to shape our learning experience.

64. We recognise that our front line colleagues need the time and space to learn both informally and formally. We will challenge ourselves continuously to ensure that we balance learning with operational needs, but acknowledging that access to continuous learning is a commitment to our people (employees, workers and volunteers).

Key challenges we must address

- Ensuring tutors and educators are fully engaged in the strategy and that they are equipped to translate our strategic aims into a learning offer
- Being clear on how to incorporate 'patient first' into design of new learning products

Our commitments

Organisational commitments

- Endorse the importance of weaving 'quality and patient safety' messages into how we deliver and receive learning
- Setting competency at the heart of our clinical and leadership development and education activities
- Design learning environments and resources with patient stories and patient needs as visual reminders and cues for all people
- Role model and continuously share in every engagement with our people how leaders reflect this theme in their ways of working
- Monitor/review that patient-centricity is current in our learning and education

Management commitment

- Coaching teams to always think big picture when making decisions
- Setting learning objectives aligned with individual and organisation aims
- Ensuring that learning is linked to and aligned to our performance management tools (appraisal, OWR, CISO)

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Individual commitment

- Take responsibility for personal learning and aligning it with the patient in mind
- Be empowered to always ask about patient needs and Trust services when undertaking learning

Priority actions

- Improve understanding of patient-centric ways of working and gaps in skills
- Learning and Education Group is formed and led by Executive Directors: People, Medical, Quality and Operations and formed with the inclusion of Deputy Director of Clinical Education and Standards, Head of Leadership and Performance, Diversity Lead and others that are considered relevant senior managers
- Review current clinical and non-clinical learning and education to incorporate consistent linkages with the Trust's pioneering services

Learning Theme 2: Professional career enhancing learning for our people

65. We want our people (employees, workers and volunteers) to work in an environment where there is a strong culture of on-the-job learning. This requires digital and cultural enablers to work alongside each other, for people to thrive in their development. Examples will include less rigid processes allowing people to access learning in 'one click', sharing links to content such as TED Talks, blogs, videos with each other, setting up informal learning networks for knowledge sharing.

66. Our leaders have said they "*want people to access learning relevant to their personal development, not only statutory/mandatory training*". We will make learning a visible part of the organisation and our culture, with leaders and people at all levels embracing and taking ownership for it. Our people take responsibility for their learning and their career development, with managers encouraging and supporting individual learning outcomes.

67. We will seek to make learning dynamic whenever the opportunity presents itself (e.g. ride outs to observe or experience, or job shadowing or secondments to learn whilst doing)

68. Our ambition is that the careers of all our staff are developed and sustained to ensure our workforce can meet current and future patient needs. This means we must develop our learning offering to meet our future workforce skills ambition, as well as continuing to deliver learning to satisfy the skills demands of today. We must ensure all our people, in whatever role they undertake, can identify progression and development routes that they aspire to.

69. We will focus on **defining the future capabilities** needed within the Trust; where they come from, what the gaps are and develop appropriate learning and education interventions. We recognise other enabling strategies have indicated a need for upskilling current teams with the capabilities required to drive transformation. The digital strategy has identified over 40 new capabilities or significant changes to roles expected

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from transforming the digital and data landscape. This is an exciting opportunity that will give our people relevant skillsets to move the organisation forward.

70. We will assist teams and individuals to clarify their learning needs to support career decisions that have not historically been recognised. We will utilise our **Learning and Education Hub** to support career planning conversations.
71. We recognise that not everyone will seek to develop their skills and career through training but will seek experiential learning through secondments or project-based development opportunities. These opportunities will be able to be accessed and applied for via the Learning and Education Hub and be recorded on an individual's continuous professional development (CPD) log.
72. For our clinical teams, who are in mobile roles, they will be encouraged to work with different colleagues, as a way of expanding networks and cross team learning as we develop our path towards multi-disciplinary team working.
73. When we combine our new 'Learning and Education 2023 Framework' with elements of a Learning and Education Hub people will be able to access different ways to grow in their career by accessing creative ways to learn (other than e-learning or classroom training), and opportunities to gain experience. Below is an illustrative example of how our people in clinical and non-clinical roles will be able to access opportunities flexibly across the Trust.

Key challenges we must address

- Recognise that not all people will want to participate in learning to be promoted. We must understand people's motivations for development and ensure the Trust can support these
- Overcome the cultural barriers where learning may be seen as a privilege, is always formal and completed either through classroom or e-learning
- Engage managers on the value of workplace learning
- Create a culture of trust and treating people as responsible adults who balance the business as usual job with micro-learning in the workplace
- Technology barriers to access rich online learning content in the workplace, at home and whilst on the go
- Leaders and managers must empower and enable people the time and space to get together and learn

Our commitments

Organisational commitments

- Be clear on the knowledge, skills, experience and personal characteristics needed for people to progress towards their ambitions whilst remaining aligned to Trust's vision
- Learning is not isolated to a department or team and, ownership is encouraged across the organisation with easy to access resources and experiences

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- Give people constant, evolving, and engaging learning tools
- Develop a theme and brand associated with continuous learning that all people can recognise and engage with

Management commitments

- Hold career or role enhancing personal development (appraisal) conversations with individuals whilst also addressing any development areas in a positive way
- Give people the time and opportunity to learn on the job and create time for knowledge to be shared across the team
- Be open and creative in how teams access learning without allowing funding constraints to block development

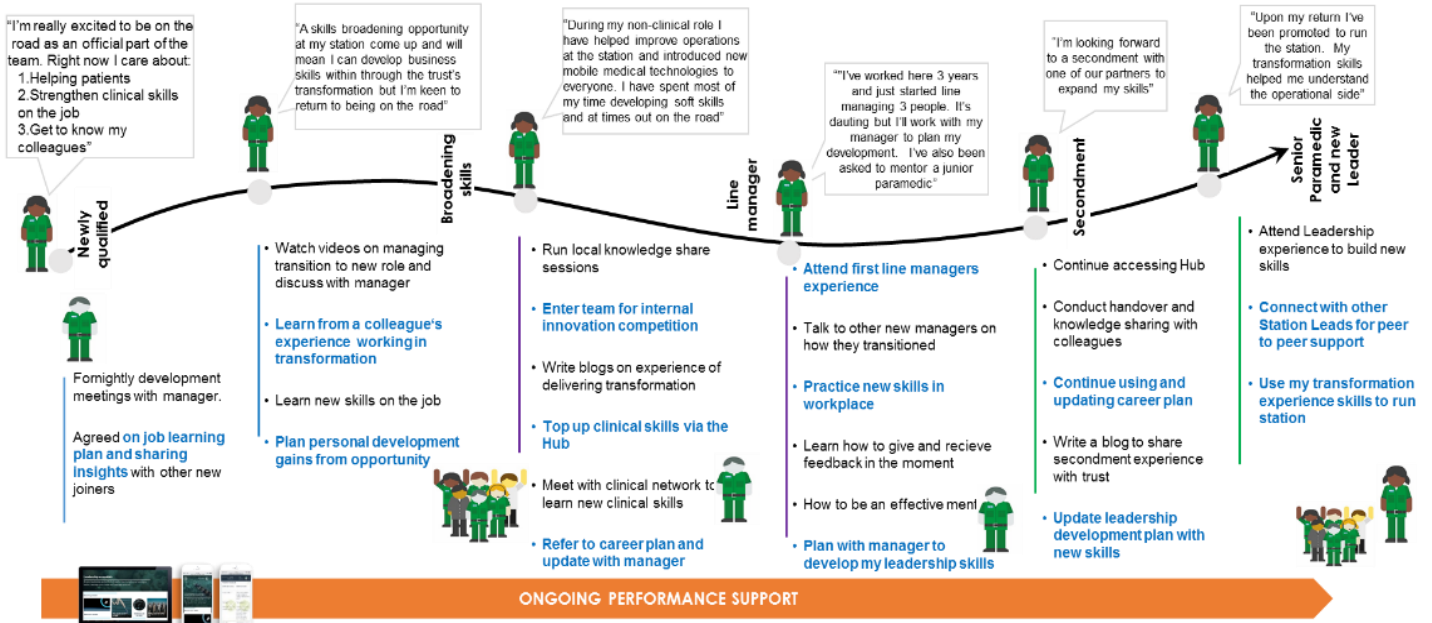
Individual commitments

- Take responsibility for planning career journey
- With the right cultural enablers in place, commit to utilising creative ways to develop personalised learning journeys
- Work with your manager as an enabler but always take ownership of your learning journey

Priority actions

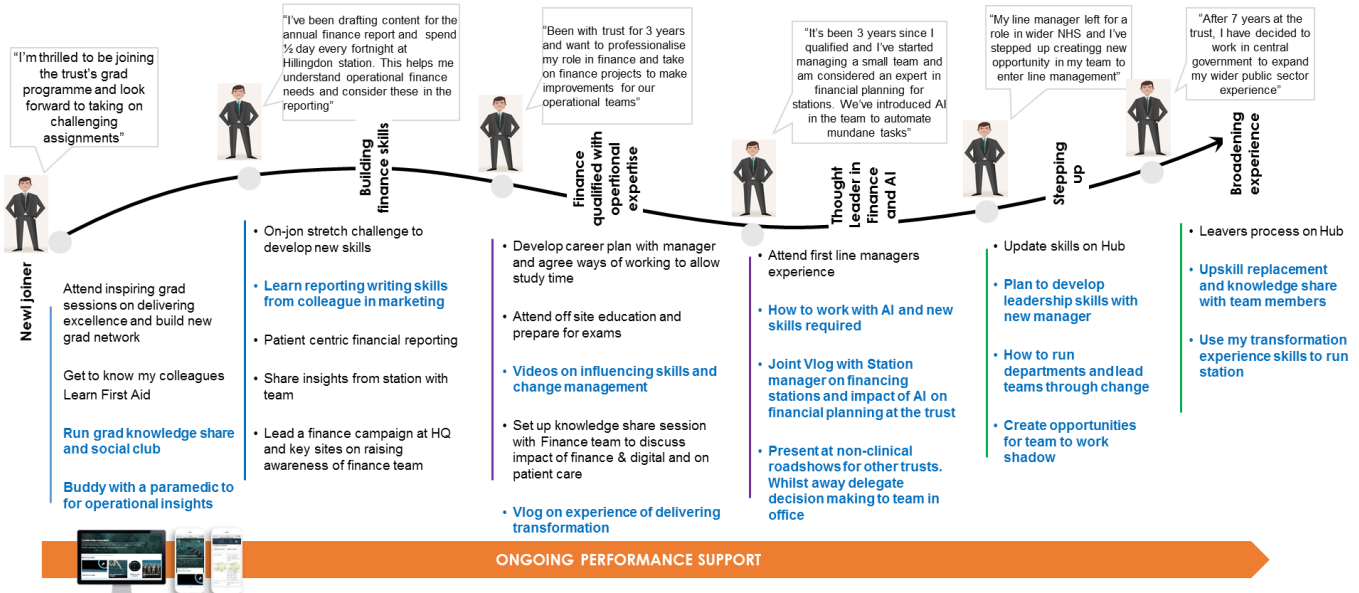
- Work with Trust's Talent team to ensure appropriate learning interventions will be available
- Use mapped out career paths to develop guides and stories for people to access as resources for shaping their own career paths
- Review the clinical training functions remit and roles across the Trust and establish clinical education under one clinical education and standards lead
- **Through this strategy communicate our learning vision that relates to all people (clinical and non-clinical) illustrating the value of learning in realising the Trust's overall vision**
- Tailor engagement with leaders and managers to embody the learning culture and vision and support them in driving out new ways of learning to teams

Rachel is a newly qualified paramedic who aspires to run an ambulance station whilst remaining closely aligned to her paramedic background



Example 1: Clinical – newly qualified paramedic

Marko works in finance studying for his chartered qualification. He wants to broaden his understanding of operations and impact of AI on finance



Example 2: Graduate joining Finance team

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Learning Theme 3: Leadership and management development

74. The Trust's strategy will require our leaders and managers to develop new capabilities and skills that represent the future ways of working. Our people will be more exposed to complex systems, multi-skilled teams, technologies and the changing landscape of patient-needs. This means leaders and managers must be the engine for collaborating across teams and organisations, joining forces to solve problems.

75. Leaders must be the drumbeat of inclusion and engagement across all our workforce. We require them to not only role model on the job learning but to demonstrate the connection to frontline operations, so that all see and understand the changing dynamics new skills have on the patient experience. This is the same for clinical and non-clinical alike. Our support teams ensure that we are able to deploy a compassionate, well-resourced and skilled front line team for our patients – our front line and clinical colleagues rely on our multi professional support teams to enable their work.

76. Leaders play a huge part in the experience of our people working at the Trust. We will work to ensure that this is positive and that leaders connect strategic decision making with frontline insights and patient needs.

77. Our Leadership Development Pathway (see Figure 6) will evolve over time and support all levels of the organisation and all of our people across the organisation, in gaining a range of management, people and leadership skills We will ensure that we have a clear way to develop our programmes through feedback from our

Banding	Leaders of Tomorrow	Management Essentials	Engaging Leader	Visible Leader	Transformational Leader
VSM					
9					To be designed in collaboration with CEOs Office
8d					
8c				The Visible Leader is aimed at Bands 8b-c across the Trust. It builds on embedding skills and developing strategic focus and will be co-facilitated by NHS Elect	Dependant on work area/role
8b		A Management Toolkit designed to refresh mandatory, role essential and skills elements for all managers and with skills development aimed at Bands 3-6 and anyone new to a leadership role			
8a			The Engaging Leader is aimed at Bands 7-8a across the Trust. It builds on embedding skills and developing strategic focus and will be co-facilitated by NHS Elect		
7					
6	COMING SUMMER 2019 An aspirational programme targetting high performing staff through VIP Awards, PDR or nominations. Run annually building an alumni. Evidencing movement into or upward Leadership roles as well as being part of a "Growing our Own" culture.				
5					
4					
3					
2					
Open Access	NHS Employers Leading Healthy Workplaces Leadership Development Programme (Ambulance Service Specific designed course with Zeal)				
	Coach to Lead / Reverse Mentoring / Sponsorship Mentoring / NHS Leadership Academy / Bursary Funded Programmes				

learners.

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Figure 6. London Ambulance, Leadership Development Pathway

78. Our leaders and managers will be empowered to give people the time and opportunity to learn and build new capabilities

Key challenges we must address

- Convince local managers of the value of training and work together to identify how mobile teams can learn safely and on an ongoing basis
- Provide the right amount of time to upskill teams. We must embed a learning culture which does not see learning as only the 1-3 days a year that may be planned for but as a continuous ongoing process that is part of how we work and grow

Our commitments

Organisational commitments

- Develop leaders through learning experiences designed around potential future challenges they will face
- Provide the tools, policies and processes needed for effective management to be delivered consistently and transparently

Management commitments

- Give genuine time for people to learn together and transfer knowledge into their work, in a fair and transparent way
- Identify personal development needs to improve leadership/management skills

Individual commitments

- Take the initiative in seeking support from leaders/managers to build new capabilities that are relevant to the organisation
- Share continuous improvement ideas and solutions that you and others can lead on with discussion and support from leaders/managers

Priority actions

- Review the existing Leadership Development Pathway and identify areas for further development aligned to Trust's strategic aims.
- Roll out a refreshed leadership/management learning experience
- Collaborate with the Talent Management team to align outcomes and learning
- Establish a talent management programme with fair and transparent access for all staff

Enabling Theme 4: Innovative Learning

79. This strategy calls for our learning portfolio to innovate so that our people can access information and knowledge without needing to go through weighty processes, manager approvals or wait for scheduled courses. We want our people to be able to address their learning needs gaps at the point they are identified.

80. We will create something for everyone, where the learning experience feels different in a meaningful way and, reflects modern ways of learning. Drawing on our 'Learning and Education 2023 Framework' to keep us focussed on areas of learning that will be innovated, we will further reinforce this by moving towards a 'balanced' and blended approach to learning that establishes a 70:20:10 framework. This will guide our efforts on the type of learning interventions we develop in future (see **Figure 7** below).

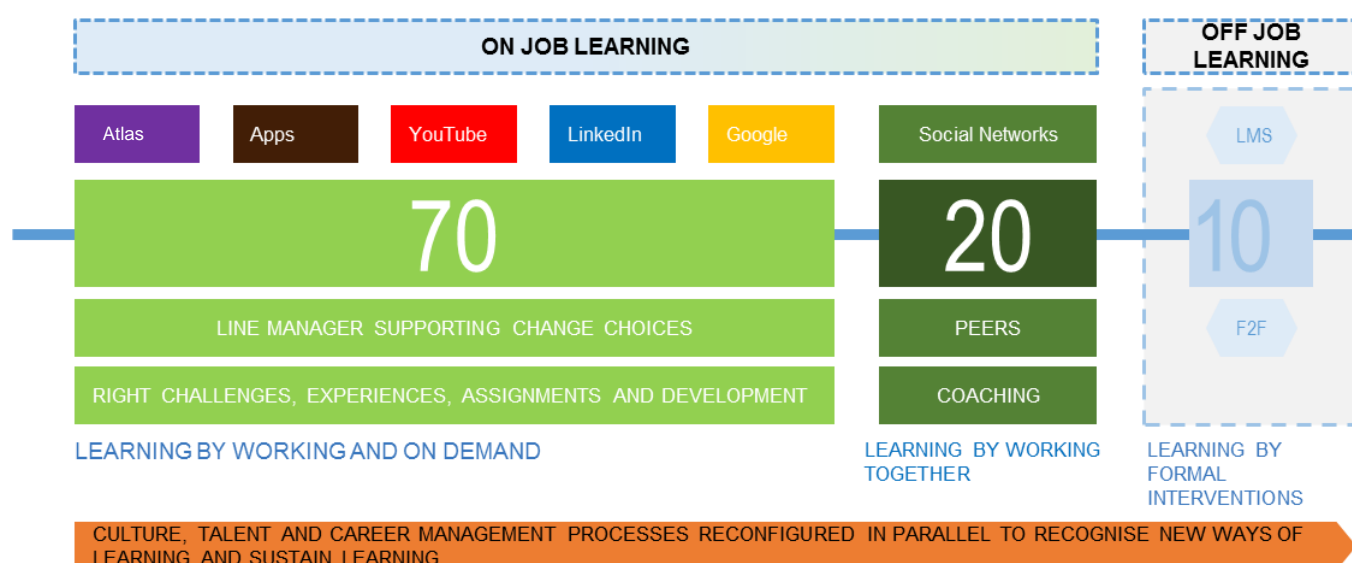


Figure 7. Learning interventions 'in balance'

81. The 70:20:10 approach will move us to a greater emphasis on the learning experience on-the-job, and will be facilitated with online performance support resources such as videos, checklists, infographics and innovation competitions, for a variety of skills that will help people improve and succeed at the point of need. This blend of learning is demonstrably more effective than classroom training alone.

82. We will consider and introduce habit-building activities that nudge behaviours in the right direction.

83. We will respond to the new 'workscape' which introduces artificial intelligence, virtual reality, machine learning and which continuing to produce machines capable of completing simple tasks but also of taking over the creative and intellectual work of humans, by putting digital skills at the heart of our lifelong learning approach for our people.

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84. We will introduce structures for internal coaching, mentoring and knowledge sharing sessions in creative ways, including, for example, guides for how to run local informal sessions. Over time we will benefit from investing in a growing pool of new generation coaches/mentors from within the organisation making it more important to harness communities of practice where specialist experience and skillsets are accessible for all learners and volunteers.
85. People on structured clinical and non-clinical talent schemes will need to participate in off the job learning to gain accreditation. However, the Trust will provide context based learning through online resources and/or coaching/mentoring to supplement any training provided by external partners.
86. Overall the power of learning will shift to our people by bringing together all of the above, through the introduction of the London Ambulance Service ‘Learning and Education Hub’ (Hub) (see **Figure 8** below).
- 87. The Hub represents dynamic ways for our people to access learning; through digital platforms with online learning resources; workplace knowledge sharing events; tracking skills; collaborating across teams to solve problems. NB. This will be delivered through maximising a recently commissioned system Totara – named AtLas. We envisage AtLas will be our ‘Hub’ through which people will access and be signposted to learning and education as well as having opportunity for shared learning spaces via virtual meetings. The roll out of the Digital Strategy will increasingly support this through the improved WiFi across the Trust’s estate.**
88. Our people will be able to develop their personalised development journeys and access methods of learning that break free from classroom and e-learning where relevant. We will increasingly enable through AtLas and Sharepoint the ability to collaborate and learn through live forums. The Hub will have tools/resources that can be used straight away, for example ‘how do I design and run a team knowledge-sharing lunch and learn?’, or “how can you tell if someone is having a seizure?” that is available for our mobile teams via iPads and mobile phones or for our office based teams at a fixed location via desktops, mobile phones or home working people via laptops, mobile phones.



Figure 8. AtLas - the Learning and Education Hub

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89. People will receive supportive and helpful notifications for statutory, mandatory and refresher training as well as information on upcoming engaging learning events.
90. Like Facebook / LinkedIn the Hub is self-managed and will be used to log people's skills, experiences, and allow others to endorse colleague skills. Maintaining an up to date skills log will mean the trust will always have an overview of the skills landscape and be aware of the upcoming gaps as the learning team focus on planning for future skills.

Key challenges we must address

- Collaborating with the digital strategy to ensure the criteria for the 'Learning and Education Hub' is in-scope and that internal networks can sustain streaming of rich media without impacting quality and learner experience
- Investing in developing tailored and, curating rich media online resources, such as videos
- Ensuring that the 'Learning and Education Hub' is designed and developed with a strong user centric approach

Our commitments

Organisational commitments

- Leaders are clear on how the **Hub** works and sponsor the use of it by all people
- Provide the necessary tools/resources in an incremental and agile way for all people to access

Management commitments

- Make time to understand how the **Hub** works and use it as an enabler for developmental conversations

Individual commitments

- Use the **Hub** to access learning at point of need as well as to plan for in-year continuous development

Priority actions

- Investment in the creation of a Learning and Education Hub providing a one stop 'virtual' hub for sharing tools, case studies, learning materials and holding 'virtual' classes
- Conduct discovery activity with the Trust's digital team and develop joint plan for designing and delivering the **Hub**
- Engage with learners for suggestions on content and features that should be included for the **Hub**
- Identify potential partnering with external learning innovation experts to develop digital platform
- Implement maintenance plans to ensure content is current and supported by digital infrastructure
- Upskill learning team with administration rights on managing the **Hub** and keeping learners engaged

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- Ensure the Trust's inclusion agenda is consulted and incorporated into the development of digital or community learning

Enabling Theme 5: Learning Together

91. Multi-disciplinary learning has been shown to strengthen teamwork, communication and, in turn, improve the patient experience. National work undertaken, for example, by Prof Michael West (King's Fund), demonstrates the connection between effective teamwork and increased patient satisfaction and outcomes.
92. Research shows us that teams that have the opportunity to take time out to reflect on their work, on their objectives and their contribution to their work are more effective and innovative.
93. Learning together is embedded in many professional learning frameworks and is of course not new.
94. Our leaders and people must be supported to bring learning conversations to life, including learning from incidents and sharing mitigating actions in an open and non-threatening and supportive environment. Through our work on defining the right learning culture, we will introduce flexible learning approaches and positive learning rituals and routines designed to nudge people to learn together within the Trust and with our partners (London Fire Brigade, Metropolitan Police Service).
95. Our **Hub** will be an important part of this team and will empower the organisation to take control of learning. We will take the opportunity digital offers to connect virtual teams to participate in community based learning to support the continuous learning cycle. This includes delivering knowledge sharing events online, recognising the value of 'time' and that travelling to a location is often not a good way to use it.
96. Our approach to collaborative learning will encourage people from across the organisation to connect on topics that matter to them, and take ownership to learn and share together, face to face or via **AtLas**. This move towards learning is already demonstrated by our newly colleagues in clinical teams who often learn and prepare for exams together.
97. We will recognise individuals and teams who make learning together part of their day to day lives at the Trust and encourage leaders to champion knowledge sharing.

Key challenges we must address

- Giving people the time and opportunity to gather (face to face or virtually) and learn
- Creating a safe place for people to seek learning opportunities with colleagues

Our commitments

Organisational commitments

- Demonstrate the value of peer to peer learning opportunities in the workplace and through virtual channels

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- Ensure the Trust's inclusion agenda is consulted and incorporated into the development of any community based learning

Management commitments

- Champion local learning rituals and encourage teams to learn self-organise when opportunities for cross team learning arises

Individual commitments

- Take personal responsibility for connecting with colleagues and developing open learning communities bringing common interests together

Priority actions

- Pilot approach for sourcing interest groups in the Trust and self-managing shared learning activities with a clear transfer back to workplace
- Develop simple and user-friendly guides on setting up learning communities and what effective learning looks like
- We will build upon our current successes and identify further opportunities to design and implement multi-disciplinary learning and education interventions and, promote their benefits

Enabling Theme 6: Inspiring Learning Environment

98. We serve a thriving city where people can go online using any device from a multitude of inspiring, free public access buildings, to work, learn or connect with others. London as a city is a physical platform for modern ways of accessing learning.

99. So that we can establish the right infrastructure to effectively support planning, design, delivery, administration and evaluation of the range of learning and education activity across the Trust, we need the right environment – within which all functions are undertaken.

100. We will emulate that platform across our Trust estate so that classrooms are equipped with technologies that support blended learning in real-time. Our office space will have access to streaming technology to support communication and learning - corporate messages, patient and people stories, podcasts or webinars and, our tutors and educators will be confident to design learning with technology.

101. Our digital efforts aim for the Trust to be paper-free, with learner record management systems online. This will release much-needed physical space for tutors and educators to support and deliver quality learning and education.

102. Through consolidation of our training locations, our new learning suites will contain state of the art facilities designed to deliver immersive experiential learning rather than lecture style training. We will make the most of virtual reality (VR) technologies for simulations, engineered scenarios for learners to trouble-shoot, live feedback on performance, live polling via mobile phones, as well as quiet study areas with natural lighting.

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103. We will introduce a mobile training facility for our front line people to be able to access high impact learning and development.

104. With digitally enhanced physical environments our ability to design innovative learning will be transformed.

Key challenges we must address

- Estate rationalisation is currently planned for 2021, with planning commencing in 2019/20. This is not ideal and will mean a carefully planned phased approach will be required to optimise digital developments and drag on our valuable training teams
- Close collaboration with the estates and digital strategies will be required to incorporate the needs of future ways of learning

Our commitments

Organisational commitments

- Enhance the workplace with learning technologies that enable interactive and remote collaboration on learning and education for all people
- Encourage the use of online tools for learning rather than defaulting to place based, classroom style training
- Design the workplace with users learning needs in mind

Management commitments

- Encourage teams to participate in micro learning (bite-sized) opportunities around the workplace and not restrict people to allocated day(s) of formal learning

Individual commitments








- Learn to use new technologies and the physical space to enhance every day learning

Priority actions

- Define requirements for enhanced physical learning environment with digital and estates strategies
- Reconfigure existing space, where possible, as a quick win to enhance the learning environment
- Explore options for collaborating with innovative firms to utilise space with in-built technologies (whilst remaining close to the training estates consolidation plans)
- Engage with tutors and educators on proposed changes to learning and work with them co-design our ideal environment

Responsibilities

105. This strategy cannot be defined, designed, developed or delivered in isolation and will require close collaboration through the joint digital and estates steering committee.

Who	Responsible for:
<p>Learning and Teaching Teams – “educators”</p>  	<ul style="list-style-type: none"> • Developing governance by embedding principles and our ‘Learning and Education 2023 Framework’ into the Trust • Develop plan to deliver this strategy. Flexing the approach as required along the way • Review current learning offering and content against strategy and identify areas for improvement (with external partners) • Upskill tutors and educators on learning technologies and new ways of delivering learning including digitisation of records • Engage and support leaders and managers around new ways of learning • Monitor feedback and results against key performance indicators
<p>Strategy</p>   	<ul style="list-style-type: none"> • Working together to align plans and milestones • Ensuring the right enablers are designed around learner and educator needs • Advise on how learning and education can maximise on planned digital, data and estates activities
<p>Leaders and Managers</p> 	<ul style="list-style-type: none"> • Investing in own development and of local teams in new ways • Role modelling on the job learning and enhancing own skills • Shifting mindsets to consider creative ways to learn other than classroom and e-learning • Leaders to sponsor use of the Hub • Support people in taking ownership of development journeys and give them space to learn
<p>All people</p> 	<ul style="list-style-type: none"> • Take ownership for developing skills aligned with Trust’s strategy and vision • Learn together as a collective group working for a single organisation regardless of function or team • Learn to use new learning technologies in the workplace

Resource and cost implications

Resource:

- “Teach the teacher”. Create teaching teams and ‘leads’, prioritising identification and upskilling of ‘leads’
- Learning team and tutors and educators will need to invest time in upskilling and be prepared to pilot new ways of delivering learning whilst maintaining high education standards. This will be highly dependent on ability of our estates team to deliver the envisaged strategy to rationalise and modernise the training facilities
- Learning team will need to programme manage and drive innovation across the Trust, whilst also reinventing their internal ways of working to focus on strategic learning
- A clear plan to identify and invest in the training and skills needs of our ‘educators’

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- Increased expectation on leaders and managers to work closely with local teams and individuals to take ownership of learning and career development.

Budget:

- A number of decisions have been supported through the service development planning for the Trust and, in particular the 2019/20 Business Planning Cycle
- This has resulted in ensuring sufficient funds / plans are in place to support estates rationalisation (planned for 1920/21 and for the digital transformation for our clinical learner journey management and student records management
- The Trust's digital strategy has identified resource to support the roll out of enhanced technology to facilitate collaborative and online communication – which in turn will support the aspirations set out in this strategy for a 'Learning and Education Hub' and for enhanced digital learning experiences.
- All educators will be trained on the effective use of AtLas and funding has been identified through HEE.
- Additional funding will be sought in the 2019/20 business planning cycle for further developments as the strategy evolves.

Long-term objectives

106. Once the Hub and new learning offers have been embedded, our medium to longer term objectives are to scale these across the health system and other Trusts, giving other people access to rich learning resources, encouraging sharing of skills and knowledge, and bringing about the consistent approach to education and engagement highlighted in the Carter Report.
107. The Carter report also indicates that increasing employee engagement will lead to driving performance improvements and maximising positive patient experiences. The London Ambulance Service will pioneer modern team-based learning approaches designed to interweave with the engagement and inclusion agenda.

Measuring success

108. We will align measures of learning and education effectiveness with our People and Culture approach to avoid duplication (for example, multiple surveys).
109. Our measures will focus on two areas;
- Do employees feel they are growing in their role or towards a specific goal and
 - Would an employee recommend the Trust's learning and education offer to other colleagues (a Net Promoter Score (NPS)).
110. We want to keep measurement of learner experience and success of our offer simple and straightforward for all to understand.
111. We will use the quarterly local staff surveys which supplement national annual staff survey as the formal channel (Friends and Family Test).

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112. These will be effective pulse checks where we can organise mini-engagement activity to understand more on elements of learning that are effective and areas for improvement. Throughout the implementation stages we want to remain flexible so that people are receiving learning that meets their development needs.
113. The **Hub** should be designed with effective ways to capture learning data analytics so that we can track popular resources being accessed (where, who) and conduct sentiment analysis of any online comments not only in relation to learning but to other topics that may be discussed in open forums. We will use data to tell rich stories of how people are learning differently and changing their ways of working.
114. This strategy emphasises organisation and learner empowerment with continuous access to learning, making it vital to monitor feedback regularly and refresh service / intervention offers to meet their needs.
115. Taking a customer view point on measuring success, we have identified three areas.
 1. **Net Promoter Score:** Can be measured at different levels in the organisation and ultimately will tell us how satisfied learners are. This should be the guiding result on how effective the learning is internally. Ideally measured bi-annually via the Employee Survey.
 2. **Learning impact of interventions / service:** Using a modified version of the Kirkpatrick model that adapts to measure performance or application of learning to overcome challenges (rather than measure knowledge retention). The learning team will proactively drive this encouraging interaction with **AtLas** and collating data via surveys and targeted interviews. The learner can help by utilising the digital platform of **AtLas** to promote their insights, experience and use content available to them
 3. **Individual patient-centric planning** – Individuals will be empowered to access self-assessment tools to identify skills and behaviour gaps against the Trust's vision and work with managers/coaches to plan to address these. Logs can be kept on **AtLas** with managers being trained on how to have development/coaching conversations. Guides will be available.

Summary and Delivery

116. Innovating our learning and education through this strategy will need cultural change so that people want to engage with learning, rather than have to do so. This strategy sets the direction and pace of change in alignment with digital, estates and people and culture strategies to ensure we achieve excellence in developing and supporting our people. It is intended to be agile and flexible and should consider any emerging themes or new developments that may occur, without losing sight of the need to innovate learning and education.
117. We will need to set up a programme of change working in collaboration across our clinical and non-clinical learning teams, NHS learning providers, learning technologies and experience specialists and the whole organisation.
118. The Outline Delivery Plan illustrates, at a high level, the key objectives, principal actions and intended outcomes associated with the six themes.

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119. Delivery will require a programme of work which:
- Is phased, prioritised and follows agile principles with incremental releases of new interventions
 - Is tightly embedded with digital, estates and people and culture programme efforts
 - Establishes learning innovation governance in the form of a steering group empowered make decisions
 - Flexes to align or address unexpected challenges, without losing sight of the need to innovate
 - Engages learners and tutors and educators to shape the future ways of learning (not just learning specialists)
120. The phases translated into our timeline (**Figure 8** below) currently indicate a set of deliverables from 2019/20 to 2022/23. This timeline will be reviewed and developed alongside our other enabling and co-dependent strategies as part of the initial implementation phase of the strategy.

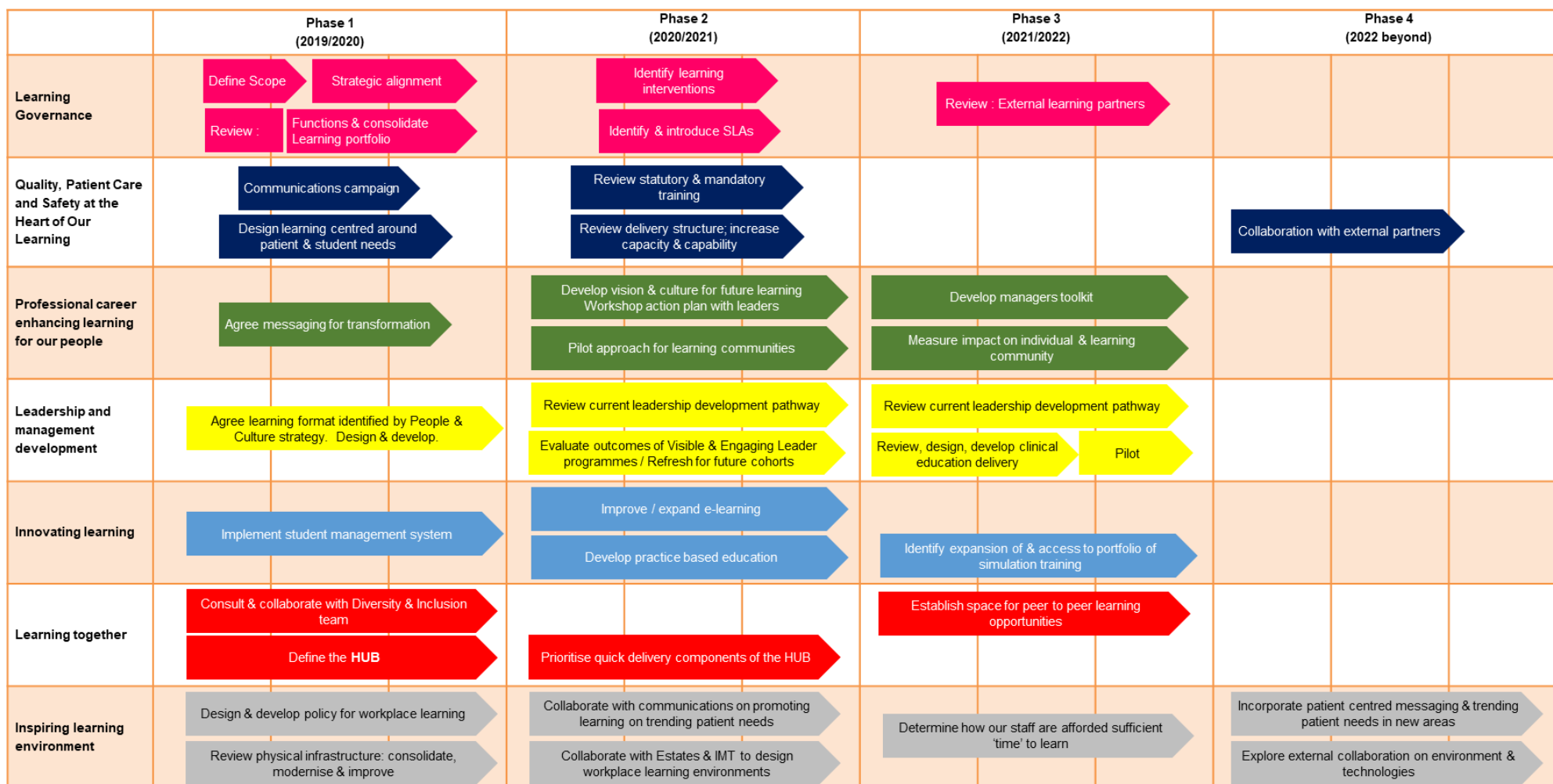


Figure 8. High level timeline for Learning and Education Strategy

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Appendix A: Action plan

This action plan should also be viewed in conjunction with the People and Culture Strategy action plan which makes reference to a number of learning and education activities, such as reviewing our on-boarding experience and refreshing statutory and mandatory e-learning.

Learning governance

LEARNING GOVERNANCE. Objective	Actions	Owner	Phase	Success Measure
Establish effective governance structure for driving Learning and Education Strategy Setup governance and validate framework	Define scope, responsibilities, broader learning team structure (clinical and non-clinical), new ways of working against strategic outcomes and vision for the learning teams	Head of Leadership and Performance / Deputy Director Clinical Education and Standards	1	Executive led group to manage and monitor learning and training is established and monitoring is in place reporting to People and Culture Committee and Trust Board.
	Review clinical training functions across the Trust and incorporate clinical education under a single structure and leadership	Deputy Director Clinical Education and Standards	1	
	Review current learning portfolio, courses, coaching, e-learning products etc (feedback, attendance, mandatory vs soft skills, impact on career development and behaviour change, costs etc)	Head of Leadership and Performance	1	
	Agree ways of working and reporting with digital and estates strategies. Develop joint plan that incorporates learning and education needs	Deputy Director Clinical Education and Standards	1	
	Conduct review of external learning partners and suppliers inc capability to align with Trust's learning and organisation vision OR where the Trust needs to internally complement industry recognised learning	Head of Leadership and Performance / Deputy Director Clinical Education and Standards	3	

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LEARNING GOVERNANCE. Objective	Actions	Owner	Phase	Success Measure
	Identify learning interventions that need to be refreshed with learner, organisation and patient outcomes in mind	Education Manager, Programs / Learning & Organisation Development Manager	2	
	Review and amend policies and guidance for learning and education	Education Governance Manager / Learning & Organisation Development Manager	2	
	Work with Finance to understand impact on existing learning budgets and structures and improvement areas for financing learning in new ways	Head of Leadership and Performance / Deputy Director Clinical Education and Standards	1	
	Identify and introduce SLAs and measures for learning success resulting from business insights and needs.	Head of Leadership and Performance / Business Manager CES	2	

Theme 1. Quality, Patient Care and Safety at the Heart of Our Learning

THEME 1. Objective	Actions	Owner	Phase	Success Measure
Statutory and mandatory training supports our quality and patient safety and staff safety priorities, and compliance is improved.	Undertake a review of all elements of our statutory and mandatory training framework	Head of Leadership and Performance	2	Statutory mandatory training is recognised as being relevant and essential and compliance is high
	Enhance the accessibility and deliverability of all statutory and mandatory training elements.			
	Ensure statutory and mandatory training content is informed and directed by quality and patient safety concerns and issues.			

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THEME 1. Objective	Actions	Owner	Phase	Success Measure
All staff develop and maintain a strong quality and patient safety focus throughout all areas of work	Increase the capacity to provide our training to a larger numbers of multi-disciplinary staff.	Deputy Director Clinical Education and Standards	2	Improved patient experience and outcomes
	Process by which learning from incidents and complaints informs education and training programmes and interventions	Senior Quality Governance Manager		Incidents and complaints are recognised by all staff as being opportunities to learn and improve
	Conduct ongoing communications campaign (videos, posters, lunch and learns etc) designed to aide line management dialogue and team development	Head of Leadership and Performance	1	Improved staff experience, engagement and retention
	Develop guides / learning sessions for tutors and educators on how to design learning centred around patient and learner needs – shifting away from text book content delivery	Deputy Director Clinical Education and Standards	1	
All learners and trainees receive an education and training which is underpinned by quality and patient safety considerations	Agree frequency to monitor patient-centricity in how we deliver learning and collaborate on updating, amending or upskilling on specific areas	Chief Medical Officer / Chief Quality Officer	2	London Ambulance standards are recognised as outstanding
	Share key messages and principles for learning with external partners and ensure they embed these in future design through collaboration with the Trust	Senior Quality Governance Manager	4	Excellent levels of learner and trainee satisfaction
	Review the capacity and capability of our delivery structure and propose changes to improve the capacity and capability of the team	Deputy Director Clinical Education and Standards	2	Improved staff experience, engagement and retention

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Theme 2. Professional career enhancing learning for our people

THEME 2. Objective	Actions	Owner	Phase	Success Measure
All staff receive an excellent on-boarding experience (clinical, corporate, local)	Agree with People and Culture Committee organisation level messaging on transformation of overall Trust to develop narrative for new ways of learning	Head of Leadership and Performance	1	Staff give excellent feedback on the quality of induction, feel competent and support to undertake their new roles and are appropriately 'welcomed' to our Trust.
All learners and trainees receive an excellent experience during their placements or education journey within our Trust Programmes are designed or commissioned and implemented to underpin the delivery of excellent patient care, and support the professional and career development of our staff	Work with cross section of Trust leaders through to new entrants to develop an organisation wide vision and culture for future learning and call to action for all people (clinical and non-clinical)	Head of Leadership and Performance / Head of Talent	2	More of our people are following a recognised career pathway and are fully supported to progress
	Work with Leaders and Managers to explore cultural barriers (existing rituals, structures, processes behaviours etc) and concerns (managing remote teams, trust, calling out mistakes etc) to workplace learning and overcoming these. Develop these into an action plan with sponsorship from Executive team.	Head of Leadership and Performance	2	More staff are benefiting from relevant and accessible CPD opportunities. Improved retention and better staff experience. Improved patient experience.
	Design and deliver events for managers and leaders building awareness of workplace learning and 'point-of-need' access to learning resources. Task managers to share future ways of learning with local teams and embed self-organised team learning into workflows (supported by senior level messaging)	Head of Leadership and Performance	2	

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THEME 2. Objective	Actions	Owner	Phase	Success Measure
	Develop toolkits for managers to self-manage team engagement on learning and create local culture of continuous learning on the job	Head of Leadership and Performance	3	
	Working with the learning campaign gather list of interest groups in the Trust to pilot approach for informal learning communities. Test and iterate along the way.	Head of Leadership and Performance	2	
	Measure impact on individual and community growth/development		3	
	Develop simple and user-friendly guides on setting up learning communities	Head of Leadership and Performance	3	
	Source ongoing people success stories and share across Trust via blogs, etc	Head of Leadership and Performance / Head of Talent	2	
	Develop our talent management framework to provide a roadmap for developing staff potential and retaining talent within the Trust.	Head of Talent	2	
	Create a suite of talent spotting tools for use by leaders and managers			

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Theme 3. Leadership and management development

THEME 3. Objective	Actions	Owner	Phase	Success Measures
The leadership, management and governance of the organisation assure the delivery of high quality person-centred care, support learning and innovation and promote an open and fair culture	Review our current leadership development pathway to ensure that it fully supports our needs and priorities.	Head of Leadership and Performance / Head of Talent	2	Wide understanding of the leadership skills and behaviours needed to deliver organisational success and embed our values in the provision of the highest standard of patient care. A diverse, capable and expanding leadership group across all levels and disciplines. Improved retention and better staff experience. Improved patient experience
	Continue to promote participation in the NHS national leadership programmes. Evaluate the outcomes of our new Visible Leader and Engaging Leader programmes and refresh for future cohorts.		2	
	Conduct focus groups with current leaders and aspiring leaders to understand development and day to day role challenges, and what needed to improve performance		2	
The capability and effectiveness of our managers is improved.	Design and develop a user-friendly informal self-assessment of skills and capabilities against future strategic needs, for individuals to develop career plans with managers (recognising development will not always be done in classrooms).	Head of Leadership and Performance / Head of Talent	3	Line managers and supervisors are confident and competent in their effective management of people and resources, and are fully familiar with the correct application of Trust policies and procedures. Staff are better support by their line manager or supervisor.
	Design and develop variety of online resources related to developing tactical soft skills at point-of-need, such as Charing Meetings, Giving Feedback, Collaborating with Stakeholders etc)		Head of Leadership and Performance	

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THEME 3. Objective	Actions	Owner	Phase	Success Measures
	Agree format of learning identified by People and Culture strategy. Design and develop these as online learning (videos, infographics, blogs etc) or face to face experiences depending on impact required	Head of Leadership and Performance	1	Improved retention and better staff experience. Improved patient experience
	Work with Talent team to design and develop meaningful formal opportunities (secondments, competitions, coaching etc) that will accelerate development relating to broadening and recognising additional skillsets (not just promotions)	Head of Leadership and Performance / Head of Talent	3	
	Review, design and develop impactful approaches to delivering clinical education through flipped classroom, learning communities, online user-friendly resources. Pilot, iterate and gather feedback.	Deputy Director Clinical Education and Standards	3	

Theme 4. Innovating learning

THEME 4. Objective	Actions	Owner	Phase	Success Measure
All opportunities to assess, test and apply innovative educational technologies are pursued	Improve / expand our e-learning and other web/IT based applications.	Head of Leadership and Performance	2	High numbers of staff access a range of technology based applications to enhance and improve the overall learning experience. Improved retention and better staff experience.
	Implement student management system for engaging management of the student journey	Deputy Director Clinical Education and Standards	1	

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Application of simulation training is enhanced	Identify ways in which the current portfolio of simulation training can be further expanded and accessed by all staff groups	Deputy Director Clinical Education and Standards	3	
Our Trust provides leading research in practice based education	Establish a research focus to inform and develop practice based education across all areas	Education Manager Programs	2	Improved patient experience More teams benefiting by participation in simulation training Demonstrable increase in research activity (publication) related to practice based education and its relationship to learning and patient outcomes.

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Theme 5. Learning together

THEME 5. Objective	Actions	Owner	Phase	Success Measure
All opportunities by which to increase the application of multi-disciplinary learning and education are pursued	Review new learning portfolio against the 70/20/10 framework ensuring the Trust's context and learning needs drives the balance across the framework's components, whilst giving people an enhanced user experience	Head of Leadership and Performance	2	Participation in inter disciplinary learning is demonstrably increased and positively evaluation.
	Consult and collaborate with the Diversity and Inclusion team for ongoing advice on digital and community inclusion	Head of Leadership and Performance	1	Improved team working and cohesion
	Define the as-is and future state of the technical capabilities including access, to support digital elements of the Hub	Head of Leadership and Performance / Deputy Director Clinical Education and Standards	1	Improved retention and better staff experience.
	Define learning and education analytics providing insights into usage through to behaviour change	Head of Leadership and Performance / Deputy Director Clinical Education and Standards	2	Improved patient experience
	Conduct focus groups with segmented workforce to establish Hub requirements, content, features and experience in accessing resources/opportunities	Head of Leadership and Performance / Deputy Director Clinical Education and Standards	1	
	Review and prioritise components of the Hub that can delivered as a quick win to pilot with teams	Head of Leadership and Performance / Deputy Director Clinical Education and Standards	2	
	Identify scope for curating engaging learning from trusted online sources, particularly in relation to soft skills	Head of Leadership and Performance	2	
	Plan with digital strategy for ongoing	Head of Leadership and	1	

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THEME 5. Objective	Actions	Owner	Phase	Success Measure
	maintenance, SLAs, change controls, user support etc of digital Hub	Performance / Deputy Director Clinical Education and Standards		
	Create a space for a register of interest of internal expertise, so the Trust can benefit from peer to peer learning opportunities	Head of Leadership and Performance	3	

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Theme 6. Inspiring learning environment

THEME 6. Objective	Actions	Owner	Phase	Success Measure
We have the necessary capability and capacity to deliver excellent education and training in inspiring environments	Design and develop policy for workplace learning to guide and support our people	Head of Leadership and Performance	1	Our Education Team is recognised as being highly effective in design / commissioning and delivery of high quality, relevant and accessible learning and education. The establishment of our Hub as the central point of our learning and education community. Improved retention and better staff experience and improved engagement
	Review our physical infrastructure and propose ways in which this should be consolidated, modernised and improved.	Deputy Director Clinical Education and Standards	1	
	Determine how our staff are afforded sufficient 'time' to learn.	Director People and Culture	3	
Our learning and education, and leadership development provision meets or exceeds recognised 'best practice' standards.	Agree how teams/groups demonstrating collective learning will be rewarded or acknowledged by senior leaders	Director People and Culture	3	Accreditation is attained and maintained.
	Collaborate with Communications and PR teams to use comms channels across sites (plasma screens, notice boards etc) for ongoing promotion of bite-size learning on trending patient needs, including touch screens for monitoring morale, satisfaction with learning etc	Head of Leadership and Performance	2	Improved retention and better staff experience and improved engagement.

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THEME 6. Objective	Actions	Owner	Phase	Success Measure
	Agree approach for using physical space to brand continuous patient-centred learning as a way of working (messages painted on wall, pictures of patients and quotes etc)	Deputy Director Clinical Education and Standards	2	
	Collaborate with estates and IM&T to design learning environments in the workplace (flexible open spaces, booths, etc) and formal classrooms with inclusion of digital equipment and strong wi-fi connections for new technologies such as AR simulations and flexible classroom space	Deputy Director Clinical Education and Standards	2	
	Explore options on collaborating with external innovative physical spaces with flexible areas and state of the art technologies, and associated costs and terms and conditions	Head of Engagement	4	
	Co-design internal classrooms with tutors, educators and learners	Deputy Director Clinical Education and Standards	2	
	Redesign canteens, staff rooms, reception areas etc with patient centred messaging and trending patient needs, people stories etc	Head of Estates	4	

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