



Northern Ireland Ambulance Service
Health and Social Care Trust



Education, Learning & Development Strategy

2012/2017

1.0 INTRODUCTION

The Trust firmly believes that effective education, learning and development makes a major contribution to the provision of a committed, professional and competent workforce and, ultimately, to the delivery of safe and effective patient care. This document outlines the strategic direction for the Trust's Education, Learning & Development (EL&D) Department over the next five years, ensuring that effort within limited resources is demonstrably focused on supporting the achievement of the Trust's corporate objectives, enhancing the capabilities of the future workforce and making a tangible difference to the quality of service delivery and the provision of safe and effective care. It has been developed to take account of the Trust's Corporate Plan (2011-2014) and Human Resources Strategy (2011-2016), as well as the Workforce Learning Strategy for Northern Ireland Health and Social Care (2009-2014), and will inform the development of future Trust Education, Learning and Development Annual Plans.

2.0 STRATEGIC CONTEXT

It is essential that the Education, Learning and Development Strategy takes full account of the wider strategic context within which the Trust operates. Key strategic drivers include:

- Programme for Government/Ministerial Priorities for Action (PFA) Targets;
- Workforce Learning Strategy for NIHSC (2009-2014);
- NIAS Purpose, Mission, Vision and Values;
- NIAS Corporate Plan (2011-2014);
- NIAS Trust Delivery Plan;
- NIAS Human Resources Strategy (2011-1016);
- NIAS Organisational Development & Workforce Planning Strategies;
- Legislation requirements;

- Relevant requirements and standards dictated by Government, Commissioners and other regulatory bodies.

3.0 KEY CHALLENGES

The Education, Learning & Development Strategy will be implemented during a period of key challenges including:

- reduced financial resources and the consequent impact on resources available for education, learning and development;
- increased public scrutiny and service user expectations;
- HSC reform and modernisation, including the implementation of the Business Services Transformation Programme;
- internal organisational change and the potential requirement to implement new ways of working;
- the ability to motivate a static workforce in a time of reduced public sector job security;
- the challenges presented by the geographical spread and varied working patterns of staff, as well as by the essential nature of service delivery, to ensuring that all staff have equitable access to education, learning and development.

4.0 EDUCATION, LEARNING & DEVELOPMENT VISION

The EL&D Department is committed to supporting the Trust in achieving its corporate objectives by developing and maintaining the competence and capabilities of all staff, both clinical and non-clinical, and empowering them to deliver optimum patient care and effective support services. It will do this through the timely delivery of high quality education, learning and development interventions, which are responsive to the identified needs of staff, and through the promotion of lifelong learning principles within

the workplace. In achieving this vision, the EL&D Department is committed to ensuring the professionalism and expertise of its own staff.

5.0 STRATEGIC THEMES

Key strategic objectives for the next five years are grouped under the following strategic themes, which both reflect and deliver the related priorities within the Corporate Strategic Aims and Objectives:

5.1 ENSURING COMPETENCE

In ensuring the competence of all staff, the key aims are to:

- Ensure that all new and promoted staff receive an accessible and effective induction to their role through the continued implementation and review of corporate and local induction processes.
- Ensure a robust and consistent approach to identifying and addressing individual, team and organisational learning needs through the implementation and monitoring of appropriate processes for all staff.
- Ensure that the Trust's ongoing workforce requirements are met through the timely delivery and review of high quality education programmes for ambulance personnel.
- Ensure that mandatory continuing professional development (CPD) requirements are addressed, essential skills are maintained and registration/accreditation standards with relevant professional bodies are supported through the timely delivery and review of high quality refresher programmes for ambulance personnel.
- Address the essential learning needs of non-ambulance personnel, including professional registration and CPD requirements as appropriate, through the development and delivery of targeted internal education, learning and development

programmes and/or through the sourcing of appropriate and cost effective external education, learning and development interventions.

5.2 PROMOTING CLINICAL EXCELLENCE

In promoting clinical excellence, the key aims are to:

- Improve clinical practice by observing, monitoring, auditing and supporting the quality of care provided to service users and targeting education, learning and development resources accordingly.
- Ensure that developments in best practice and the requirements of emerging clinical guidelines are incorporated into training programmes in a timely manner.
- Ensure the provision of effective clinical supervision and support which facilitates reflective practice and enhanced clinical care.
- Take a proactive approach to identifying learning from incidents, near misses and complaints and ensure that this learning is transferred into clinical practice.
- Promote personal responsibility for CPD and encourage individuals to take ownership for identifying and addressing their own learning needs.

5.3 DEVELOPING LEADERSHIP CAPABILITY

In developing leadership capacity, the key aims are to:

- Facilitate the development of leadership skills to support organisational change and succession planning through the implementation of leadership development interventions which are specific to the needs of the organisation.
- Develop and deliver internal management skills development programmes and/or source appropriate and cost effective external education, learning and development interventions. This will ensure that Trust managers at all levels are equipped with the appropriate knowledge and skills to discharge their managerial responsibilities effectively and in line with statutory requirements and best practice,

contribute to the achievement of corporate objectives; and support corporate values.

- Explore opportunities for implementing coaching and/or mentoring across the Trust as an additional approach to developing staff.

5.4 SUPPORTING ORGANISATIONAL DEVELOPMENT

In supporting organisational development, the key aims are to:

- Address the knowledge and skills needs of the organisation's future workforce profile, as identified by the Trust's organisational development and workforce planning strategies, through the planning, development and timely delivery of appropriate, high quality education, learning and development programmes.
- Develop education, learning and development programmes which ensure, as far as possible, that the knowledge and skills obtained are sufficiently flexible and transferrable to meet the needs of the changing workforce profile.
- Support the achievement of organisational objectives by promoting and facilitating the use of the Investors in People framework.
- Contribute to identifying and addressing the learning and development implications of the DHSSPSNI's Business Services Transformation Programme for Trust staff.

5.5 FLEXIBILITY AND INNOVATION

In achieving flexibility and innovation, the key aims are to:

- Facilitate a flexible approach to addressing adhoc training priorities as they occur.
- Identify, develop, deliver and evaluate innovative approaches to the delivery of education, learning and development interventions, which ensure the effective and timely transfer of learning, as well as making optimum use of resources.

- Continue to develop a work-based learning culture where staff are encouraged to learn through experience and reflective practice and lifelong learning principles are promoted.
- Continue to engage with relevant stakeholders, both regionally and nationally, regarding the future provision of education for ambulance personnel.

5.6 EFFECTIVE PRIORITISATION AND EQUITY OF ACCESS

In achieving effective prioritisation and equity of access, the key aims are to:

- Ensure a fair and consistent approach to the identification and prioritisation of individual, team and organisational learning needs through the implementation and monitoring of appropriate processes for all staff.
- Ensure that all mandatory training, whether clinical or non-clinical, is prioritised and appropriately addressed, through the implementation of an annual mandatory training plan for all staff.
- Implement and review mechanisms for communicating education, learning and development opportunities to all staff as appropriate.
- Develop, implement, monitor and review principles and procedures for accessing funding and/or release for education, learning and development opportunities to ensure all staff groups have equality of opportunity in this regard.

5.7 DELIVERING EXCELLENCE IN EDUCATION, LEARNING & DEVELOPMENT

In delivering excellence in education, learning and development, the key aims are to:

- Support all staff involved in the delivery of education, learning and development in acquiring and maintaining relevant and up-to-date knowledge and skills appropriate to their job role.

- Ensure that the EL&D Department continues to meet the requirements of HPC annual monitoring in relation to Standards of Education and Training and Standards of Proficiency for Paramedics.
- Ensure that the EL&D Department continues to identify and meet the requirements of relevant external accrediting bodies.
- Exploit opportunities to make effective and appropriate use of external professionals and/or external funding streams in the provision of education, learning and development.
- Where possible, take account of external validation, accreditation and skill transferability in the planning and development of education, learning and development programmes.
- Ensure that education, learning and development interventions are robustly evaluated and, where appropriate, improvements are incorporated into future delivery.