



Education for Health

Teaching and Learning Strategy for 2020

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1 INTRODUCTION

Education for Health has a reputation for excellence and innovation in teaching and learning provision nationally and internationally. For over 25 years we have provided education and training largely for general practice nurses and, in doing so, have played a key role in shaping the increasingly important part they play in the management of Long Term Conditions (LTC). Since 2002 our provision has included accredited programmes of study which have given a range of health and social care staff the opportunity to continue their studies post-registration and the support required to develop key clinical skills as well as those in areas such as critical thinking and reflection.

The Charity has been innovative in the way in which it offers education and training, seeing the additional benefits that active teaching and learning methods such as facilitated discussion and the use of case studies as a basis for peer learning has for its students, as well as promoting the benefits of multi-professional learning. Since its inception, Education for Health has been a provider of distance education supported by face to face delivery and have more recently been a pioneer of eLearning, quickly seeing it as an effective mode of delivery, offering a blended and flexible approach for part-time and geographically disparate students. We have continued to build on this, enhancing and refining our blended approach so that it continues best to meet the needs of our students.

Innovation is a constant theme that runs throughout all that the Charity does as it strives to improve the teaching and learning experience for its students. There is a need for the Charity to continue to embrace change in the increasingly changing environment in which it operates. Being at the forefront of what it does is fundamental to its future strength as a learning institution and to ensuring that it achieves its vision: that everyone living with a LTC receives high quality care and can manage their condition to the best of their ability as well as providing the best possible experience for our students.

This Teaching and Learning Strategy is underpinned by the overarching mission of the Charity: to improve the lives of people living with LTC. It articulates the Charity's specific commitments relating to the provision of education, outlining the priorities for action over the next five years and setting the direction and pedagogical approach for all accredited teaching and learning provision. It builds on the achievements of the 2012-2015 Teaching and Learning Strategy and is based on the themes contained within it with the aim of continuing the quality enhancement and curriculum development.

2 BACKGROUND

In discussing the context for a Teaching and Learning Strategy it is important to consider the environment in which our students work, the challenges affecting the commissioners of our education as well as those affecting the wider HEI community. An understanding of the emerging policy drivers affecting our clients is essential for our success. The following are some of the challenges that will impact on the profile of our students and the knowledge skills and competencies they will require to best meet these challenges and provides context for this Teaching and Learning Strategy.

2.1 The NHS

The HEE Strategic Framework outlines five global drivers of change currently impacting the NHS: demographics, technology and innovation, social, political, economic and environmental factors,

the expectations of patients and staff and people with multiple and complex conditions. This is reflected in the big picture challenges for NHS workforce planning and education described by the Centre for Workforce Intelligence (CfWI 2013):

- Meeting the needs of an increasingly ageing population
- Meeting the changing demand resulting from an increasing prevalence of complex LTC and co-morbidities
- Managing changing public expectations.
- The drive to integrate health, social care and support organisations
- The shift to prevention and well being
- The need to deliver personalised and person-centred care.
- Delivering quality within financial constraints
- Collecting high quality data to measure impact
- Supporting change resulting from innovation and technology.
- Planning service delivery in a context of uncertainty
- Planning for the potential impact of investment in LTC management.

Fundamental to meeting these challenges are the need to reshape services, bringing care closer to home and strengthening prevention whilst meeting increasing demand with limited resource. The way in which NHS practice and policy is impacting on workforce education and training is summed up in the RCGP (2013) document:

'We are moving away from a twentieth century model with its outdated divisions of hospital-based practice and of health and social care...towards a 21st century system of integrated care where clinicians work closely together in flexible teams formed around the needs of patients and not driven by professional convenience or historical location.'

Rethinking the role of primary care nursing has been recognised as being fundamental in order to make the NHS sustainable (NHS England 2014, Kings Fund 2015). All three reports emphasise the need for nurses to take on a more clinically focussed role in care and to break down the barriers between traditional primary and secondary community and social care roles to improve access for patients, increase efficiency and improve patient outcomes. There is a recognition that nurses could be instrumental in managing the increasing number of patients being seen in primary care as well as having the potential to play a greater role in commissioning and running NHS projects.

The Five Year Forward View (NHSE 2014) builds on this thinking, providing a vision which focusses on prevention and supported self-care, with the aim of ensuring that patients remain out of hospital when this is appropriate. The key enablers of this vision include the expansion of community services, the creation of new roles and the importance of public health. Primary care is central to the health and wellbeing of individuals and communities and the provision of prevention treatment is managed increasingly in primary care. General practice nurses need the core knowledge and skills to work in a busy and increasingly complex environment and an increasingly broad range of HCPs such as pharmacists have a role to play in the support of people with LTCs. The recently published NHS mandate (DH 2014) outlined the importance of professional education in Primary Care. A recent survey (HSCIC 2014) showed that there were 28,833 Practice Nurses (PN), an increase of 1.6% since 2012. The role of the PN has also changed to include chronic disease management, prevention, sexual health and advanced clinical skills (Pearce et al 2010). However, it

is widely felt that nurses at undergraduate level are inadequately prepared to deliver the range of skills required to meet contemporary challenges in general practice.

A key challenge facing all NHS organisations is how to nurture cultures which support transformational change and ensure the delivery of continuously improving safe and compassionate care. Leadership has been found to be the most influential factor in shaping organisational culture so ensuring the development of the necessary leadership skills is fundamental (Kings Fund 2015).

2.2 Commissioning

At the same time funding for post registration education for NHS HCPs is being significantly reduced in line with other NHS reforms and changes in service delivery. However there will be opportunities as a result of the increasing recognition of the importance of developing the role of nurses working in community and primary care settings. Additionally, the more robust approach to quality; the Education Outcomes Framework (EOF) and therefore the approach of HEE to quality, has a planned emphasis on the importance of linking the delivery of outcomes in 'excellent education' and learning directly to improvements in patient outcomes. By providing a clear line of sight and improvement to patient outcomes the EOF is intended to address variation in standards and ensure excellence in innovation through high quality education and training (HEE 2012). This approach is increasingly reflected in education commissioned by NHS organisations and commissioners seek to fund the most cost-effective ways of training the workforce.

2.3 Challenges facing Higher Education Institutes (HEI)

The challenges facing higher education mirror changes in society more generally and include increased customer expectation, increasing digitalization, the changing workforce and fiscal austerity. Higher education has seen growing marketization in the approach to education due to the impact of technology and the plurality of provision. The rapid development of IT has made available a huge range of tools to support and education and learning, including the ability to increase connectedness and collaboration as well as the opportunity to reduce barriers of geography and time. However alongside the huge potential for the design and delivery of Teaching and Learning there are challenges involved with adopting emerging technology and for the staff who design and deliver this including: cost, understanding the underpinning emerging pedagogies and supporting staff to develop and maintain competence in its use.

Globalisation and automation are also changing the workforce and employability is of increasing importance to HEIs as students seek educational opportunities to survive and move on in the workplace. It is vital that curriculum design is responsive and aligned with student need to provide the higher skills required such as transformational change, communication skills, presentation skills and critical thinking alongside supporting digital literacy. The need for workforce development to meet the current and future demands of the changing environment means that CPD is shaped very strongly and the role of employers in shaping the curriculum is vital. Health care professionals to further develop skills and competencies supported by the critical thinking that academically accredited education provides, is also apparent. The need to provide curriculum that are broad as well as specialist should also be considered.

The need for deliverers of education to align with funders and commissioners of education is vital as fiscal austerity means that education budgets are reduced. As well as reduced spending on HCP education outlined earlier, since 2010 there has been a trend towards declining part-time student numbers in higher education. Increased consumer expectation also applies to the student as customer and this has led to a requirement to redesign administration and business processes to

achieve improvements in service standards and sustainability. This requires investment in the resource required to lead, support and develop the workforce to deliver an enhanced student experience as well as the infrastructure to deliver improved support services.

HEIs are increasingly capitalising on student mobility and the global opportunities afforded by the rapidly growing demand in emerging countries. Whilst technology provides increasing competition in the form of MOOCs (Massive Online Open Courses) and similar open online learning products, it also promotes the flexibility required to meet the increasing global demand for higher education. It also provides wider benefits such as increasing opportunities for collaboration which strengthen research capacity by bringing together expertise and building relationships.

2.4 Other sectors

Changes in demographic trends and the aging population means that increasingly more of the workforce is employed in the independent/voluntary and community sectors. It is important to recognise knowledge, skills and experience in these settings and develop a highly skilled workforce for the future.

2.5 Summary and way forward

It is clear then that the context in which the Charity now operates has changed and furthermore that it will continue to do so. It is important to take into consideration the many drivers, both internal and external which impact on the organisation and its delivery of teaching and learning over the next three years and beyond. The extent to which our education and training portfolio remains relevant today both in terms of the content and delivery method, has been reconsidered in the light of the changing context in which we operate.

The environment for Teaching and Learning at Education for Health will:

- Support a self-care approach which allows people with a range of LTC to have access to improved information, education and support
- Involve students and employers as well as patients and their carers in the design and development of the curriculum to ensure that it is fit for purpose
- Facilitate horizontal as well as vertical career development, providing opportunities for generalists to work across a range of settings and across organisational boundaries, as well as those who are progressing vertically and aspire to specialist and leadership roles
- Provide a flexible curriculum which reflects the diverse and changing needs of the workforce and changing profile of the current and future patient as well as the need for preventative and anticipatory care as well as disease management
- Support a range of staff to adopt new ways of working by promoting innovation, harnessing of technology and embracing change
- Provide opportunities for the development of important generic life skills such as leadership at all levels as well as advanced skills to manage the challenge of integrated models of practice and build confidence in giving care effectively, particularly in community settings
- Build on the excellent learning experience provided, ensuring the best use of digital technology, as well as maximising the impact of excellent the face-to-face experience offered
- Enable an approach to education which supports lifelong learning in a rapidly evolving health care environment.

2.6 Alignment with other strategies

The organisation's mission clearly states the purpose of the organisation which is 'to improve the lives of people living with Long Term Conditions' and this underpins the Teaching and Learning Strategy. The organisation's aspirations for education are explained in the vision statement; it should facilitate the best possible outcomes for those living with a Long Term Conditions as well as providing the best possible experience for our students. The Teaching and Learning Strategy is based around the four values of the organisation.

The Teaching and Learning Strategy is underpinned by the Organisational Strategy and has strong links with other organisational policies. Some are action plans which support the Teaching and Learning Strategy and others encompass objectives that though critical to achieving the aims of the Teaching and Learning Strategy are best described separately. All demonstrate our commitment to providing excellent education for our students and how we intend to support staff to ensure successful implementation of organisational policies.

The following support the Teaching and Learning Strategy:

- Organisational Strategy
- Marketing Plan
- Assessment Strategy
- Teaching and Learning Plan
- Technology Enhanced Learning Strategy.

2.7 Revising the Teaching and Learning Strategy

The strategy has as its starting point the Education for Health Group Strategy 2020 and in particular its goal to

'provide an excellent learning experience that supports the development of values, knowledge and competencies required to manage long term conditions effectively and transforms lives.'

The direction has been set by the Organisational Strategy which recognises success for the Charity as being recognised as an organisation that:

- Has patients, carers and communities at the heart of all we do
- Advocates for the best care possible for those with Long Term Conditions
- Is the leading provider of education and training in the field of Long Term Conditions
- Is exceptional in every way: a great place to work, learn and develop
- Focuses on the needs of those with whom we work
- Promotes clinical leadership to inspire and enable change
- Works at a national and global level
- Functions in ways that are robust, rigorous and sustainable.

3 TEACHING AND LEARNING STRATEGY THEMES AND OBJECTIVES:

The overall aim of the strategy is to plan an approach to teaching and learning which is in accordance with the organisation's values. The approach will therefore be:

3.1 THEME 1: Student-centered

To ensure students are at the heart of the learning experience, delivering courses and learning opportunities that inform, stimulate, challenge and actively engage students as members of a learning community in order to develop their capacity and capability as active and reflective independent learners.

To work collaboratively with students to draw on their views and experiences to inform the development of the organisation's education and training and ensure that they see themselves as valued partners in the delivery of excellent education.

To develop a market-led curriculum that encourages lifelong learning, is professional and vocationally relevant and focused on current, evolving and future service needs to ensure that learners are enabled to provide safe effective, compassionate and high quality care.

3.2 Theme 2: Progressive

To enhance the teaching learning assessment and support experiences of learners by enabling the effective efficient and innovative use of technology to provide a seamless convenient and intuitive personalised environment and learning activities.

To develop, foster and maintain expertise and networks which ensure the use of technology is based on sound learning design and established good practice, facilitating research and evaluation to support the organisation as a global educational leader.

To strengthen the educational creative process of developing dynamic and flexible curricula using technology to support the design, development and evaluation of a technology-enhanced learner-centred environment.

To create a strong and cohesive online presence to promote a culture of autonomous lifelong learning by providing opportunities for learners to develop the skills and digital literacy required to thrive in new, emerging and future health care and learning environments.

3.3 Theme 3: Excellence

Enhance the quality of teaching and learning by designing and developing curricula that are pedagogically sound, evidence based and reflect innovation, flexibility and creativity in design and delivery and the breadth of long term conditions.

To establish clear expectations for the quality of teaching and learning developed by the organisation supported by transparent and consistent processes so that students benefit from teaching that is innovative, effective and designed to maximize student participation.

Set the highest standards for teaching linked with research and scholarly activity, ensuring that the organisation's appointment, retention and promotion process identifies, supports and rewards the achievements of educational excellence by academic staff and that formal and informal professional development opportunities which support staff to reach their full potential are available.

Ensure the Education for Health experience for all students is in keeping with a distance learning organisation and embedded in the principles of equality and diversity.

3.4 Theme 4: Partnership Working

Promote a person-centred culture based on therapeutic relationships between professionals, patients and carers based on trust, respect, understanding and shared decision-making to deliver safe and effective care.

Identify and implement effective techniques for public participation in teaching and learning, ensuring that curriculum content is in accordance with the organisation’s mission and vision.

Foster collaborative practice, facilitating engagement with the wider community and encouraging the opening, sharing and access to online resources and providing global opportunities for active and connected learning and sharing of best practice.

Maintain and develop partnership arrangements to ensure inclusivity and support the diversification, growth and enhancement of our curriculum offer in support of the organisation’s mission and strategic goals.

4 CONSULTATION

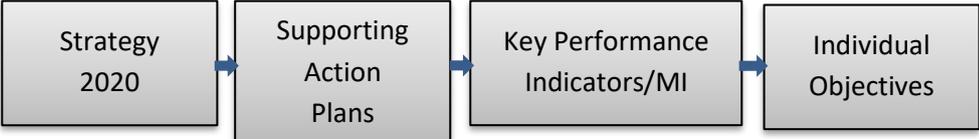
4.1 In order to incorporate the breadth of knowledge and experience available in the organisation, it has been vital to ensure a consultation process which captures the views of the wider team. This was carried out in two ways; a strategy away day, two cross-organisation brainstorming sessions with Trustees and Corporate Board at which a SWOT analysis was carried out and the areas for consideration formulated in order to form a focus for further brainstorming by the Education Team to produce objectives.

4.2 A more formal feedback process was then used to gather comment on the draft strategy through the normal governance arrangements.

5 IMPLEMENTATION AND GOVERNANCE

5.1 The CEO has ultimate executive responsibility for the effective development and implementation of the organisation’s strategies and policies. The Director of Education and Training is responsible for providing strategic leadership for the Teaching and Learning Strategy and has overall delegated authority for coordinating its development, implementation and operation.

Guided by our values, the Teaching and Learning Strategy will help deliver strong performance and sustainable outcomes that result in reputational gain as we deliver our mission to improve the lives of people living with LTC.



5.2 The Teaching and Learning Strategy 2020 will provide a framework for the organisation. An action plan is being developed by the Centre for Academic Excellence which will enable the delivery of the strategy based on the specified priorities. Specific areas of responsibility relating to successful

implementation of the Strategy will be identified within the implementation plan. Timelines will be based on the priority.

Theme	Objective
Theme 1: Student-centred	<p>To ensure students are at the heart of the learning experience, delivering courses and learning opportunities that inform, stimulate, challenge and actively engage students as members of a learning community in order to develop their capacity and capability as active and reflective independent learners.</p> <p>To work collaboratively with students to draw on their views and experiences to inform the development of the organisation’s education and training and ensure that they see themselves as valued partners in the delivery of excellent education.</p> <p>To develop a market-led curriculum that encourages lifelong learning, is professional and vocationally relevant and focused on current evolving and future service needs to ensure that learners are enabled to provide safe effective, compassionate and high quality care.</p>
Theme 2: Progressive	<p>To enhance the teaching learning assessment and support experiences of learners by enabling the effective efficient and innovative use of sustainable technology to provide a seamless convenient and intuitive personalised environment and learning activities.</p> <p>To develop, foster and maintain expertise and networks which ensure the use of technology is based on sound learning design and established good practice, facilitating research and evaluation to support the organisation as a global educational leader.</p> <p>To strengthen the educational creative process of developing dynamic and flexible curricula using technology to support the design, development and evaluation of a technology-enhanced learner-centred environment.</p> <p>To create a strong and cohesive online presence to promote a culture of autonomous lifelong learning by providing opportunities for learners to develop the skills and digital literacy required to thrive in new, emerging and future health care and learning environments.</p>
Theme 3: Excellence	<p>Enhance the quality of teaching and learning by designing and developing curricula that are pedagogically sound, evidence based and reflect innovation, flexibility and creativity in design and delivery and the breadth of LTC.</p> <p>To establish clear expectations for the quality of teaching and learning developed by the organisation supported by transparent and consistent processes so that students benefit from teaching that is innovative effective and designed to maximize student participation.</p> <p>Set the highest standards for teaching linked with research and scholarly activity, ensuring that the organisation’s appointment, retention and promotion process identifies, supports and rewards the achievements of educational excellence by academic staff and that formal and informal professional development opportunities which support staff to reach their full potential are available.</p> <p>Ensure the Education for Health experience for all students is in keeping with a distance learning organisation and embedded in the principles of equality and diversity.</p>

<p>Theme 4: Partnership Working</p>	<p>Promote a person-centred culture based on therapeutic relationships between professionals, patients and carers based on trust, respect, understanding and shared decision-making to deliver safe and effective care.</p> <p>Identify and implement effective techniques for public participation in teaching and learning, ensuring that curriculum content is in accordance with the organisation's mission and vision.</p> <p>Foster collaborative practice, facilitating engagement with the wider community and encouraging the opening, sharing and access to online resources and providing global opportunities for active and connected learning and sharing of best practice.</p> <p>Maintain and develop partnership arrangements to diversify, grow and enhance our curriculum offer in support of the organisation's mission and strategic goals.</p>
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5.3 Approval of the action plan to implement the strategy will be the responsibility of the Corporate Board and Academic Board.

5.4 Identifying progress against the supporting action plan is incorporated into the meeting structures of the organisation. The Teaching and Learning Committee, chaired by the Director of Education and Training, is responsible for co-ordinating the annual progress reports and Management Information relating to the Strategy. Monitoring information will be generated through the collation of information collected during annual review for the duration of the Strategy with reports being monitored by the Academic Board and Corporate Board for the duration of the strategy. In this way, the Strategy will become embedded into the culture of the organisation.

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