CONVENZIS

WELCOME TO

The NHS Workforce Conference

NHS Workforce
Conference South

22nd June 2023 - 08:00am – 16:00pm – 15 Hatfields Conference Centre

Conference hosted by Convenzis Group Limited

The NHS Workforce Conference South 22nd June 2023

Will Laing – Operations Director, NHS Workforce Alliance

NHS Workforce Alliance
Delivered by:
Crown Commercial Service
NHS Commercial Solutions
NHS East of England Collaborative Procurement Hub
NHS London Procurement Partnership
NHS North of England Commercial Procurement Collaborative

workforcealliance.nhs.uk

Overview

NHS Workforce Alliance

1. Commercial practice in an NHS workforce context

2. Collaborative working with HR professionals

3. The NHS Workforce Alliance

4. Q & A

**Bringing together
people who care**

Commercial: what
is it and why does
it matter to HR?

Bringing together
people who care

# Commercial Practice in the NHS workforce context

1. Procurement v Commercial: an important distinction

2. The Context

- NHS workforce challenges
- Financial pressure
- Quality assurance
- Market size and complexity
- Supplier relationships
- Internal buying policies, practices and processes

3. Essentially, an effective commercial strategy can help you manage risk AND achieve your workforce policy objectives.
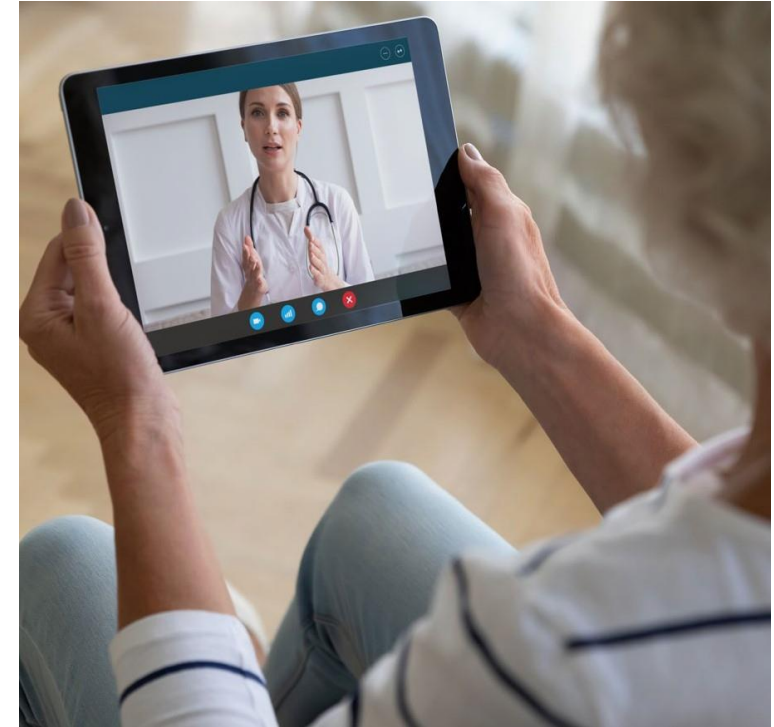
A fragmented approach to workforce planning in the NHS
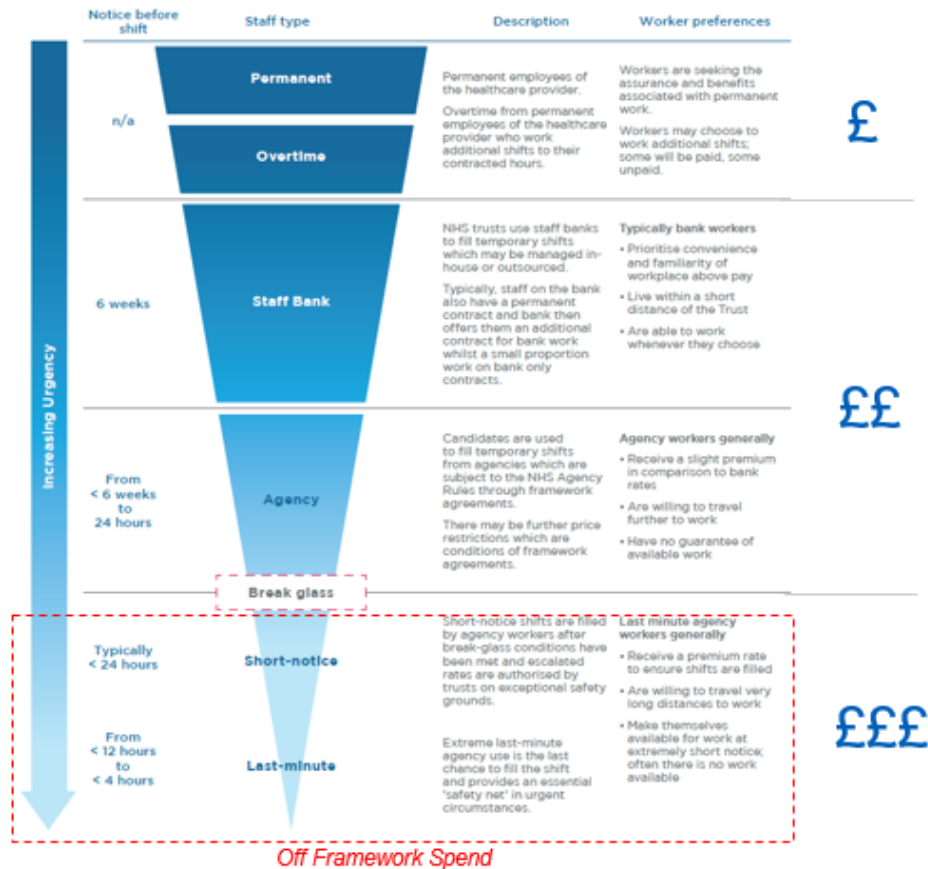
"Why does this model exist in the NHS?"

A recent report from PwC on the use of Contingent Workers in London showed that 29.4% of all temporary placements through Bank and Agency are above the NHSI/E Rate Caps. This not only puts pressure on framework providers, but increases the reliance on off-framework spend. The reason for this is three-fold;

- Increasing demand in clinical workforce
- Poor Strategic Workforce planning
- Limited technology and planning to address staffing shortages

In addition to the above almost 1/3rd for the nursing workforce is over 50 and there is expected to be shortages of c.250,000 in England by 2030.

Robust Strategic Workforce Planning across the NHS – with the appropriate systems in place – will ensure the NHS is able to better manage their workforce and reduce reliance on agency / off-framework spend. However, active management will not address the shortages and new ways of working to address the short-fall would need to be actioned, this includes;

- International Recruitment (Short-Term)
- Apprentices and Retraining – taking advantage of new talent pools e.g. hospitality (Medium-Term)
- Bursary / Nursing Degree (Long-Term)

Bringing together
people who care

Workforce Management Services
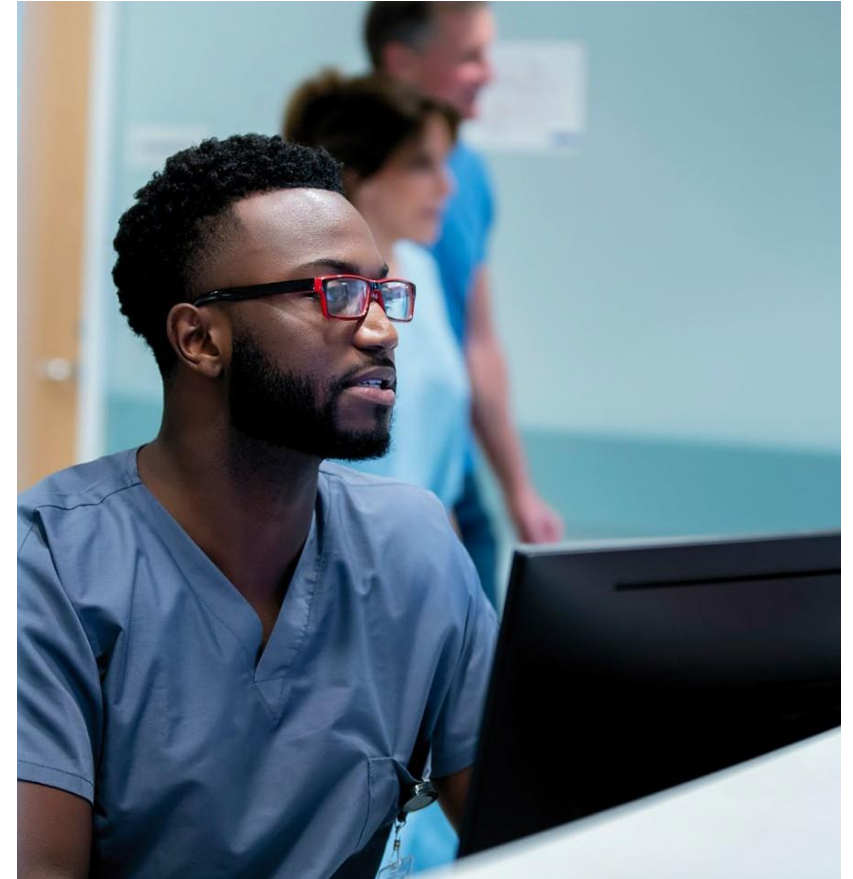
Bringing together people who care

Collaborating Across HR & Commercial

1 – **Consultation: Advice & Solutions**

2 – **Managing Agency Supply**

3 – **Supplier Relationship Management**

4 – **Data & Insights**

5 – **Operational Support**

6 – **Contract Management**

7 – **Staff Bank**

**Bringing together
people who care**

The NHS Workforce Alliance

Bringing together people who care

The partners

- NHS London Procurement Partnership
- NHS Commercial Solutions
- NHS East of England Collaborative Procurement Hub
- NHS North of England Commercial Procurement Collaborative
- Crown Commercial Service

NHS and not-for-profit

- As a team of health workforce experts with decades of experience, we are motivated by a genuine desire to make the NHS better. Partnership is at the heart of everything we do. When you choose to work with us you can be sure you are working alongside a team who share your values.

Our networks

- Our experience and influence can help shape the NHS for the better. Our collaborative relationships with the Department of Health and Social Care, NHS England and NHS Improvement, NHS Employers, Health Education England and other government bodies means we can help influence policy and implementation for the benefit of the NHS and the people we serve.

Bringing together
people who care

Our portfolio

Bringing together
people who care

NHS Workforce Alliance – Our Purpose

- We work across all workforce categories and all NHS regions

- We build new and innovative solutions – collaboratively

- We influence over £1.7bn of NHS workforce expenditure annually

- Our main strength comes from working with our NHS colleagues, across all functions

- Contact: will.laing@crowncommercial.gov.uk

Bringing together
people who care

Thank You
&
Open
Discussion

NHS
Workforce Alliance

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people who care

University of Kent

Unlocking Opportunities: Exploring Our Range of Apprenticeships and Success Stories

Stand for ambition
Kent.ac.uk

Higher and Degree Apprenticeships

- **Partnership** between the University and the employer

- **Tailored university programmes** equip apprentices-students with the most appropriate theoretical and practical knowledge.

- Full-time job with additional training

- Created to **bridge the gap**

- Leads to a **University degree** bachelor's or master's degree, or an equivalent professional qualification

- Open to both new recruits and **existing** members of staff

Higher and Degree Apprenticeship

University

Work
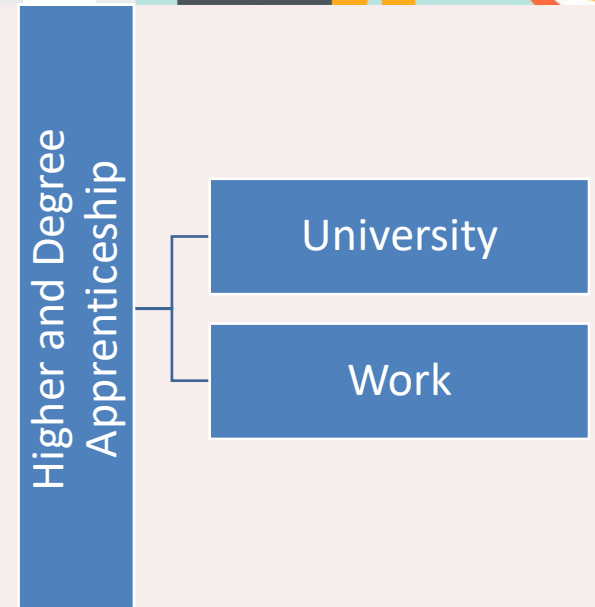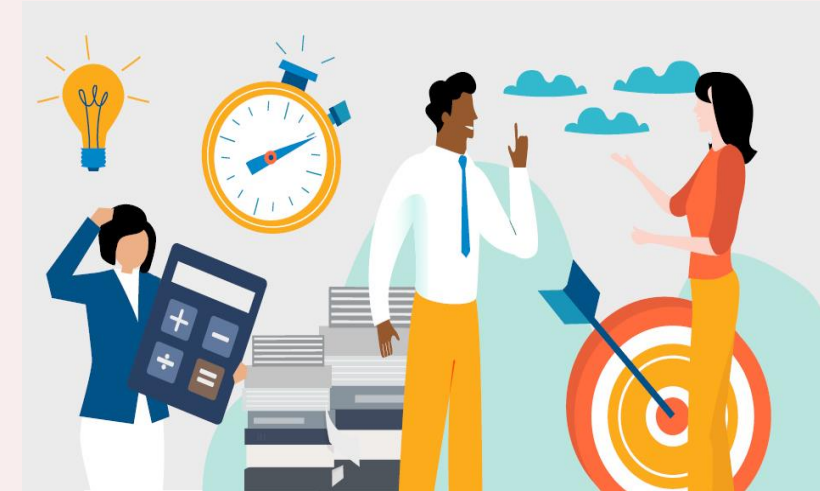
Our Apprenticeships

University of Kent

Fundraiser
Level 3

Policy Officer
Level 4

Technician Scientist
Level 5

Laboratory Scientist
Level 6

Clinical Trial Specialist
Level 6

Research Scientist
Level 7
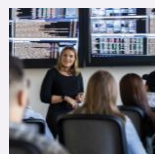
Chartered Manager
Level 6

Senior Leader
Level 7

Operational Research
Specialist - Level 7

Clinical Associate in
Psychology - Level 7

Social Worker
Level 6

Professional Economist
Level 6

Unlocking Opportunities in the NHS
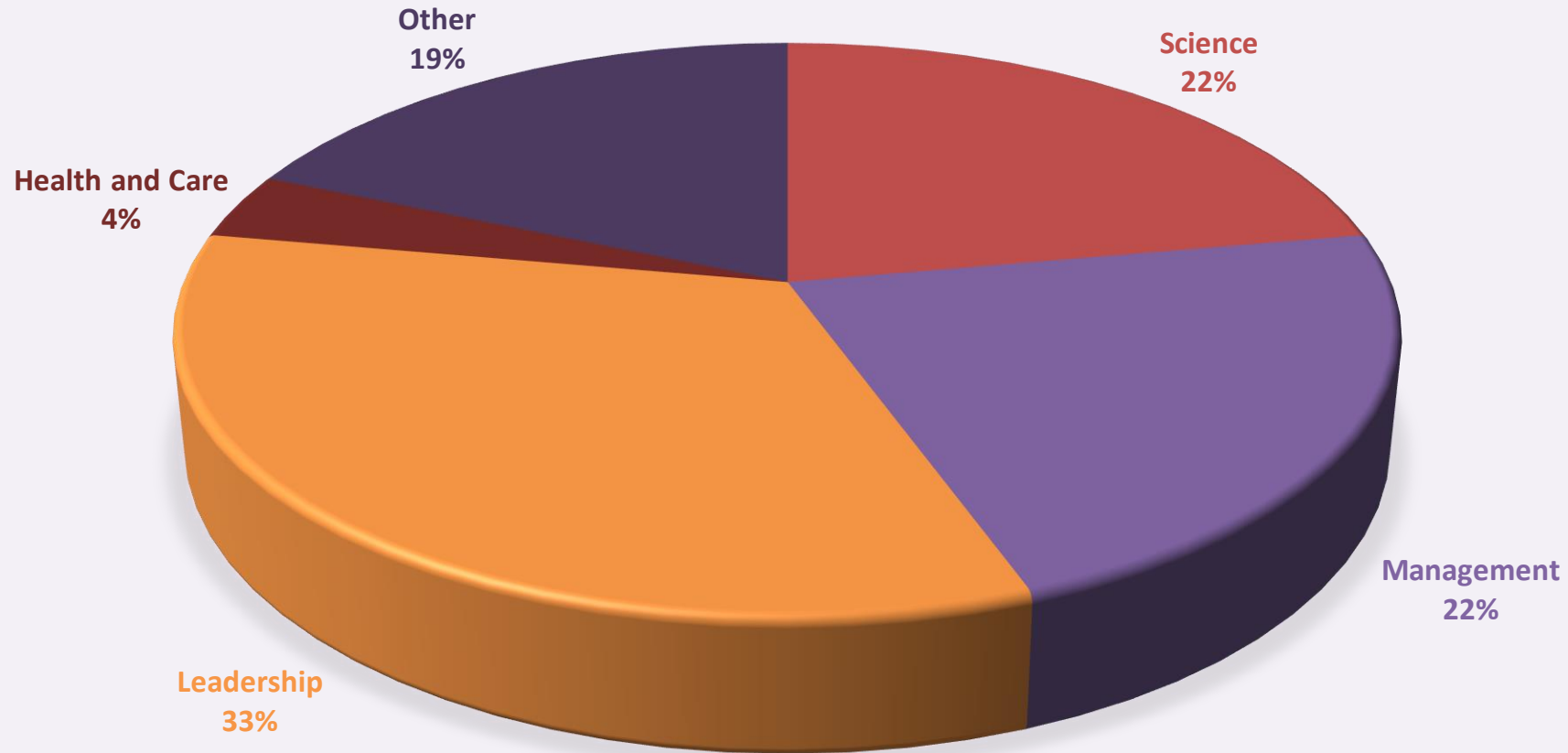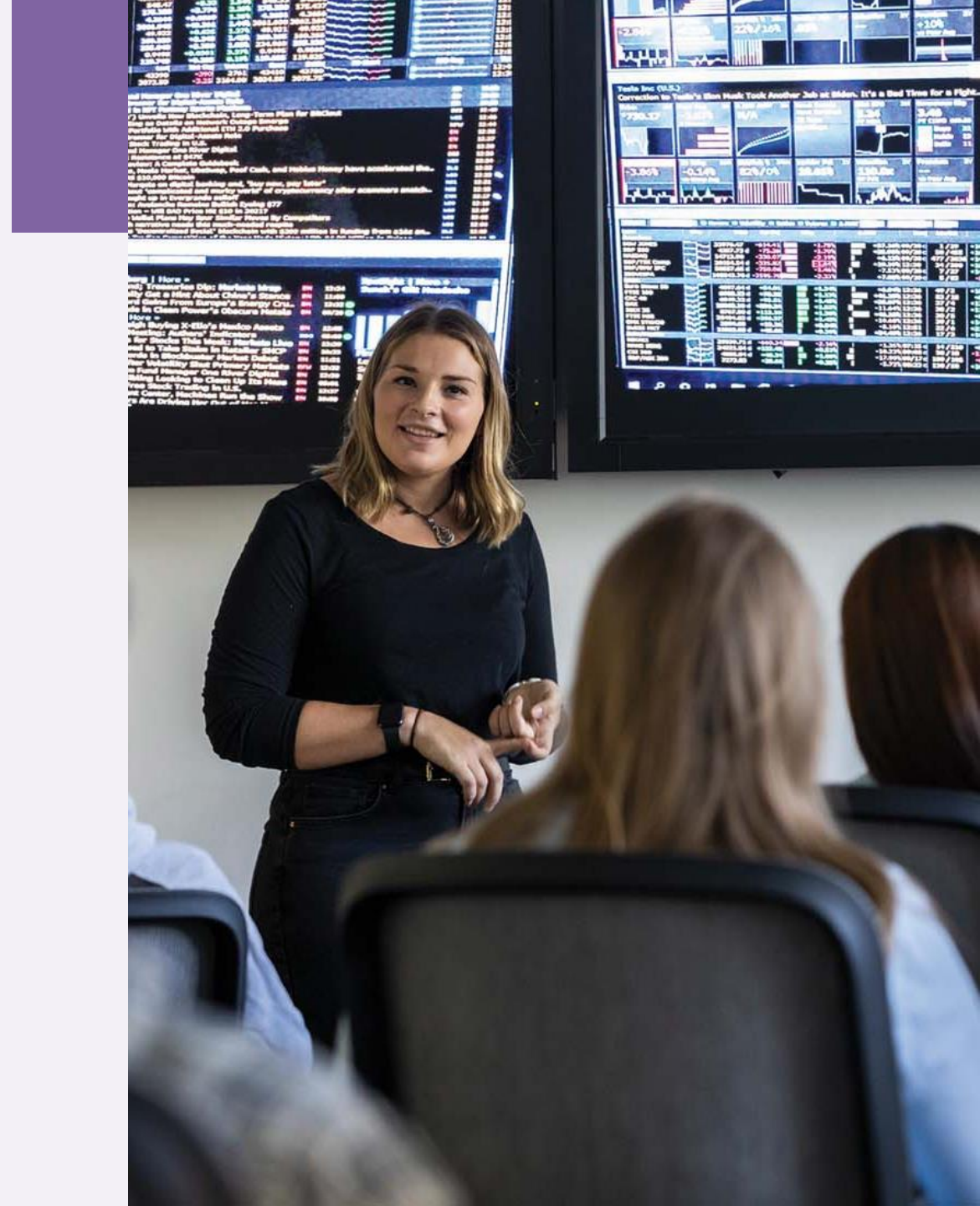
- Exploratory analysis into lived experiences of chronic pain and digital access in the Black community
- Merging Paediatric Cardio-Respiratory and Intensive Care Services
- Experience of A&E nurses in providing care for mental health patients across Southeast London
- Improving the alignment of capacity and demand between Primary Care and Integrated Urgent Care through the adoption of worklists as an alternative to direct appointment booking for managing GP appointments booked by NHS 111 in Southeast London
- Programme Managers' Forum: Creating a Safe Space to Pave the Way for Efficiency
- Develop clinical nurse specialist roles as a career pathway for dental nurses, roles used to reduce the patient waiting list and enhance the patient experience, release dentist/consultant time to do more complex treatments, and reduce the clinical activity pressure on the dentists
- How could the provision of injectable headache treatment be more proactively designed with patients in mind?
- Identifying and Implementing Support Mechanisms to the Education and Development Team to neutralise a negative change transition

Science Programmes

Making an Impact

The Problem

Training and development of NHS staff

The Solution

In-person training

Conventional Learning

In-person Learning

Virtual Reality Training

Online Learning

Flexible Learning

Bridging the Gap= Bringing the Solution

Behaviours

Skills

Knowledge

Higher and Degree Apprenticeship

NHS workplace

University of Kent
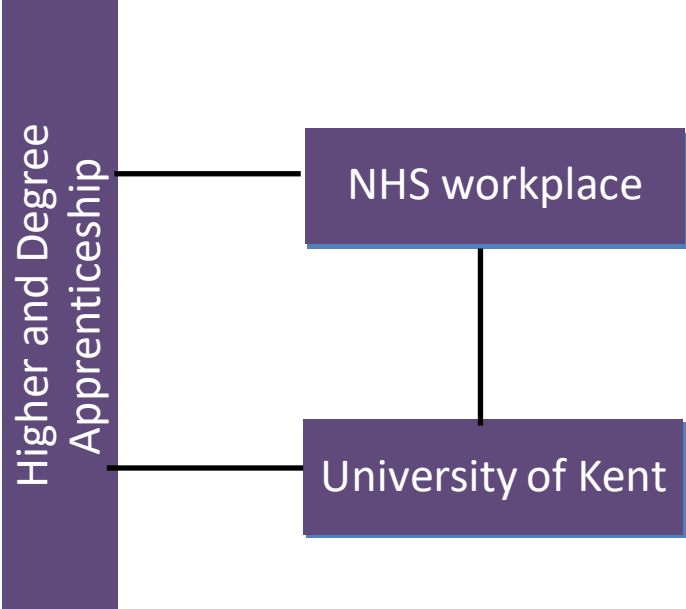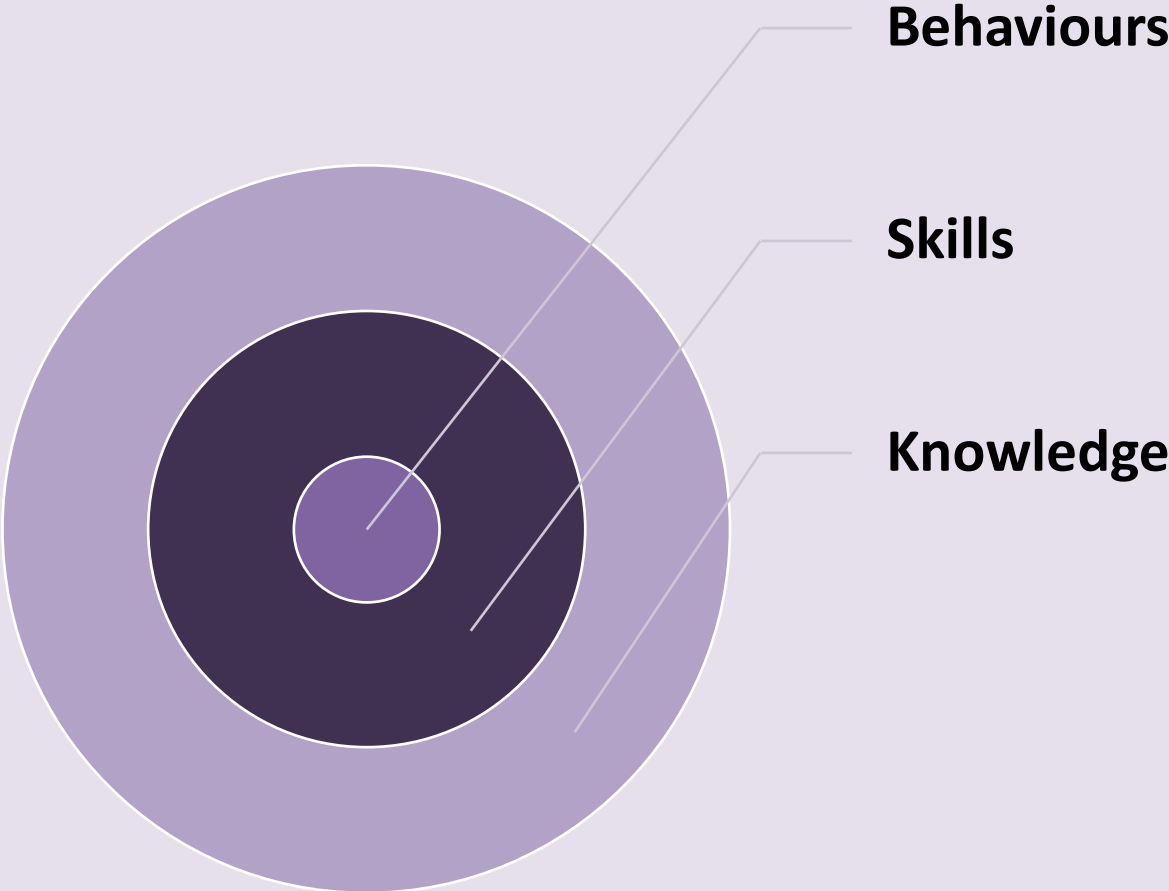
80% on-the job training
20% off-the-job training

Testimony: Research Scientist

University of **Kent**

"*The MSc/L7 Research Scientist was a **fantastic opportunity** to further my education while working. It encouraged me **to expand my knowledge** and to speak to experts in the field, which in turn has helped me **to progress at work**. The course encouraged **independent research** and **improved my** scientific communication **skills** which are fundamental in **science**. It was also great to have the opportunity to carry out a **work-based project** which has now become an adopted process within my workplace*"

Jessie Stow

Awarded 1st class MSc degree

Creating New Opportunities

How does the NHS Trust manage the trainees? *The apprentices come under the nursing line management structure and report into a more senior member of the nursing team. The follow the same processes for all NHS staff in terms of expectation to align with NHS & Trust Core Values as well as standard procedures for absence, sickness, performance, appraisal etc.*

What have been the challenges? *The main challenge was shortlisting as we do not have the experience of assessing prospective employees against educational attainment (e.g. calculating UCAS points, ascertaining whether people have 'equivalent qualifications' etc)*

How are the apprentices supported? *They are embedded within the team and receive support from their colleagues. They have a line manager who regularly checks in with them. In addition to learning on the job throughout the week, they receive 20% protected learning time which can be flexibly accommodated.*

Partnership with University of Kent

- Line Manager
- Academic Team
- Workplace Mentor
- Personal Advisor
- Onboarding Team
- Director of Studies
- Student Support

University of Kent

NHS

University of
Kent

To find out more, visit our stand today or contact our Business Development Team: recruitapprenticeships@kent.ac.uk

THE NHS WORKFORCE CONFERENCE 2023

NHS Workforce Conference South

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UP NEXT...

Reed Talent Solutions
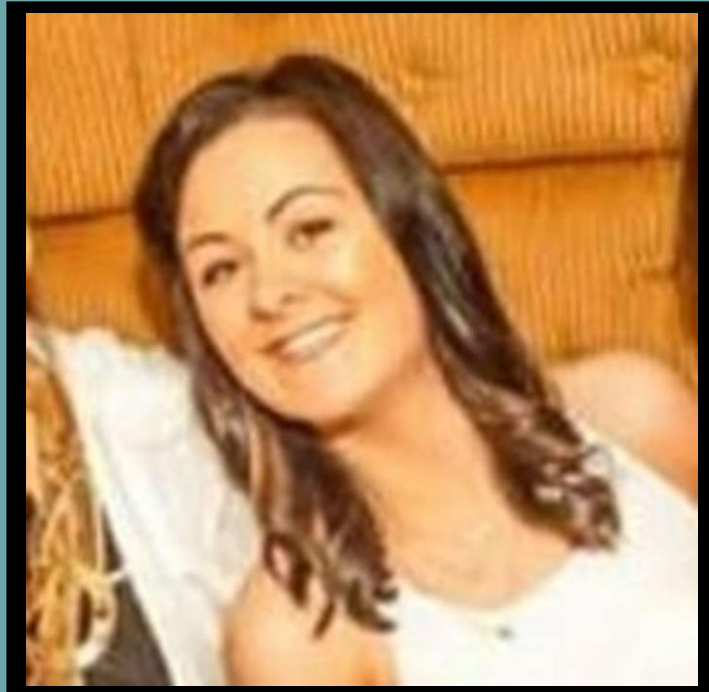
Reed Talent
Solutions

Hot topics

- Unlocking access to talent

- Technology vs People

- Managing candidate expectations
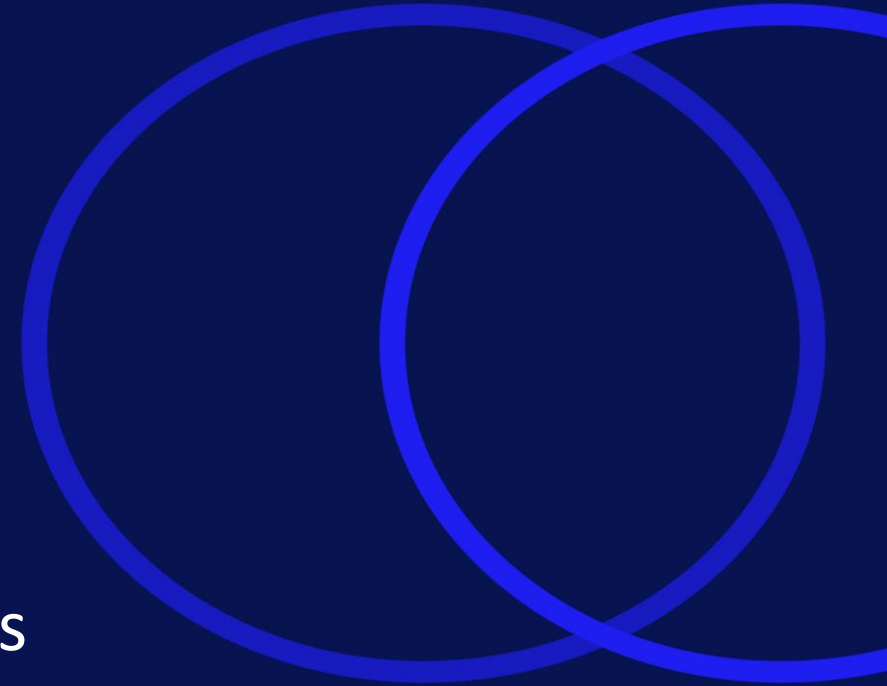
Unlocking access to talent

- More open vacancies than unemployed: Jan 2022

- 9m economically inactive people in the UK
  - 2.7m under 25s are students
  - 1.1m aged between 25-49 can not work due to caring responsibilities
  - 940k people aged between 25-49 do not work due to illness

- Fewer than 3 in 10 adults with autism are in paid employment

- Nov – Jan 23, 3.5 million people aged 50-64 were out of work and not looking for work, compared to 3.3 million in Jan – Mar 2020

How can we support removing barriers to employment?

Technology vs People

- Millennials check their phones more than 157 times per day

- 98% of sent text messages are read

- 84% of UK employers say they use social media for recruitment purposes

- CIPD study indicates social media is not king to finding talent:
  - 92% use own website
  - 81% Professional social networks
  - 69% employee referrals
  - 64% job boards
  - 53% social media

- 1 in 10 still use traditional methods (job centres and newspaper adverts for example)

What is the best balance between technology and human interaction?

Managing candidate expectations

- 12% of people would give up salary for training and greater flexibility

- 66% of candidates are more likely to apply for a job if the salary information is displayed on the advert

- An estimated 30% of employees are actively seeking a new role – that is 9.8 million people looking for their next opportunity whilst in their current role

- 9 in 10 new hire are prepared to leave within the first month – first impressions count

- "Great Regret" 78% of people who left their jobs would like to return to their former positions – 68% had actually attempted too.

What do candidates really want?

49% of candidates have turned down a job offer due to a poor recruiting experience

Reed Talent Solutions

Contact us

Kennedy.mcilvenny@reed.com

Tracey.dawes@reed.com

in 🌐

UP NEXT...

"*I often think about leaving*":

What does the NHS Staff Survey tell us about workforce retention – and why does it matter?

Thursday 22nd June 2023

Picker

Picker

Influence   Inspire   Empower

The highest quality person centred care for all, always

The NHS Staff Survey

o *The* biggest workforce survey in the world – 636,000 responses in 2022 alone (46% response)

o Covers 264 NHS organisations, including all 215 NHS trusts

o Note: does **not** include staff in primary care or social care

NHS
NHS Staff Survey

Have Your Say

Working together to improve NHS staff experiences.

o Disclaimer: all view presented are my own and do not necessarily reflect the views of NHS England, who oversee and commission the NHS Staff Survey.

Picker

Survey content

- As of 2021, survey content is aligned to the "NHS People Promise" – this includes 7 elements, with 2 additional themes ("Morale" & "Staff engagement")
- Each element & theme has 1-4 sub-scores
- Some sub-scores based on validated external measures (eg 'burnout' sub-score uses Copenhagen Burnout Inventory)
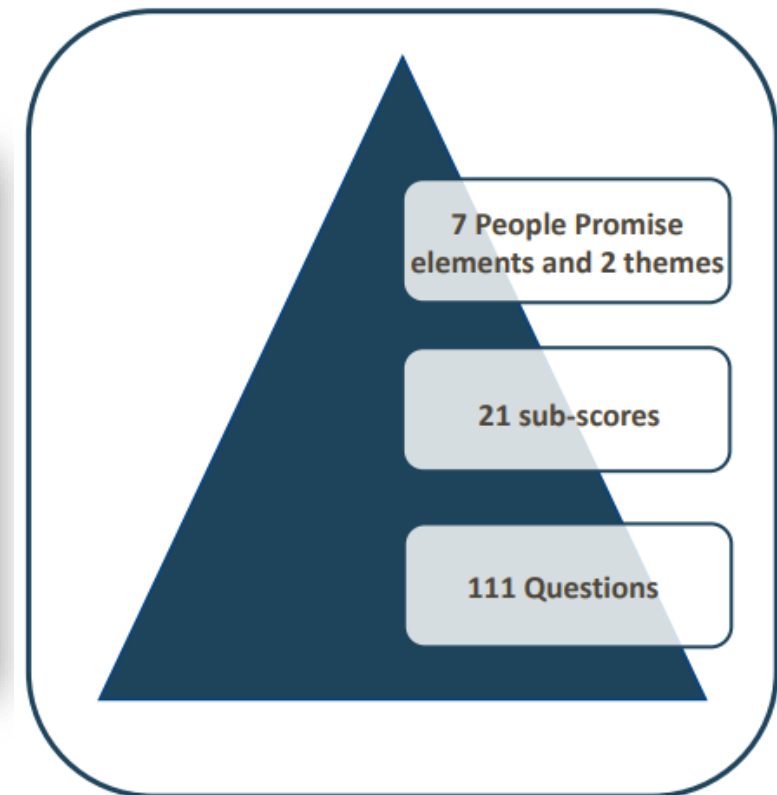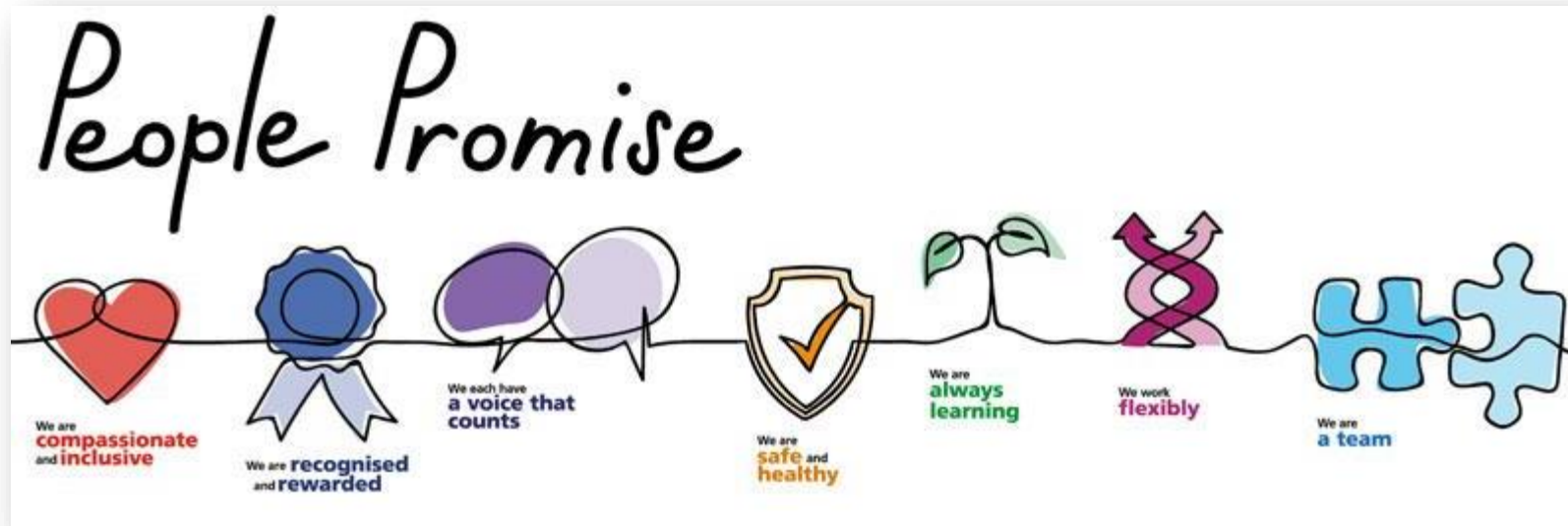
Survey reporting

UK NEWS

NHS crisis: stress of work is making us ill, say doctors

Concerns raised as NHS staff survey reveals low morale and doubts over quality of care

Kat Lay, Health Editor | Athena Chrysanthou

Friday March 10 2023, 12.01am, The Times

The Royal College of GPs wants the government to cut "unnecessary box ticking" so that GPs can focus on patient care

ANTHONY DEVLIN/PA

Nearly a fifth of NHS staff want to quit as soon as they find another job, survey finds

Findings lay bare the extent of dissatisfaction among NHS workers over pay amid a wave of industrial action

VIEW 1 COMMENTS

A QUARTER OF AMBULANCE STAFF SET TO QUIT IN CRISIS

BY MARTIN BAGOT Health Editor

ONE in four ambulance service staff now plan to quit with more than half saying they have witnessed deaths caused by NHS delays, shock polls reveal.

In the NHS Staff Survey, the number of ambulance workers who said they would leave when they found another job rose to 24% in 2022 – up from 16.8% in 2020.

And 40% said they had seen errors or near misses in the past year that harmed, or could have harmed, patients or members of NHS staff.

In a separate poll for Channel 4's Dispatches, 53% of ambulance workers said they had witnessed a death caused by NHS delays and 52% had spent a whole shift waiting outside A&E with patients.

Laurence Turner of the GMB, which represents ambulance staff, said: "Pay satisfaction is plummeting, vacancies have rocketed and ambulance workers are planning on leaving in droves."

In the NHS Staff Survey of 636,000 workers, 17.3% of staff across the health service said they would quit as soon as they found another job, up

45% of NHS staff felt unwell through work-related stress in 2022

from 16.6% in 2021 and 14% in 2020.

The poll, collated by the charity Picker on behalf of NHS England, found 45% of workers had felt unwell due to work-related stress.

Staff reported falling standards of NHS care, with 62.9% happy with it in 2022, down from 67.8% in 2021.

Just 26% said there were enough staff "to do their job properly", down from 38% in 2020. And the amount "satisfied with their level of pay" was 25.6% in 2022, down from 38% in 2019. Helga Pile of Unison said: "No

PRESSURE Ambulance crews want to quit service

one should be in any doubt as to the scale of the problems facing the NHS.

"Years of government neglect and under-investment are to blame."

Shadow Health Secretary Wes Streeting said: "NHS staff are slogging their guts out but there simply aren't enough of them."

Striking NHS workers have agreed to continue pay talks after failing to reach an agreement in the first week of negotiations. The Department of Health and Social Care said: "These talks will continue into next week."

martin.bagot@mirror.co.uk
@MartinBagot

VOICE OF THE MIRROR: PAGE 8

Almost a fifth of NHS staff ready to quit once they find new jobs

Staff survey finds a steep decline in overall satisfaction with standard of care since 2022 as many ambulance teams feel pushed to the brink

By Lizzie Roberts, HEALTH CORRESPONDENT

9 March 2023 • 2:51pm

79

'Ticking Time Bomb' – Here's How Many NHS Staff Actually Want To Quit

Stress, anxiety and burnout are pushing employees out of the health service.

By Kate Nicholson

29/03/2023 12:11pm BST

Picker

Understanding intention to leave

24. To what extent do you agree or disagree with these statements?	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
a. I often think about leaving this organisation.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
b. I will probably look for a job at a new organisation in the next 12 months.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
c. As soon as I can find another job, I will leave this organisation.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5

d. If you are considering leaving your current job, what would be your **most likely** destination?
*Please only select **one** answer*

I am not considering leaving my current job. ☐ 9

I would want to move to another job within this organisation. ☐ 1

I would want to move to a job in a different NHS Trust/organisation. ☐ 2

I would want to move to a job in healthcare, but outside the NHS. ☐ 3

I would want to move to a job outside healthcare. ☐ 4

I would retire or take a career break. ☐ 5

⊗ Picker

Overall intention to leave: Q24a-c

NHS Staff Survey 2022 - Intention to leave, Q24a-c

q24a - I often think about leaving this organisation.

q24b - I will probably look for a job at a new organisation in the next 12 months.

q24c - As soon as I can find another job, I will leave this organisation.

Picker
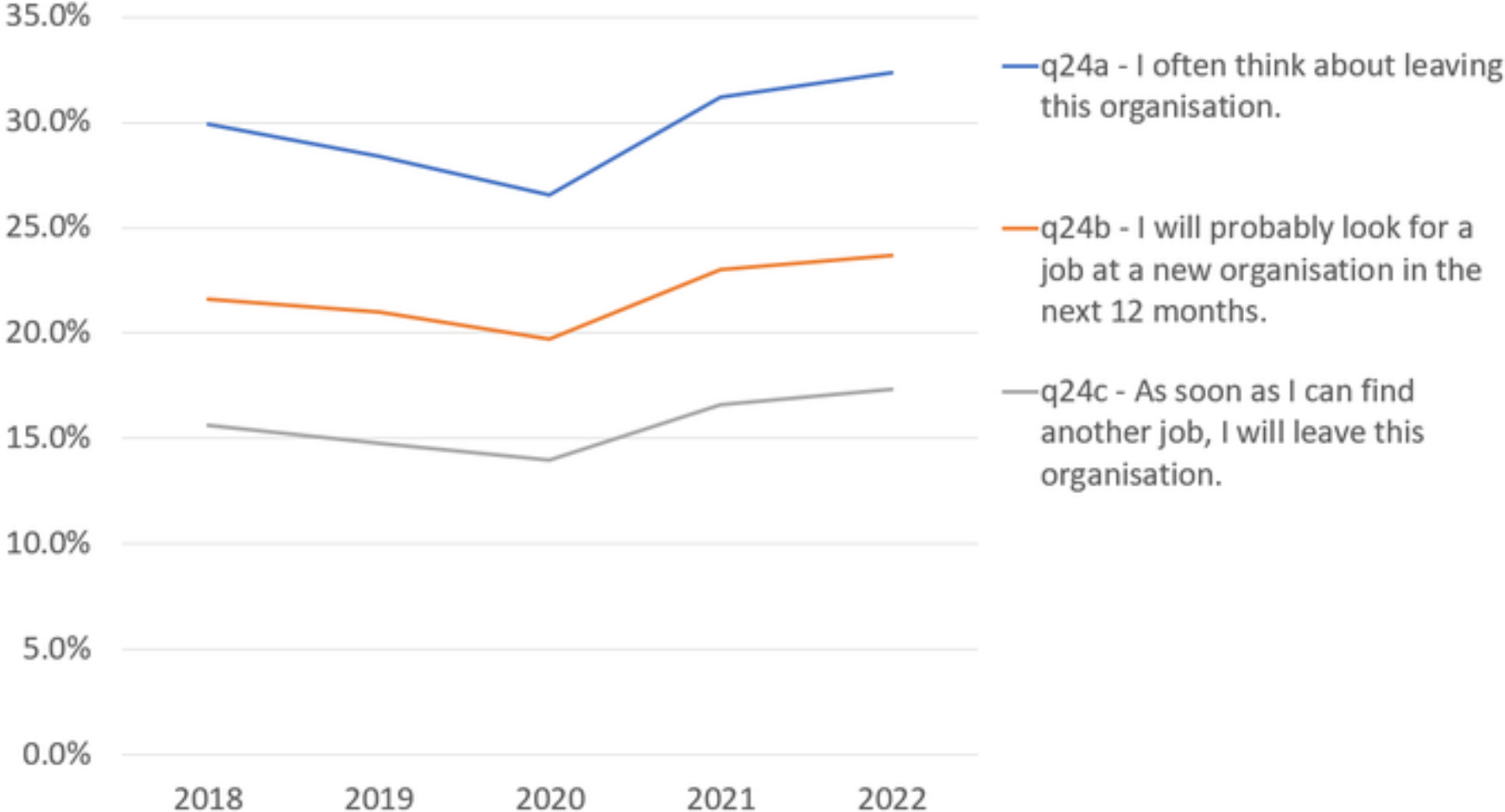
Where would leavers go?

NHS Staff Survey 2022 - Intention to leave, Q24d
Note: does not show staff who are 'not considering leaving [their] current job'

q24d_2 - I would want to move to a job in a different NHS Trust/organisation

q24d_1 - I would want to move to another job within this organisation

q24d_4 - I would want to move to a job outside healthcare

q24d_5 - I would retire or take a career break

q24d_3 - I would want to move to a job in healthcare, but outside the NHS
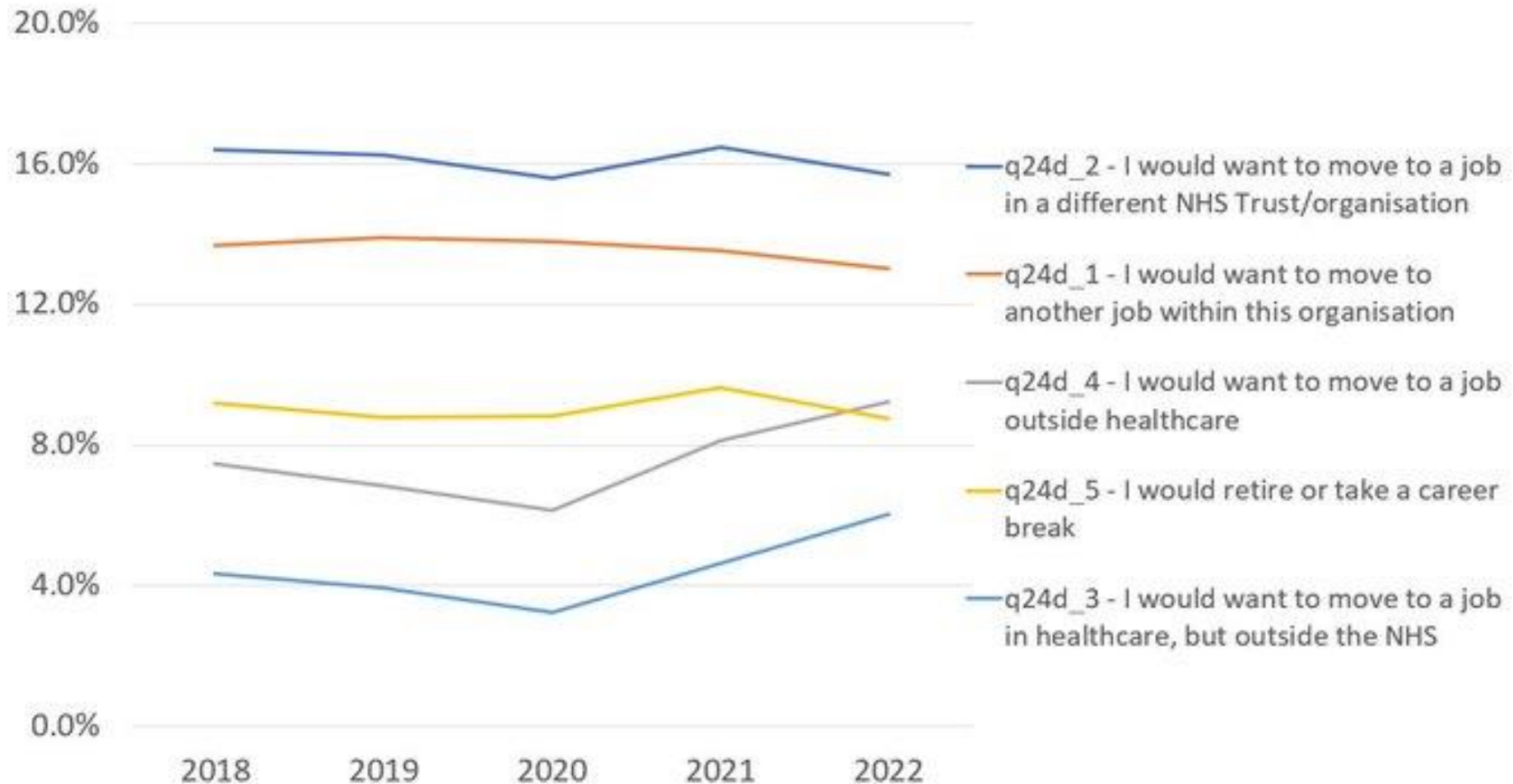
Who is most likely to want to leave?

Q24c - as soon as I can find another job, I will leave this organisation
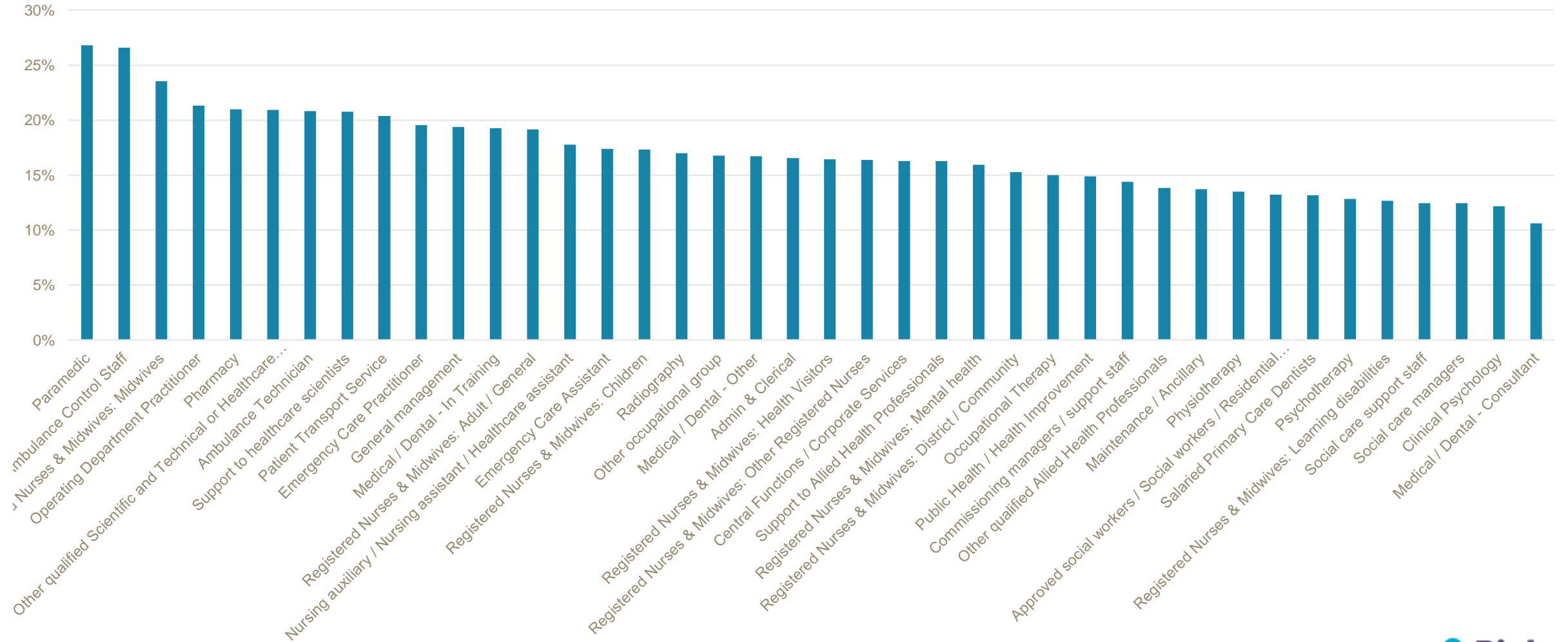
Who is most likely to want to leave (ranked top 10)?

Q24c - as soon as I can find another job, I will leave this organisation
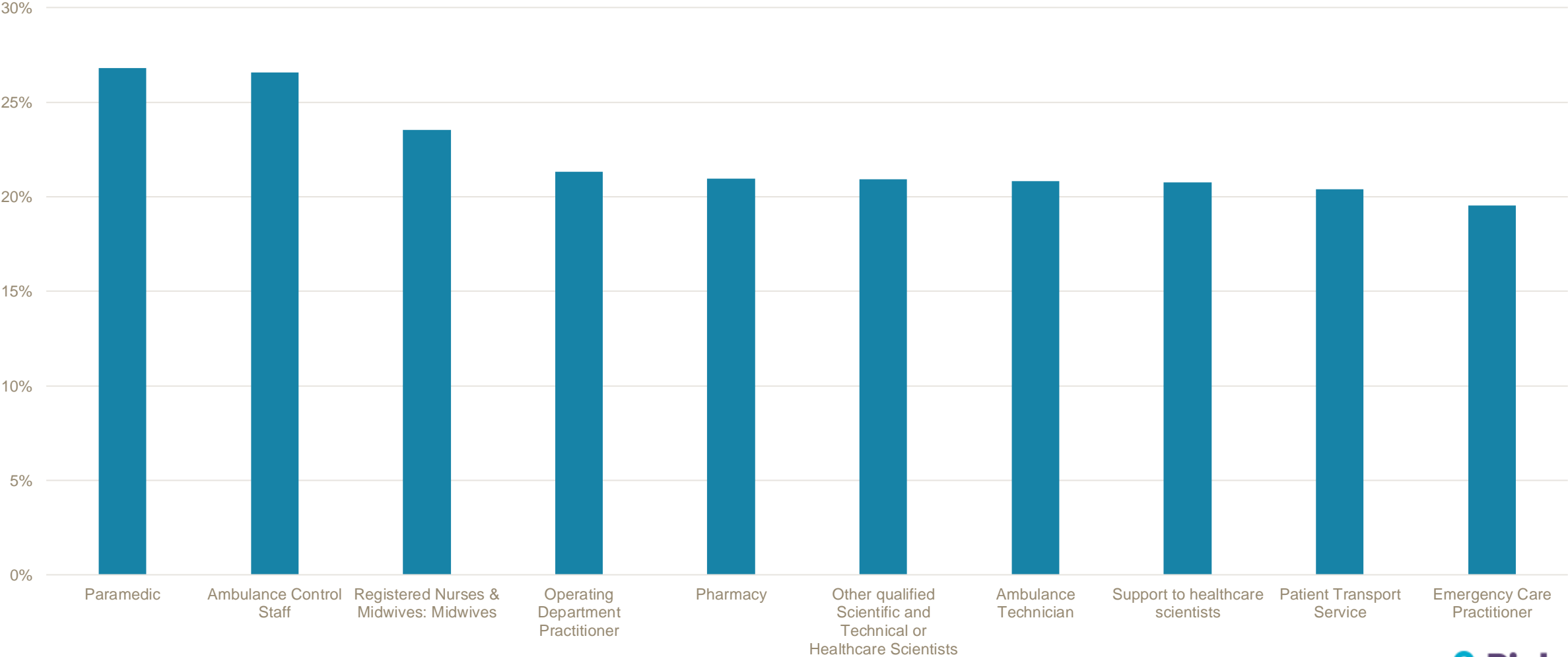
Who is most likely to want to leave (ranked bottom 10)?

Q24c - as soon as I can find another job, I will leave this organisation
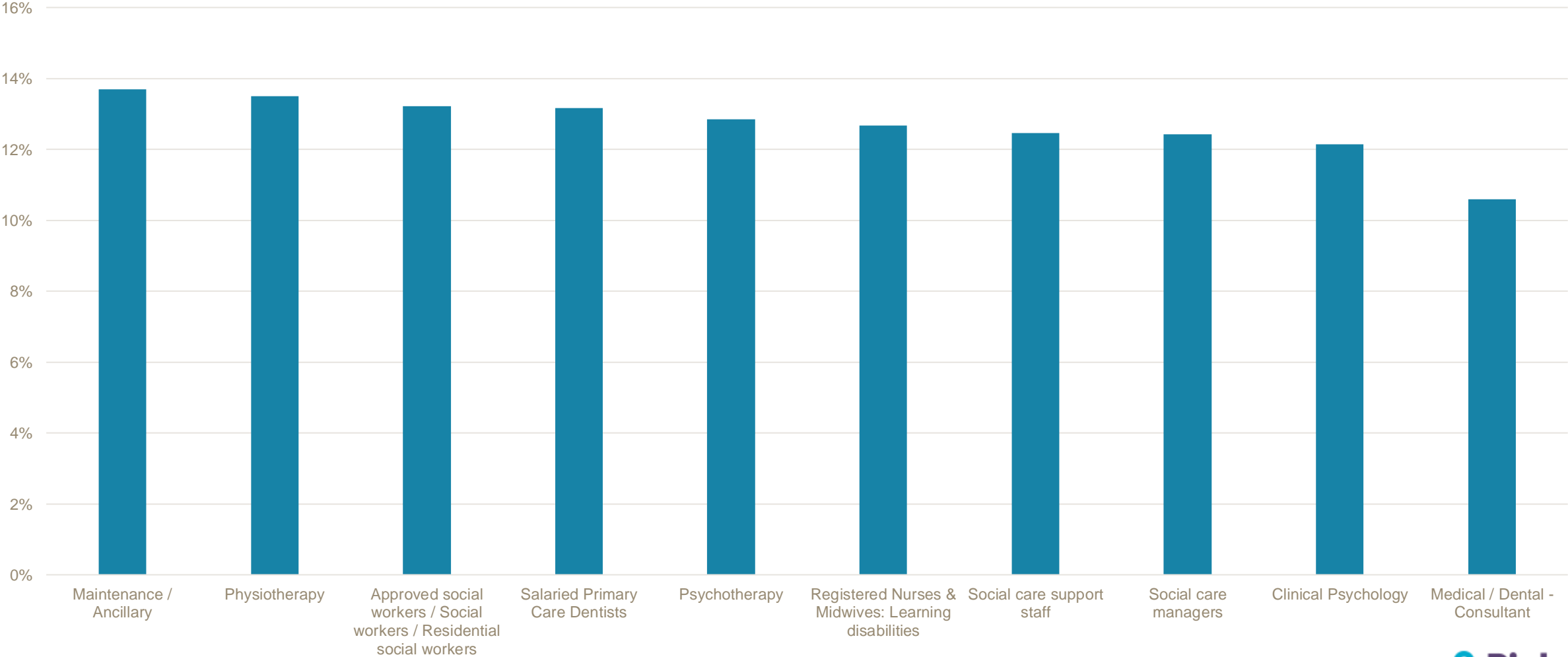
Does 'intention to leave' matter?

o Hann, Reeves, & Sibbald (2010)

    o Survey of 1,174 family physicians in 2001

    o Physicians asked to rate likelihood of leaving direct patient care within next five years on scale of 'none' to 'high'
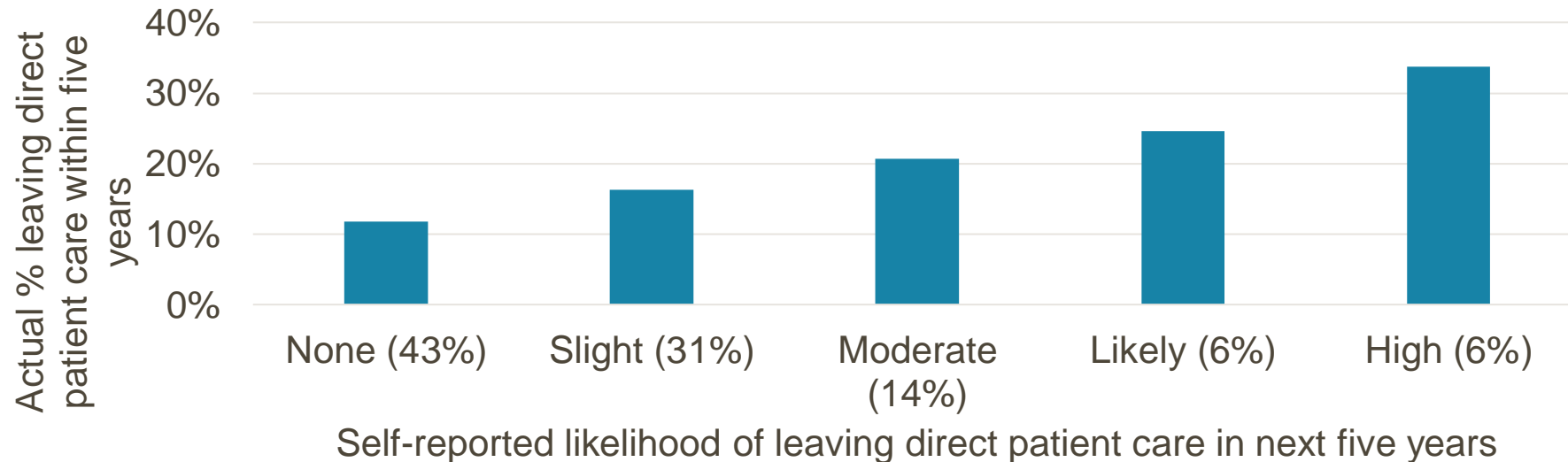
o Conversely, Mor Barak, Nissly, & Levin (2001) show that overall correlation between intention to leave and actual turnover is r=0.31 – statistically significant but a modest association.

Picker

Why do people leave?

Table 1

Reasons for leaving (10 most frequently selected responses).

Rank	Reason for leaving
1	Retirement
2	My physical or mental health
3	Burnout or exhaustion *
4	A change in personal circumstances
5	I am leaving/have left the UK
6	Concern about meeting the revalidation requirements
7	Other
8	Lack of support from colleagues or senior members of staff *
9	Quality of care provided to members of the public and people who use services *
10	Experiences of bullying, harassment, or discrimination *

What should we do?

○ Maximising retention of skilled, experienced staff is a clear priority

○ Survey data robustly demonstrates variation in intention to leave, even within sectors & ICS areas

○ Providers & commissioners should closely review staff feedback about intention to leave…

○ … and about the drivers of intention to leave – including:

    ○ Burnout

    ○ Support and recognition

    ○ Harassment, bullying, and discrimination

    ○ Perceived standards of care

○ … and should engage staff in improvement efforts

THE NHS WORKFORCE CONFERENCE 2023

UP NEXT...

THE NHS WORKFORCE CONFERENCE South
2023

SPEAKING NOW

Tim Rooney

CEO - **Salad Money**

Maximising the benefits of educational technologies in the NHS
June 2023

Dr Neil Ralph
Deputy Director of Technology Enhanced Learning

Session plan

- The challenge and what is NHSE Technology Enhanced Learning (TEL)?
- Supporting access to educational technologies
- Empowering the NHS to benefit- building the conditions for success
- Future possibilities

Complex training/ educating environment

NHS England

National: ALBs/ Regulators/ Prof. Bodies

ICS/ Regions

HEI/ FE

Organisations

Up/ re-skilling

Career Development

New Roles

New Supply

Clinical transformation

Mandatory/ re-validation

Workforce
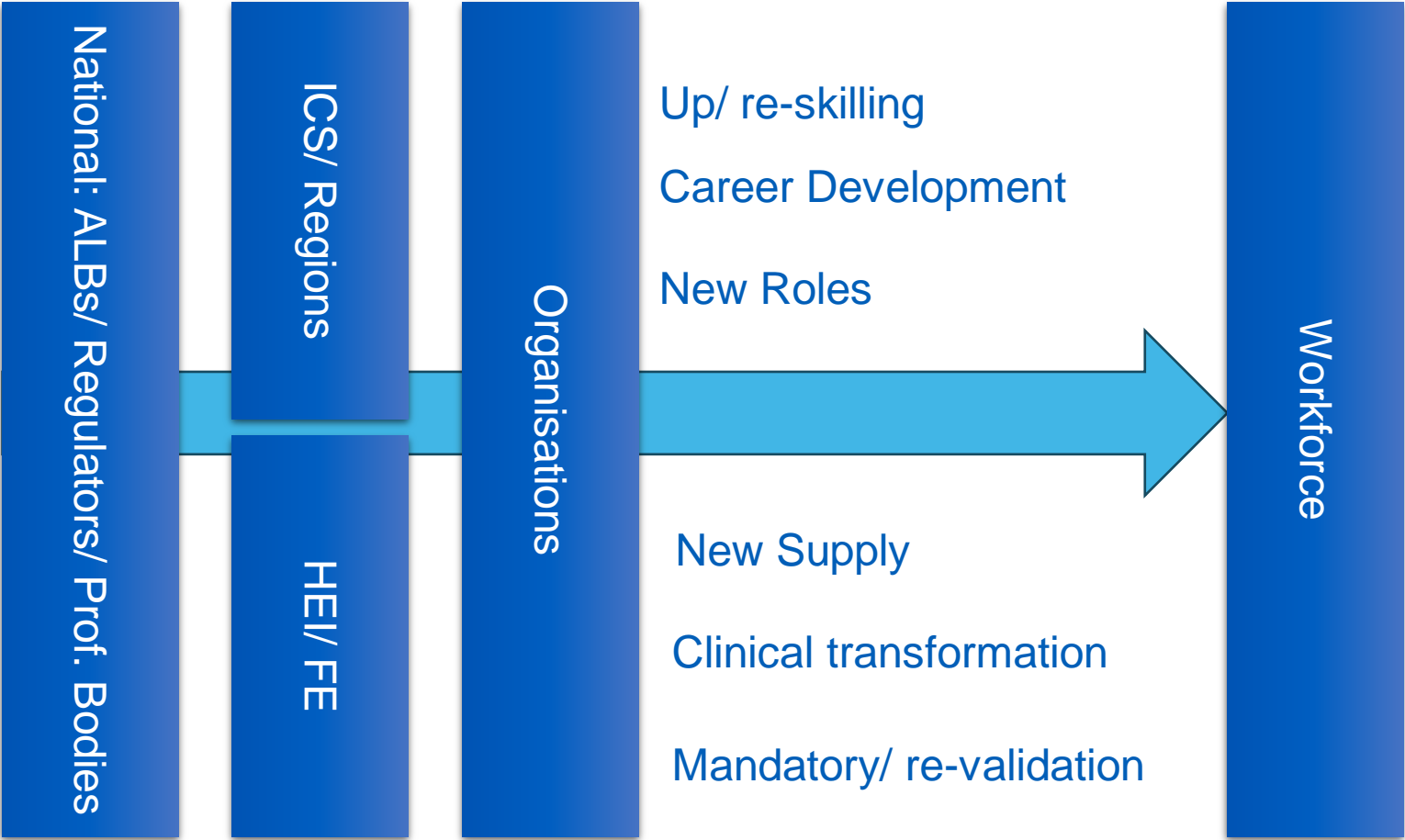
Shifting expectations and digital technologies

Virtual Instructor Led Training	Self-service elearning	Simulation Based Education
Synchronous and Asynchronous Social Learning	Cohort based elearning	Simulation Based Education
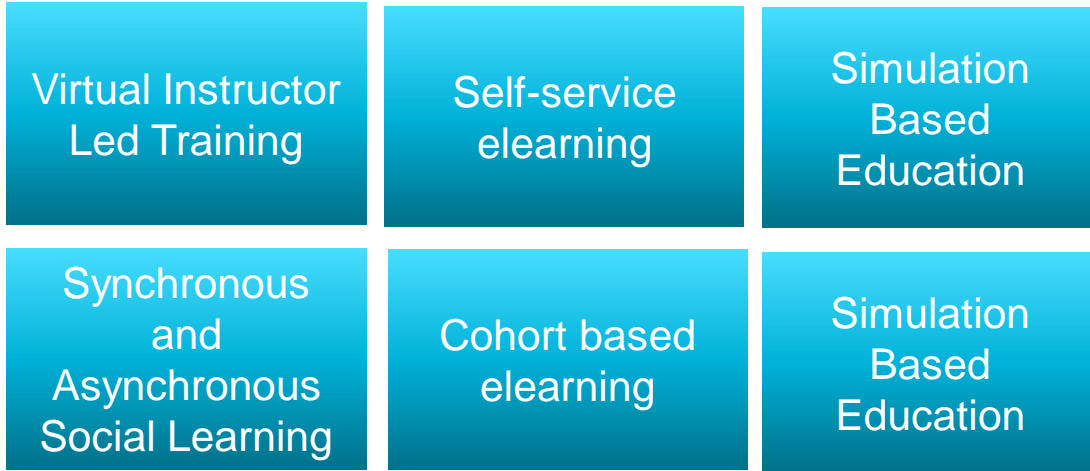
Educational/ Learning Technologies: LMS/ LXP platforms, VLE platforms, video classrooms and video content management platforms, polling, whiteboards, LRS, eportfolios etc.

↑

Demand from educators and learners

↑

Business Drivers
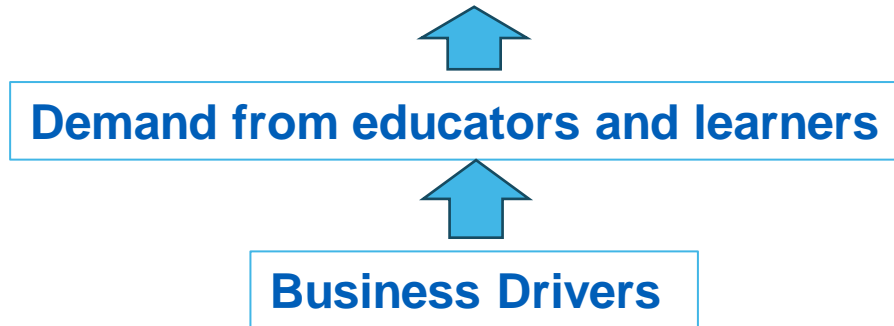
NHSE Technology Enhanced Learning (NHSE TEL)

The TEL team provides both systems leadership and operates as an enabling function, supporting nationally and regionally in the use of technologies and techniques that enhance education and training to improve patient care through the learning opportunities of the health and care workforce.

Evidence & Evaluation

Learning Platforms

Simulation & Learning Innovation

Learning Content

Education & Tech Faculty
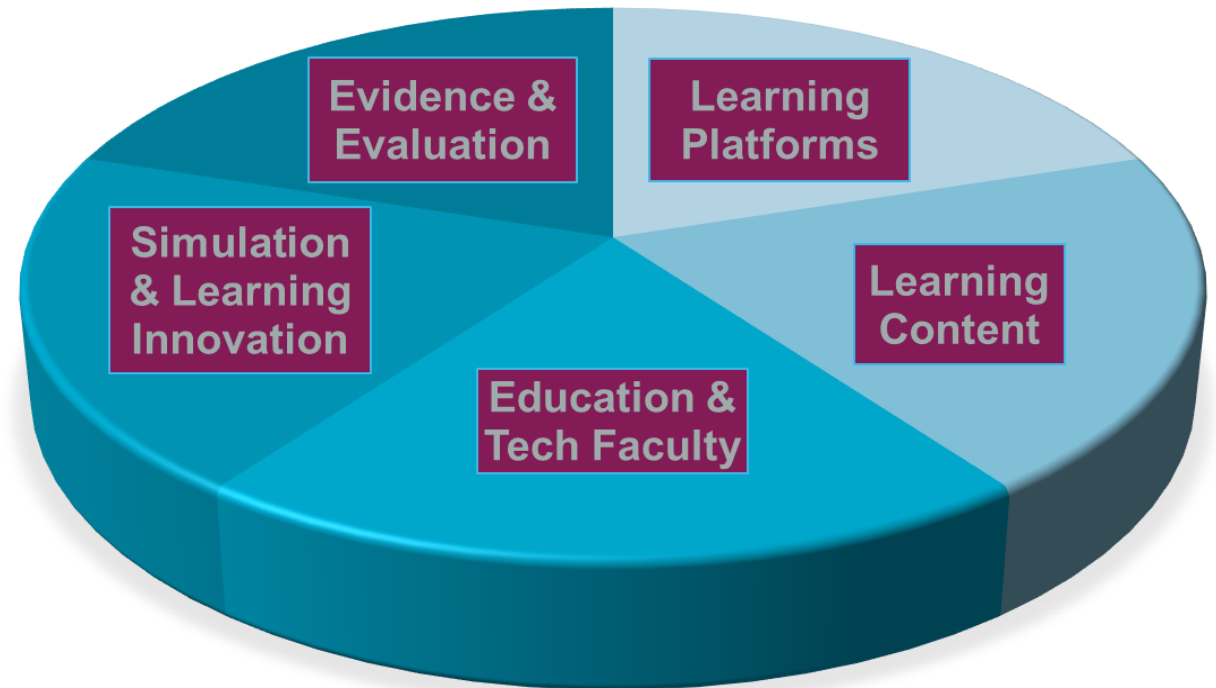
Supporting access to educational technologies

NHSE TEL platforms

NHS Learning Hub^{Beta}

- Providing free access to a wide range of resources shared and contributed by organisations and the health and care workforce.
- Users can access, contribute, share and rate digital resources including elearning, video, audio, images, web links, documents and articles.
- New features are frequently being released and added to the Learning Hub in its Beta phase.
- Available free of charge to all working in health and care learninghub.nhs.uk.

elfh — elearning for healthcare

- Providing elearning programmes to educate and train the health and care workforce.
- Over 450 active programmes including Coronavirus and vaccination elearning.
- The elearning programmes are developed in partnership with the NHS, third sector and professional bodies.
- 4.8million session launches in Jan 2021 – the biggest month ever.
- Available free of charge to all working in health and care www.e-lfh.org.uk.

Digital Learning Solutions

- Providing a platform that hosts national digital literacy training content and locally developed clinical systems learning.
- Supports over 300 health and care organisations.
- Hosts a newly developed Digital Capability Self Assessment which signposts to relevant educational resources.
- Joined the TEL team from NHS Digital in April 2020 www.dls.nhs.uk.

The different TEL platforms exist to help meet the systems' need
Their integration with other systems is important to produce the most effective solutions to the health and care workforce.

@NHSE_WTE   **@NHSE_TEL**

The Learning Hub is a digital platform that provides easy access to a wide range of education and training resources for the health and care workforce.

Organisations and users can contribute and share resources for those in health and care to access. A variety of resources can be contributed including elearning, video, audio, images, web links, documents and articles.

You can sign in using your elearning for healthcare or NHS OpenAthens account details or by creating an account on the Learning Hub. For more information about accessing the Learning Hub, please read our guidance page.

Many features and additional functionality are still to be delivered which will be released in-line with the product roadmap.

To see what's already been delivered, visit the update page in the Learning Hub.

To find out more about the Learning Hub journey so far, visit the TEL Blog or email enquiries@learninghub.nhs.uk.
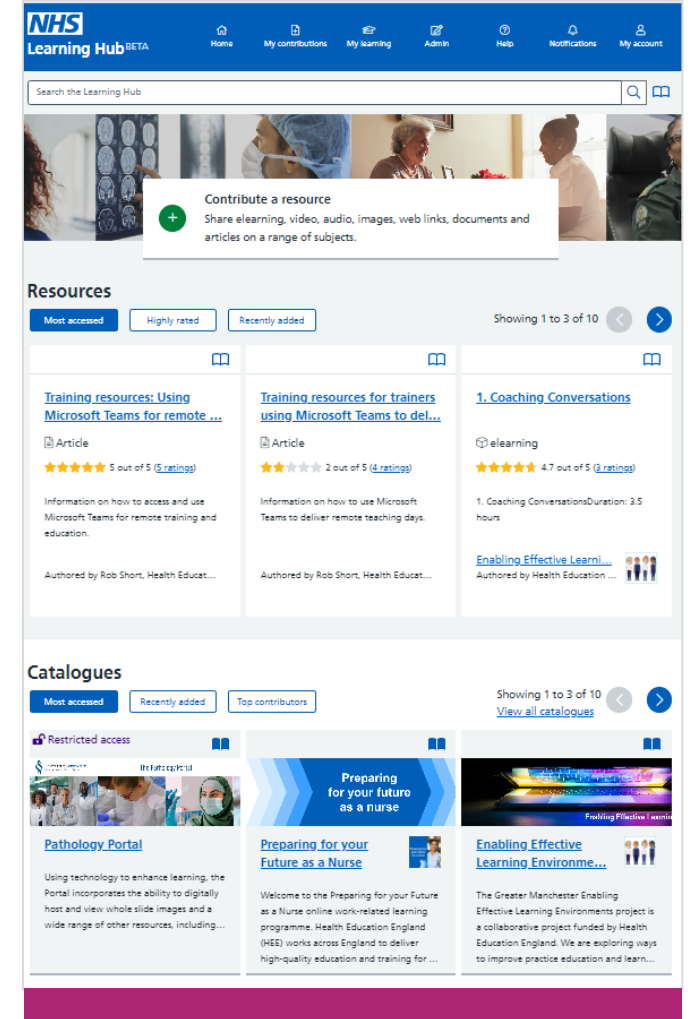
Featured catalogue: Enhancing generalist skills

The Enhancing generalist skills catalogue is designed to support clinicians to work effectively across health and care.

The catalogue contains a suite of curated content and resources related to each of the following domains:

- Person-centred practice
- Complex multimorbidity
- System working
- Population health
- Social justice and health equity
- Environmental sustainability

People with an NHS, gov.uk or ac.uk email address can register on the Learning Hub or login with their elfh Hub details.

Visit the Enhancing generalist skills catalogue for further information.

Digital Learning
Solutions

NHS
England

DLS supports over 300 health and care organisations, and over 540,000 users, to create, deliver, manage and track digital learning.

Its **IT Skills Pathway** service has been launched more than 3.8 million times to date.

It offers:

- generic IT skills learning
- pre and post learning assessments
- tracking, customisation and reporting

DLS has generated more than 1.1 million learning hours on IT Skills for NHS and Social Care staff.

NHS Digital Learning Solutions

| Welcome | Find your centre | Log in | Register |

Welcome
Digital Learning Solutions

[Log in] [Register]

— **Welcome**
— Products
— Learning content
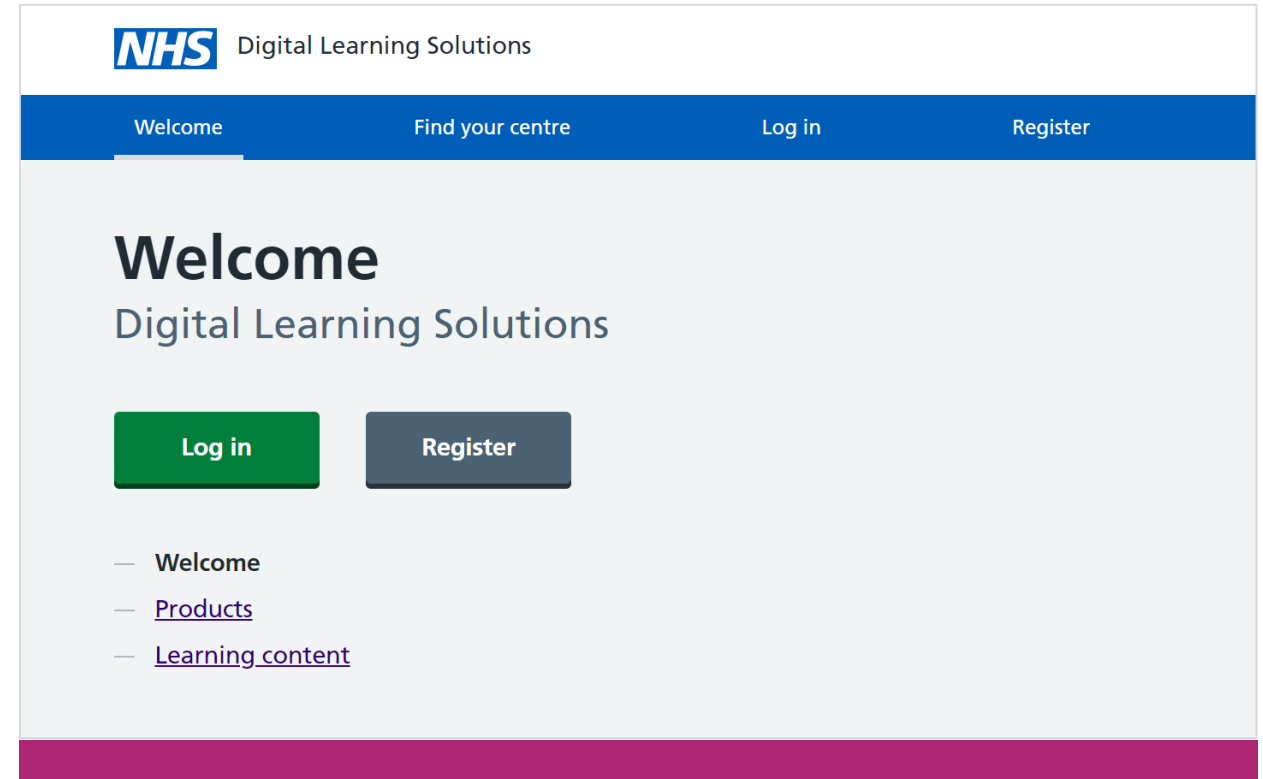
Digital Capability Self Assessment (DCSA)

The DCSA has been developed by Health Education England's Digital Readiness team.

Available in the [DLS platform](#), the assessment aims to identify any gaps in an individual's digital skills, that are needed in their job.

How it works

Add the '**Digital Capability Self Assessment**' to your DLS account and answer 32 assessment questions across 8 categories.

Based on your answers, you will be directed to educational resources in the Learning Hub, to support your development.

For more information about the DCSA, please email digitalreadiness@hee.nhs.uk.

Digital Capability Self Assessment

When thinking about your current role, for each of the following statements rate your current confidence level (Where are you now) and where your confidence level ought to be to undertake your role successfully (Where do you need to be).

We will collect your response data anonymously to build up a picture of digital capability across the workforce to help with service design and learning provision.

View Capabilities   **Go to Capability 1**
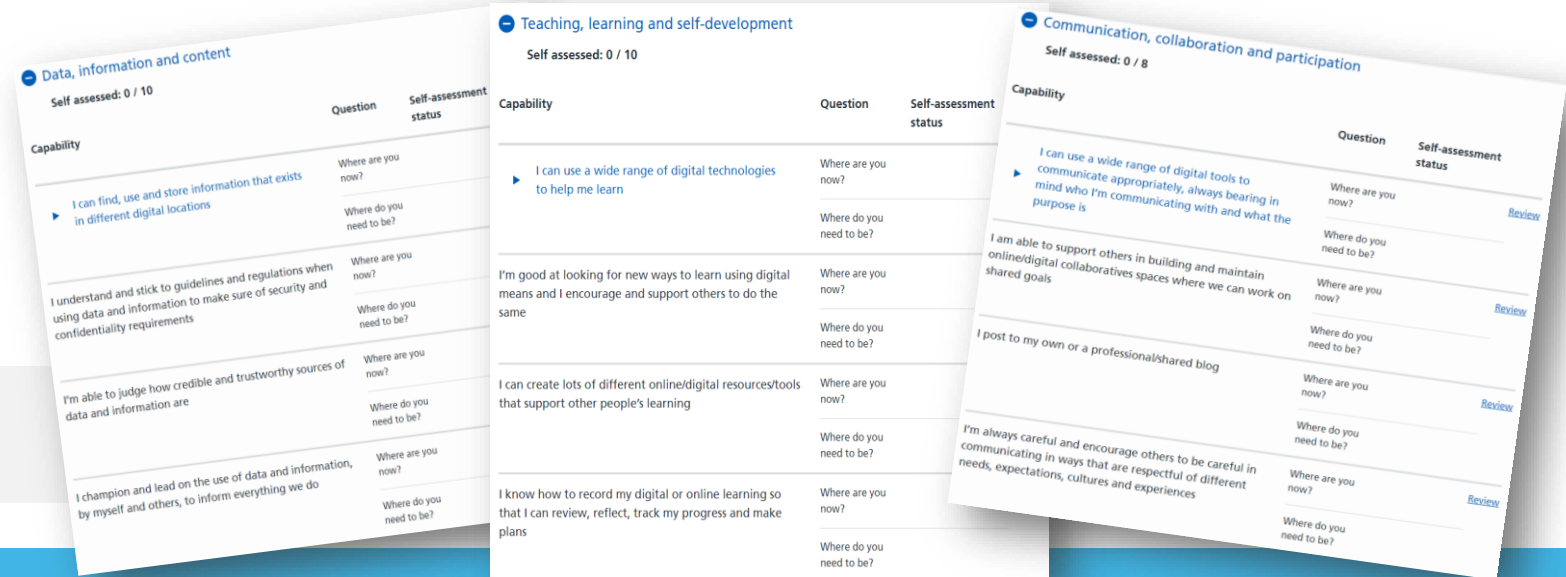
Access

Create an account

Sign in using an eligible elearning for healthcare or NHS OpenAthens account

Homepage showcasing catalogues and resources

Homepage showcases new, most accessed and highly rated resources

Request access to a restricted catalogue

My learning

Displays a list of a user's learning activity. Users can search and view their activity, filter by time period, completion status and resource type. Users can generate a report and share their activity

Search

Search using the platform's powerful taxonomy

Resource information discoverable via search engines

Users can search within individual catalogues

Returned results can be filtered to display by specific resource type(s) and sorted by relevance, A-Z, date authored and overall rating

Share

Share resources via social media

Share resources using direct web link

Share a catalogue of resources with users

Enable access to elearning SCORM 1.2 resources via the Electronic Staff Record (ESR)

Users can share feedback by rating a resource they have completed

Contribute

Contribute resources - including elearning SCORM 1.2, video, audio, images, web link or articles

Licence conditions

Manage your contributed resources - view, edit and unpublish

Cases allow you to build a learning journey into a single resource using a variety of media including text, images and video

A collection of resources can be placed within their own branded space. Catalogues are managed by a collection of catalogue editors responsible for contributing and editing resources. Catalogues can be open to all users or a selected group of users

NHS Learning Hub Beta

NHS England

elfh
elearning for healthcare

elearning for healthcare

We work with the NHS and professional bodies to design and develop digital learning resources including knowledge sessions, scenarios, assessments, awareness raising, simulations and reference materials.

Newly released elfh programmes

Internet safety, suicide and self-harm
How to talk about internet use around suicide and self-harm with the people you support

Updated sessions within an elfh programme

End-of-life care for all (e-ELCA)
Supporting training in end-of-life care for all

To learn about new programmes and updates to existing elearning programmes, visit
www.e-lfh.org.uk/news/

elfh resources are free to access:

- via the elfh Hub
  portal.e-lfh.org.uk
- some programmes available via ESR
  my.esr.nhs.uk
- some programmes available via your local organisation's LMS using AICC links

If you would like to work with us to develop elearning content, please email:

workwithus@e-lfh.org.uk

TEL platform activity

Total registered users: 3,305,715

elfh & LH: 2,739,443

elfh local administrators: 617

elfh reporting administrators: 6,290

DLS: 566,272

Content/Resources:

elfh sessions 16,107

DLS resources 10,221

LH resources 15,557

All Platforms Summary 2019 to date

144,716,510

Total launches all platforms 2019 to 2023

2019	14,502,546
2020	32,881,652
2021	41,497,430
2022	37,828,897
2023	18,005,985

* All available data shown - see platform breakdown for cutoff dates
* The ESR feature on the Learning Hub became available in July 2021
* DLS counts competencies engaged with, not completions. All other platforms measure launches

All launches trend

Yearly trend

Legend:
- 2019
- 2020
- 2021
- 2022
- 2023
- elfh launches
- elfh via ESR
- Learning Hub Launches
- Learning Hub via ESR
- AICC Launches
- DLS Competencies
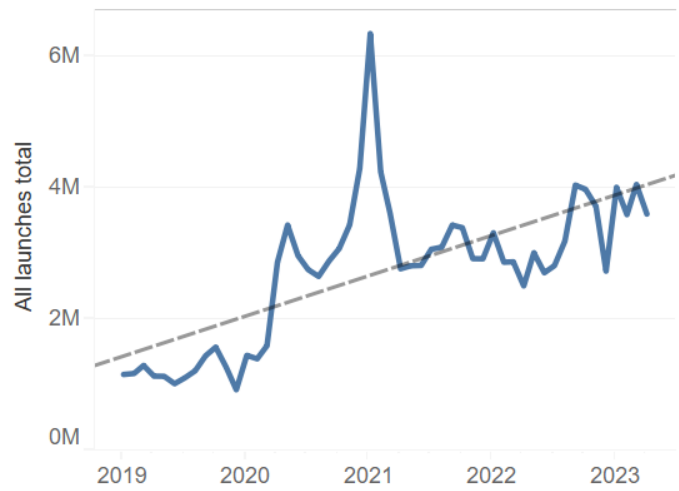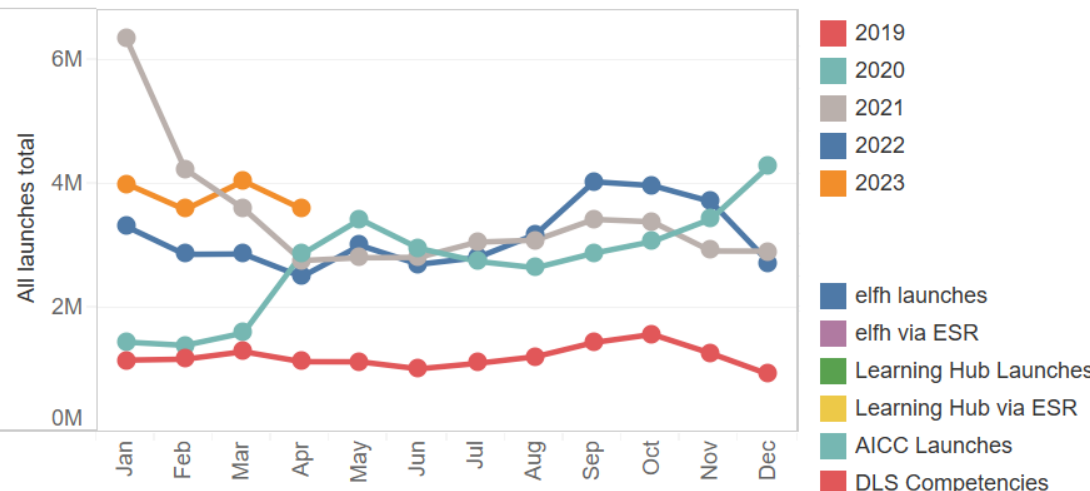
Platform trend
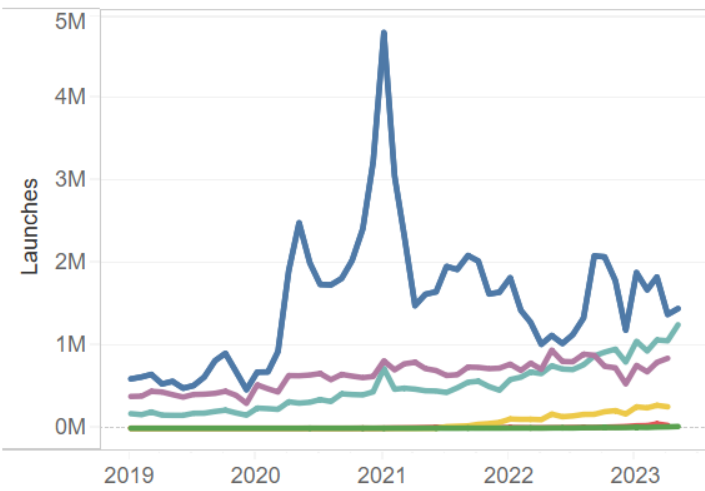
Breakdown of launches by platform

elfh to 5/31/2023
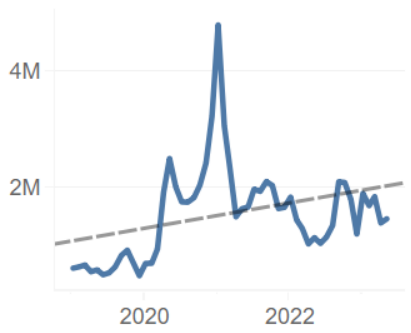
elfh ESR to 4/30/2023
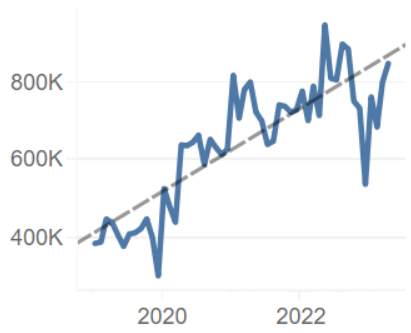
AICC to 5/31/2023
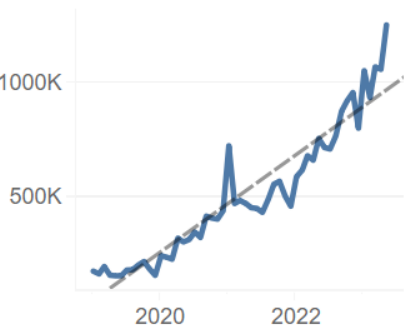
LH to 5/31/2023
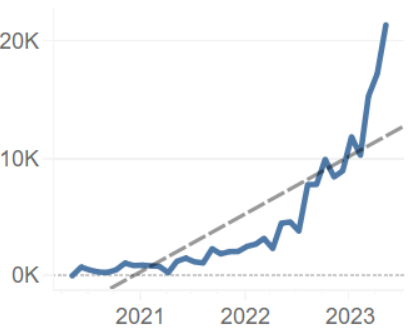
LH ESR to 4/30/2023
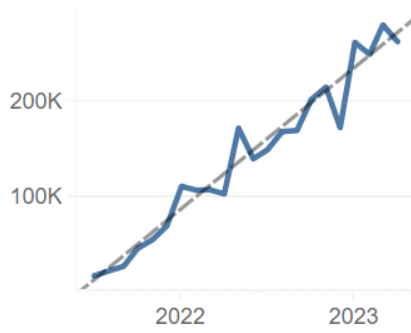
DLS to 4/30/2023
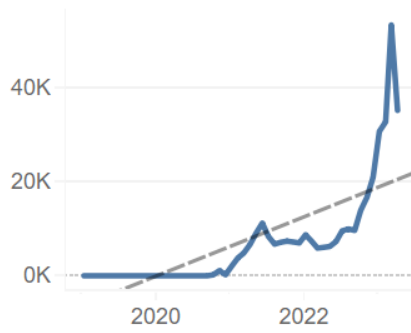
Learning Hub – one TEL platform

Phase 1 | **Phase 2** | **Phase 3** | **Phase 4** | **Future features tbc**

Single user authentication

elfh Hub maintenance & migration

elfh Hub decommission

Unified reporting

Competency framework tool

NHS Learning Hub
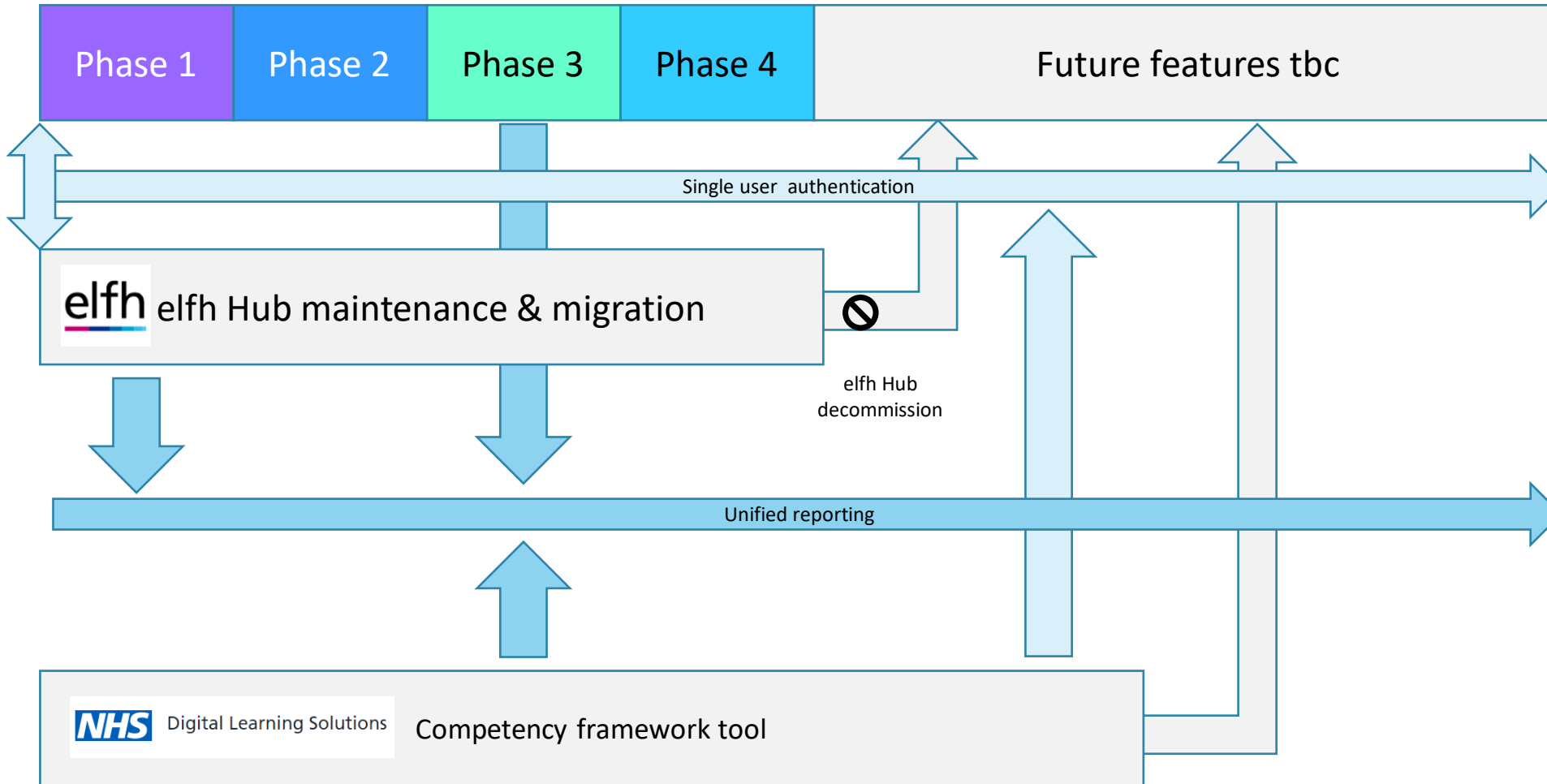
- One platform
- Single user logon
- Modern search features
- Personalisation
- Recommendations
- Activity reporting from all areas
- Open integration
- TEL data warehouse / LRS
- Supporting new standards (cmi5)
- Distributing content
- Cohorts and communities

@NHSE_WTE   @NHSE_TEL

Other supported sources of elearning- and more

Script

eLearning to prepare for effective and appropriate prescribing practice

Content from regional elearning content servers

Regional post-graduate medical/ dental VLEs

Future Learn

Expanding the national education infrastructure

- Consolidation/ simplification of learning services
- Diversification of resource type- e.g. XR content
- Enhancing functionality
  - Virtuous circle: identify need- complete learning- record learning

NHS Learning Hub

Integration with national Workforce Solutions

Org./ ICS Learning systems

Meeting Educational Need

Data & reporting services
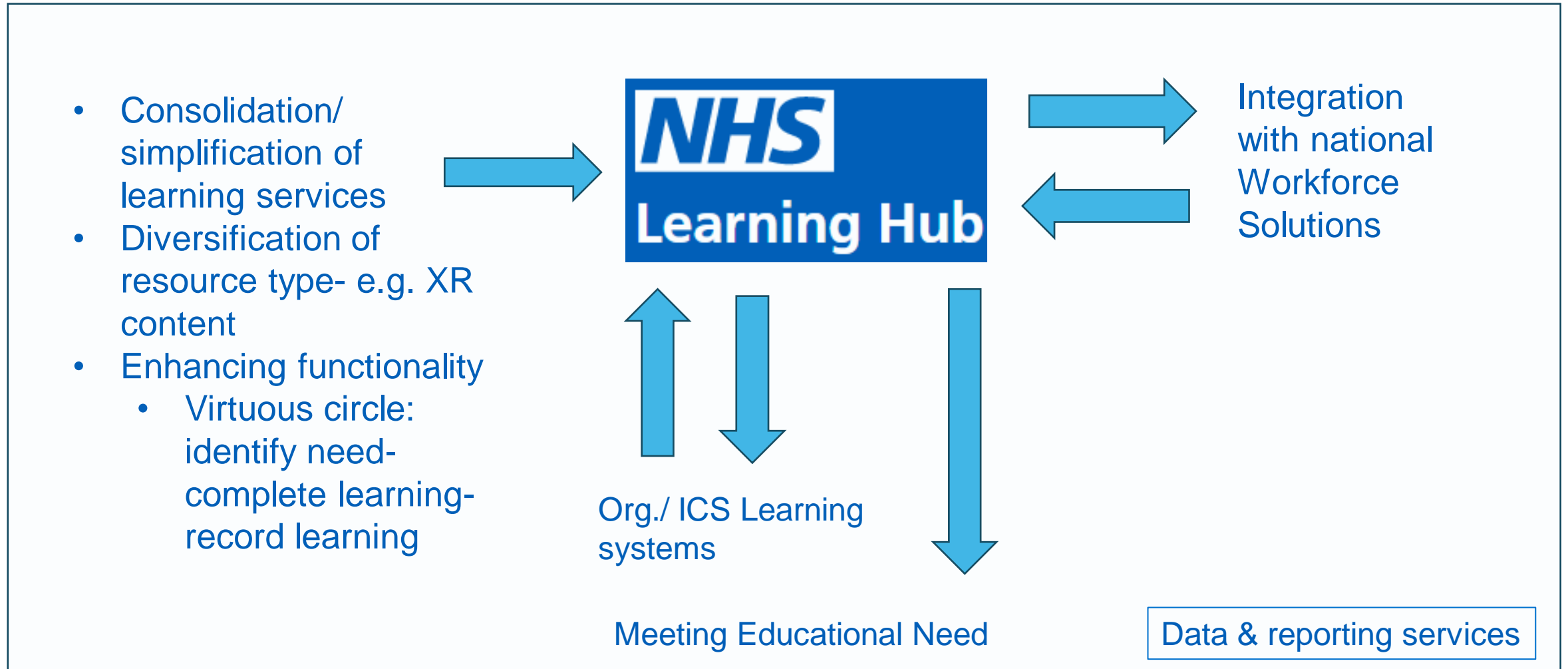
Simulation and Immersive Technologies Programme
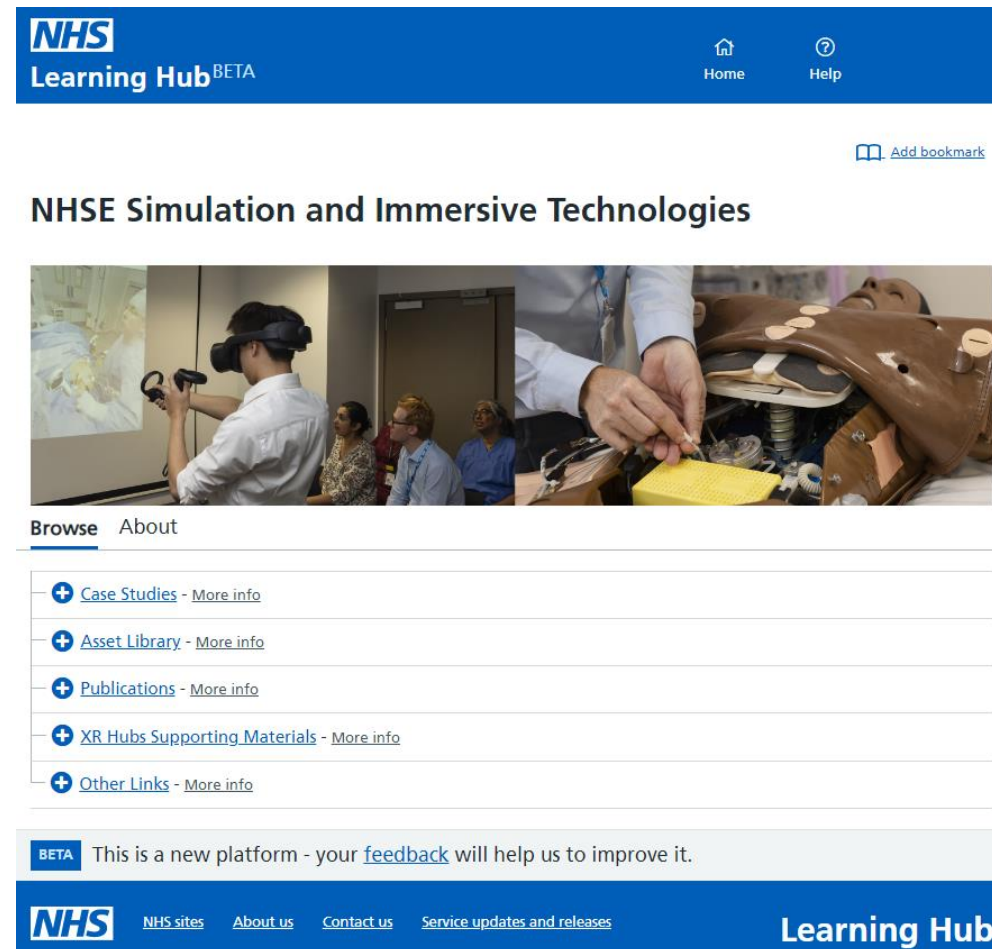
Experiential learning approaches that compliment didactic and other learning pedagogies

- Publications and guidance
- Developing simulation faculty
- Networks and communities of practice
- XR Hubs
- Immersive, Simulation and Related Technologies Dynamic Purchasing Solution
  - XR and other immersive solutions
- Evaluation

Simulation and Immersive Technologies Programme- Learning Hub catalogue

A central resource for simulation and immersive resources, promoting the work of our community and encouraging collaborative learning and development practices.

- Empowering the NHS to benefit- building the conditions for success

Supporting TEL- linking between local and national

Provides holistic information, advice and guidance relating to TEL, supporting TEL Practitioners working within health and social care across all 7 HEE regions. Includes the Immersive Learning Technology Officers (ILTOs), who provide designated XR Support.

The range of services include:

- Troubleshooting and Issue Resolution
- Education and Development
- Management and Maintenance
- Logistics and Coordination

For further information please contact us at
telsupport@hee.nhs.uk

Regional networks

Quarterly TEL forums are underway in all 7 regions across the country. The TEL regional networks provide a way for people working at the intersection of TEL and health and social care to share, learn and work together with the national HEE TEL team. There are 4, currently remote, forums a year in each region (north, Midlands, east of England, south west, south east and London). The forums are chaired by a TEL professional working in the region There are also Microsoft Teams channels, mailing lists, newsletters, digests, bulletins and continuing professional development opportunities. To access, please join the relevant regional TEL Forum by completing our onboarding form.

Regional TEL Forum Attendance 2023

Region	Q1 attendance	Q2 attendance
East of England	18	17
London	14	16
Midlands	20	21
North	63	51
South East	25	27
South West	20	24
Total	**140**	**156**

Simulation and Immersive Technologies Programme- Networks and Communities of Practice

Virtual Reality in Education (VRE)
VR and VR360-based education in heath and care.

Digital Innovation in Health and Care Education (DIHCE)
Emerging immersive educational technologies and how members of the CoP can support each other getting the best from them.

Quarterly Regional Simulation Leads Network
Regional sim network leads from across the county to share knowledge and debrief on regional activities to a national audience.

Supporting TEL- supporting professionalisation of TEL roles

TEL Forum CPD

CPD Sessions

This year's Continuing Professional Development (CPD) sessions have been extremely popular and have included subjects such as a watch and learn session on An introduction to creating effective video drama for learning delivered by Tom Hickmore, the creative director of Nice Media; VR 360 video delivered by our immersive learning technology officers; An insight into the Development of eLearning Content Design Through the Eyes of a Learning Designer and Adobe Captivate. We also record the sessions so that those who cannot attend can access the recordings at a later date.

Catch up on CPD sessions on the Learning Hub

The following sessions are now available to view on the Learning Hub:

- VR360 Video
- Adobe Captivate Reporting Widget
- An Introduction to the elfh Animation Process
- Getting by without an LMS – Adding Certificates Directly to Articulate Storyline/Rise
- Video Editing for Education
- Managing TEL Projects for Success and Sanity

To access, please join the relevant regional TEL Forum by completing the CRM form.

TEL Networks - CPD Attendance 2022

No.	Title	Date	Number of attendees
1	Creating effective video	03-Feb-22	45
2	Creating effective video	17-Feb-22	40
3	VR 360 Video	12-May-22	77
4	Content design through the eyes of a Learning Designer	26-May-22	98
5	Adobe Captivate	16-Jun-22	53
6	An Introduction to the elfh Animation Process	12-Jul-22	116
7	Content design through the eyes of a Learning Designer	20-Jul-22	46
8	Getting by without an LMS: Adding Certificates directly to Articulate Storyline/Rise	26-Sep-22	19
9	Video Editing for Education	29-Sep-22	29
10	Managing TEL Projects: Introduction to project management.	20-oct-22	67
		Total Attendance	**590**
		Average per Session:	**59**

TEL Networks - CPD Attendance 2023

No.	Title	Date	Number of attendees
1	Creating Accessible PDFs	18-Jan-23	67
2	Creating Videos using Camtasia	9-Mar-23	49
3	Spotlight on Accessibility using Storyline	13-Mar-23	64
4	Gamification using eLearning and animation software: How to listen to your Subject Matter Expert (SME)	18-May-23	114
5	Using Animation to Enhance eLearning User Experience	20-Jun-23	73
		Total Attendance	**367**
		Average per Session:	**73**

Supporting TEL- Virtual and Hybrid Learning Project

NHS England

Project Overview

The Virtual and Hybrid Learning Faculty was developed as a pandemic response and has evolved into a successful and autonomous programme of work.

The COVID-19 pandemic accelerated and amplified the pace for digital transformation in the NHS and how we deliver teaching and education.

The Virtual and Hybrid Learning project aims to support educators and those involved in the education community increase their **impact**, **confidence** and **capabilities** when designing, developing and delivering virtual and hybrid learning.

Evidence gathered since the start of the project has revealed that the NHS is still transitioning to this new way of delivery with virtual and hybrid learning now being the dominant form of workplace learning.

Virtual and Hybrid Learning Faculty (VHLF)

Why: The VHLF has been created to support every educator and those involved in the education community regardless of their current ability and experience. It has been designed to enable the community to be self-serving and self-determined, allowing educators to choose the learning which best meets their needs and the needs of their learners.

What: The faculty showcases a range of resources (videos, templates, checklists, how to guides) and offers a selection of best practice principles around the design, development, delivery and engagement of virtual and hybrid learning.

Where: The faculty is hosted on the HEE TEL's **Learning Hub**, a digital platform enabling the health and care workforce to access and share a wide variety of learning resources. To access the Learning Hub, you can sign in either using an elearning for healthcare (elfh) username and password or NHS OpenAthens user account details or by creating a new account on the Learning Hub and using those details.

The VHLF is categorised into 3 main catalogues:

1. **Getting Started - technical support -** covering a range of virtual and hybrid learning platforms, tools, products and apps

2. **Increasing your Impact - on-demand resources -** a family of resources (guides, templates, checklists and how to videos) and a selection of best practice principles

3. **Community of Practice (COP) -** a place where educators can network, share best practices and offer each other peer to peer support

The VHLF currently has 43 resources available, with more being content being developed based on user's needs and feedback.

Virtual and Hybrid Learning Faculty

Getting started – Technical Support

Community of Practise (COP)

Increasing Your Impact (On-demand Resources)

Supporting TEL- Virtual and Hybrid Learning Project

NHS England
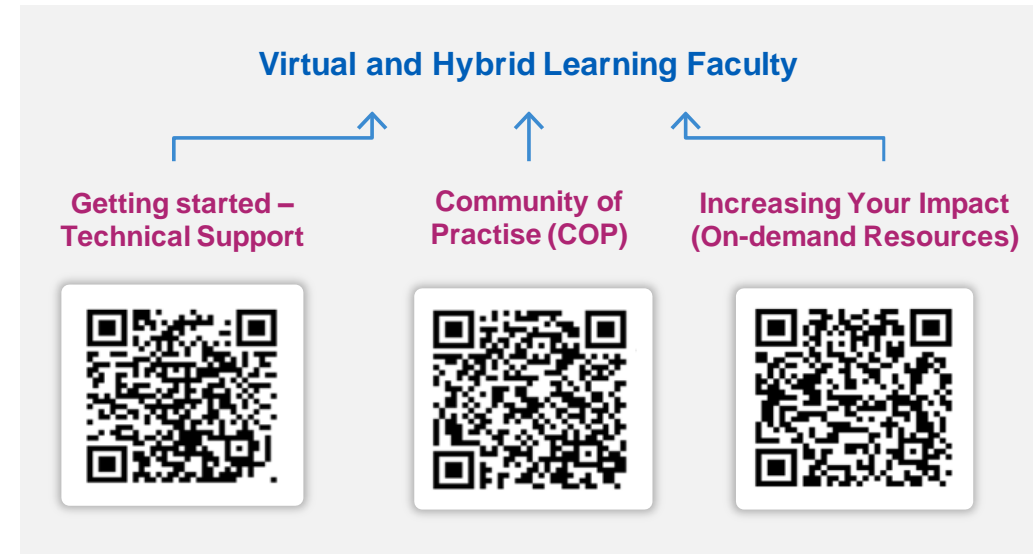
VHLF Community of Practice (COP)
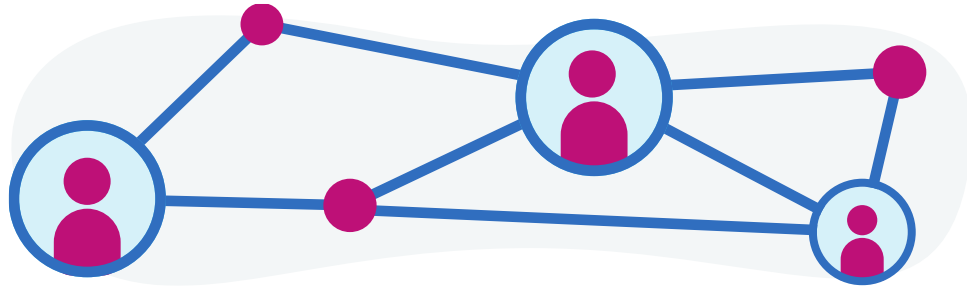
A key component of the VHLF is the COP. It aims to drive excellence in the community for those who are passionate about sharing knowledge and connecting with other educators and colleagues who provide learning interventions either in a virtual or hybrid way or aspire to.

This is a dedicated space for educators and those who work in the education community to connect with each other, to hear the latest news about the project, the faculty, our events and any upcoming opportunities we have on offer.

By joining the COP, you will automatically be added to a dedicated MS Teams channel where over 1,700 colleagues are members.

To sign up to the Community of Practice (COP), please complete this form.

VHLF COP User Feedback

We would love to hear how you found our sessions - how you have applied the learning to your work, what you gained from the masterclasses and if you would recommend them to colleagues. If you would like to give your feedback, please click on the link: forms.office.com/r/LD38CnAtsg

...the program has really delivered in developing my understanding of the challenges and benefits of VHL...

The sessions have been so encouraging to build community and sharing our strengths and weaknesses and learn from one another

I am more observant of learner wellbeing...

We've had great feedback...

...feel inspired, and will apply what I have learned straightaway.

The sessions are informative, interactive and valuable. I will share with and recommend the COP to colleagues.

I found the session useful and thought provoking. The length and pace of the session was perfect...

Simulation and Immersive Tech- Becoming Simulation Faculty

Becoming Simulation Faculty - elearning for healthcare (e-lfh.org.uk)

Simimmtech@hee.nhs.uk
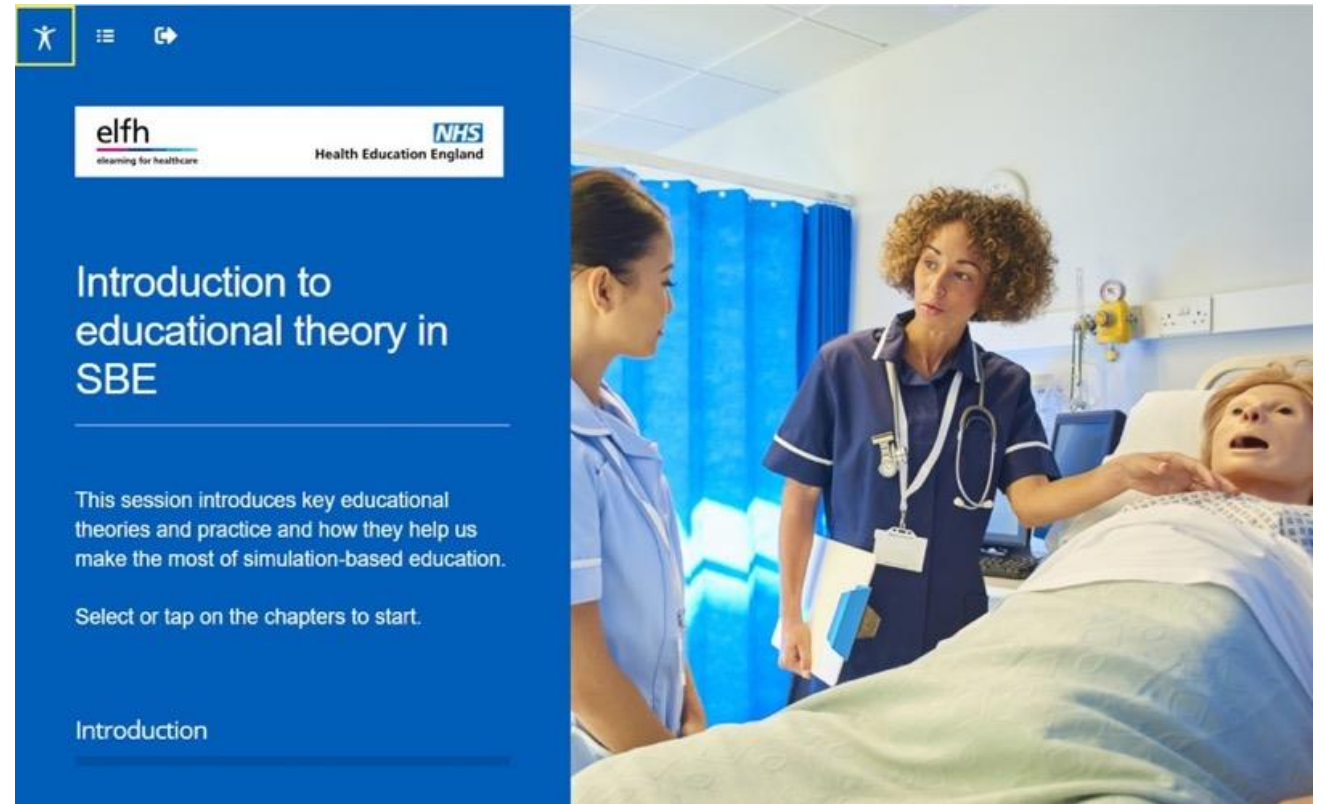
Supporting TEL- Virtual and Hybrid Learning Project

Learning Maturity Model

Our educators are on a journey to drive excellence.

This learning maturity model makes it clear what we need to do in order to move our learning development from the basic transitional stage through to the delivery of truly transformational learning.

The Virtual Instructor Led Learning (VILL) Faculty has been set up to support this journey.

Value & Impact (vertical axis) / **Capability** (horizontal axis)
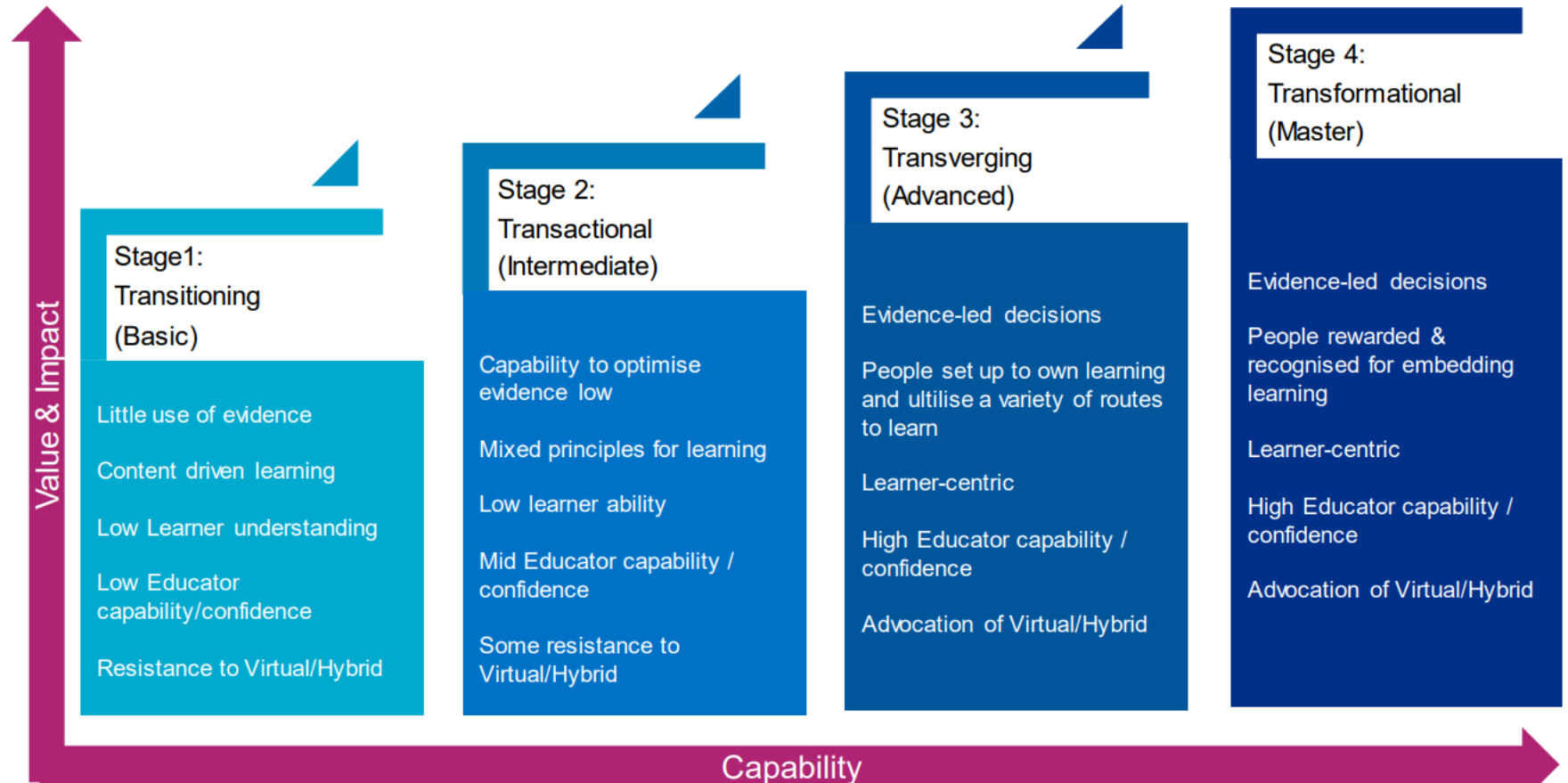
Stage1: Transitioning (Basic)
- Little use of evidence
- Content driven learning
- Low Learner understanding
- Low Educator capability/confidence
- Resistance to Virtual/Hybrid

Stage 2: Transactional (Intermediate)
- Capability to optimise evidence low
- Mixed principles for learning
- Low learner ability
- Mid Educator capability / confidence
- Some resistance to Virtual/Hybrid

Stage 3: Transverging (Advanced)
- Evidence-led decisions
- People set up to own learning and utilise a variety of routes to learn
- Learner-centric
- High Educator capability / confidence
- Advocation of Virtual/Hybrid

Stage 4: Transformational (Master)
- Evidence-led decisions
- People rewarded & recognised for embedding learning
- Learner-centric
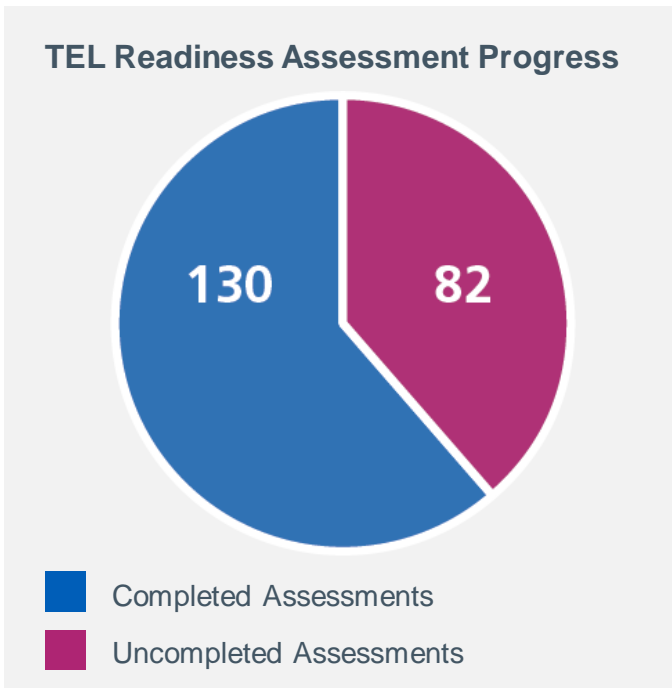- High Educator capability / confidence
- Advocation of Virtual/Hybrid

Daly. J 2021

Supporting TEL- developing maturity

TEL Readiness Assessment

The HEE Technology Enhanced Learning (TEL) Team have developed the TEL Readiness assessment. This is to be completed by organisations so they can benchmark where they are positioned against 8 domains across TEL and judge their overall TEL Maturity. The assessment will identify positions of strength along with areas that need development. This will allow HEE to work across localities, showcasing and spreading best practice and provide targeted support where needed. Find out more and check if your organisation has completed the assessment already using our handy new tool here.

TEL Readiness Assessment Progress

- 130 — Completed Assessments
- 82 — Uncompleted Assessments

Domain	Description
Governance	• How TEL is sustainable
Professionalisation	• Develop TEL based roles
Content Creation	• Ability to create content
Faculty	• Education Delivery
Support	• Technical support available
Provision	• Equipment and resources
Access	• Access to systems
Connectivity	• Network / wifi provision

Each layer builds on the previous

TEL Readiness Assessments

Completed Assessments

Pie chart:
- 118 — Uncompleted Assessments
- 94 — Completed Assessments
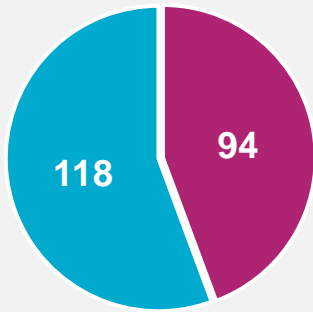
■ Completed Assessments
■ Uncompleted Assessments

Completed assessments by region

Region	Completed
North West	28
Midlands	25
North East and Yorkshire	15
South East	12
South West	8
London	4
East of England	2

- Future possibilities!
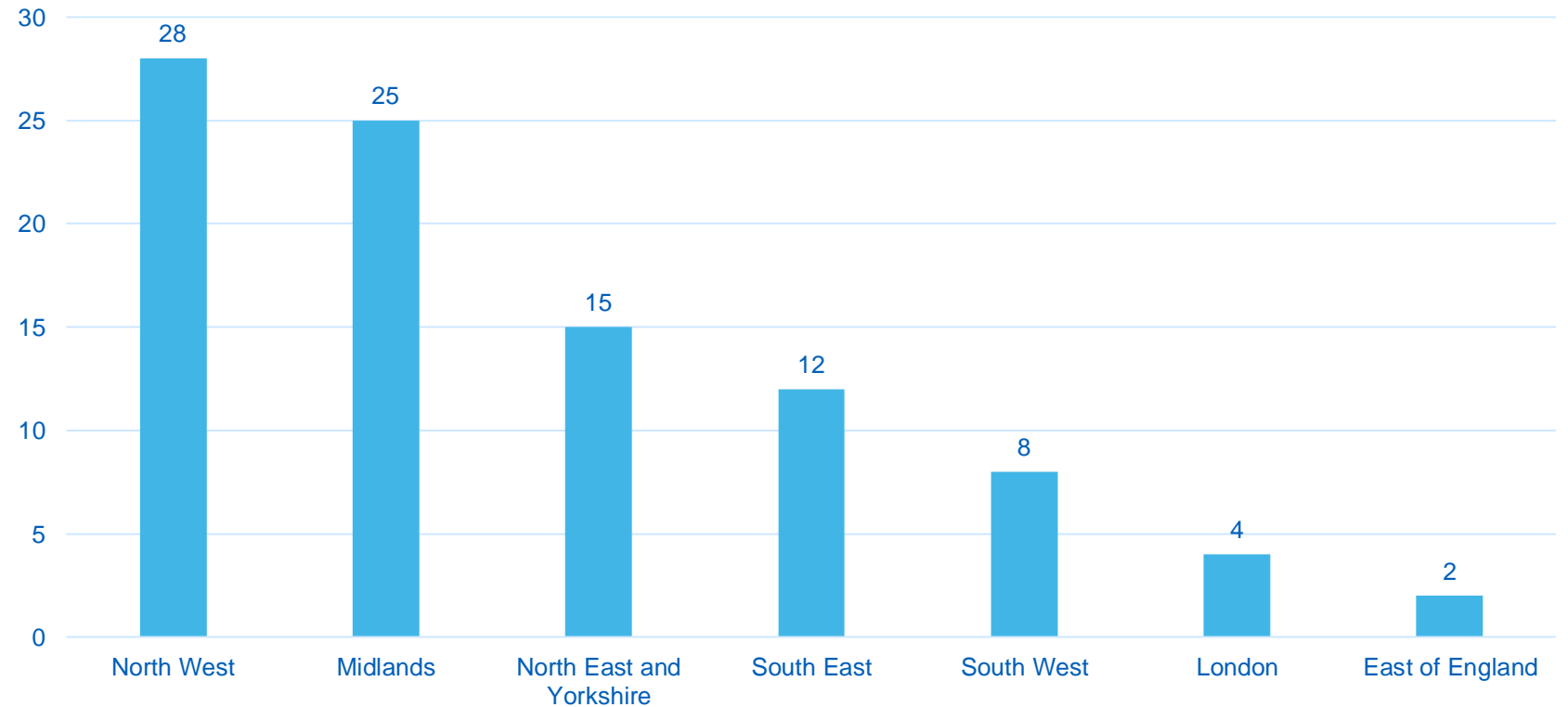
Digital innovations

Artificial intelligence – the impact of predictive and generative AI

Recent informal survey of NHS educators:

Most participants (79%) are not currently using AI in their practice. Those who are, reported a variety of uses such as using AI chatbots like GPT for qualitative feedback analysis, content creation, idea generation, virtual simulations, and academic assignments among others.

Despite the limited usage, the majority of participants (60%) are curious about AI in education, with a notable proportion feeling excited (19%). However, perceived competence in AI usage was generally low, with 87% identifying their skills as 'basic'.

The question "AI: Friend or Foe" led to an overwhelmingly positive response, with 93% seeing AI as a 'friend'. The session appeared to have a positive impact overall, with participants feeling more curious, inspired, informed and interested as they left the session. Some participants were excited to use more AI, and others felt better informed, albeit with some remaining questions.

Digital innovations

The impact of metaverse technologies

XR = Extended Reality

Physical Reality | Augmented Reality | Mixed Reality | Augmented Virtuality | Virtual Reality

AR
Adds to the physical world
- Smartphones
- Tablets

MR
Adds and reacts to the physical world
- AR Smart glasses
- HoloLens 2
- Magic Leap

AV
Adds to the virtual world
- Virtual TV Studio

VR
Completely replaces the physical world
- VR Headsets
- HTC Vive
- Oculus Quest

THE GROWING VALUE OF XR IN HEALTHCARE IN THE UNITED KINGDOM

UK Research and Innovation

NHS Health Education England   Rescape

Keep in touch

For more information about the TEL team's work:

Follow us on Twitter: @NHSE_TEL

Subscribe to our monthly newsletter, TEL News, by emailing edtechcomms@hee.nhs.uk

Professionalisation Strategy

NHS

Vision: Health and Care recognised as being one of the best places to work as a data professional

Mission: To professionalise the data workforce within health and care and create a vibrant data culture within the wider workforce

Strategic Goal: Working collaboratively to standardise what data professionals are, do and how they develop

Strategic Objectives

Raise the profile of data and analysis as a profession within the healthcare system, and the profile of the healthcare data and analysis profession, within the wider data and analysis community.
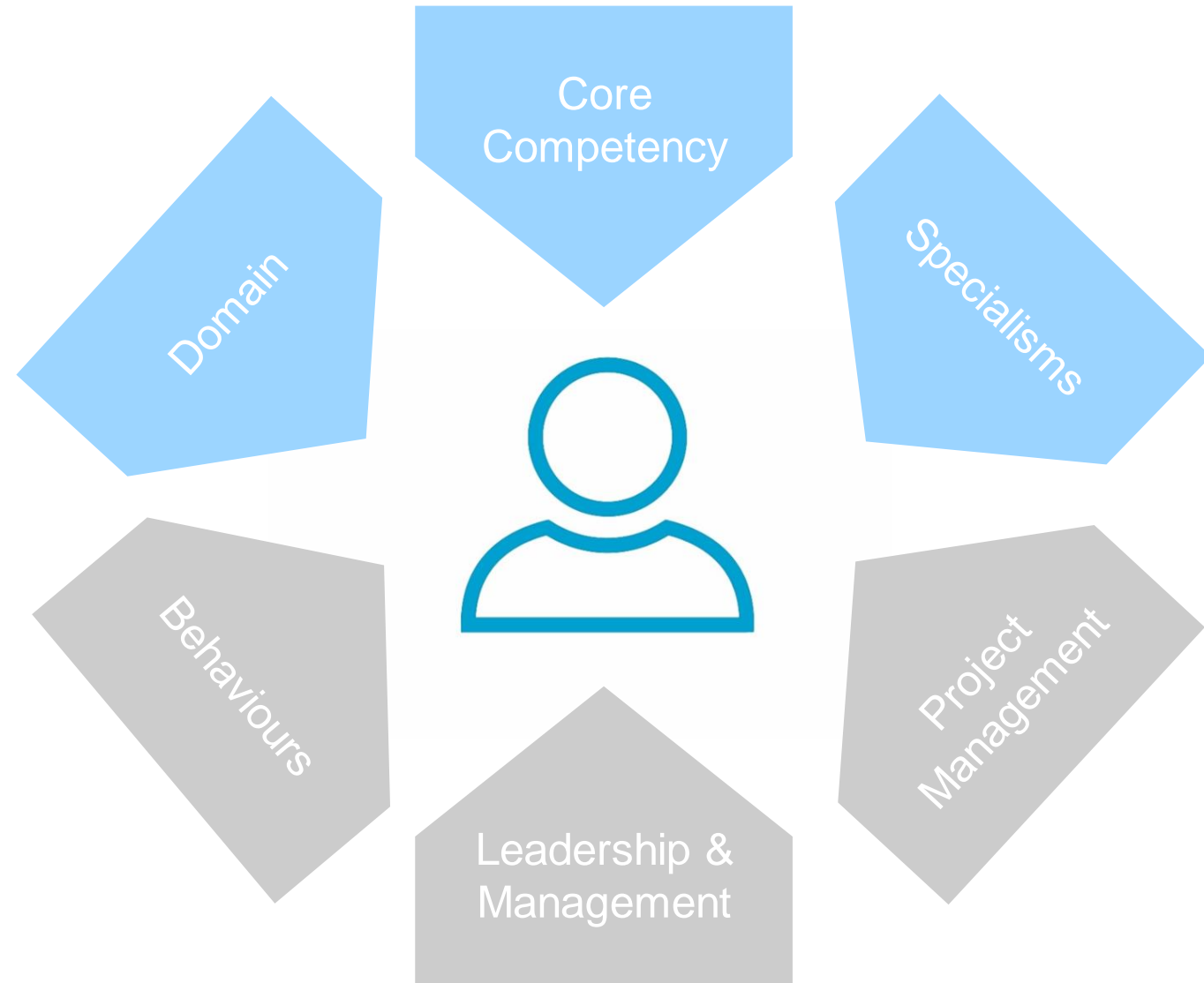
Provide leadership and strategy to data and analytics professionals that are working in the system.

Build stronger data literacy skills in the wider health and care workforce, particularly in senior leaders across the service.

National Competency Framework Model

- Placing competencies at the core of our professionalisation planning allow standardisation across training and recruitment

- Recognising that the work doesn't end when you have framework

- Set out to align with DDaT roles & FEDIP Professional registration levels:

  - Level 1: Associate Practitioner/Band 3-4/ ILM 4

  - Level 2: Practitioner/Band 5-6/ ILM 5 & 6

  - Level 3: Senior Practitioner/Band 7-8a / ILM 7

  - Level 4: Advanced Practitioner/ Band 8b-8c

  - Level 5: Leading Practitioner/ Band 8d-9

Core Competency

Domain

Specialisms

Behaviours

Project Management

Leadership & Management
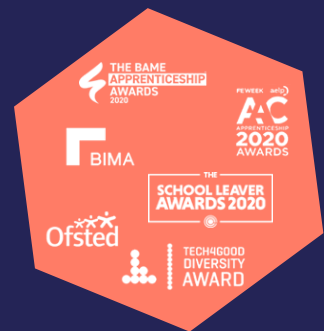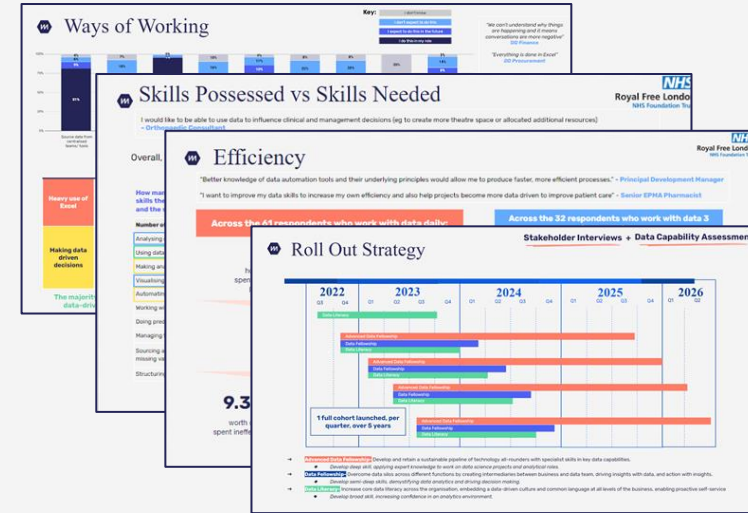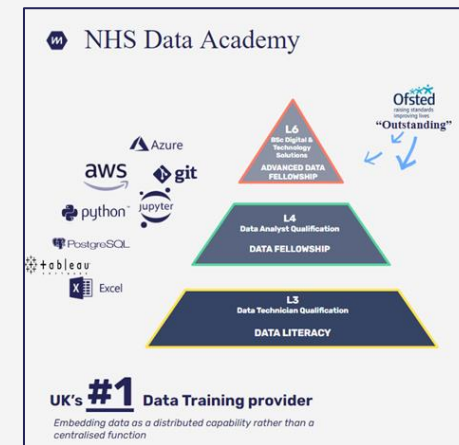
DATA PROFESSIONALS: 32 MONTHS

Skills taught	Outcomes
Becoming data leaders: - Cyber security - Data warehousing - Automation - Data project management, Machine learning, AI - ETL process - Digitisation Strategy	**Highly skilled, in-house developed, data scientist capable of managing complex data and digital projects .** Able to bring multiple data sets together to drive impact. 1 day a week saved from new data skills

DATA CHAMPIONS: 15 MONTHS

Skills taught	Outcomes
- Cleaning & Manipulating Data - Visualizations & Dashboard Analysis - Advanced Excel - Relational Database Management - Automation, Machine Learning - Data Science best practice - Storytelling. SQL. Python	**Data Champions in each organisation, able to turn analytics into action** from large data sets & solve data challenges. Tableau/Power BI experts. 1 day a week saved from new data skills

WIDER BUSINESS, LEADERSHIP: 13 MONTHS

Skills taught	Outcomes
- Sourcing and manipulating data - Automating manual processes - Working confidently with data - Finding and presenting data - Making data driven decision - Advanced Excel, Tableau, Power BI	**Improved data literacy ICB wide,** capable of asking good questions of the data champions and making data-driven decisions. 3+ hours a week saved from new skills. The foundation of ICB data culture.

HOLISTIC OUTCOMES

- Empowered employees with the digital skills & tools
- Common data language across roles and organisations
- Improved operational efficiency from reduction in manual tasks
- Agile workforce capable of achieving ICB digital objectives
- Joined up data strategy across organisations
- Move away from spreadsheet culture
- Clear development pathways to keep our people

NHS

Impact to date of our NHS Learners

Workforce to feel more confident using critical data skills

80% Of apprentices reported feeling **extremely confident sharing data skills**

74% Of apprentices reported that they **now have the skills to excel in their role**

67% Of apprentices reported that they **use their new data skills daily**

Equip the workforce with the skills required to be effective & efficient in their role

24% On average apprentices are **24% more efficient when handling data** at the end of the programme

6.4 hrs This equates to **6.4 hours** (or over half a day) a week

Professionalise the role of the Analyst using an inclusive training opportunity

88% Of apprentices reported **apprenticeship aligns with their personal and professional goals**

79% Of apprentices reported the **apprenticeship was helping them invest in their development**

57% Of apprentices reported the experience has **increased satisfaction in their role**

EMPLOYERS

NHS Data Academies launched in training push

By Team Multiverse | 21 June 2023

← See all posts

Trusts and other healthcare bodies within the NHS are launching Data Academies - to upskill staff across roles in the data skills needed to improve patient outcomes.

Get in touch to learn more!

KINDNESS - THE WORKFORCE RETENTION BENEFITS OF SIMPLE ACTS OF CARE, LOVE AND COMPASSION

DR ADAM HARRISON

LEADERSHIP COACH

AGENDA

- **Introductions**
- **'Kindness'**
- **Kindness begins with self-kindness**
- **Some ways to be kind at work (survey)**
- **The effects of kindness on individuals**
- **The effects of kindness on workplaces**
- **Kindness at work strategies**
- **Take-home messages**

INTRODUCTIONS

A bit about me

- **Certified Life, Leadership and Executive Coach**

- **Special interest in WPB and kind leadership**

- **Coach and train on these areas for NHS organisations**

- **Former medical leader (ex-Med Director and LMC VC)**

- **Called to the Bar 2014**

- **Doctor (q. 2000)**

- **Podcaster ('Inspiring Women Leaders') since 25.05.22**

- **Speaker – hence why I am here in front of you now!**

INTRODUCTIONS

'KINDNESS'

"The quality of being friendly, generous and considerate"

Oxford English Dictionary

'KINDNESS'

"The simplest acts of kindness are by far more powerful then a thousand heads bowing in prayer."

Mahatma Gandhi

"You cannot do a kindness too soon because you never know how soon it will be."

Nelson Mandela

KINDNESS BEGINS WITH 'SELF-KINDNESS'

"Be kind to yourself, because you will never speak more to anyone else than you do to yourself."

NAMAN GUPTA

KINDNESS BEGINS WITH 'SELF-KINDNESS'

Self-kindness refers to acting in kind and understanding ways towards ourselves e.g. instead of being self-critical ("I'm so disorganised! I'll never be successful"), our inner voice is supportive and warm ("It's OK that I missed the deadline – I worked hard and I'll make it next time").

Does anyone here berate themselves fairly often?

SOME WAYS TO BE KIND AT WORK

"Employers could support (not just in words but in actions such as protected time and salary support) employees to develop skills to promote health and wellbeing. That would be a great start."

Dr DD, Orthopaedic Surgeon

"When I ask a colleague "how are you?" I stop what I'm doing and wait for the answer, so that they know I'm genuinely interested in their wellbeing. This small act does get me a lot of love though, so I feel like I'm the one benefitting!"

Dr PM, Medical Leader

SOME WAYS TO BE KIND AT WORK

"I like to randomly make a colleague a hot drink if I know they've been flat out busy or on numerous phone appointments, or first thing when we get in depending on where I'm working. Just a cup of tea that appears and is left on their desk for when they look up.

This week I got a chocolate bar for reception staff that had helped me out with obtaining some notes and after a member of the public had been particularly rude and unpleasant to her. Hopefully it was a little bright chocolatey spot in her morning."

MB, Audiologist

SOME WAYS TO BE KIND AT WORK

"Being kind, and honouring my needs and boundaries, helps me show kindness to others - from words of appreciation and affirmation to random acts of service or treats. I love being able to be my best self, so I can elevate others by doing the same.

We all seek to be seen, heard, understood, and cared for. Moreover, it enriches us to reciprocate by seeing, listening, and caring with the same attention. By spreading that energy, we heal from within, so we can all heal others better."

Dr JW, Physician

THE EFFECTS OF (SELF-) KINDNESS ON INDIVIDUALS

- **Increases lifespan**

- **Lowers blood pressure**

- **Lessens the physical effects of stress e.g. diabetes**

- **Improves immunity and reduces inflammation (reduces incidence of autoimmune diseases and cancers)**

- **Gives similar gains to having a healthy diet**

- **Releases happy hormones / neurochemicals**

- **Reduces the incidence of mental illness e.g. anxiety**

THE EFFECTS OF KINDNESS ON THE WORKPLACE

- Practising kindness is extremely beneficial to employees / colleagues.

- Being recognised at work helps reduce employee burnout and absenteeism, and improves employee well-being.

- Receiving a compliment, words of recognition, and praise, can all help individuals feel more fulfilled, boost their self-esteem, improve their self-evaluations and trigger positive emotions.

- Practising kindness helps life feel more meaningful e.g. through giving, caring for others, volunteering etc.

There can be no greater gift than that of giving one's time and energy to **help others** without expecting **anything in return.**

– Nelson Mandela

AZ QUOTES

THE EFFECTS OF KINDNESS ON THE WORKPLACE

- Giving compliments can make us even happier than receiving them.

- Giving compliments engenders a stronger social connection than receiving compliments because giving them encourages people to focus on the other person.

- Actively thinking about other people is often a precondition to feeling connected to them.

- When people receive an act of kindness, research shows they pay it back / forward, and not just to the same person, but often to someone entirely new.

- This leads to a culture of generosity in an organisation.

THE EFFECTS OF KINDNESS ON THE WORKPLACE

- **Higher rates of these behaviours are predictive of greater productivity and efficiency, and lower turnover / higher retention rates.**

- **When leaders and employees act kindly towards each other, they facilitate a culture of collaboration and innovation due to higher levels of trust and the associated feelings of psychological safety.**

- **In 2007 Google brought together a group of experts in mindfulness, neuroscience and emotional intelligence to create an internal course. Subsequently it established the 'Search Inside Yourself Leadership Institute', a non-profit organisation to *"work toward a more peaceful world in which all people feel connected and act with compassion."***

'COMPASSION'

"First, to have compassion for others you must notice that they are suffering. Second, compassion involves feeling moved by others' suffering so that your heart responds to their pain (the word compassion literally means to "suffer with"). Having compassion also means that you offer understanding and kindness to others when they fail or make mistakes, rather than judging them harshly. Finally, when you feel compassion for another (rather than mere pity), it means that you realize that suffering, failure, and imperfection is part of the shared human experience."

Dr Kristin Neff

KINDNESS AT WORK STRATEGIES

- Starts with self-kindness.

- On work days, it can begin before work, at home, on the commute to work etc.

- It starts from the top with kind leaders, leading by example and promoting kindness at work e.g. by giving compliments and praising the members of their teams, which is very motivating.

- Employees are influenced by their leaders' behaviour and model it, creating a domino effect, such that kindness becomes the norm in the workplace.

- Leaders can set aside just a few minutes a week during meetings for a 'kindness round' in which team members can acknowledge each other's work.

KINDNESS AT WORK STRATEGIES

- **Consider small 'spot bonuses'. Even £5 could have a positive effect; research has found that people appreciate small acts of kindness as much as large ones**

- **By actively supporting and advocating for women, veterans, LGBTQIA+, specially-abled and ethnic employees, PayPal's award-winning 'Affinity Groups' programme facilitates bringing your authentic self to work.**

- **"***It helps you feel as though as you belong within the organisation rather than having to change who you are in order to fit in.****" PayPal employee**

TAKE-HOME MESSAGES

1. Kindness begins with self-kindness.

2. Kindness to self and others is good for your health!

3. There are lots of low-hanging kindness fruits at work.

4. Practising kindness at work is extremely beneficial to employees / colleagues and hence the organisation.

5. Adopting the above is really good for staff retention.

Kindness should become the natural way of life, not the exception.

Buddhismzone.org

'KINDNESS'

"Three things in human life are important. The first is to be kind. The second is to be kind. And the third is to be kind."

Henry James

"Do things for people not because of who they are or what they do in return, but because of who you are."

Rabbi Harold S. Kushner

Thank you so much for listening and for your time!

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