

# HEE South East Regional Delivery Plan

## 2022-23



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# Foreword, Introduction and Context

## Foreword

This is our South East (SE) Region Delivery Plan for 2022/23. This document sets out how we will work with you, our colleagues, and partners to plan, recruit, educate and train our current and future healthcare workforce.

In November 2021, the Secretary of State for Health and Social Care announced that HEE would integrate with NHS England and NHS Improvement, NHS Digital and NHSX to create a single, better organisation with workforce right at its heart. As we prepare for the integration, I see real opportunity in closer collaboration with NHSE and partners, to better support colleagues recruit and develop the health professionals needed to deliver exceptional patient care, now and in the future.

### Our focus in the SE will be:

- Increase workforce supply – focus on building practice-based learning capacity at all levels, and the expansion of medical foundation and specialty training posts.
- Develop workforce skills and capabilities in line with the SE priorities for recovery and care of our population – focus on maternity, mental health, cancer and diagnostics, community and primary care.
- Change how we work to empower systems and increase workforce planning and workforce transformation capability.

I know the past and coming year has been and will continue to be challenging across healthcare, as organisations, teams, and individuals work to recover from the impacts of COVID-19. HEE investment in workforce will support recovery planning, as well as the longer-term workforce supply pipeline.

### This document

For the first time last year we published our SE Delivery Plan for 2021/22. Learning from feedback and factoring in legislative timelines, we have decided to produce two plans this year:

1. SE Delivery Plan for 2022/23 (this document)
2. HEE / ICS Delivery Plans

We aim to publish the HEE / ICS Delivery Plans later in the summer.

### Thank you

I would like to thank all our colleagues and partners who work with us. Our continued shared passion and determination will mean we can deliver this ambitious plan and make a difference for the people in the South East.

I also want to thank Phillippa Spicer, who worked alongside me as joint HEE Regional Director. Philippa has been appointed as HEE's Transition Director and will have responsibility for the establishment and oversight of a national Transition Management Office within HEE to help integrate HEE with NHS England (see page 8 for more details).



**Ruth Monger,**  
HEE Regional Director

General comments or queries about this plan, its format, and our progress can be directed to **[SouthEastRegionalTeam@hee.nhs.uk](mailto:SouthEastRegionalTeam@hee.nhs.uk)**. There is a summary of acronyms at the end of this document.

# Introduction and context

Our delivery commitments are aligned with the HEE Business Plan 2022/23, **NHS People Plan**, and **NHS Long Term Plan** to ensure that across the region there are the right numbers of staff, with skills, values, and behaviours, available at the right time and in the right place. This plan shares with you some of the work we are committed to delivering throughout the year.<sup>1</sup>

## Addressing health inequalities and widening participation

We are committed to delivering education and training reform to address health inequalities and facilitate multi-professional team working. These need to be responsive to changing health needs, overcome professional silos and harness digital technology whilst strengthening professional identity and leadership values.

Reducing health inequalities and having a diverse, locally representative workforce improves communities, individual lives, and the NHS. We will place a greater emphasis on prevention and early intervention in the social determinants of health - employment, education, or housing; or helping people adopt healthy behaviours to reduce health inequalities.

In the SE we will work to widen participation across professions to provide access and solutions aligned to system goals, tackle inequality, and enable an entire workforce supply approach, with an inclusive culture. We will achieve this by:

- Developing a broader range of entry routes and course delivery options, including a medical apprenticeship, to ensure the widest possible selection criteria to study medicine.
- Working with our medical schools to increase recruitment of people from disadvantaged and diverse backgrounds.

- Redistributing medical training investment to remote, rural, and coastal communities.
- Continuing to promote health careers to diverse and underrepresented groups.
- Developing alternative education and training routes such as apprenticeships and T levels.
- Breaking down systemic barriers that prevent career progression for people from diverse and disadvantaged backgrounds.
- Providing networks, toolkits, information, advice, guidance, work experience and work-related learning to systems.
- Providing pipelines in specific pathways such as our 'access to medicine, dentistry, and healthcare professions programme'.

## Working with NHS England and NHS Improvement

We are working closer than ever with colleagues within NHS England and NHS Improvement. We are pleased to be involved in their 2022/23 SE Business Planning process and recognise our role in the strategic priority of "strengthen our workforce and develop leadership". As with our NHS England and NHS Improvement colleagues we want to ensure that we deliver today and transform for tomorrow.

## Financial summary

HEE invests over £525 million per annum in the education, training and development of the SE region workforce.

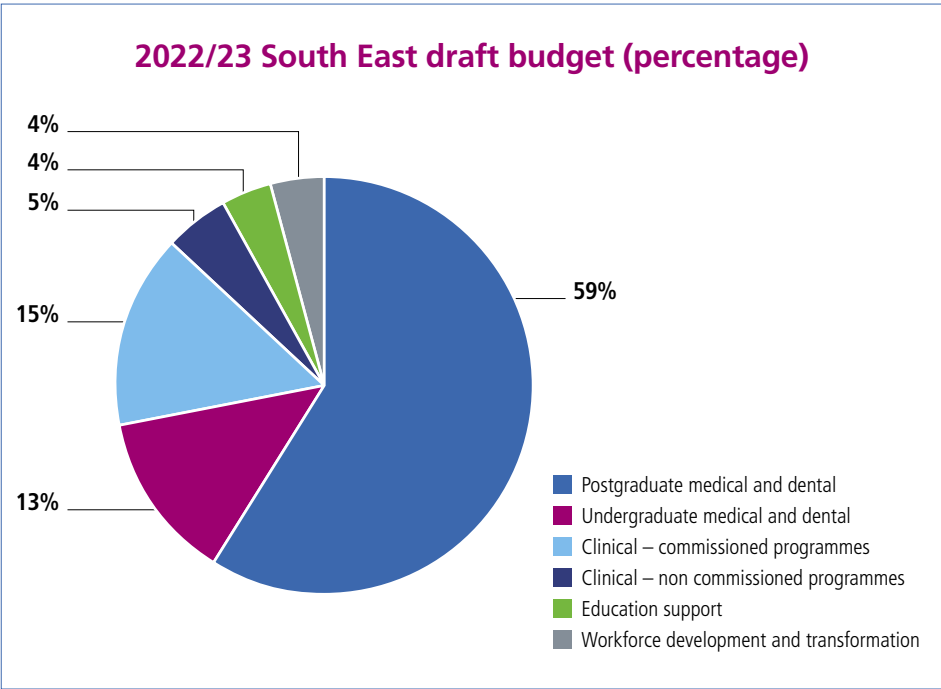
Sixty percent of this investment supports the postgraduate medical and dental trainees who train and work in health and care across the SE. It includes a contribution to trainees' salary costs as well as the costs of the training programmes and supervision they need to complete foundation training and go on into specialty training.

<sup>1</sup> Throughout this document we reference NHS England (NHSE) this captures work across both NHS England and NHS Improvement. At the time of publication it is understood that to become legally merged under the name NHS England (NHSE) as part of **The Health and Care Bill**.

HEE also pays the full salary costs of GP trainees and also the placement costs of undergraduate medical students in both primary and secondary care.

For other clinical learners HEE funds clinical placements and in some cases, (such as clinical psychology, health care science and pharmacy, contributes to salary costs, supervision and course fees that enable people to become state registered).

Education support funding is used for joint posts with NHS employers such as heads of school and training programme directors who provide post graduate medical training in service.



Workforce Development Funding

Workforce development funding is invested in work within integrated care systems, either as a direct allocation or via the work of the HEE teams such as Education Transformation Team, Public Health, wider workforce team and the Advanced Practice Faculty.

Continuing Professional Development (CPD)

An allocation of continuing professional development funding is made to all NHS trusts. This is based on the size of the clinical workforce and is equivalent to £333 per person.

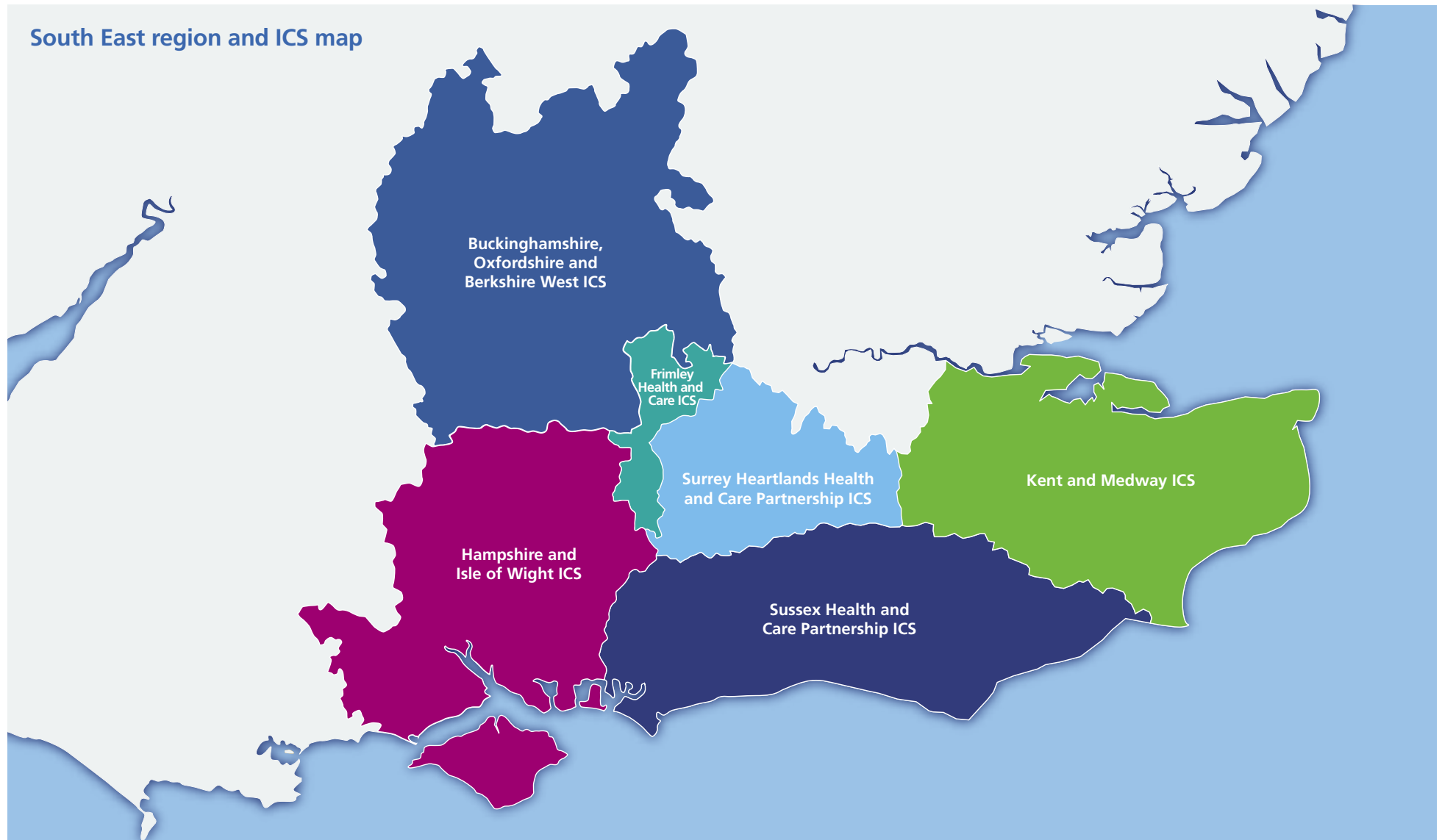
Education tariff changes

The Department of Health and Social Care have set out the guidance for education tariffs in the **2022/23 Education and Tariffs document**. From September 2022, the scope of the clinical tariff placement fee has been extended to include pharmacy (4-year MPharm degree programme).

In 2022/23 there will be some changes to undergraduate medical tariff, with the same rate being paid in both primary and secondary care throughout England. There will also be the introduction of a single national tariff price for undergraduate Dental.

In addition, the payments to medical schools will be aligned to ensure consistency across England.

The clinical placement tariff, which is paid for placements for groups such as nursing, allied health professionals and midwifery students, will be increased. This will help placement providers to expand provision to accommodate the increasing number of healthcare students in the pipeline.





# Workforce planning and intelligence

Our Workforce Planning and Intelligence team supports and enables integrated multi-professional workforce and education planning. This includes workforce and education analytics to support annual and multi-year planning.

The team support integrated care systems where there is the potential to coordinate different actions for the greatest impact on services for local populations.

The provision of workforce and education intelligence and analytics supports the regional level coordination and oversight of 'all levers all levels' integrated ICS planning. This maximises the value of HEE led activity within the wider system. In addition, workforce planning, intelligence and analysis informs future investment and decision making to best meet system goals.

## Our focus in 2022/23 across the SE will be:

- **Data sharing and accessibility** – we will expand the range of information available to systems via the SE Data Sharing Portal (SDSP). This will include data on healthcare students as well as modelling on the future supply of key staff groups.
- **Workforce planning training** – we will support systems to expand their workforce planning capacity and capability by offering a range of training options in established workforce planning methodologies.
- **System workforce plans** – we will work closely with NHSE colleagues to support systems to produce robust annual and multi-year workforce plans. These will shape ICS, regional and national-level decision-making.
- **Education data collections** – we will continue to work to develop and improve our data collection processes and provide intelligence into local and regional quality and safety forums.





# Integration with NHS England

In the SE we welcome the opportunity for closer collaboration with NHSE and other partners over the next 12 months, in preparation for the integration set out as part of the **Health and Care Bill**. This delivery plan sets out how we will do this, as we plan together for the following years. At HEE we look forward to being part of a single, better organisation with workforce right at its heart.

## Our values

Our HEE values and behaviours are unique to HEE and have been co-created by colleagues across the organisation. They sit underneath the wider banner of the **NHS Constitutional values**, something which everyone who works for the NHS, including our trainees and learners are expected to uphold.

The golden thread that connects all of our values is the need for a people-centred approach. Having developed these values together, we are ensuring we are putting people first and being the best possible version of ourselves. During the period of transition to a new NHS organisation, we will continue to live our values through our work across the SE.



## Stakeholders and partners

The wider NHS integration will change ways of working and relationships over time. Therefore, we are taking the next 12 months to plan our transition so that our work on behalf of the NHS continues with as little disruption as possible.

## NHS organisations working together

HEE and NHSE are working together more so than ever. This delivery plan seeks to highlight critical programmes and points of collaboration to demonstrate to systems how ways of working will be improved in the future.

## SE Development

The NHS has a bold ambition to become the 'Best Place to Work' for all. This forms one of the **NHS People Plan promises** and is fully endorsed by HEE. The HEE Best Place to Work ambition has six strategic outcomes, which form the foundation of HEE's **People Strategy**.

Internally in HEE SE we are fully supporting the Best Place to Work programme with the following organisational development priorities.

- Developing an inclusive and diverse workforce.
- Supporting our people to feel safe, healthy, and happy at work.
- Creating a culture of continuous improvement and learning.
- Being consistent and transparent with our communication and engagement, both internally and externally.

# Integrated care systems

HEE SE interfaces with the six regional integrated care systems (ICSs) to provide expert support in building and developing a workforce which drives innovation and improvements for the benefit of patients and populations.

## Supporting our systems

Utilising education and development as an enabler of workforce transformation, support is provided to ICSs to identify innovations and solutions that address challenges and drive change.

### We offer workforce transformation support to our ICSs to ensure that they:

- Have improved oversight and well-developed plans and priorities for workforce redesign and new ways of working.
- Have system-level workforce investment plans which are comprehensive and assure value for money.
- Work with networks and stakeholders to encourage system-wide conversations and innovative thinking, solutions, and actions to build and develop the workforce of today, tomorrow and the future.
- Are in prompt receipt of workforce development funding.
- Are supported in evaluating their investments to support benefit realisation and adoption and spread.
- Are kept abreast of national and international learning and evidence, supported with spread, adoption and adaptation effort.

The following transformation tools, enablers and techniques are being used to support workforce transformation across the SE:

- **HEE Star.**
- The Six Steps workforce planning methodology.
- Clinically Led Workforce and Activity Redesign (CLEAR).
- HEE Roles Explorer.
- Multidisciplinary Team (MDT) toolkit.
- Patient and learner journey concept maps.



### Workforce Transformation is supporting our ICSs to:

- Bring thought leadership, workforce expertise, focus and added capacity to progress workforce redesign.
- Support the design, quality, responsiveness, and ambition of system workforce plans.
- Grow system capacity and capability for workforce planning.
- Convene system-wide conversations with providers across clinical pathways to explore and develop workforce models that improve integration and multidisciplinary working.
- Aggregate key themes within system plans to determine economies of scale and opportunities for collaboration.
- Collaborate regionally with NHSE colleagues to connect and align service improvement with workforce redesign.
- Matrix work across HEE national and regional functions, ensuring a coordinated support service to systems.
- Systematically evaluate workforce redesign investment initiatives, share impact outcomes, and facilitate spread and adoption/adaptation.

## Section 1

### Education collaboratives

Education collaboratives have been established between HEE SE and ICSs to:

- support ICS delivery plans
- build understanding, knowledge and ownership of workforce, education, and training interventions across each ICS
- act as a forum for information sharing, coordinating activity, tackling challenges, and problem-solving
- enable workforce transformation by exploring ways to recruit, retain, deploy, develop, and continue to support the healthcare workforce throughout their careers
- work collaboratively with members and stakeholders to lead workforce, education, and training initiatives

### Integrated Care Boards (ICB) development

As our system leaders are appointed across the SE and preparations continue for the formal establishment of the integrated care partnerships (ICPs) and ICBs we see HEE functions as an enabler and partner.

Delivery plans for each ICS will be published during summer 2022/23.

Our HEE work particularly dovetails with key areas in the **10 core people functions**. Examples are provided in the table below.

ICB people functions	HEE support to ICBs
<b>Core function 2:</b> <b>Growing the workforce for the future, and enabling adequate workforce supply</b>	<ul style="list-style-type: none"> <li>• Working with systems to support future workforce supply, including: post graduate medical training expansion, commissioning of clinical training, supporting placement capacity expansion, promoting, and enabling new roles/new ways of working and encouraging and enabling widening participation activities.</li> <li>• Supporting systems in developing future workforce plans by providing intelligence through dashboards and analysis of supply data.</li> <li>• Providing advice and support in creating system structures to plan workforce supply.</li> </ul>
<b>Core function 5:</b> <b>Leading workforce transformation and new ways of working</b>	<ul style="list-style-type: none"> <li>• Delivery of NHS People Plan commitments through collaborative working with systems to enable delivery at local level, as well as delivery of regional transformation programmes.</li> <li>• Providing bespoke workforce transformation support for systems, including transformation tools and techniques.</li> </ul>
<b>Core function 6:</b> <b>Educating, training, and developing people, and managing talent</b>	<ul style="list-style-type: none"> <li>• Enabling the use of education and training budgets to support systems in gaining best value for money, supporting development, and upskilling of the workforce and enabling new ways of working through education and training.</li> <li>• Maintaining and improving standards in education and training.</li> </ul>
<b>Core function 9:</b> <b>Leading coordinated workforce planning using analysis and intelligence</b>	<ul style="list-style-type: none"> <li>• Providing systems with workforce planning expertise including analysis and sharing of workforce intelligence and development of workforce information reports for ICBs.</li> <li>• Working with systems to develop local capability for workforce planning, including supporting systems with regional/national workforce planning exercises, supporting creation of system Workforce Information Networks and upskilling through the workforce planning programmes of learning.</li> </ul>

# Multi-professional Education and Training Investment Plan (METIP)

The METIP process is a planning cycle that takes place every year. The process captures the total number and range of training places and clinical placements we will invest in. This year we are further engaging with ICSs and ICBs to build the next METIP for 2023/24.

For every health and care trainee there are potentially up to three cost components.

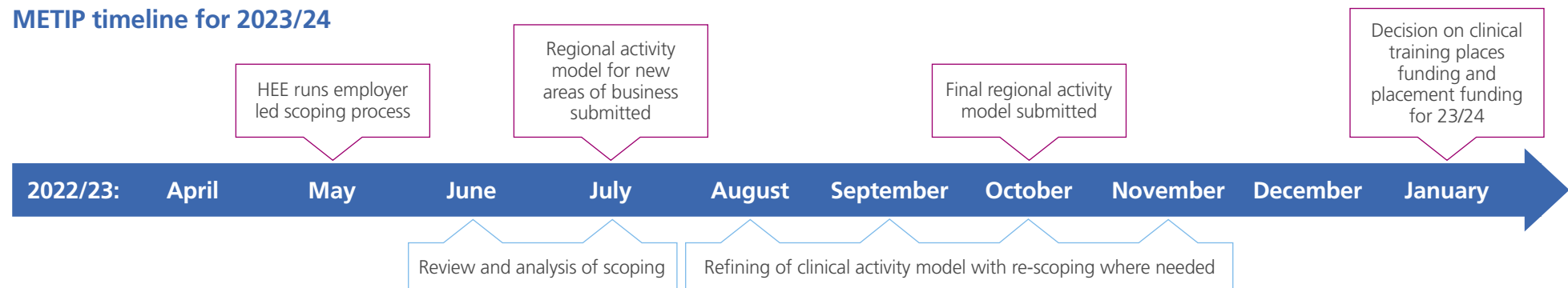
- **Tuition** – the cost of higher education institutes (HEI) time to teach in the classroom.
- **Placement** – the cost of health service providers' time to teach alongside service (known as 'placement tariff') paid pro rata, dependent on the amount of time spent in placement.
- **Salary contribution or student bursary** – where applicable, the cost of paying trainees or their employers a contribution for their time to learn.

The combination of these components, and the value of each, varies by role.

We commission and facilitate a wider range of training and education provision using national programme and regional workforce development resources, and our programme delivery summaries capture these wider activities.

The commissioning and contracts team works with practice and education provider organisations and HEE teams to annually scope SE education and training requirements. This ensures commissioning budgets are used to gain high-quality education and training provision, value for money and maximum activity. Through the annual scoping exercise, we develop and monitor the SE METIP for clinical professions and feed this into national commissioning and investment planning.

## METIP timeline for 2023/24



## Education quality and patient safety

The Quality Team work to ensure there are high quality clinical learning environments for all healthcare learners, primarily within NHS trusts and primary care, across the SE region, ultimately aiming to support the delivery of high-quality patient care.

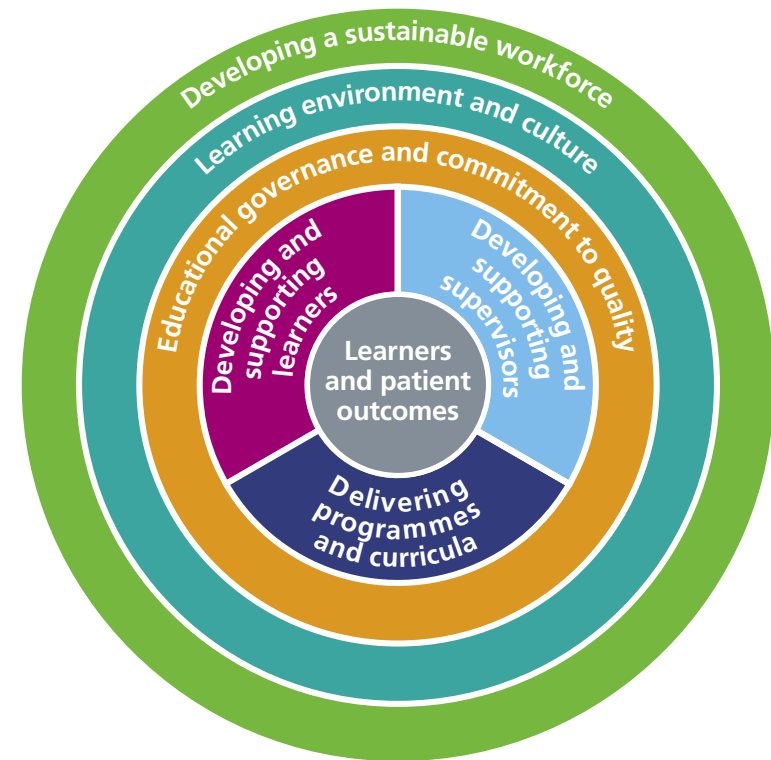
In addition to supporting the six ICSs that are within the SE region we also provide support to some systems on our borders, working jointly with our colleagues in South west and East of England.

The Quality Team's work aims to provide evidence-based quality management processes that drive quality improvements in education and training and enable transformation through sharing of good practice and standard monitoring. This aim is underpinned by two strategic ambitions:

1. to provide evidence-based quality management processes that enable transformation and sharing of best practice
2. to contribute to wider quality management systems enabling sharing of intelligence to promote learning opportunities

The refreshed **HEE Quality Strategy (2021)** describes HEE's vision for how we will use our levers, leadership, and influence to assure and continuously improve the learning environment. This is underpinned by the HEE Quality Framework which is intended to be used collaboratively across educational providers in all relevant settings, to enable work-based placements and academic educational providers to work in partnership with HEE regional and local teams. It sets out HEE's expectations for quality within the learning environment and represents a single framework through which we will measure, identify, and improve the quality of education and training for all healthcare learners. The framework details the domains, standards, and expectations to demonstrate a high-quality learning environment.

### HEE's quality domains and learners and patient outcomes



The Quality Team monitor and analyse intelligence received from a range of sources regarding the quality of clinical learning environments for healthcare learners. Where concerns are identified, these are risk assessed using the **HEE Intensive Support Framework**.

# Education quality and patient safety

## Key deliverables 2022-23

- Fulfil the legislated duty as outlined in the HEE mandate for assuring the quality of the learning environment by working with regulators and arm's length bodies.
- Ensure the quality function works with the Education Transformation team at ICS level to ensure the refreshed **HEE Quality Framework** is implemented as appropriate.
- Develop and monitor a process for gathering evidence from placement and education providers for non-medical education, linked to the implementation of the **NHS Education Contract**.
- Work with organisations and systems such as ICS, training hubs, and primary care networks to agree robust quality management and assurance models and in addition, work to ensure that these support an increase in clinical placements.
- Support and deliver the introduction of mandated quality assurance models for pharmacy advanced practice, and other programmes that 'cross borders' at a regional level.
- Enable placement and education providers to develop their support for, and utilisation of the outputs of, learner surveys, including the HEE National Education and Training Surveys, General Medical Council National Training Survey.

Patient safety is the guiding principle of all who serve in the NHS – the first and most important lesson staff should learn is how to act safely.

The regional patient safety programme stems from the **NHS Patient Safety Strategy**. The strategy sets out what we will do to continuously improve patient safety.

Our focus in 2022/23 across the SE will be:

- enabling access to the national Patient Safety Syllabus for organisations across the SE
- joining forces with the patient safety specialists
- **providing patient safety training materials** in collaboration with the Academy of Medical Royal Colleges and NHSE
- resourcing the patient safety repository (**In Safe Hands**)



The new patient safety syllabus outlines a new approach to **patient safety**.



## Diversity, inclusion and participation

Diversity, inclusion and participation (DIP) is central to the values, processes, and behaviours of HEE and underpins the NHS Constitution and People Plan.

Our **Strategic Framework** builds upon much of the excellent work that is already in place and demonstrates our commitment to diversity and inclusion for our workforce, the way we manage our business and our influence with stakeholders.

We are proud of the recognition that we have received from Stonewall that HEE has moved up 145 places in the Workplace Equality Index for 2022. Over the past year in the SE we have worked on a number of projects both for our HEE staff and for learners in the wider health and care system.



The legacy from the work we completed with students from ethnically diverse communities will improve the experiences of future students. Through listening to the student voice, raising awareness of the issues and collaborative working with colleagues in their learning environment; we can respond to the student voice with appropriate and sustainable interventions. We want to work together to increase the number of students finishing their training and successfully moving into employment.”

**Jenny Milnes and Malebogo Koakae, former Reducing Pre-registration Attrition and Improving Retention (RePAIR) fellows, HEE South East**

### Our Diversity, inclusion and participation priorities for 2022/23 aim to:

- Develop further our workforce data.
- Improve our inclusive recruitment.
- Enhance our talent management.

### In the SE, we are committed to taking positive and practical action. To address our priorities in the region, we are:

- Empowering our leaders to consistently and practically demonstrate leadership commitment for EDI.
- Equipping our workforce with access to a range of EDI learning and development opportunities.
- Enabling improved regional level workforce data to support the development of initiatives, programmes, and training opportunities.
- Ensuring our values inform all aspects of our workforce experience.
- Ensuring EDI good practice across all our internal and external projects and programmes.
- Delivering targeted actions to improve the experiences of our Black, Asian and Minority Ethnic and disabled staff that are informed by the Workforce Race Equality Standard (WRES) and Workforce Disability Equality Standard (WDES).
- Mobilising our recruitment and retention processes to support EDI, including best practice in recruitment of learners.
- Promoting staff networks to our colleagues.



## Growing for the future

This section of our HEE SE Delivery Plan focuses on 'growing for the future' as part of the NHS People Plan.

The themes for action under this commitment are:

1. expanding and developing our workforce
2. recruiting and retaining our people.

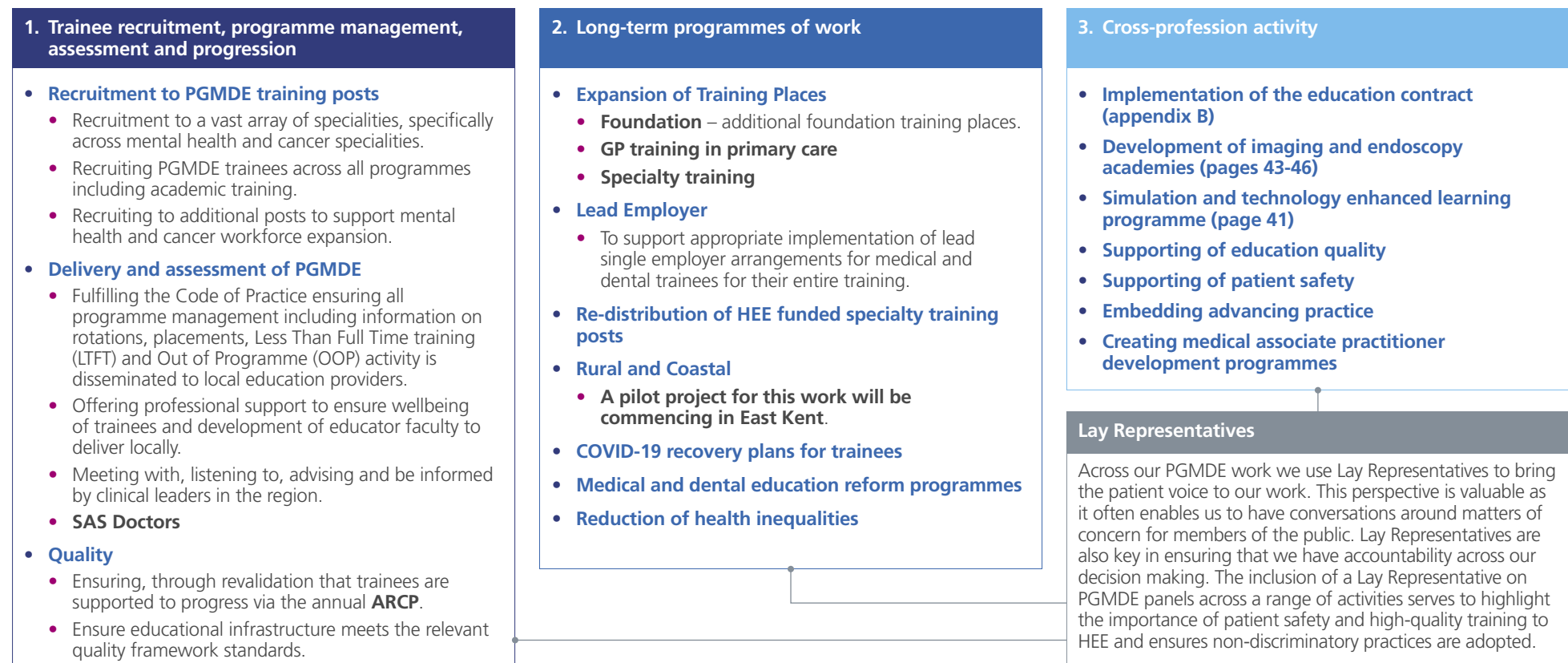
# Postgraduate medical and dental education (PGMDE)

Our PGMDE teams quality assure the management, support, sustainability, and development of PGMDE programmes to enable our trainees to successfully complete their training programmes.

We work across the region supporting over 10,000 postgraduate trainees. We work with trainee representative forums, ICSs, local education providers,

Royal Colleges, the General Medical Council (GMC), the General Dental Council (GDC), postgraduate schools, HEIs and the voluntary sector. We also support PGMDE across the Dorset ICS and the South Wiltshire element of the Bath, Swindon and Wiltshire Partnership ICS. Respectively, both report to the HEE South West region.

The functions of the PGMDE team can be subdivided into three broad categories:



# Postgraduate medical education (PGME)

## Our regional PGME priorities for 2022/23 include:

### Medical Leadership

- Ensuring the provision of senior medical leadership within the SE to support delivery of PGME activity now and into the future.
- Recruit into and develop a local KSS focussed PGME deanery business team to support education and training. We are collaborating with HEE London in project managing this separation.
- Work with ICSs to agree and support workforce development priorities. Review the opportunities for increased regional working aligned to local developments.
- Manage high-quality PGME training programmes including recruiting to all training programmes and leading on the national recruitment for cardiology, cardiothoracic surgery, paediatric cardiology, neurology, and stroke medicine.

### Expansion and Distribution of training programmes

#### Foundation

- Implement the early growth of foundation posts across the SE as part of the planned expansion of medical school output.
- Ensure the establishment of the KSS Foundation School as work is transferred from London.

#### Specialty

- Support the implementation of new training opportunities building on the expansion in 2021 a further 185 posts have been allocated to the SE across mental health, cancer facing specialties and other specialties. Further expansion is anticipated for the next two years.
- Manage the redistribution of HEE funded training posts as part of the HEE review ensuring appropriate provision of training placements related to population and deprivation factors. The SE is likely to see significant growth in the number of posts. The transition period will be over the next 10 years.
- Further grow the School of Public Health in KSS to ensure local capacity.

### Training Recovery

- Continuing to support COVID-19 recovery plans for trainees to ensure progression through their training.
- Ensuring strategies utilised for training recovery are embedded for the longer term.
- Fully embracing the role of simulation and technology enhanced learning and supporting ongoing development for educators and trainers.

### People Plan Priorities

- Continuing to develop new training opportunities to support mental health and cancer workforce expansion.
- Ongoing development of the SE Multi-Professional Endoscopy and Imaging Training Academies to support development of our workforce.

### Support and Wellbeing

- Support our trainees and our educators for COVID-19 recovery planning to ensure as many trainees as possible can safely progress and get their training back on track.
- Ensure the wellbeing of our trainees and our educators is supported and they are signposted to appropriate resources.
- Develop a consistent strategy and approach to addressing differential attainment.
- To help reduce inequalities, widen access to health careers to under-represented groups and develop an evidence base of what works.

For more information, please refer to our PGME website pages:  
**Kent, Surrey, Sussex, Thames Valley and Wessex.**

# Postgraduate medical education (PGME)

## Medical Education Reform Programme (MERP)

To address our priorities, we are:

- **Delivering specific training, MERP and initiatives including:**
  - Supporting Return to Training (SuppoRTT) opportunities and embedding champions in local education providers induction programmes for trainees new to the NHS.
  - Support, careers, and exam advice through the Professional Support and Wellbeing teams and reviewing the opportunities for regional collaboration.
  - Support the ongoing pilot for the **Future Doctor/Generalism** programme.
  - Expand our flexibility offer to trainees with roll out of **Less Than Full Time (LTFT) Category 3**.
  - Support the implementation of new training curricula.
  - Review the opportunities offered by increased virtual working and learning including our simulation strategy and best use of study leave funding.
  - Explore the opportunities for increased recruitment to training opportunities - including from international medical graduates (IMG) and medical support workers.
  - Strengthen and develop arrangements for trainee representatives' feedback through local Trainee Advisory Groups and the **National Trainee Engagement Forum**.
  - Ensure SAS doctors have access to professional and career development opportunities.
  - Collaborate with colleagues from all healthcare professions to ensure our programmes promote workforce transformation.
  - Enable closer working with our education providers to embed the

new education contract and ensure transparency of HEE funding and its utilisation.

- Work with our medical school partners and their education providers to achieve improved transparency for the associated HEE funding and its utilisation.
- Managing ARCPs effectively and fairly with a consistent approach to continuous improvement.
- Ensuring the educational infrastructure meets the relevant quality framework standards and delivery of high-quality training and development through collaborative working. Creating opportunities for academic, leadership, quality improvement (QI) and patient safety training.

Training Category	HEE tariff / non-tariff funded	Trust funded	Total
Dental	200	21	221
Foundation	1,937	334	2,271
Primary Care	1,798	143	1,941
Public Health	82	0	82
Secondary Care	3,518	1,275	4,793
<b>Total</b>	<b>7,535</b>	<b>1,773</b>	<b>9,308</b>

The increase of training numbers is due to the planned growth in foundation training, continued implementation of the new GP curricula, expansion in specialty training numbers and the commencement of redistribution of funded training posts from other areas in England.

# Postgraduate medical education (PGME)

Our work in the SE region

## Medical Specialty Expansion 2022/2023

### Description

- For 2022/23, several specialties are receiving additional HEE Tariff funded posts (time limited for the duration of the programme). These are supporting the NHS Long Term Plan (focus on cancer and diagnostics) and to support increased service pressures and expansion. This also includes Cohort 5 of 5 of the radiology expansion that commenced in 2018\*.
- Business managers and deans are working with relevant heads of school and provider trusts on accommodating these additional posts from August 2022 (some anaesthetics posts commence Feb 2023). Employing trusts will need to fund the service element of the posts, HEE tariff funds the training time.
- These figures are in addition to the foundation and primary care expansion.
- The total expansion for the SE is 185 split between each locality these are: Kent, Surrey, Sussex (KSS) 124, Thames Valley (TV) 25, and Wessex 36.
- Further specialty expansion is expected in 2023 and 2024 at a similar level.

Expansion	Number across SE	Percent across the SE
Core / Higher Psychiatry	33	18%
Clinical Radiology	25	14%
Clinical Radiology (cohort 5/5*)	10	5%
Histopathology	8	4%
Clinical Oncology	11	6%
Medical Oncology	10	5%
Haematology	5	3%
Dermatology	3	2%

Expansion	Number across SE	Percent across the SE
Cardiology	3	2%
Diabetes and Endocrinology	3	2%
Gastroenterology	3	2%
Neurology	3	2%
Palliative medicine	5	3%
Respiratory medicine	7	4%
Rheumatology	2	1%
Renal medicine	3	2%
Anaesthetics	19	10%

Expansion	Number across SE	Percent across the SE
Intensive Care Medicine	7	4%
General Surgery	2	1%
Trauma and Orthopaedic	4	2%
Urology	1	1%
Plastics	3	2%
Oral and Maxillofacial Surgery	1	1%
Ear, Nose and Throat	3	2%
Ophthalmology	3	2%
Obstetrics and Gynaecology	8	4%

## Postgraduate Medical Education (PGME)

### Redistribution of Training Posts

#### Description

##### Training Post Distribution

- There has been an ongoing review of the distribution of HEE funded training posts to ensure there is equity in provision based on population numbers and predicted changes, population demand on services and deprivation factors.
- Three initial specialties have been identified – Cardiology, Haematology and Obstetrics and Gynaecology to implement the revised distribution over a transition period.
- Overall, the current data indicates there will be an increase of over 940 training posts for the SE, predominantly based within the KSS geography.
- A regional steering group supported by local office working groups incorporating stakeholders will implement the processes required to deliver the change.
- The focus of the work will be primarily in KSS due to the volume of redistribution.

### Foundation Training Post Expansion

#### Description

- The SE is a significant recipient of new foundation posts with 220 new placements in 2022-23 due to early implementation of expansion due to over-subscription with a further 450 posts over the next three years.
- To support this expansion, placements across community, mental health, primary and secondary care settings will be required.
- These posts will come with training tariff contribution; however, there will be a requirement from providers to support remaining salary costs.
- As part of this process, KSS is establishing a new Foundation School and the London based South Thames Foundation School is being disbanded in August 2022-23 to create a pan-London Foundation School.
- To ensure the HEE mandate of improving access for rural and coastal activity is supported, placements in these locations will be prioritised.
- Further expansion of core and specialty programmes – including GP will be required to support retention of the increased numbers of postgraduate trainees as trainees progress through foundation.

## Postgraduate dental education (PGDE)

### Dental Education Reform Programme (DERP)

- Upskilling members of the oral healthcare team to deliver the oral health component of the enhanced health in care homes programme.
- Building on existing work to accredit practices under the Dementia Friendly Dentistry scheme.
- Support ICSs to improve oral health through prevention and access to dental services, advice and support.
- Expanding training capacity for special care dentistry to improve access to dental care for vulnerable adults and patients with complex medical needs.
- Developing a new paediatric dental specialty training post to address the needs of younger patients requiring treatment from paediatric dental specialists.
- Creating academic (working with our medical schools), leadership, QI, and patient safety training opportunities and fellowships.
- Support trainees' wellbeing in a post-COVID environment by providing break from training and allow them the opportunity to gain other competencies via the **OOPP** programme.
- Expanding the foundation training for dental graduates to 2 years (from 1 year), to introduce mandatory foundation training for dental therapists, and to better support introductory training for overseas dentists (PLVE).

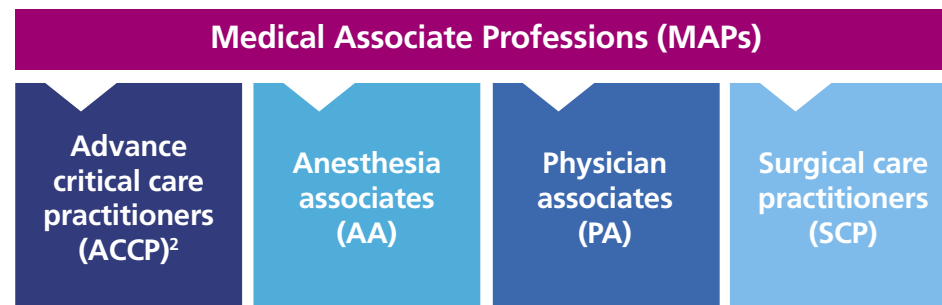




## Medical associate professions (MAPs)

In response to the issues highlighted in the NHS Five-Year Forward View, the NHS has seen the emergence of new professional roles for non-medically qualified practitioners working within multi-professional teams as part of the continuing drive to provide safe, accessible and high-quality care for patients.

Medical associate professions (MAP) is an umbrella term used to describe four new professional roles – advanced critical care practitioners (ACCP)<sup>2</sup> anaesthetic associates (AA), physician associates (PA) and surgical care practitioners (SCP).



For more information, please refer to the website pages:

**The Royal College of Anaesthetists**  
**HEE Physician Associates**  
**Faculty of Physician Associates**  
**Royal College of Surgeons**  
**Faculty of Intensive Care Medicine**

<sup>2</sup> As of April 2022, ACCPs align with the SE Faculty for Advancing Practice and the Centre for Advancing Practice.

### Physician associates (PA)

In early 2022, HEE SE established the SE School of PA. The School's vision is to enable and support delivery of excellent healthcare by PA across the SE, through the education, training, development, employment, deployment, and retention of the profession.

The School will be responsible for:

- support and engagement with ICSs, HEIs, placement providers, employers, and departments
- the provision of support, education, training and development for qualified PA
- Support and readiness preparation for student PA, in partnership with employers and SE HEIs. 189 PA students are planned in 22/23 in the SE
- developing and delivering the HEE SE PA programme objectives and priorities for 2022/23, ensuring these are aligned to the strategic vision, including nationally driven workstreams such as primary care preceptorships and PA ambassador recruitment and development

### Advanced critical care practitioners

We have a regional project running in the Thames Valley part of the SE region. The project, which is due to conclude in spring/summer 2022, has two parts:

- a project to scope the advanced practitioners currently working within critical care within four acute NHS trusts. This includes exploring potential for cross site working to provide further development opportunities for ACCPs with trusts. The scoping project will also explore potential and demand for a training programme director role, as well as sustainability for this type of post.
- developing a regional ACCP training pathway and regional ACCP forum; starting as a subgroup of the Thames Valley and Wessex Critical Care Network.

# Medical associate professions (MAPs)

## Anaesthetic associates (AA)

Demand scoping for trainee AA is undertaken by the HEE SE Education Commissioning Team as part of the annual data collection. SE returns for 22/23 indicate a growing interest in this profession.

Nationally, HEE is aiming to commission universities to create an innovative, accessible, blended-learning postgraduate AA programme that will be available across England for prospective AA students. HEE South East is investing in a further 12 AA students this year.

For more information on Additional Roles Reimbursement Scheme (ARRS) programme, please see page 51.

For more information, please refer to our **Physician Associates** website pages. Here you will find our latest updates and news.



# Nursing

The health and care system is dependent on its nursing workforce, with nursing expansion, development and new ways of working at the forefront of current NHS planning to improve patient experience and patient safety.

With an increased number of applicants to nursing degree programmes we are focused on improving the quality and experience for learners; nursing and midwifery students as well as for those transferring into their first post, thereby maximising the number qualifying and taking up employment.

We continue to support:

- a wide range of entry routes, career pathways and portfolio careers for the nursing profession, such as the 'top up' degree for nursing associates and associate practitioners wishing to become registered nurses
- enabling widening participation for applicants from diverse backgrounds to enable the workforce and its leaders to better reflect the diversity of the local population
- ensuring inclusive education, training and leadership opportunities for learners and making the best use of digital technology
- a flexible portfolio approach to career development and lifelong learning, with a focus on clinical skills development and clinical leadership helping to retain our staff

For more information on AHPs and the Additional Roles Reimbursement Scheme (ARRS) programme, please see page 51.

## Our regional nursing team priorities for 2022/23 aim to:

- Grow the nursing workforce in the SE as a part of the national aim to deliver 50,000 more nurses in health and care by March 2024.
- Widen the range of practice placements and optimise the learning in those placements.
- Support graduates in transitioning into their first post and early clinical careers and continuing practice and professional development and lifelong learning.
- Secure a high-quality learning environment including support for practice educator development.
- Focus on supporting learners attaining the right skills for recovery, flexibility, and retention.
- Develop clinical leadership.
- Further support to mental health and primary and community settings.



# Nursing

## To address our priorities, we are:

- Contributing towards the national target of 50,000 more nurses (50k Nursing Programme) by March 2024 through:
  - facilitating the learning needs of internationally recruited nurses.
  - supporting learners in placement
  - undergraduate expansion
  - postgraduate expansion
  - reducing attrition from pre-registration undergraduate and postgraduate courses, support for transitioning into employment, and improving retention of newly qualified professionals through the Reducing Pre-registration Attrition and Improving Retention (RePAIR) programme
  - investment in nursing associates and associate practitioners to support them in achieving registered nurse conversion
  - registered nursing degree apprenticeships
  - return to practice scheme
- Supporting the growth and embedding of nursing associates by:
  - engaging with employers across all health and care settings to demonstrate how the nursing associate role can be introduced into practice
  - working with approved education providers to ensure there is a provision of accessible nursing associate programmes
- Increasing the number, enhancing quality, and supporting innovative placements for nursing and midwifery students.
- Promoting system recovery in response to COVID-19 by:
  - ensuring students are back on track for clinical practice experience and proficiency development
  - enhancing preceptorship for newly qualified workforce and early career support
  - supporting simulation development
  - promoting student wellbeing
- Promoting healthcare careers to schools and career leads through events and online work-related learning programmes, projected to reach over 5,000 students by July 2022.
- Supporting work to increase the development and access to e-learning and digital innovations, such as virtual teaching and immersive technologies.
- The latter is one of the areas of our work that we closely collaborate with our colleagues in NHSE.

317

places NA/ AP conversion courses

564

TNA apprenticeships

421

post-reg nursing places across several disciplines

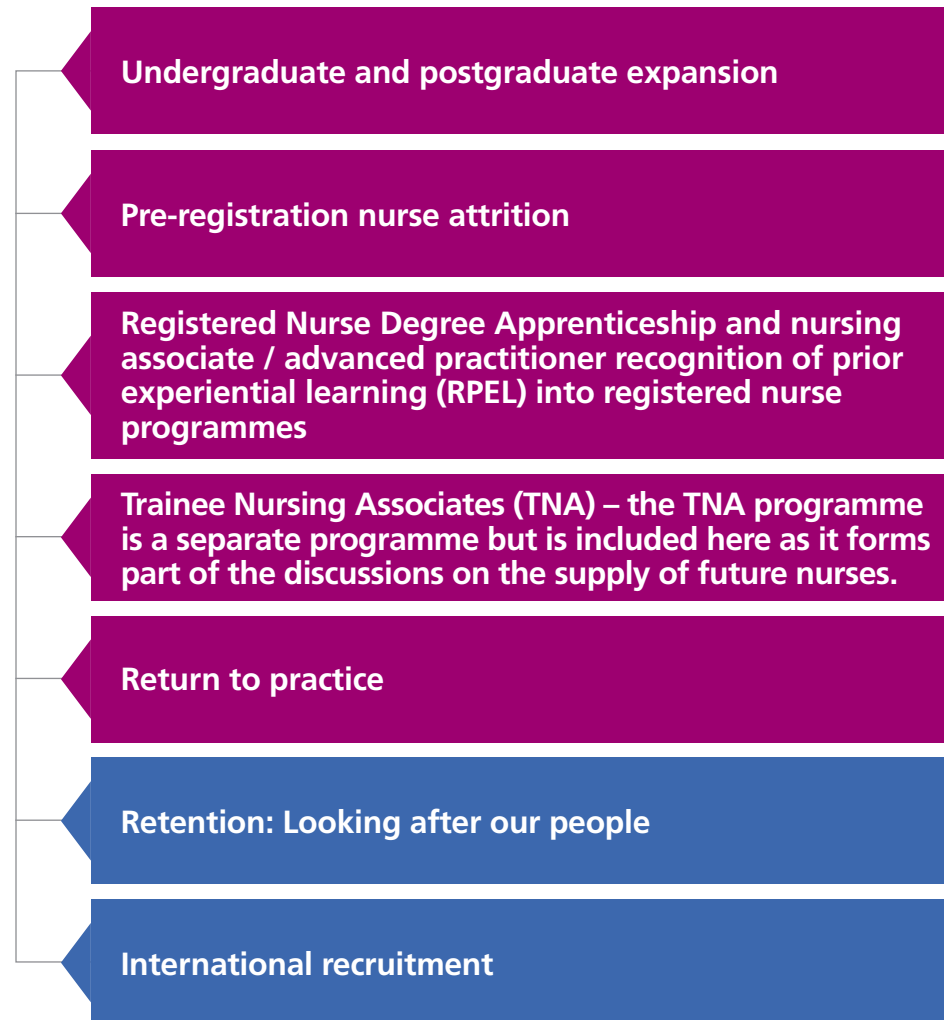
2776

TNA apprenticeships



# Nursing

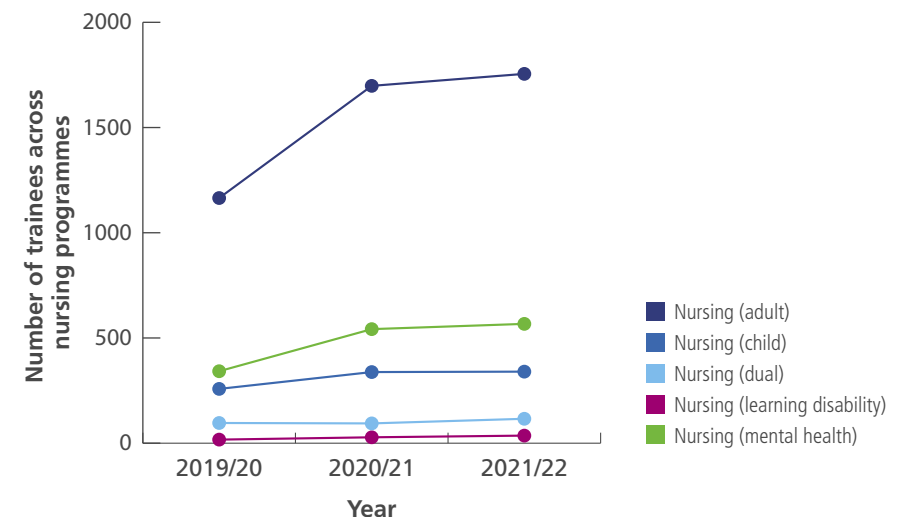
## Core elements of the 50k nursing programme



■ HEE led work  
■ NHSE led work



Number of trainees across nursing programmes



## Maternity and neonatal (perinatal)

The maternity and neonatal professions include, but are not limited to, the following highly trained professionals across maternity services: midwives, maternity support workers, neonatal nurses and medical workforce including foetal medicine, paediatricians, obstetricians, anaesthetists, neonatologists and our colleagues from allied health professionals and primary care.

Our aim is to have a current and future maternity workforce with the right skills in the right place to deliver high quality maternity care, supporting the maternity and neonatal workforce to play its important role in improving population health across the SE.

The SE HEE Maternity and Neonatal programme works to promote a culture of openness and transparency, modelling and inspiring others to have a shared vision. Encouraging innovation and change for personal and professional growth. Sharing and learning through collaboration.

Enabling others by building trust and working together. Valuing contributions, recognising excellence, and celebrating successes. Through building a community throughout organisations, to ensure that maternity and neonatal services become more equitable, safer, and kinder for all.



### Our regional maternity programmes priorities for 2022/23 aim to:

- Collaborate with partners to increase the supply of the maternity and neonatal workforce by providing more pathways and opportunities to careers in maternity and neonatal services.
- Build on a sustainable and collaborative culture across maternity to support service transformation and patient safety.
- Supporting the current and future maternity and neonatal workforce by helping align to the new ways of working. This includes the roll out of the midwifery continuity of carer model throughout our maternity services supported by the wider professional workforce.
- Help create and offer further support for our future maternity and neonatal workforce. To enable a smooth transition to better ways of working and service design through effective workforce planning, to ensure equal opportunities for all providers and communities.
- Offer transformation through leadership, training, and continuous development. Multi-professionals that work together, will learn together to create a safer, kinder service for all people that form local communities.
- Work with our partners to create targeted development and training opportunities that are co-produced and multi-professional, in line with national recommendations.
- Play our part in ensuring there is an embedded culture to provide a sustainable, kind, and empowered maternity workforce.



# Maternity and neonatal (perinatal)

The SE HEE Maternity and Neonatal (Perinatal) programme works to:

- promote a culture of openness and transparency, modelling and inspiring others to have a shared vision
- encourage innovation and change for personal and professional growth
- share and learn through collaboration
- enable others by building trust and working together
- value contributions, recognising excellence, and celebrating successes
- build a community throughout organisations
- ensure that maternity and neonatal services become more equitable, safer, and kinder for all

## 2022/23 work underway

20

places sponsored  
on midwifery  
shortened course



40

places on Aspiring  
Senior Maternity  
Leaders course



22

staff supported through  
the professional nursing  
and midwifery advocate  
programme



100-120

places on Understanding  
Racial Injustices training  
for maternity staff

## Improving maternity services

The **Ockenden Report** (2022) outlines immediate and essential actions to improve care and safety in maternity services (IEA) across England. HEE SE have a responsibility across the 15 actions but will specifically undertake work in:

- **Action 1:** Workforce planning and sustainability.
- **Action 2:** Safe staffing.
- **Action 4:** Clinical governance – leadership. Specifically, leaders to be trained in human factors, root cause analysis, family engagement.
- **Action 7:** Multidisciplinary training.
- **Action 9:** Preterm birth – specifically supporting trusts to implement **Saving Babies Lives Care Bundle Version Two**.
- **Action 10:** Labour and birth – specifically providing emergency training for all midwifery led units and other birthing settings.
- **Action 11:** Obstetric anaesthesia – specifically workforce planning to address the shortages of obstetric anaesthetists.
- **Action 13:** Bereavement care – supporting trusts to provide adequate staffed trained in postmortem consent.
- **Action 14:** Neonatal care – supporting employers to enable staff rotation to other units for training updates.

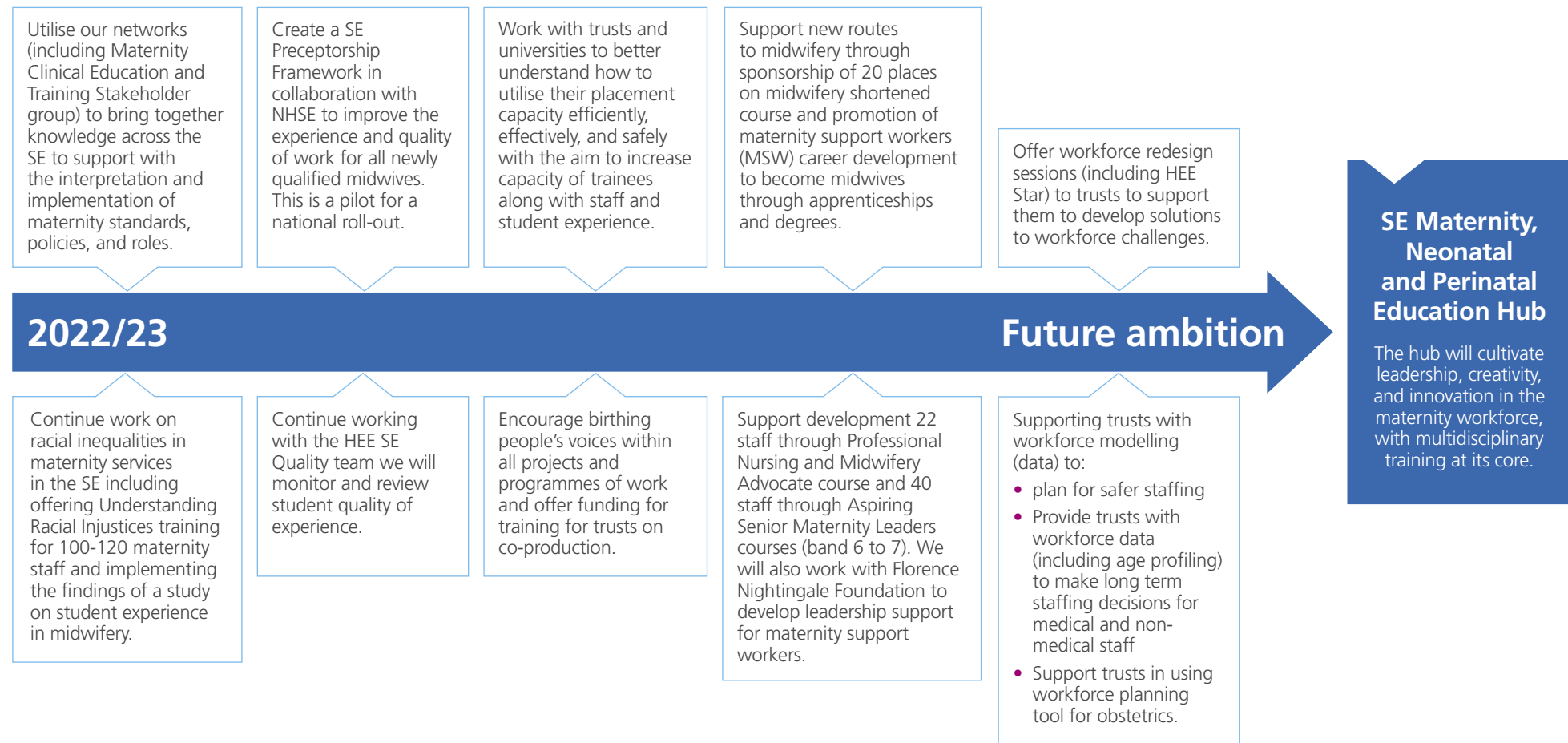
The graphic on the next page outlines the short and longer-term steps and ambition that HEE SE has, to support the maternity workforce in line with the IEA actions outlined in the Ockenden Report.

For more information, please refer to our **Nursing and Midwifery** website pages.



# Maternity and Neonatal (Perinatal) Programme

## Strategic roadmap

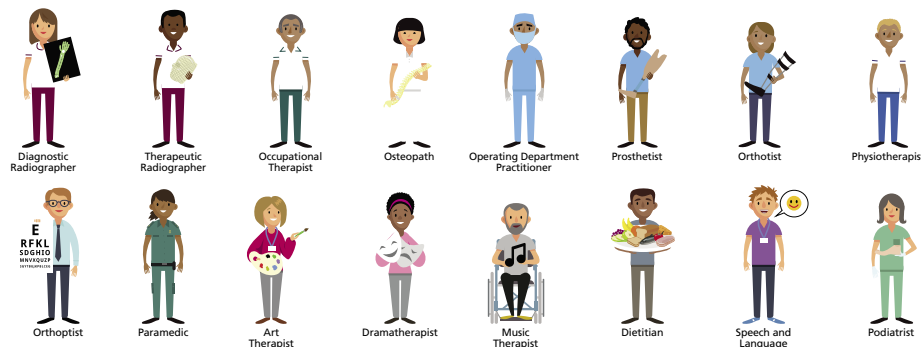


## Allied health professionals

AHPs are regulated, highly trained and autonomous practitioners. They are art therapists, drama therapists, music therapists, podiatrists, dietitians, occupational therapists, operating department practitioners (ODP), orthoptists, osteopaths, prosthetists and orthotists, paramedics, physiotherapists, diagnostic radiographers, speech and language therapists, and therapeutic radiographers.

Our regional aim is to deliver an effective supply of AHPs, supporting the deployment and development of the whole AHP community that includes learners, apprentices, support workforce and the registered AHP workforce. We will focus on retention and transformation for current staff, leadership, diversity and inclusion, as well as growing capacity through education and training.

AHPs have a unique contribution to make. In collaboration with the wider healthcare system, they address service delivery challenges and priorities. This includes the urgent priority to protect the public's health through our continued support of the health and social care systems response to COVID-19, support patient rehabilitation and elective care recovery, as well as expanding capacity within primary and community care. The **NHS Long Term Plan** acknowledges that AHPs can significantly support the demand profile the NHS faces.



### Our regional AHP programme priorities for 2022/23 aim to:

- Build and strengthen the AHP leadership across the region.
- Support the sustainability of the AHP faculties to ensure growth of all the allied health professions.
- Develop and transform our 'AHP Community,' supporting ICS workforce plans with new ways of working and workforce redesign.

### To address our priorities, we are:

- Supporting the continued development and sustainability of ICS **AHP Faculties** as networks of local education and service providers focusing on AHP leadership, growth and transformation.
- Leading regional, profession-specific workforce programmes to address challenges identified in the AHP supply and demand forecasts, support elective recovery, patient rehabilitation and reimagine community services.
- Supporting ICS placement management teams and practice educators to ensure recovery, innovation, and expansion of high-quality practice placements to build confident and capable AHPs.
- Offering a second cohort of clinical education improvement fellows to develop their skills and lead on innovation and improving practice education for AHP learners.
- Increasing the regional AHP workforce utilising return to practice enhanced offers and innovative models.

## Allied Health Professionals

### To address our priorities, we are (continued):

- Striving to reduce health inequalities and create an AHP community representative of the population it serves by widening participation and enabling people to join.
- Developing the capacity and capability of the AHP support workforce, with attractive and accessible career pathways, utilising apprenticeships and educational frameworks.
- Supporting ICS' AHP workforce plans with new ways of working and AHP workforce redesign. Supporting advancing practice to include enhanced levels of practice pathways and development.

For more information please refer to our **AHP website pages**. Here you will find our latest updates and news.

For more information on AHPs please refer to Advancing Practice on page 39, the Additional Roles Reimbursement Scheme (ARRS) on page 51 and page 52 and the community programme on page 60.



In England it is estimated that we need a growth of AHPs by over 27,000 to meet the NHS Long Term plan ambitions by 2024. AHPs are the third largest work-force in the NHS and it is important we maximise their impact and contribution to improve population health in the South East."

**Rebecca Tyrrell, Regional Head of AHPs – HEE South East**

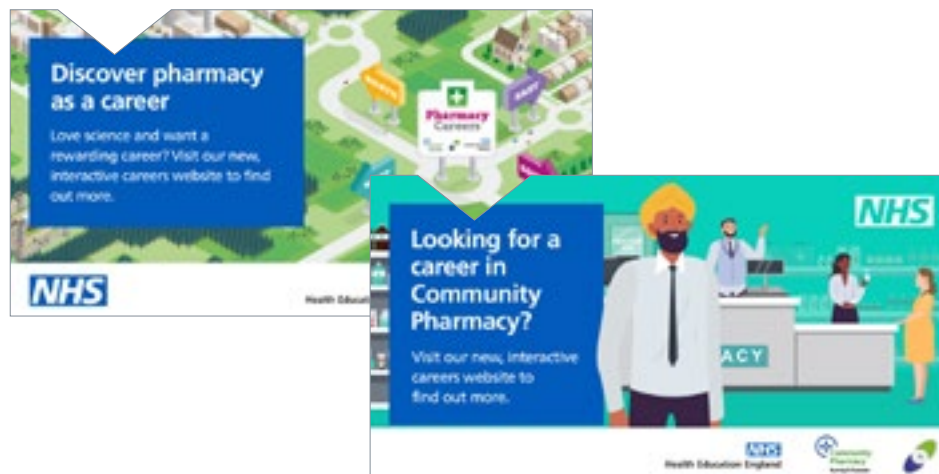
# Pharmacy

The Pharmacy programme covers the pre-registration and post-registration training of pharmacists and pharmacy technicians (both General Pharmaceutical Council [GPhC] registrants), and pharmacy support staff. It delivers education and training that supports the growth of the pharmacy workforce with the right skills in the right place.

The SE is currently covered by two pharmacy teams:

1. The Hampshire, Isle of Wight, Frimley, Buckinghamshire, Oxfordshire and Berkshire West areas are covered by the HEE South School of Pharmacy and Medicines Optimisation (SOPMO).
2. Kent, Surrey, Sussex and part of the Frimley area is covered by the London and SE pharmacy team (LaSE).

## Examples of our partnership working within SE region



These teams work with each other to ensure effective support and development for the pharmacy workforce. Over the course of 2022/23 a single SE team will be developed.

### Our regional pharmacy programme priorities for 2022/23 aim to:

- Continue to support the effective roll out of the education and training pharmacist reform programme, testing and evaluating new approaches to the quality management of pharmacist training, and working with universities and employers to develop clinical placement capacity.
- Grow and develop the pharmacy technician workforce through implementation of the national cross-sector training expansion programme.
- Support the development and delivery of system and regional pharmacy workforce activities, including working with system partners to deliver the workforce elements of ICS integrated pharmacy and medicines optimisation (IPMO) plans.
- Promote careers in pharmacy within the SE region, including supporting the recruitment of the future pharmacy workforce, and retention of the current pharmacy workforce.
- Support the delivery of the **pharmacy integration programme** objectives in the SE.

For more information on the Additional Roles Reimbursement Scheme (ARRS) programme, please see page 51.

**To address our priorities, we are:****Foundation trainee pharmacist training (pre-registration training):**

- Continuing development of the foundation trainee pharmacist training programme in the region, including:
  - development of quality management approaches for training sites, along with support for supervisors
  - planning the incorporation of independent prescribing into future foundation training years
  - developing further cross-sector split programmes, supporting the delivery of the integrated training posts between GP, hospital and community practice settings programmes in the region for 2022/23, and working to build new models of integration for future years.

**Pharmacy technician pre-registration training (PTPTs):**

- Ensuring employers engage with the apprenticeship training model.
- Supporting the integrated pre-registration pharmacy technician training pilot and exploring ways to further grow cross-sectoral training models.
- Helping small employers to access apprenticeship levy transfer to enable increased training capacity in community pharmacy.

**Pre-registration training cross-cutting themes:**

- Commissioning and recruitment of trainees in numbers and locations to meet the workforce needs of the region.
- Quality management of placements and quality monitoring of training programme delivery.
- Supporting pharmacy trainees through the trainee support process, including provision of access to the professional support and wellbeing service (PSWS).
- Developing and increasing education supervision infrastructure, including offering educational and practice supervisor training to pharmacy supervisors regionally.

**Pharmacist post-registration training:**

- Implementing pharmacy integration programme workstream initiatives in the region.
- Supporting the development of early career pharmacists, including supporting newly qualified pharmacists to access the HEE newly qualified pharmacist development pathway.
- Supporting the growth and training of mental health pharmacists to work towards delivering the objectives of the NHS Long Term Plan and Mental Health Implementation plan.
- Facilitating access to advancing practice training courses for pharmacists, in partnership with the SE Advancing Practice Faculty.
- Supporting the national NHSE and HEE workstreams on genomics and the genomics education programme and implications for the pharmacy workforce.
- Working to ensure access to independent prescribing qualifications are available for the pharmacy workforce.
- Collaborative working with SE local pharmaceutical committees (LPCS) to support the development of the community pharmacy workforce.

**Pharmacy Technician post-registration training:**

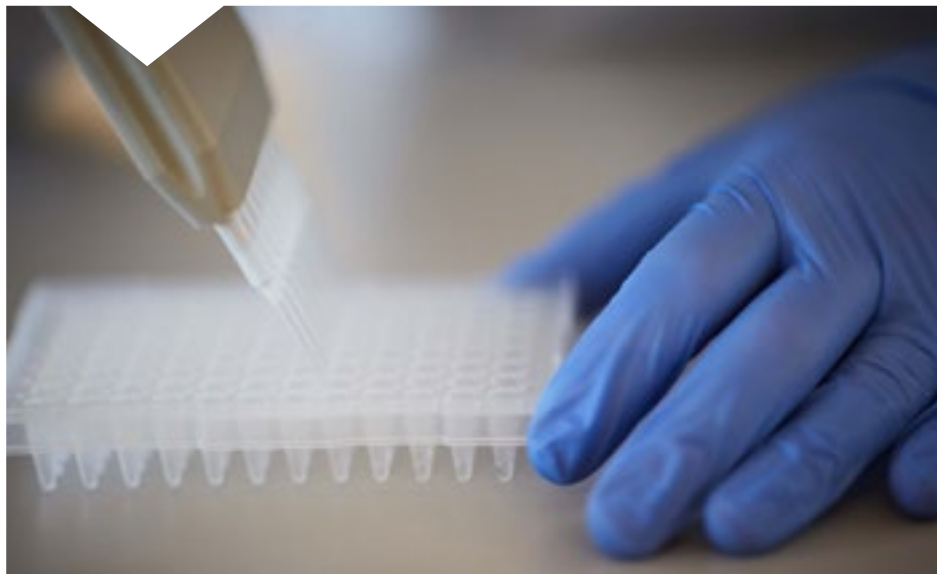
- Engaging with national work and key stakeholders, in development of education frameworks and career pathways including advancing practice.
- Working with pharmacy employers to develop the current pharmacy technician workforce across all sectors, to ensure they meet the 2017 GPhC initial education and training (IET).

For more information, please refer to our pharmacy website pages:  
**South team, LaSE team.**

## Healthcare sciences

Working in partnership with the **National School of Healthcare Science** (NSHCS), healthcare science is a multi-professional programme encompassing a range of specialist scientific, clinical themes. Established training pathways are supported across three academic levels:

- **Practitioner Training Programme (PTP)** – entry-level three-year degree.
- **Scientist Trainee Programme (STP)** – three-year master's programme.
- **Higher Specialist Scientist Trainee Programme (HSST)** – five-year doctorate programme.
- **Echocardiography Training Programme (ETP)** – 18-month post graduate training programme.

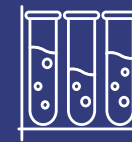


The SE Commissioning and Contracts Team co-ordinates the regional HCS programme including funding arrangements, recruitment, stakeholder engagement, administration, project management and scoping of local demand. The team also works in close collaboration with our HCS Associate Dean, the National School and the SE Cancer and Diagnostics Team.

**Across 2022/23 in the SE we aim to recruit:**

**74**

students to the  
Scientist Training  
Programme (STP)



**12**

Higher Specialist  
Scientist Trainees  
(HSSTs)



**28**

students to the  
Practitioner Training  
Programme (PTP)



**15**

trainees to the  
Echocardiography  
Programme





# Healthcare sciences

## Our Healthcare sciences priorities for 2022/23 aim to:

- Strengthen collaborative working with our ICSs and NHS partners to address workforce gaps and plan future demand.
- Encourage the value, work and recognition of healthcare science professions by contributing to HCS networks and enhancing the accessibility of practice educators and training coordinators.
- Prioritise investment in key workforce development initiatives which aligns with NHS values and the recommendations of the **Richards Report** – to enable the developments in diagnostic services.
- Explore funded and / or development of opportunities including apprenticeships, training coordinators and biomedical science.
- Support up to 83 apprenticeships across Level 2 and Level 4 in physiological science and sleep disorders.
- Increase training capacity and support across priority specialisms:
  - Microbiology
  - Medical Physics
  - Bioinformatics Genomics
  - Cardiac Science
  - Genomic Science
  - Respiratory Sleep

For more information, please refer to the websites:

- **HEE National School of Healthcare science (NSHCS)**
- **HEE Healthcare Sciences Website**





## Public Health

The SE School of Public Health works to build the capability and capacity of the future and existing public health and wider health and care workforces. It does this by delivering innovative approaches to training and education enabling the workforce in preventing ill health and addressing health inequalities.

### Our regional public health priorities for 2022/23 aim to:

- Train our future specialist and practitioner public health workforce.
- Lead on public health education and development.
- Enable the workforce to address health inequalities.
- Develop a workforce skilled in behavioural science.
- Integrate the KSS School of Public Health as part of the wider SE School.

### To address our priorities, we will:

- Work collaboratively with the Office of Health Improvement and Disparities (OHID) to design and develop its programme of work.
- Engage with public health teams including local authority public health teams, SE Association of Directors of Public Health, UKHSA, OHID, NHSE in developing and delivering the programmes.
- Ensure that health inequalities are at the centre of learning of our targeted workforce development programmes.
- Develop evidence-based training and education programmes to build confidence, competence, and capability to deliver the public health function.
- Support the SE ICSs, ICBs and stakeholders in workforce development to address prevention and health inequalities.
- Advocate for public health training, education and workforce development following the public health system reforms.



Public Health Speciality Training	No. of Trainees
Thames Valley	27
Wessex	32
Kent Surrey Sussex (newly launched)	10
Public Health Practitioner Development	No. of Practitioners
Thames Valley	10
Wessex	13
Kent Surrey Sussex	Currently under development as part of new KSS School of Public Health
Public Health Practitioner Apprenticeship	No. of Apprentices
South East Region	8

# Public Health

## Highlights from some of our current projects

### 1. Addressing inequalities: SE Community Participatory Action Research

This innovative project aims to support community participatory action research in exploring and understanding inequalities faced by minority ethnic communities because of COVID-19. Developed in collaboration with the Office of Health Improvement and Disparities SE, NHSE SE, and the Scottish Community Development Centre; the project recruited and trained community researchers to undertake action research in the SE.

- 40 Community Researchers trained to deliver 15 community action projects on issues relating to inclusion, mental health and health services.

### 2. Addressing inequalities: SE Health Inequalities Training and Mentoring Programme



Working in collaboration with Office of Health Improvement and Disparities SE and Professor Sir Michael Marmot's team at the Institute of Health Equity at UCL this project sought to support each of the nominated ICS teams to explore and feedback to their ICS on ways to address their ICS ambitions to tackling health inequalities.

- Six ICS teams made up of 30 ICS representatives developing knowledge and skills to support their ICS priorities for tackling inequalities.

### 3. Developing behavioural sciences: SE See Change Programme

This capacity building project aims to build behaviour change capability in the SE with advanced level behaviour change knowledge and skills to support population health. Developed in collaboration

with Office of Health Improvement and Disparities SE, West Berkshire Council and the Centre for Behaviour Change at UCL. The project has successfully:



Across the South East we will train and develop the future workforce to address the coastal, rural and urban inequalities across the South East. We will do this by strengthening our offer delivered by the SE Schools of Public Health through our continued innovation to training, education and workforce development.”

**Professor Julie Parkes,**  
Associate Dean for Public Health Workforce  
Transformation and Head of School – HEE South East

- 16 Advanced Behaviour Change Practitioners developed through a comprehensive training programme based in Local Authority public health teams.
- 38 participants supported to complete a two-day behaviour change training programme from across local authorities and NHS trusts in the SE.
- 110 Making Every Contact Count (MECC) Trainers supported to access behaviour change CPD sessions across the SE.

For more information, please refer to our website pages for the latest updates and news:

**Kent Surrey and Sussex, Thames Valley, Wessex.**

## Practice learning development

As applications for healthcare courses continue to grow, the successes of the clinical placement expansion programme (CPEP) work from 2021 provides a strong foundation on which to build.

The momentum and innovation across all aspects of practice learning needs to continue. Furthermore as we collectively learn more from project evaluations and outcomes we can identify, celebrate and share successes so that they become embedded as a normal part of health and social care services.

However, there are barriers to address and this year's CPEP funding has included dedicated strategic posts for each of our integrated care systems which will enable attention to be given to three key aspects of practice learning development:

Have  
confidence  
in our  
capacity

Optimise  
all learning  
opportunities

Understand  
patterns of  
placement  
utilisation

For more information on Primary Care placement capacity, please see pages 51 to 56.

Whilst practice learning capacity and opportunities must continue to be developed at local system level, wider attention needs to turn towards understanding how practice learning placements can be utilised in the most effective and efficient ways.

A specific focus is also required on non-NHS settings. The publication of the government's proposals for **health and social care integration** on 9 February 2022, sets out the intention to increase the number of learning experiences in social care for those on undergraduate degree programmes and those undertaking apprenticeships.

HEE will work collaboratively with education providers and system partners in the development of practice learning that supports the ambitions of integrated workforce plans.



## Advancing practice

Advanced practitioners are registered healthcare professionals educated to master's degree level or equivalent and have the skills and knowledge to take on expanded roles and scope of practice caring for patients.

Creating a recognised and visible **advanced practitioner workforce** is a priority for the NHS; there is a clear and identified need for highly experienced clinicians trained to an advanced level of practice. The **NHS Long Term plan** describes developing advanced clinical practice roles as a key component of future workforce supply.

The SE Advancing Practice Faculty supports high quality education and training to build this workforce. The faculty works with the national **Centre of Advancing Practice**, HEIs, ICSs, providers, NHSE colleagues, and others. This work with partners will support recovery and changes to service delivery that meet local health needs, improving capability and effectiveness within multi-professional teams.



Please refer to our **Advancing Practice website pages** for more information and latest updates and news.

### Delivery in 2022/23:

**300**

ACP MSc  
places

**250**

places for supervision only  
(apprenticeship route)

**30**

Top-up places (from  
AP PGDip to AP MSc)

### Our regional advancing practice faculty priorities for 2022/23 aim to:

- Identify priority workforce demands for advanced practitioners to improve quality of care, support professional development, and increase retention.
- Commission the Centre for Advancing Practice to deliver quality assured education and training for all advancing practice learners.
- Embed regional advancing practice faculty processes and guidance.
- Maintain and evolve relationships with our key stakeholders and partners.
- Continue to support innovative SE advancing practice projects to spread learning and contribute to the national research agenda.
- Demonstrate and disseminate quality data, evidencing impact evaluation of advanced practice workforce transformation.

### To address our priorities in the region, we are:

- Working with HEI partners to gain Centre for Advancing Practice programme accreditation and ongoing annual quality assurance monitoring. Establishing the SE HEI AP Forum.
- Supporting quality supervision in practice for learners by embedding national advanced practice minimum standards. Supporting current supervisors and developing aspirant supervisors.
- Working closely with our ICS advanced practice leads to support system engagement, understanding and promotion of advancing practice.
- Working with our training programme leads to provide specialty focused expert support and guidance to trainees, supervisors, and employers.



# Apprenticeships

An apprenticeship is a programme of work-based study, that develops knowledge, skills and behaviours related to a job role. Apprenticeships combine “on the job” and “off the job” training that leads to a nationally accredited qualification. There are a wide range of apprenticeship standards from entry level roles to post-grad level and covering a wide range of clinical and non-clinical roles.

All apprenticeships are funded by the apprenticeship levy, which is paid by all organisations with an annual pay bill of more than £3million.

Levy payers also receive an allocation from the apprenticeship levy to support apprenticeships, however if this is not spent within a required timeframe, the funding expires. Levy-paying organisations are also able to transfer their unspent levy funds to partners in health and social care who do not receive levy funding, such as Primary Care.

Apprenticeships are increasingly being acknowledged as a route to deliver both the widening participation elements of the NHS People Plan as well as address workforce transformation challenges.

For HEE, the apprenticeship workstream sits within the national Talent for Care programme. Each HEE region also has a relationship manager who supports healthcare employers and works in partnership with HEE regional teams.



## Our regional apprenticeship priorities for 2022/23 aim to:

- Continue to support nursing and midwifery colleagues to address key workforce transformation challenges.
- Support the delivery of the SE Trainee Nursing Associate (TNA) target.
- Expand the capacity to support apprenticeships in primary care.
- Increase the degree level apprenticeship starts for AHPs.
- Adopt a strategic approach to supporting SE social care employers to maximise use of apprenticeship opportunities.

## To address our priorities in the region, we are:

- Working closely with the SE Nursing and Midwifery Team to ensure the apprenticeship element of the TNA programme is understood and promoted.
- Delivering a programme of employer, ICS and AHP faculty engagement to raise awareness of AHP degree apprenticeships and improving access to degree level programmes in the SE through AHP-specific procurement exercises.
- Supporting the development and implementation of a SE Primary Care apprenticeship strategy.
- Engaging with social care employer networks to promote and raise awareness of apprenticeships and facilitate a collaborative approach to some of the challenges that social care may face.

For more information please refer to the **Healthcare Apprenticeship Standards Online (HASO)** website.

## Simulation and technology enhanced learning (SIM-TEL)

We will ensure development of a well-trained and engaged multi-professional workforce that is able to deliver safe, effective care by utilising meaningful and cohesive simulation-based education.

The regional SIM-TEL programme stems from the **HEE National Strategic Vision for simulation and immersive technologies in health and care.**

### Our focus in 2022/23 across the SE will be:

- Multi-Professional SIM-TEL Fellows, helping to establish a SE network.
- HEI expansion of SIM-based learning and placement capacity.
- Addressing the speciality training gap through the Hololens pilot.
- Further developing in Virtual Reality in Medicine and Surgery (VRiMS).
- Collaborating in a multidisciplinary team maternity simulation to address pre-term labour
- Ensuring that equality, diversity and inclusion is incorporated into simulated learning.
- Developing and investing in simulation-based learning within hospices.
- Utilising a SIM-TEL approach to address changes in pharmacy curriculum.
- TEL Strategy development.



**Simulation  
and Immersive  
Technologies**



Virtual Reality in Medicine and Surgery (VRiMS) is a powerful tool that will completely revolutionise Medical education. By bridging the gap between anatomy textbooks and century-old learning from cadaveric dissection, the pioneering 360-degree immersive experience facilitates integration and refinement of anatomical knowledge in three dimensions.”

**Miss Abirami Kathiravelupillai, Final Year Medical Student,  
Brighton and Sussex Medical School (BSMS)**

For more information, please refer to **SIM-TEL Programme** website pages.



## New ways of working and delivering care

This section of our HEE SE Delivery Plan focuses on 'new ways of working and delivering care' as part of the NHS People Plan. The themes for action under this commitment are:

1. making the most of the skills in our teams
2. educating and training our people for the future.

## Cancer and diagnostics programme

The HEE SE Cancer and Diagnostics Programme provides a framework that supports the education and training of the multi-professional cancer and diagnostics workforce. We work collaboratively with partners to deliver national and regional cancer and diagnostics workforce priorities to improve health outcomes and better care for patients.

Our programme is aligned to cancer alliance geographical footprints, and therefore encompasses trusts that may sit within other regions for some elements.

Our work includes:

- contributing to the NHS People Plan ambitions of inclusivity, promoting staff wellbeing, leadership development and rewarding career pathways
- exploring different career pathways to address workforce shortages and opportunities through a dedicated cancer and diagnostics careers project
- supporting ICSs to identify local workforce opportunities through supply, upskilling, new roles, new ways of working, and leadership
- supporting wider initiatives both on a regional and national level, ensuring that we are contributing to the sharing of learning and best practice, utilising the programme's experience and activity
- working in partnership with other HEE SE teams on national workstreams, including medical expansion and healthcare science

This is one of the areas of our work that we closely collaborate with our colleagues in NHSE.



For more information, please refer to our **cancer and diagnostics programme website pages**. Here you will our latest updates and news.

# Cancer and diagnostics programme

## Cancer

### Our regional cancer priorities for 2022/23 include:

- Working in partnership with our four cancer alliances and six ICSs to progress HEE funded projects, including a regional collaborative pilot of pathway navigator roles.
- Evaluating and building on previous investment in the cancer nursing workforce by assessing investment and impact, alongside continued provision of additional training grants, specifically for
  - cancer nurse specialists
  - systemic anti-cancer therapy (SACT) nursing.
- Supporting the roll out of standardised training for cancer support workers.
- Working in partnership with other SE HEE teams to support cancer alliances and ICSs with cancer-workforce related challenges, maximising a regional approach.

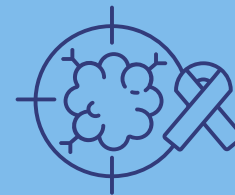
20

chemotherapy  
nurses

48

cancer nurse  
specialists

75

cancer  
support  
workers

7

return to  
practice cancer  
nurses
[wessexcanceralliance.nhs.uk](https://wessexcanceralliance.nhs.uk)
Thames Valley  
Cancer Alliance

[thamesvalleycanceralliance.nhs.uk](https://thamesvalleycanceralliance.nhs.uk)
Kent and Medway  
Cancer Alliance
Surrey & Sussex  
Cancer Alliance

We know that Therapeutic Radiographers are a key profession within the cancer workforce. Please refer to the AHP pages 31-32.

# Cancer and diagnostics programme

## Diagnostics

### Our regional diagnostics priorities for 2022/23 include to:

- Embed and further develop a SE Endoscopy Training Academy, including immersive training opportunities, clinical endoscopy upskilling, care navigator roles, support for practice educators and endoscopy training for nurses.
- Embed and further develop a SE Imaging Training Academy, including immersive training opportunities, upskilling opportunities for diagnostic radiographers to report, radiography and support staff apprenticeship opportunities and support for practice educators.
- Continue to evolve the scope and remit of the Wessex Ultrasound Academy and integrating this work with the SE Imaging Training Academy in 2022/23.
- Work in partnership with NHSE SE to support emerging networks and hubs, and initiatives such as community diagnostic centres, maximising opportunities for education and training where appropriate.
- Work with the HEE National School of Healthcare Science to support regional take-up of pathology and physiological science funded initiatives.
- Implement new and emerging workstreams across all diagnostic pillars, including genomics.

Across our Cancer and Diagnostics programme, we are supporting:

**75** radiography and support staff apprenticeships

**30** reporting radiography PgC/PgDip

**7** Clinical Endoscopy trainees



As part of medical speciality expansion, we are supporting additional training posts in:

**35** clinical radiology

**8** histopathology

**3** gastroenterology

**5** haematology

**83** Physiological Measurement apprenticeships



## Cancer and diagnostics programme

Training academies provide multi-professional environments where training and education of the future workforce is the primary focus, maximising the expertise of experienced educators and supervisors across a broad patch.

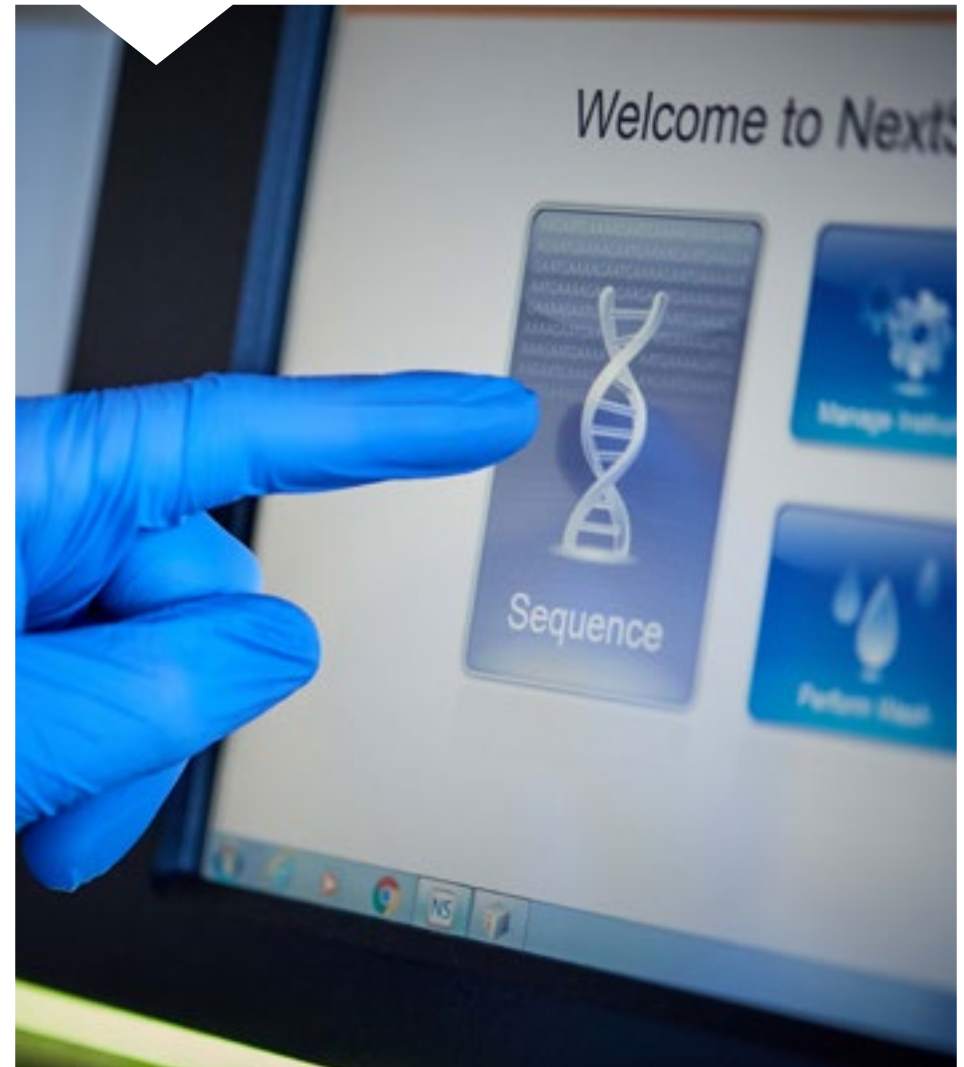
The overall aim is to increase the number of learners transitioning to the workforce, utilising the academy model to increase training capacity, to provide a high quality and enhanced training experience and to accelerate learning to independent practice.

Work will continue in 2022/23 to implement these training academies in the region, working with a broad range of stakeholders, systems and networks to ensure these become responsive and flexible training initiatives with clear outputs and impact to support diagnostics.



There is now a unique opportunity to think differently about how to utilise the expansion of advanced clinical practice, apprenticeships and the development of new roles and new ways of working to redeploy our workforce to deliver diagnostic services.”

**Diagnostics: Recovery and Renewal, Report of the Independent Review of Diagnostic Services for NHS England. October 2020**



## Mental health

The **NHS Mental Health Implementation Plan 2019/20 – 2023/24** makes a renewed commitment that mental health services will grow faster than the overall NHS budget, with a ringfenced investment worth at least £2.3 billion a year for mental health (MH) services by 2023/24 nationally.

The MH programme exists to improve the lives of adults and children with mental health problems by ensuring a sustainable capable workforce. We work to deliver the regional share of the growth and transformation initially defined in the **Five Year Forward View for Mental Health**, and carried forward and built on in the **NHS Long Term Plan** and HEE's Mandate.

Our SE vision is to increase the supply of people trained to fill the roles which will enable delivery of the NHS Long Term Plan outcomes for MH within each of the SE MH programmes; Adult and Older People, Perinatal, Children and Young People, New Roles, Mental Health Act.

### Our regional MH priorities for 2022/23 aim to:

- Expand the psychological professions workforce.
- Increase children and young people MH workforce.
- Introduce new roles to increase workforce capacity.
- Ensuring training is in place to support the introduction of the Mental Health Act.



After suffering with PTSD for over 17 years. I finally found the courage to access an IAPT service where I met my Cognitive Behavioural Therapist who is a trainee. She was truly fantastic and had great support from her team. After a significant journey I can now put down my 'PTSD rucksack' that I have carried all these years. I never thought someone in training could be so brilliant and help someone so much. A huge thank you NHS.

**Anonymous  
(March 2022)**



## Mental Health

To address our priorities, we are:

### Adult and older people

- Expanding psychological professions by:
  - increasing psychological professions leadership infrastructure
  - upskilling the workforce in nine different modality modules
- Commissioning 17 different education and training programmes in psychological therapies for serious mental health problems (SMHP)
- Supporting the expansion of training places for MH nursing.

### Perinatal

- Continuing the development of SE Perinatal Mental Health (PMNMH) academy
- Upskilling the perinatal mental health workforce by delivering the national Perinatal Mental Health programme for new staff within the expanded specialist teams and wider workforce
- Commissioning Complex-PTSD programme for professionals working across PNMH pathways
- Supporting **Five to Thrive** – Building and Maintaining Healthy Brains.

469

training places  
work in improving  
access to psychological  
therapies (IAPT) services



25%

increase in  
training places for  
clinical psychologists



33

increase in places  
in psychiatry  
training



476

increase in the  
number of training  
places for MH nursing



469

places on the  
PNMH crisis  
training



# Mental health

## Children and young people

- Expanding children and young people's mental health workforce by:
  - commissioning 36 recruit to train places for children's wellbeing practitioners and children and young people IAPT therapists
  - commissioning 96 places for education mental health practitioners (EMHP)
- Training more staff in eating disorders.
- Piloting a workforce tool within a CYP inpatient unit.

### 36

commissioned places for recruit to train places for children's wellbeing practitioners and children and young people IAPT therapists



### 96

commissioned places for education mental health practitioners (EMHP)



### 25%

increase in training places child and adolescent psychotherapists



## New Roles

- Introducing new roles to support the MH workforce by:
  - commissioning an increased number of professional groups to become approved clinicians / responsible clinicians (AC/RC)
  - enabling and training peer-support workers to join the MH workforce
  - commissioning mental health wellbeing practitioners to join the community workforce
  - mapping the competencies of new roles in mental health services against service delivery
  - promoting advanced practice and physician associate roles in MH
  - supporting the development of the MH first contact practitioner roles in primary care.

## Mental Health Act (MHA)

- Undertaking a multi-trust SE wide project to review the education and training approach to the role of the AC/RC.
- Rolling out the personality disorder positive outcomes (PDPOP) programme – this whole GP practice approach enables personalised care and involves medical trainers alongside people with lived experience (STARS).
- Commissioning system-wide MHA workshops and training courses.
- Co-producing visual resources and workshops for parents, carers and young people to better understand rights under the MHA.

## Mental health

### Psychological professions

- Supporting the pipeline for the SE psychological professions by offering:
  - paid clinical work experience opportunities for disadvantaged aspiring clinical psychologists
  - aspiring clinical psychologists project
  - family and Systemic Psychotherapy Training
  - mentoring scheme for ethnic minority leaders in the psychological professions
  - grants to HEIs in the SE to widen participation.

For more information please refer to our **HEE SE Mental Health Education and Training Brochure**, which highlights the programmes currently on offer for those working in Mental Health and visit our website pages.

For more information on AHPs and the Additional Roles Reimbursement Scheme (ARRS) programme, please see page 51.



The HEE SE Mental Health workforce programme is integrated with the NHSE SE Mental Health programme, with close working between the two organisations.

## Primary care

Primary care services provide the first point of contact in the healthcare system, acting as the 'front door' of the NHS. Through the primary care schools and the primary care training hubs (based in the ICSs), the HEE SE Primary Care team support the delivery of education and training; to support the sustainable development of the primary care workforce.

### Our regional priorities for 2022/23 aim to:

- Expand both SE primary care schools (PCS) to support and provide governance for training hubs and multi- professional training and development.
- Work with practices to continue to expand the number of GP and wider workforce training places in primary care to increase workforce supply.
- Embed and further develop primary care training hubs working closely with NHSE to support the following priorities:
  - continuing the development of primary care networks (PCNs) digital transformation improving the patient experience of accessing services
  - implementation of Additional Roles Reimbursement Scheme (ARRS) by developing the educational and career pathways for these multi-professional team roles. Training hubs help to support and embed these additional roles in primary care.
  - First Contact Practitioners.



### Additional Roles Reimbursement Scheme (ARRS)

The **ARRS** provides funding for 26,000 additional roles to create bespoke multi-disciplinary teams. This NHSE funded scheme enables PCNs to assess the needs of their local population and, working with local community services, make support available to people where it is most needed. The roles included in this scheme are:

- Care co-ordinators
- Clinical pharmacists
- Community paramedics
- Dietitians
- First contact practitioners
- Health and wellbeing coaches
- Nursing associates and trainee nursing associates
- Occupational therapists
- Pharmacy technicians
- Physician associates
- Podiatrists
- Social prescribing link workers.

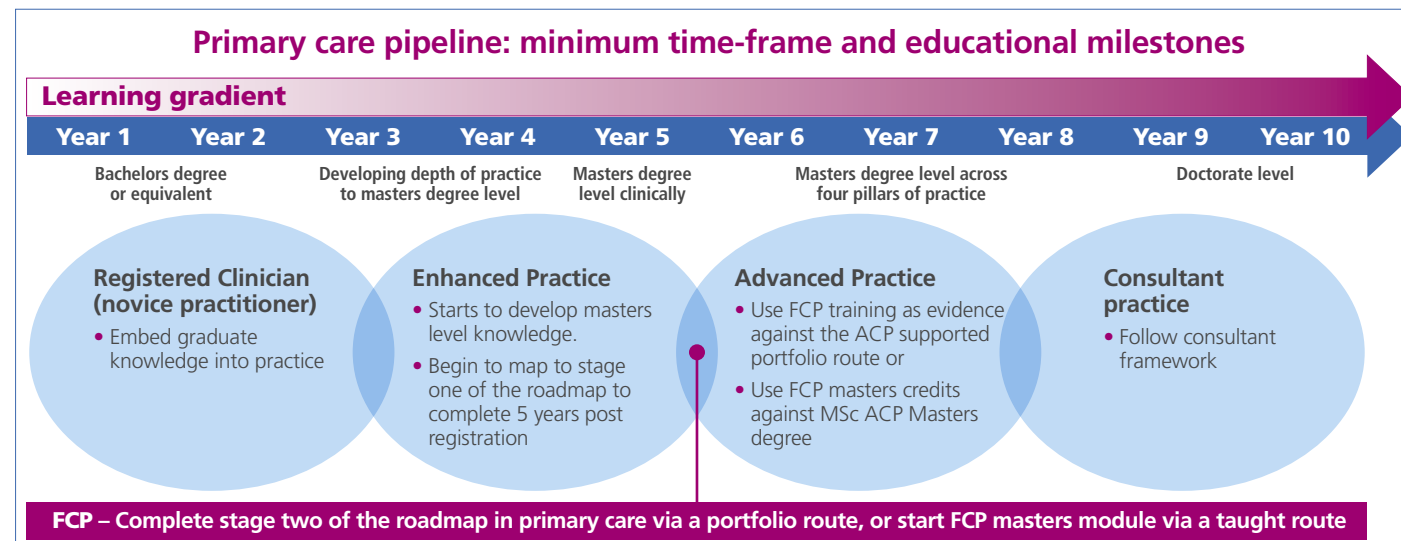
# Advancing practice in primary care

## First contact practitioners (FCP)

As part of the 2019 NHS Long Term Plan, primary care networks were encouraged, via the ARRS, to build multiprofessional teams with diverse skills. First contact practice was included in this scheme to bring allied health professions, at masters level of practice, into primary care neighbourhood teams.

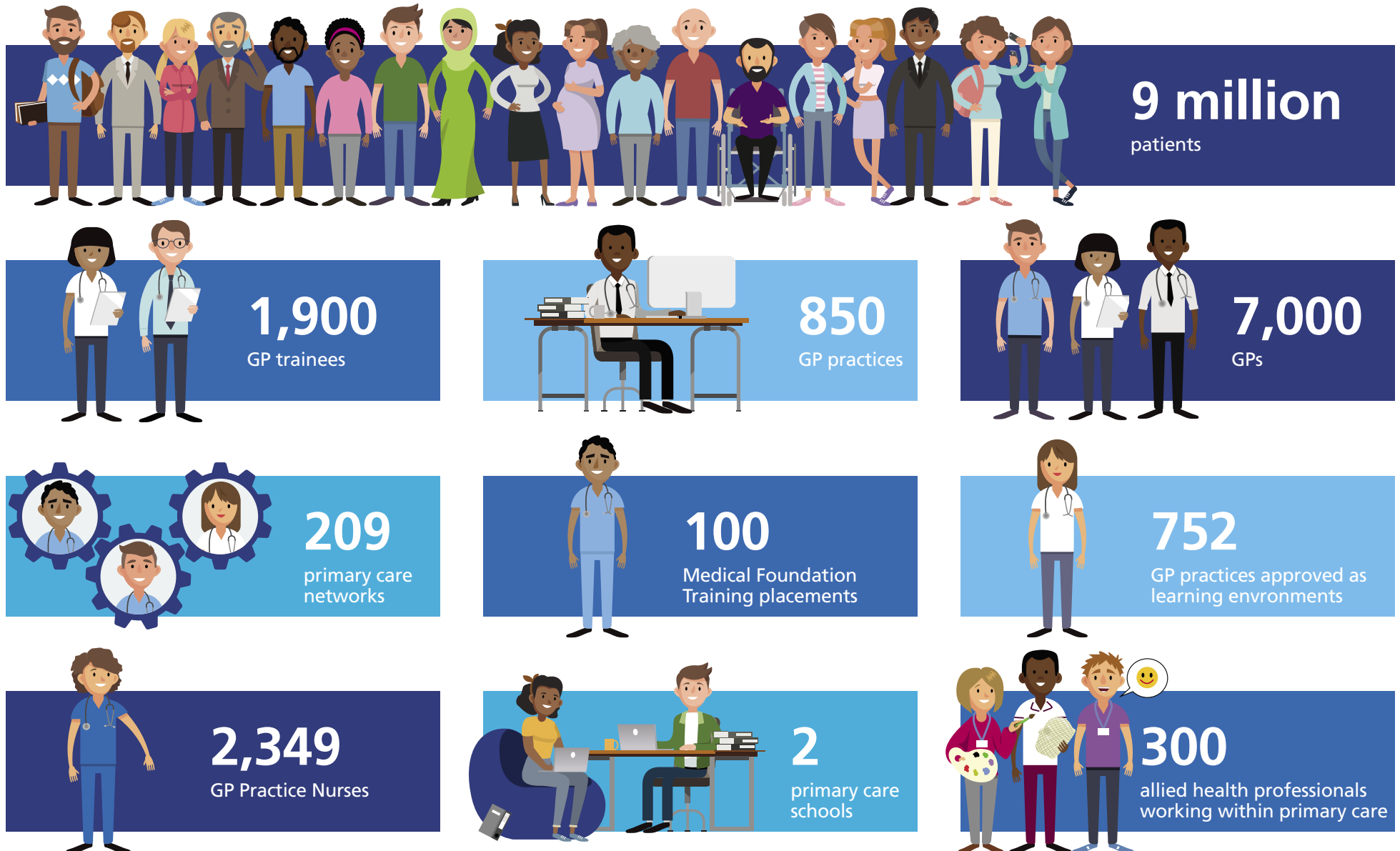
A first contact practitioner (FCP) is a diagnostic clinician in primary care, working at master's level clinically, with capability to manage undiagnosed and undifferentiated presentations, that are complex at the first point of contact. They are required to have a minimum of 5 years post graduate experience.

- FCPs operate from the primary care setting, integrating across the community and secondary care patient pathways, to provide a first point of contact within their scope of practice.
- FCP is a recognised milestone in the primary care career training pathway for advancing practice, as shown in the primary care pipeline below.
- An educational pathway for recognised FCP and advancing practice in primary care (Roadmaps to practice), have been developed by HEE for the allied health professions moving into primary care, to show evidence of their capability for these roles. The roadmaps to practice can be followed by either a portfolio or taught route.
- Roadmaps to practice in primary care have been developed for registered podiatrists, paramedics, occupational therapists, dieticians and MSK practitioners.
- A national multi professional supervision strategy was developed to support an FCP portfolio route aligned with GP Training.



- Masters level 7 modules are available across England to follow a taught FCP route
- The **CQC FCP myth buster** describes the responsibilities for providers when recruiting and managing staff deployed in FCP roles in primary care settings.
- More information can be found on the **Roadmaps to Practice** website.

## Primary care across the SE





# Primary Care

## Training hubs

We are continuing to build our infrastructure within HEE to further support and develop ICS training hubs. We have two SE Primary Care Schools working with all six ICSs in the SE region, enabling training hubs to deliver the following:

We will support primary care to:

- Recruitment and retention of our multi-professional workforce to increase capacity and extend diversity.
- Work with ICS workforce teams to support the education and development of the multi-disciplinary teams working in primary care..
- Develop awareness of health inequalities and differential attainment.
- Innovate and support the best value from the resources available to deliver education, training, and support for our multi-professional workforce across primary care.
- Develop the learning environment within PCNs through a community educational facilitators, education environment leads and workforce support leads embedded in each PCN.
- Deliver multi-professional fellowships aimed at developing grass-root educational leaders in PCNs.

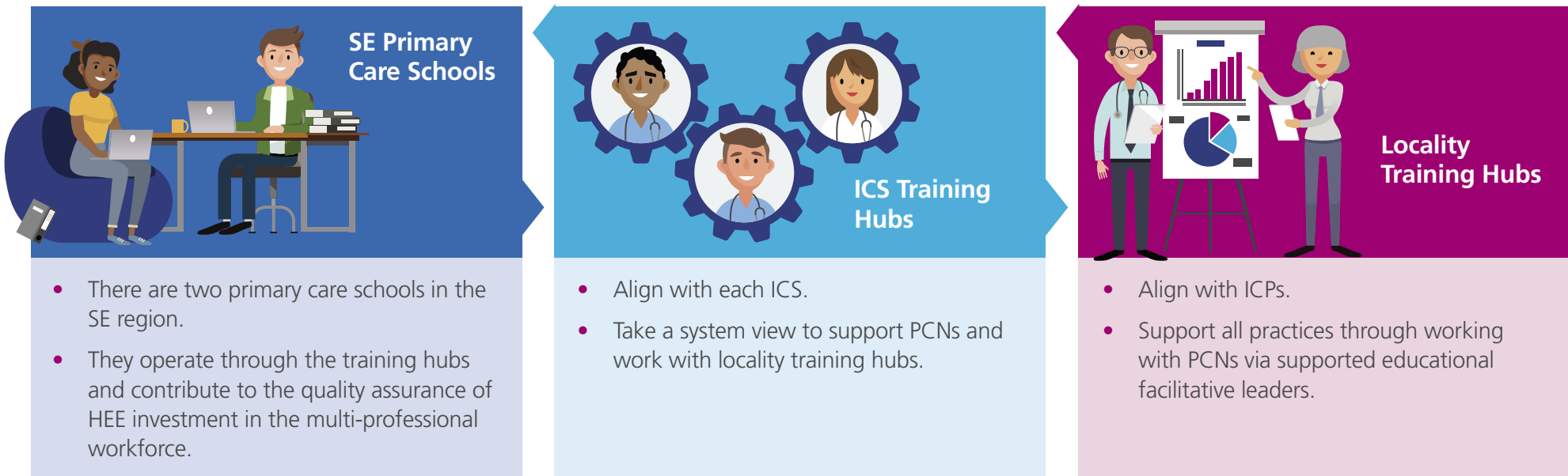
### The training hubs will provide:

- Strategic leadership.
- Operational support.
- Workforce planning.
- Educational expertise and governance (quality)
  - multi-professional educator faculty capability
  - placements (primarily non-medical but linking with undergraduate medical and post graduate medical trainees, and post certificate of completion of training workforce.
- Contribution to the wider HEE agenda:
  - ethnic and health inequalities and differential attainment
  - research and innovation
  - workforce resilience and recruitment initiatives.

# Primary Care

## Primary care school

Through the primary care schools we assure the delivery of our share of the national requirements to expand the primary care workforce in response to the changing needs of the service. We will do this through our model of delivery:



## School of General Practice

The School of General Practice across the SE is the training and development of a general practice workforce fit for the future, and the promotion of generalism and the role of primary care in the local NHS.

The Schools of General Practice work closely with the Primary Care School and our PGMDE teams. For more information please visit our website pages detailing **School of General Practice**.

For more information, please refer to our **primary care website pages**. Here you will our latest updates and news.

## Autism: Alternatively Able – a workforce programme to support neurodiverse people



Children and adults with or without an official identification of autistic spectrum conditions have the right to receive support when they need it, from a workforce that is equipped with the right skills, values and behaviours.

We will continue to work with experts by experience, their families and professionals in the field to support our growing workforce so that they can better support people with autism to live a good life.



It is estimated that 700,000 people including 1 in 100 children in the United Kingdom (UK) have an autism diagnosis... Autistic people are at higher risk of multimorbidity and have a decreased life expectancy compared to the general population.

These disparities are unnecessary and avoidable. To help reduce these disparities there is a need to increase autism awareness and up skill workforces across the UK.”

**Maudsley Learning**  
**The Autism Core Capabilities rEPosITory (ACCEPT)**  
**Project Final Report, produced as part of a workforce transformation project supported by HEE SE, 2021**

### Our regional autism priorities for 2022/23 aim to:

- Continue to work with NHSE to ensure that the workforce elements of **The national strategy for autistic children, young people and adults: 2021 to 2026** and the regional **SE All-age Autism Strategy 2021 - 2026** are addressed.
- Enable and support the wider rollout of the Oliver McGowan Mandatory Training in Learning Disability and Autism.
- Support ongoing national work and evaluation of tier three autism training.
- Support the pilots and roll out of new roles.
- Support ICSs to consider how the workforce will help deliver their autism strategies.
- Support the Time for Autism programme with Brighton and Sussex Medical School and engaging with the evaluation process in December 2023 to determine if the programme could be incorporated in to the medical curriculum potentially as a mandatory component.
- Enable the system to understand how the lessons from the completed LeDeR (the learning from deaths of people with a learning disability and autistic people) project can feed into the workforce.
- Work with the Voluntary Organisations Disability Group to further progress the project aimed and exploring and overcoming workforce barriers around the Stopping Over Medication of People (**STOMP**) and Supporting Treatment and Appropriate Medication in Paediatrics (**STAMP**).

## Learning disabilities: Alternatively Able – a workforce programme to support neurodiverse people

The aim of this work is to create a sustainable and secure workforce supply so that people with learning disabilities (LD) can live a good life. The programme works with stakeholders made up of experts by experience, families, charities and service providers of healthcare who are based regionally, nationally and internationally. All work is co-produced with experts by experience.

### Our regional LD priorities for 2022/23 aim to:

- Support the development of the non-specialist workforce to achieve better outcomes when working with people with a LD.
- Facilitate system wide discussions around the whole workforce pipeline.
- Ensure that all reports, tools and evaluations produced are shared widely.
- Enable work with maternity services via The Together Respect Project to design and evaluate an international set of tools enabling staff to better support parents with a LD.
- Identify workforce barriers affecting learning, education and training following the LeDeR (learning from deaths of people with a learning disability and autistic people).

- Support the accessing of audiology services and creation of tools and resources for the workforce for people who have LD and/or autistic people.
- Use education and training to improve the wider uptake of annual health checks.
- Support and enable the wider rollout of the Oliver McGowan Mandatory Training in LD and Autism.

### To address our priorities, we are:

- Developing a joint LD and children's nursing registration programme which will contribute to the national workforce supply and explore the evidence base of joint registration (if sustainable and valuable workforce development).
- Working across programmes within the SE to promote LD nursing as a career.
- Increasing trainee nursing associate placements in LD settings to enhance their skills.
- Supporting the delivery of good practice in maternity services for parents with LD.

## Learning disabilities: Alternatively Able – a workforce programme to support neurodiverse people

### Support of LD Student Nurses and Placement Capacity Project

We have recently secured investment for a region wide project across 12 NHS trusts. The project aims to:

1. Increase the growth of LD nursing students by increasing placement capacity across the SE.
2. Work with systems, trust colleagues, HEE and HEIs to enhance support for student nurses and their supervisors whilst on placement and expand placement capacity.
3. Enable employers to identify areas for improvement and potential solutions.



If you get it right for people with learning disabilities, you get it right for everyone.”

**Expert by Experience who took part in the first  
Together Project**



## Community programme

NHSE is setting out a strategy and roadmap for the next three years for delivering care closer to home to improve the health and wellbeing of communities in the South East of England.

The Reimagining Community Services in SE NHS England programme (also known as the “community programme”) is an ambitious plan to deliver more care closer to home. HEE will support this work by developing a sustainable, skilled, and multi-professional workforce. The community programme has five areas of focus for recovery, reset and transformation:

1. Urgent community response
2. Community health services
3. Integrated community pathways
4. Care homes and domiciliary care
5. Prevention and independent living.

Our work supporting the community workforce is delivered across teams and functions this includes AHP, nursing, transformation, public health, pharmacy, advanced practice, commissioning, and primary care teams.

HEE SE is significantly increasing investment, in line with employer demand, for health visiting, district and community nursing, practice nursing and school nurse training.

As well as supporting expanded placement capacity for occupational therapy, physiotherapy, podiatry, speech and language therapy and dietetics.

More information around this programme will be available through our Education and Training bulletin. **Please register to receive this bulletin.**

Profession	Commissioned places 21/22	Commissioned places 22/23
District Nursing	78	117
Health Visiting	62	99
Community Child Nursing	7	11
Practice Nursing	12	3 <sup>(1)</sup>
Practice Nursing - fundamentals course and Practice Nursing Introduction course	157	144 <sup>(2)</sup>
School Nursing	18	39



(1) This has reduced as there is only one HEI offering this course and it is not available part time<sup>(2)</sup>

(2) This commission has been grouped together

### Strategic drivers

- Community accelerators.
- Leadership.
- Community services data and measurement for improvement.
- Transforming community digital health services.
- Making the case for additional investment.
- Developing a stable, expert and multi-professional workforce.

### Partnerships and system drivers

- Long Term Plan delivery.
- Ageing Well.
- Primary care networks.
- Integrated care systems.
- Patient, volunteer and community leads.
- Directors of adult social care.



## Thank you and how to contact us

We would like to thank all our partners and the people who work with and for HEE. It is your enthusiasm and commitment that will ensure we can deliver this plan and make a difference for people in the South East.

If you have any questions or comments on this document, please get in touch with us  
**[SouthEastRegionalTeam@hee.nhs.uk](mailto:SouthEastRegionalTeam@hee.nhs.uk)**

## Summary of acronyms

<b>AHP</b>	Allied Health Professions
<b>ARRS</b>	Additional Roles Reimbursement Scheme
<b>BAME</b>	Black, Asian, and Minority Ethnic
<b>CCG</b>	Clinical Commissioning Group
<b>CCT</b>	Certificate of Completion of Training
<b>CYP</b>	Children and Young People
<b>DERP</b>	Dental Education Reform Programme
<b>DIP</b>	Diversity, Inclusion and Participation
<b>EDI</b>	Equality, Diversity and Inclusion
<b>GPhC</b>	General Pharmaceutical Council
<b>HCS</b>	Healthcare Science
<b>HEI</b>	Higher Education Institutes
<b>IAPT</b>	Improving Access to Psychological Therapies
<b>ICB</b>	Integrated Care Board
<b>ICP</b>	Integrated Care Partnership
<b>ICS</b>	Integrated Care System
<b>KSS</b>	Kent, Surrey, and Sussex
<b>LTFT</b>	Less Than Full Time
<b>MERP</b>	Medical Education Reform Programme
<b>METIP</b>	Multi-professional education and training investment plan

<b>MSc</b>	Master of Science
<b>NHSE</b>	NHS England
<b>NHSE/I</b>	NHS England and NHS Improvement
<b>NMC</b>	Nursing and Midwifery Council
<b>OOP-P</b>	Out of Programme Pause
<b>PA/PAs</b>	Physician Associates
<b>PCN</b>	Primary Care Network
<b>PGMDE</b>	Postgraduate Medical and Dental Education
<b>PTP</b>	Practitioner Training Programme
<b>QI</b>	Quality Improvement
<b>RN</b>	Registered Nurse
<b>RNDA</b>	Registered Nurse Degree Apprenticeship
<b>RM</b>	Registered Midwife
<b>SAS</b>	Specialty and Associate Specialist
<b>SE</b>	South East
<b>STP</b>	Scientist Trainee Programme
<b>SuppoRTT</b>	Supporting Return to Training
<b>TNA</b>	Trainee Nursing Associate
<b>TV</b>	Thames Valley

## METIP Data

### Commissioned METIP Submission for 2022/23:

Last April the commissioning team started the annual education and training scoping of SE NHS trusts, training hubs and some local authorities who provide health related services. The results of this scoping exercise has been reviewed and agreed at national level and translated to educational activity and associated funding for clinical professions for 2022/2023. The activity presented in the following tables will be monitored for value for money and to ensure maximum utilisation of capacity.

Profession / Programme	METIP 2022/23 new activity
<b>Advanced Clinical practitioner</b>	<b>580</b>
Advanced Clinical practitioner	300
Advanced Clinical practitioner – Supervision	250
Advanced Clinical practitioner – Top-up	30
<b>Allied health professionals</b>	<b>203</b>
Diagnostic radiographer apprenticeship	29
Paramedic – in-service	166
Therapeutic radiographer apprenticeship	8
<b>Anaesthetic associate</b>	<b>12</b>
Anaesthetic associate	12
<b>Cancer and diagnostics</b>	<b>301</b>
Apprenticeship – band 2 training grants for physiological measurement assistants	40
Apprenticeship – band 2 training grants for sleep disorders assistants	6
Apprenticeship – band 4 training grants for sleep disorders assistants	11

Profession / Programme	METIP 2022/23 new activity
Apprenticeship – band 4 training grants to help deliver a required number of physiological measurement associates	26
Chancer – chemotherapy nurses	20
Cancer – clinical endoscopists	7
Cancer – nurse specialists	48
Cancer – reporting radiographers	30
Cancer – support worker	75
Mammographer – radiographer apprenticeship	15
Radiographer Assistant practitioner	23
<b>Healthcare science</b>	<b>101</b>
HCS echocardiography training programme (ETP)	15
HCS higher specialist (HSST)	12
HCS scientist training programme (STP)	74
<b>IAPT adult</b>	<b>480</b>
IAPT adult – higher intensity practitioner	233
IAPT adult – psychological wellbeing practitioner (low intensity)	247
<b>IAPT – Children and young people (CYP)</b>	<b>291</b>
Education mental health practitioner	80
Education mental health practitioner – supervisors	40
IAPT children and young people – supervision	8
IAPT children and young people – CBT – anxiety and depression	40

# Multi-professional Education and Training Investment Plan (METIP)

Profession / Programme	METIP 2022/23 new activity
IAPT children and young people – CBT – eating disorders	5
IAPT children and young people – CBT – supervision	15
IAPT children and young people – children's wellbeing practitioner	37
IAPT children and young people – children's wellbeing practitioner – supervision	14
Independent prescribing	250
Independent prescribing	250
Mental health	192
Child and adolescent psychotherapy	19
Clinical psychology	173
Midwifery	20
Midwifery shortened	20
Nursing associates	564
Training nurse associates – apprenticeship	564
Pharmacy	165
Pharmacy – independent prescribing	40
Pharmacy foundation (GP / PC)	19
Pharmacy foundation (SC)	40
Pharmacy technician	66
Physician associate	249
Physician associate	189
Physician associate – preceptorship	60

Profession / Programme	METIP 2022/23 new activity
Post-reg nursing	421
Community children's nursing	11
District nursing	117
Health visiting	99
Occupational health nursing	8
Practice nursing	3
Practice nursing – introduction	144
School nursing	39
Practice education	157
Leading practice education	43
Practice education	34
Supporting education in practice	80
Pre-reg nursing	317
Registered nurse – NA / AP conversion	317
Public health	41
Public health practitioner	41
Return to practice	165
Return to practice – allied health professionals	25
Return to practice – midwifery	10
Return to practice – nursing	130
Sonographer	73
PG sonography	73

# Multi-professional Education and Training Investment Plan (METIP)

## Non-Commissioned METIP Submission for 2022/23:

Profession / Programme	METIP 2022/23 new activity
<b>Allied health professionals</b>	<b>1592</b>
Diagnostic radiographer	185
Dietician	58
Occupational Therapist	257
Operating department practitioner	137
Paramedic	330
Physiotherapist	433
Podiatrist	61
Speech and language therapist	112
Therapeutic radiographer	19
<b>Dental</b>	<b>89</b>
Dental hygienist	30
Dental nurse	32
Dental therapists	27

Profession / Programme	METIP 2022/23 new activity
<b>Healthcare science</b>	<b>28</b>
HCS practitioner training programme (PTP)	28
<b>Midwifery</b>	<b>473</b>
Midwifery	473
<b>Pharmacy</b>	<b>500</b>
Undergraduate clinical pharmacy (previous B230)	500
<b>Pre-reg nursing</b>	<b>2776</b>
Adult nurse	1798
Children's nurse	327
Dual qualification nursing	82
Learning disabilities nurse	45
Mental health nurse	504
Registered nurse – blended learning programme	20

## How we work

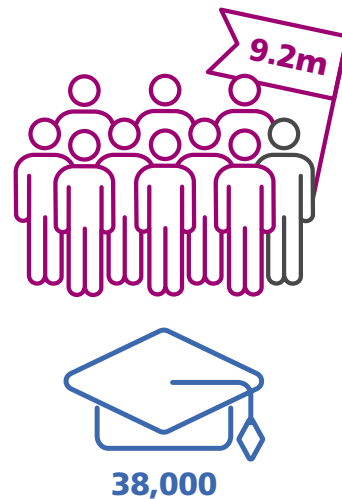
HEE SE is one of seven HEE regional teams in England, covering the counties of Kent, Surrey, Sussex, Oxfordshire, Berkshire, Buckinghamshire, Hampshire, and the Isle of Wight.

We support the delivery of excellent healthcare and health improvement for patients and the public by ensuring the workforce of today and tomorrow has the right numbers, skills, values, and behaviours at the right time and in the right place.

The SE has a population of around 9.2 million people, and at any one time has over 38,000 learners studying and working within our health and care systems.

Across the SE we work with six ICSs as well as four social enterprises, two ambulance trusts and eighteen upper tier and unitary authorities. The ICSs within the SE are::

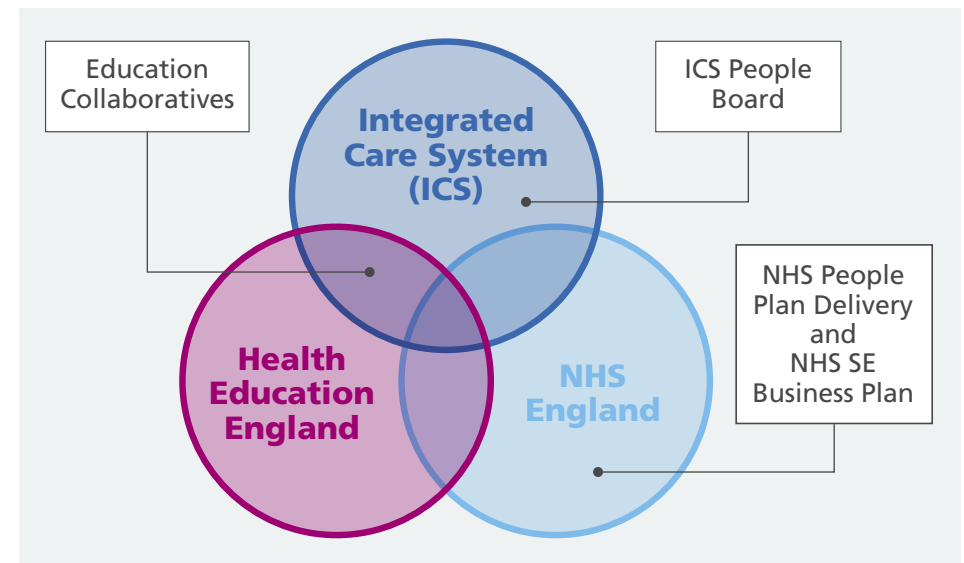
- **Buckinghamshire, Oxfordshire and Berkshire West (BOB) ICS**
- **Frimley Health and Care**
- **Hampshire and the Isle of Wight (HloW) ICS**
- **Kent and Medway ICS**
- **Surrey Heartlands Health and Care Partnership**
- **Sussex Health and Care Partnership.**



We deliver over 100 different programmes of work, from planning and commissioning to recruiting and developing our workforce. We support our learners across different healthcare, and community settings and in a broad range of learning environments.

To achieve this, we work collaboratively with our partners, including NHS trusts, higher education institutes (HEIs), professional bodies, Royal Colleges and the General Medical Council, Skills for Care, Skills for Health, clinical networks, Academic Health Science Networks, NHS Employers, and many more. To support our ICSs across the people and workforce agenda, we also work very closely with our colleagues in NHSE.

### Partnership working across the South East region





## Our Operating Model and Governance

This is an overview of our SE operating model that shows our key internal governance groups

### HEE SE Senior Leadership Team (SLT)

Our SLT is formed of postgraduate deans, primary care deans, leads for nursing, allied health professions, transition, delivery, performance and workforce planning; who together have a strategic overview of the SE aims and priorities.

### HEE SE Senior Management Team (SMT)

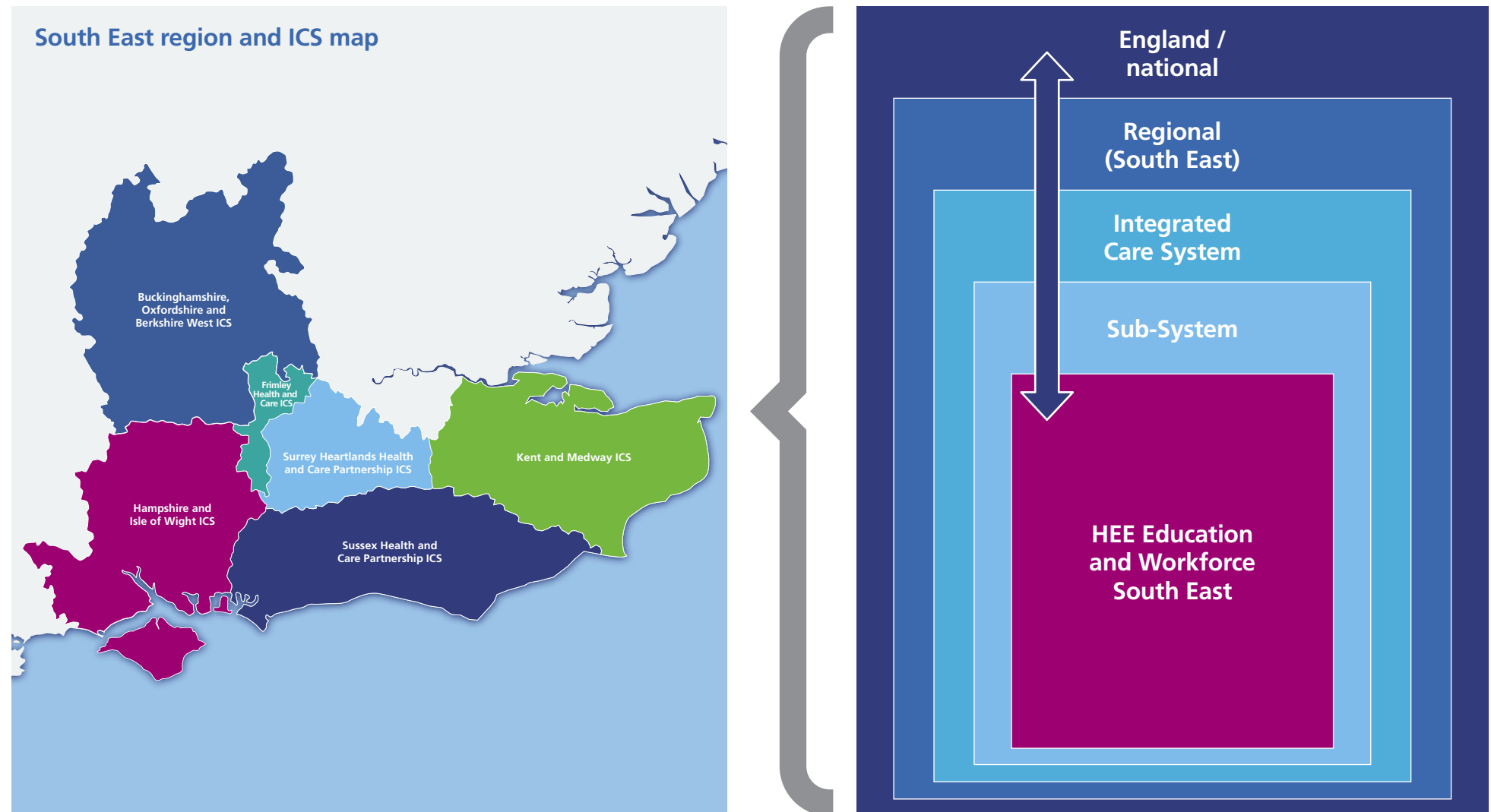
Our SMT is the most senior decision-making forum in the region. SMT are accountable for operational delivery, performance and strategic direction in the region. This Team reports to SLT.

### SE Governance groups

We have a number of specific governance groups and structures that oversee specific areas of work. All of these governance groups report into SMT.


## Working collaboratively

This is an overview of our SE operating model that shows how we work at both a regional and national levels



## Our Teams

This is an overview of our SE operating model that shows our teams and how we work across the region.



**Advancing Practice Faculty**

Leads and promotes advancing practice as part of the workforce solutions that support service changes.



**Allied Health Professionals**

Supporting the delivery of a sustainable AHP workforce by strengthening AHP leadership and a focus on recovery and growth.



**Commissioning and Contracting**

Commissions, procures, and contracts clinical education and training to obtain high quality education and training provision, value for money and maximum activity through joint working and contract monitoring.




**Workforce Planning and Intelligence**

Provide expertise and intelligence to drive development of workforce supply and demand strategies, at regional and system level. Support workforce planning – short, medium, and long term. Contribute to data reporting and assurance. Develop skills and capacity in workforce planning.




**Delivery and Performance**

Ensures delivery of national mandate and SE priority programmes through dedicated programme leadership, support and reporting.




**Education Quality**

Assures the safety and effectiveness of the clinical learning environment for learners, students and trainees through the quality framework.



**Healthcare Sciences (HCS)**

Working in partnership with the National School of Healthcare Science (NSHCS), healthcare science is a multi-professional programme encompassing a range of specialist scientific, clinical themes.



**Oral Healthcare**


Responsible for the delivery of postgraduate education and training to the dental team, quality management of education, and dental workforce planning and transformation.



**Nursing and Midwifery**

Providing professional leadership across nursing and midwifery, ensuring education and training delivered has the capacity and capability to meet the changing health and care needs of the population.

## Our Teams



**Primary Care**

Enabling expansion and development of the primary care workforce, ensuring all trainees are supported to successfully complete their training.

Working to develop primary care training hubs in each ICS in partnership with NHSE to improve retention and recruitment.



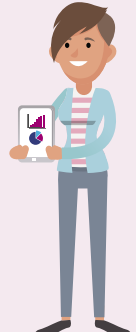
**Pharmacy Team**

Enables the pharmacy (and wider) workforce to deliver service transformation meeting the current and future NHS service workforce requirements.



**Postgraduate Medical and Dental Education**

Ensures all trainees are managed, supported, and developed to successfully complete their training. The teams work across and with ICSSs, education providers, Royal Colleges, Schools, and higher education institutions (HEIs).



**Workforce Education Transformation (ICS facing)**

Works in partnership with ICSSs, organisations, and Arm's Length Bodies (ALBs) to define key requirements, agree responsive workforce solutions to deliver the best care to patients, now and in the future.



**Public Health**

Provide strategic leadership on the development of the core public health and wider workforces across the SE by. Provide quality training, education and development programmes to the public health and wider workforces.



**HEE Enabling functions**

Our HEE Enabling teams are a blend of nationally led functions with regionally focused teams to support the SE delivery. This includes HR, finance, communications, governance, IT, estates, knowledge services, library and technology enhanced learning, corporate business, corporate affairs, diversity, inclusion and participation.

## Education Contract

The new NHS Education Contract came into effect in April 2021. The new contract has replaced the contractual arrangements previously in place, including the Learning and Development Agreement and Education Provider Agreement with NHS service and education providers.

The NHS Education Contract 2021-2024 is a nationally consistent approach to contracting and funding for education and training. The aim is to make it easier for all parties to understand their obligations, how public funds are used, and what the public should expect in return for the money invested in training the healthcare workforce.

### The NHS Education Contract:

- Applies across multiple providers (HEIs, education providers, NHS, independent, voluntary, private, and social care) and settings e.g., secondary care, general practice/primary care, dental.
- Aligns to HEE's commissioning, procuring and workforce planning arrangements with its contractual and financing activities.
- Sets out the roles and responsibilities of each party involved in delivering healthcare education and training.

In the SE Region the contract has been implemented with NHS trusts and higher education institutions. We are implementing with private, independent and voluntary organisations as and when contracts with these providers are required. Implementation with primary care has been delayed and will commence following national guidance.

There will be a phased approach due to the volume of activity required to introduce the new NHS Education Contract for all providers and the complexities associated with adopting the new contract for certain categories of providers.

The SE Region is also playing an active role in how to determine and conduct the correct use of Change Control Notices, trainee nursing associate contracts and the correct dissemination of other payments. The process for management of the contract will include a self-assessment and focus on education quality and continuous improvement.



The new NHS Education Contract will be a key tool for improving the quality of education and training, driving change, and providing funding.”



Health Education England, April 2022

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