

# LEARNING AND EDUCATION STRATEGY

2023 - 2026





## Overview

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**Our purpose in NES is to be a collaborative, innovative and inclusive learning organisation providing high quality education, training, workforce development, workforce data and technology for Scotland's health and social care workforce.**

Our strategic vision is to support better rights-based quality care and outcomes for every person in Scotland through a skilled, capable, and resilient health and social care workforce.

We are adaptable, creative, and responsive to the needs of the workforce and the communities we serve. We are firmly committed to improving population health, reducing health inequalities, and working nationally and locally with partners to make a positive and lasting impact to improving the wellbeing of the people of Scotland.

We work with the Scottish Government, local government, NHS, Health and Social Care Partnerships, social care providers, academia, regulators, and other strategic partners to create new roles and services and develop new and exciting career pathways for future generations. Our work programmes ensure that those who work in health, social care and social work are skilled, confident, and motivated to continually improve outcomes for people.

We promote and uphold human rights through our education and training and provide challenge where these are not being upheld.

The work we do affects everyone who works in and with health and social care services, as well as every person in every community in Scotland. We design and deliver education, ensure quality and standards, and use technology to enable staff to be skilled, confident, and motivated to provide better outcomes. Our goal is to create a workforce that meets the needs of the people of Scotland, through collaboration with staff, learners, and our stakeholders. [The NES Strategy 2023-26](#) recognises this, setting a clear direction and three areas of focus – People, Partnerships and Performance.



## Learning and Education Strategy purpose

Learning and education is vital for the health, social care, and public service workforce, enabling individuals within it to be knowledgeable, skilled and competent to deliver good quality care and health and wellbeing outcomes.

This Learning and Education Strategy sets out how we will deliver education and training across the health and social care workforce and support our own colleagues working within NES to do so. It also sets the direction, principles, and priorities which will guide our future approach to fulfil our overall purpose and vision.

Learning and education is at the heart of what we do. This Learning and Education Strategy outlines our priorities for the current strategic cycle (2023-2026) while preparing us to be adaptive, creative, and responsive to the system's needs, workforce requirements, and Scotland's communities over the next decade.

## Why we are here

We provide the highest quality learning opportunities, aligned to and informed by the needs of the health and social care system, individuals, and partners to support the delivery of better outcomes and sustainability. We use co-production approaches, education research and innovation insights, alongside technology and data, to inform, evaluate and enhance delivery of learning and education.







## What we are aiming to achieve

Through this strategy and our collaborative approach, our vision is to support better rights-based quality care and outcomes for every person in Scotland through a skilled, capable, and resilient health and social care workforce.

We will achieve this by delivering the highest quality of education, training, learning and research.

## How we will get there

To deliver the ambitions and intent set out in the [NES Strategy 2023-26](#) and address the challenges faced by the health and social care system, we have committed to a programme of organisational transformational change and corporate improvement which will ensure we remain 'fit for the future'. Our transformational journey has been outlined in our recently published Transformation Route Map which underpins the delivery of our Medium-Term Plan and Annual Delivery Plans and is supported by our Organisational Development Plan.

This Learning and Education Strategy builds upon our strategic commitment to:

- › Co-design quality and excellence, by working with our partners and those with lived and living experience of health and social care services to shape our education, training, and resources.
- › Connect and collaborate, by building relationships and extending our reach nationally and internationally to innovate and learn from research and practice, adding value where it is most needed.

- › Cultivate capabilities, to build careers and a sustainable workforce which is fit for the future, both within NES and the wider health and social care system, anticipating and responding to the impact of technological and workforce innovations.
- › Continue to develop our culture of being inclusive and reflecting our values and behaviours in all that we do to support, empower, and value our staff, partners, trainees and learners.

We will deliver our Learning and Education Strategy through seven principles, which set out what staff, learners and trainees, partners and the people of Scotland can expect as we deliver on our strategic intent. These principles will guide our approach within the current strategic cycle (2023-26) and beyond. We will implement and embed them through our priority themes for 2023-26, as described from page 11. We will measure our progress against our priority themes and our Strategic Key Performance Indicators, which will give us a clear indication of our reach and impact.



## Recognising the context we work in

**At NES, we understand that our work sits alongside that of our partners and stakeholders.**

Within the complex system of health and social care, we believe that partnership and collaboration is key to recognising, learning from and responding to the learning and education needs of individuals, organisations, and health and social care services.

We believe partnership working will be key to our own organisational transformation, but more importantly in ensuring we deliver learning and education that is of high-quality, value and impact – ultimately driving improved outcomes and reducing inequalities.

The formal health and social care workforce alone includes over 400,000 people working across Scotland. However, many more outside of this formal workforce have a critical role in supporting public health and wellbeing.

In light of this diversity, and recognising the need for inclusivity, we have maintained a disciplinary and professionally neutral approach in the development of this Strategy. We want to be clear that this Strategy is intended to speak to the learning and education of the workforce across all roles, in line with NES's statutory responsibilities, and extends beyond this where we can meaningfully support others working to improve health and wellbeing.

The National Workforce Strategy for Health and Social Care highlights the need for a whole system approach if we are to effectively address the challenges facing health and social care and deliver the high-quality care that the People of Scotland need and expect. Reflecting this, partnership and collaboration are emphasised throughout this strategy, in our principles for learning and education and priority themes.

Our partners and stakeholders include (but are not limited to):

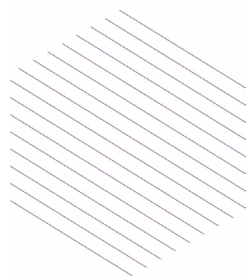
- › The Scottish Government
- › Other NHS Scotland Boards (National and Territorial) and centres, such as the Centre for Sustainable Delivery (CfSD)
- › Health and Social Care Partnerships
- › The Convention of Scottish Local Authorities (COSLA)
- › The Scottish Social Services Council (SSSC)
- › Other professional, statutory and regulatory bodies across health and social care including Royal Colleges and professional regulators.
- › Employers and trade unions.
- › Education and skills bodies, agencies and representative organisations such as the Scottish Funding Council, Skills Development Scotland, Education Scotland, The Scottish Qualifications Authority, The College Development Network, the Council of Deans of Health (Scotland) and the Association of Directors of Education for Scotland (ADES).
- › Individual Higher and Further Education Institutions.

We stand ready to work with our partners to support those in social work (recognising that this is a regulated profession distinct from social care and in light of the future development of a National Social Work Agency), education, community learning and development and justice amongst other areas of public services.

We will continue to actively consider the relevance of our services and learning resources for those working beyond the formal boundaries of health and social care. We will do this through a consistent process of horizon scanning and engagement, identifying workforce needs and recognising the distinct roles of our partners across these services - for example in relation to professional registration and regulation.

There are many illustrative examples of our existing commitment to this inclusive approach, including wide-ranging work to support trauma informed and responsive practice (via the National Trauma Transformation Programme) across public services, including social work, children's and adult services, justice, and education. We have also developed training, guidance and support for early psychological interventions by qualified professionals and for parents, carers and trusted adults.

As we move forward with the implementation of this Strategy, we remain committed to considering the ways we can partner and share with other public services and organisations.





## Our seven principles for learning and education

1

Prioritising quality and impact through people

We recognise that people are at the heart of both high-quality learning experiences and the provision of health and care services. We prioritise learning quality and impact over quantity, making careful decisions on resource allocation to best support improved outcomes and to meet the needs of our learners, educators and staff, partners, and the people of Scotland.

We show care for the wellbeing, health, and safety of our staff and learners and model the NHS Scotland Values in our approach. Whilst recognising the individual responsibility held by health and social care staff for their personal and professional development, we cultivate the competence, autonomy, and belonging of educators and learners, enabling them to deliver exceptional quality and improved outcomes through their practice.

This principle will inform our approach to learning development, design and delivery, as well as the development of our educators and staff, underpinned by educational research.

The views of people with lived and living experience of health and social care services must be central to our approach to developing and delivering learning for the workforce. The use of co-design and co-production approaches ensure we are focussing on what is most valuable to the people who use services. Combined with effective use of evidence and a focus on efficient and sustainable delivery, this ensures NES is making a full contribution to the implementation of value-based health and care in Scotland.

2

Supporting high-quality learning and education

As a national health board with responsibility for developing and delivering education and training for the NHS in Scotland and with a similarly important role in relation to social care (in partnership with the SSSC), we are in a unique position to combine workforce data, innovation insights, feedback from the workforce and people with lived experience, educational expertise, knowledge services and research to inform high quality learning and education.

Through collaboration, we enhance the relevance, quality and impact of learning and education across health, social care, and public services. We do this by sharing our insights and capabilities with partners, bolstering their capacity to deliver high-quality learning in a range of settings. We advocate for learners and for the value of high-quality learning and education in the workplace working with employers to support and embed learning and development for their staff.

3

Enhancing coherence, reducing duplication, and driving efficiency

Recognising the importance of specialised professional learning, we develop learning and education, with partners, that supports a multi professional approach. Where shared system, organisational or workforce learning needs are identified that span sectoral, professional, or occupational boundaries we will develop learning interventions using a once for NES/ Once for Scotland and discipline neutral approach wherever possible. We will develop uni-professional learning where necessary or to meet professional regulatory requirements. We support coherence by working with partners to define needs, and to guide and support the development of learning to ensure those needs are met.

4

Actively seeking collaboration and partnership

Collaboration and partnerships are our default approach to developing and supporting learning and education across health and social care. We understand our place in the broader system and act accordingly, working collectively with partners, learners and those with lived and living experience to provide best value and improved outcomes.

5

Embedding inclusivity, widening access, and responding to the climate emergency

Alongside our commitment to maintaining professional standards, supporting a learning culture, developing leadership capabilities across the system, and improving the quality of care, we prioritise accessibility, equity, inclusivity and diversity across all learning and education. By fulfilling our duty to do this, we are also better placed to widen access to learning and careers in health and social care. We also recognise the critical importance of sustainability focused education and building the skills of the health and social care workforce in tackling the climate emergency through our learning and education offer. These considerations inform a 'common core' in our learning provision and delivery.



6

Adapting for  
innovation and new  
ways of delivering  
health and social  
care

Our learning and education offer is shaped by emerging roles, new (or existing) technology and tools that can positively impact the workforce, foster service transformation, and improve outcomes. For example, technologies such as artificial intelligence (AI).

Within NES, we foster a culture of continuous learning which enables us to adapt and improve our approach to delivery of learning and education as technology and educational research in areas such as assessment, simulation and virtual/augmented reality, reveal opportunities for enhancing our learning and education programmes and practice.

7

Systematically  
defining and  
measuring quality,  
value, and impact

We systematically evaluate relevance, quality, value and impact in our learning and education, building on existing good practices through the lens of public, organisational and individual value.

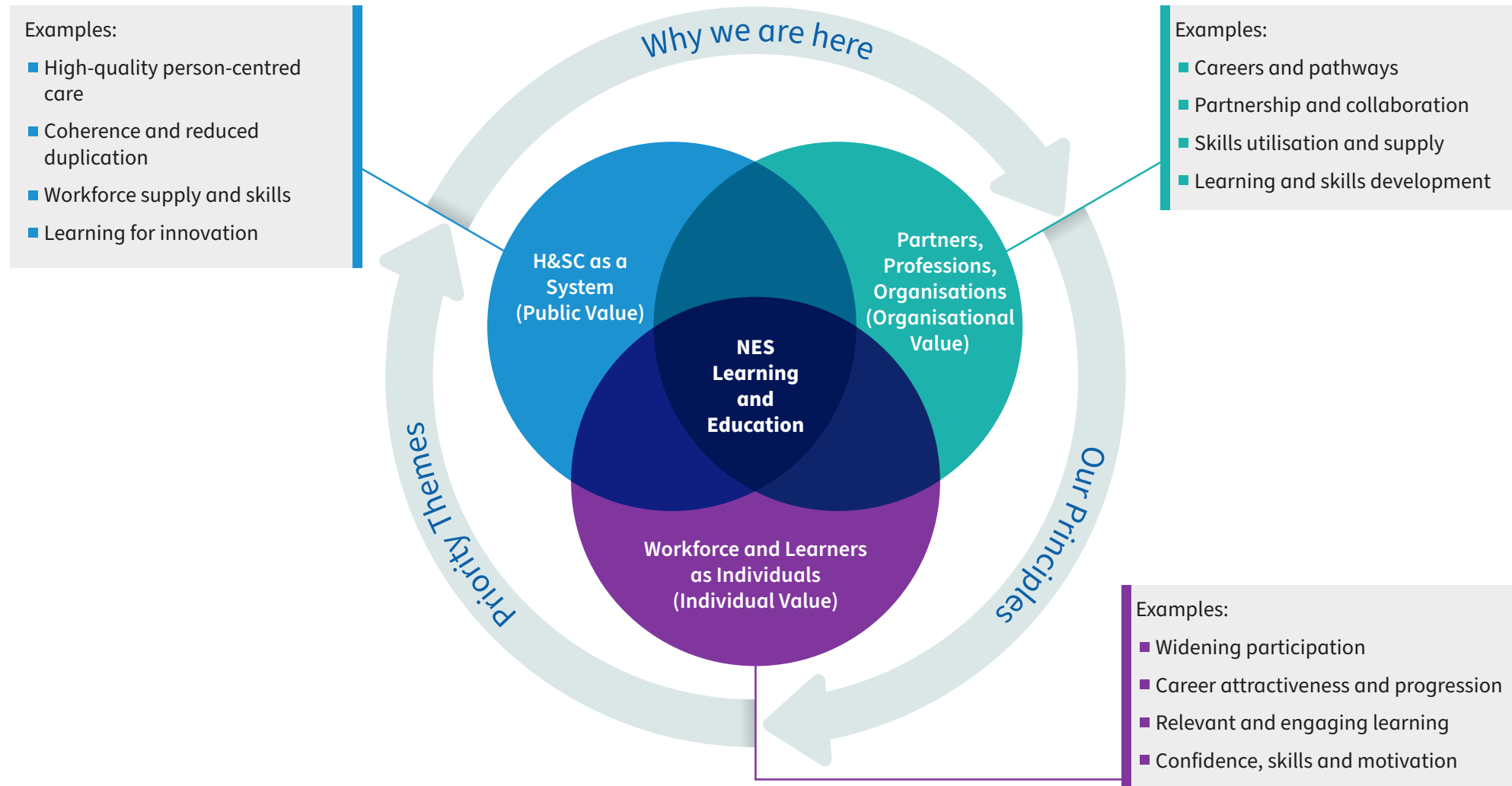
Our work serves the needs of the people of Scotland through the health and social care system (public value).

It adds value for professions, partners, and organisations involved in providing high-quality care, improving population health, and reducing health inequalities (organisational value).

Finally, our work supports individuals' career progression and aspirations, retraining, and skill development (individual value).

These 'value lenses' guide decision-making and resource allocation, ensuring our effectiveness as a public body that maximises value and improves outcomes. We use our expertise, data analysis, and collaboration to inform decision-making and measure, evaluate, and enhance the quality, value and impact of our contributions.

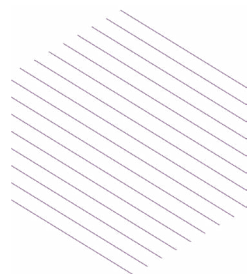
## Value Lenses





## Our Focus

Informed and guided by our seven principles for learning and education, for the 2023 – 2026 strategic cycle we will focus our efforts on **four priority themes** and their outcomes to enable us to fulfil our potential in supporting recovery and transformation across health and social care. They are:



### Priority Theme 1

Development and implementation of an **integrated and holistic approach to quality**

**This means** being clear about why and how we develop, deliver, evaluate, and enhance learning and education. We will transform educational governance, policies, processes, and systems, creating an ‘ecosystem’ that embeds our learning and education principles, supporting us as we develop as a learning organisation.

**This is important** so that we use our finite resources to offer education and training that is of high quality, value, and impact. This means considering service needs, research evidence, workforce data, innovation insights, stakeholder involvement and the views of those with lived experience, in a systematic way. We also need the right information to evaluate programmes and improve our work at individual, team, and organisational levels.

This priority theme also underpins our commitment to becoming an SCQF Credit Rating Body (CRB).





## Outcomes

### > For the Health and Social Care Workforce:

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Learners will experience increased relevance and focus across all types of learning, aligning more closely with their needs, career aspirations and the challenges and opportunities of working in health and social care and in their communities. They will benefit from a consistently high-quality learning experience and improved recognition and portability of their learning.

### > For Partners:

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Our partners will have greater clarity on the totality of the learning and education offer provided by NES, how this supports their organisational objectives and underpins the delivery of high-quality health and social care services. They will have more opportunities to influence our learning and education priorities and contribute to learning design, quality assurance and enhancement.

### > For the People of Scotland:

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People who use health and social care services will have more opportunities to have their views taken account of and to participate in the design of learning and education relevant to their experiences. They will be confident that the workforce understands what is important to them and have the right knowledge, skills and competencies to provide high-quality and person-centred care. There is a strong correlation between the relevance and quality of education and the delivery of high-quality care. We also recognise the connection between learning and education opportunities across public services in relation to health and wellbeing, and public and population health outcomes.

### > For our Staff:

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Our staff will see consistent structures for decision making, clearer business processes and the right information to inform the development, approval, evaluation, and enhancement of learning and education. They will benefit from being part of a learning organisation, where learning and good practice is shared at individual, team, organisational and systems levels. Staff will benefit from appropriate development opportunities and a more systematic approach to bringing people together to reflect and develop their practice alongside peers. They will be supported to deliver learning, education and training that has a positive impact on the quality of care delivered to the people of Scotland.

### We will achieve this by:

Delivering a comprehensive Learning and Education Quality System project. This will define quality dimensions and expectations in a consistent way, embedding our principles for learning and education across NES, whilst supporting a culture of reflection, learning and innovation. The project will include the following workstreams to ensure a holistic and integrated approach:

- › **Quality Policy Framework** – developing clear standards and expectations on a ‘Once for NES’ basis, appropriate to the different types of learning we deliver and support, fulfilling the requirements of regulatory and professional bodies and educational best practice. Our policies will set expectations across the full life cycle of our resources, courses and programmes – commissioning, design and approval, delivery and assessment, monitoring, evaluation and review. Our policies will embed an accessible, inclusive, human rights based and learner centred approach.
- › **Quality Management, Assurance and Enhancement** – building a coherent approach to educational governance across NES, to meet the requirements of our Quality Policy Framework, accompanied by business processes and systems to underpin an organisational quality cycle, informed by data, evaluation outcomes and embedding metrics for reporting, assurance and continual improvement.
- › **Educator Quality and Competence** – being clear about the training our educators need and systematically planning how we provide this (working with partners where appropriate), supporting them as reflective practitioners and providing opportunities for development, progression and sharing practice. Within this, we will embed expectations and support for inclusive, human rights-based and learner-centred approaches.
- › **Learning Design and Practice** – further developing the tools and resources to support educators in designing, delivering and (where relevant) assessing learning. In the medium term, we will extend the availability of these to others working in educational roles.
- › **Quality of the Practice Learning Environment** – ensuring the experience of workplace and practice education is of high-quality, complies fully with all regulatory requirements and effectively supports our trainees and learners.
- › **User Engagement** – ensuring we have the right mechanisms to meaningfully engage with learners, staff and partner organisations.
- › **Involving People and Communities** – making sure the views of people who use health and social care services are taken account of through our work, including developing structured approaches to co-production where this is most valuable and appropriate.

**We will measure our progress by:**

Reporting on our Strategic Key Performance Indicators in the following areas (see Appendix 1):

**People**

- > Learner experience
- > Quality of clinical training environment
- > Attraction, reach and accessibility
- > Employee satisfaction

**Partnerships**

- > Stakeholder satisfaction
- > Co-production
- > Credit rating

**Performance**

- > Efficiency and value







## Priority Theme 2

### Developing new, future-focused learning pathways

**This means** working closely with our partners, including professional and regulatory bodies, to develop career and learning frameworks across health and social care. These frameworks will enable us to align career pathways and development needs with available learning opportunities.

Where needs are not being met, we will work with partners to develop new learning pathways and opportunities, supporting workforce supply, service recovery and access to rewarding careers. Across each of these frameworks we will systematically consider opportunities for widening access to learning and to careers in health and social care.

**This is important** so that we have a coherent and shared understanding of the needs of the workforce and the people they serve to better support a resilient and sustainable health and social care workforce and system. New learning pathways will be informed by the needs of Scotland's population and the requirements for safe, effective, person centred and rights-based delivery of health and care services.

### Outcomes:

#### > For the Health and Social Care Workforce:

Learners will be able to access a greater range of learning opportunities which are more closely aligned to their needs and their chosen career pathways. Those considering a career in health and social care will appreciate the diverse range of career opportunities available and the learning pathways that can support their next steps and future development needs. All learners will see digital skills, accessibility, sustainability focused education, inclusivity, and equity increasingly embedded in learning opportunities and pathways.

#### > For Partners:

Our partners will see greater coherence and availability of learning, with links to the needs of the health and social care workforce and services made clearer. Partners delivering learning and education will be able to plan and align their offers with existing and emerging pathways, supporting greater efficiency and coherence across the education and skills landscape with stronger connections to the needs of the health and social care system.

#### > For the People of Scotland:

People who use health and social care services will have confidence that NES, with its partners, is working effectively to deliver against the National Workforce Strategy for Health and Social Care, addressing the challenges impacting on the quality and availability of services.

#### > For our Staff:

Our staff will see more consistent tools and methodologies for aligning learning with career and learning pathways, giving greater opportunity to evidence outcomes and impact linked to the needs of health and social care services and the people who use those services. Where new needs emerge, NES staff will have an existing methodology for planning responses and effectively directing resources, supported by the right information and data.

**We will achieve this by:**

- › Defining existing career and learning pathways across health and social care professions and occupations, setting these down in a consistent ‘framework’ format that will allow us to identify challenges for career entry, progression, development, and mobility. Within these pathways we will embed digital skills, recognising that they are critical for inclusive access to learning and education and will increasingly underpin service delivery and transformation.
- › Developing a more consistent approach to defining and aligning learning opportunities across NES and the education and skills sectors, to allow learning and education to be linked to the needs of individuals and with career and learning frameworks. Initially we will introduce a ‘prospectus’ to consolidate the learning offer available across NES. Building on this, we will create a digital presentation of learning, linked directly to career and learning pathways – aligned with Priority Theme 3: Enhancing learner-centred delivery.
- › Informed by workforce data and analysis, innovation insights, and population health data, working with partners to commission or develop learning that supports a responsive yet coherent approach to building skills and competence where needs or gaps are identified, supporting people to move within and between roles. This will enable investments that both support individual aspirations and development and meet the existing and emerging needs of the health and social care system.
- › Collaborating across the education and skills sectors to offer young people experiential learning opportunities, such as apprenticeships and internships, so people can explore careers in health and social care and appreciate the diversity of the sector and the professions and occupations within it.
- › Highlighting career mobility opportunities and the transferable skills and knowledge that can support movement across roles, particularly for experienced members of the workforce and those entering from other sectors, through our career and learning frameworks.

**We will measure our progress by:**

Reporting on our Strategic Key Performance Indicators in the following areas (see Appendix 1):

**People**

- › Learner scale and reach
- › Attraction, reach and accessibility
- › Sustainability focused education

**Partnerships**

- › Stakeholder satisfaction
- › Data utilisation
- › Supporting young people
- › Digital skills
- › Research and collaboration

**Performance**

- › Efficiency and value



### Priority Theme 3 Enhancing learner-centred delivery

**This means** personalising the learning experience and meeting learners where they are. Using improved workforce data and career and learning frameworks, we will refresh our digital platform, Turas, to deliver personalised learning and a portable record of achievements. A key feature of this work will be to consider how it can support greater transferability of learning resources and records across the system (including mandatory learning) with a view to reducing duplication and driving efficiency. This will be a medium-term goal with immediate foundational work commencing in late 2023 to better understand user requirements and our current system capabilities. At the same time, we will develop our educators to support inclusive approaches and promote learner-centred practices.

**This is important** so that we develop a technology-enabled learning eco-system to support learning when, where and how it suits our learners, accommodating their needs and existing responsibilities. The ability of learners to access learning at all points in their careers and at each stage of their development is critical in supporting a responsive, skilled, and motivated workforce.

#### Outcomes:

##### > For the Health and Social Care Workforce:

Learners will find it easier to locate and access the learning resources, courses and programmes they need and that are most relevant to them, taking that learning with them as they progress in their career or move between roles and employers. They will feel supported to learn in the way that suits them and their situation best, enabled by the development of our policies and practices and through engagement with learners' views. They will be supported to develop the digital skills needed to undertake learning offered through technology.

##### > For Partners:

Our partners will benefit from the improved capabilities of our digital platform to suit the needs of the workforce and their employees, enhancing efficiency, and helping to address the shared challenges they face. They will have increased visibility of learning and training undertaken by employees, including that related to mandatory training and learning. In time, and subject to the relevant information governance requirements, this will extend to training undertaken with other employers whenever it is recorded via Turas. Partners across and beyond health and social care sectors, will be able to readily access open learning resources, leading to increased reach and positive impact through learning and education.

##### > For the People of Scotland:

People who use health and social care services will benefit from a responsive, skilled and motivated workforce able to deliver high-quality and person-centred care.

##### > For our Staff:

Our staff will be supported to develop their knowledge and practice of inclusive and learner-centred approaches across the range of contexts and environments we deliver and support learning and education. There will more opportunities to link learning and education provision in different combinations and across disciplinary boundaries to create coherent programmes that support progression of learners and their careers.



**We will achieve this by:**

- › Delivering a Turas Refresh project, as part of our Corporate Improvement Programme. This will incorporate:
  - › user engagement across stakeholder groups, providing an evidence base for the user and consumer expectations of a modern, dynamic learning and development experience.
  - › an independent review of our existing technology and data architecture.
  - › consideration of the wider enterprise architectures in operation across the sector and how best to achieve joined up and effective data flows.
- › Building on the work to understand user requirements, technology, and data architecture we will streamline learning resources, courses and programmes with career and learning frameworks, ultimately combining these with learner profiles and through technology to create a personalised presentation of learning opportunities that support progression and skill development for individual learners.
- › Ensuring inclusive and learner-centred approaches are embedded in our organisational expectations for the development, design and delivery of learning and education. Enhanced educator training, sharing best practices and using our partnerships with other educational organisations to support this (for example strategic partnerships with Higher Education Institutions).
- › The development of representation structures and co-production processes for learners and practice educators to enhance NES’s responsiveness. We will embed these in quality assurance and enhancement expectations.
- › Increasing engagement with employers to identify and develop good practice in supporting staff to undertake learning and development in the workplace.
- › Developing and implementing an integrated and holistic approach to quality (Priority Theme 1), establishing and supporting an educator skills framework, including training that supports educators to identify learner needs – including digital literacy and skills needs – and develop learner centred approaches to address these needs.

**We will measure our progress by:**

Reporting on our Strategic Key Performance Indicators in the following areas (see Appendix 1):

**People**

- › Learner experience
- › Learner scale and reach
- › Attraction, reach and accessibility
- › Sustainability focused education

**Partnerships**

- › Stakeholder satisfaction
- › Data utilisation
- › Supporting young people
- › Digital skills
- › Research and collaboration

**Performance**

- › Efficiency and value
- › Delivery performance



## Priority Theme 4 Working in Partnership

**This means** collaborating at an individual and organisational level - on a national basis - to understand and respond to changing needs, challenges and opportunities. We are proactive in engaging with wider public services and organisations to share relevant learning and education resources where this will have a positive impact on public health and wellbeing.

**This is important** so that together we design and develop education and learning that meets the needs of our broader health and social care system, uses our collective knowledge and resources to deliver best value and harnesses the latest technological, research and innovation advancements. To deliver on our strategic ambitions we need to work with others to understand the complete picture and deliver sustainable solutions to the challenges being faced. We must act as responsible 'stewards' for the system as a whole, as well as delivering on our organisational responsibilities.

### Outcomes:

#### > For the Health and Social Care Workforce:

Learners will notice greater coherence and availability of learning and education to support their needs, with improved flexibility in learning pathways and more opportunities for prior learning to be recognised and built upon as they progress through their career.

#### > For Partners:

Our partners will benefit from a greater sharing of information and collaborative approaches to addressing systems level challenges within health and social care, aligned to the National Workforce Strategy for Health and Social Care. Our national partners, and education and skills partners will see NES working alongside them to understand the challenges they face, provide information and data to support their planning and coherence at a systems level, acting increasingly as a conduit between the health and social care and education and skills sectors.

#### > For the People of Scotland:

People who use health and social care services will be assured that NES is working with partners to achieve value and impact and using public resources in the most efficient and effective way possible.

#### > For our Staff:

Our staff will be supported to develop partnership approaches within a clearer framework and with more information to hand about the relationships that have already been established. This will ensure that we maximise the value and coherence of our organisational approach to partnerships, making best use of opportunities and appropriately managing any risks. Staff will experience a greater sharing of the work our partners are doing so together we can build a full understanding of the role other organisations are playing within the system – recognising that this is especially important at a time of change.

**We will achieve this by:**

- › Systematically extending and prioritising partnership working and collaboration across the system to deliver more, together
- › Broadening and deepening strategic engagements with our partners, making our purpose and vision clear and identifying synergies. NES will actively seek to understand the needs of partners including other NHS Boards, HSCPs, local government, professional and regulatory bodies, alongside education agencies, bodies and institutions. We will do this so we can better support them to deliver improved outcomes for people through learning and education and contribute to coherence and efficiency across the system.
- › Being proactive and responsive in looking for opportunities to share and collaborate. Where appropriate, we will align with partners, sharing common goals, pooling resources, and coordinating to deliver greater value and impact through joint planning processes.
- › Whilst recognising our statutory responsibilities for learning, education and training in health and our existing partnership arrangements in social care (alongside the Scottish Social Services Council), we understand that many of our resources and capabilities may have value across wider public, third and private sector services that support public health and wellbeing.
- › Providing support, coordination, and information for learning and skills responses with an emphasis on future learning pathways (Priority Theme 2) and alignment with service and workforce needs
- › Partnering with organisations providing insights into health and social care innovation and seeking to understand and support these through learning and education, including technologies for improved care quality and availability. We will use these insights to drive innovation and recovery alongside our partners.
- › Developing systematic communications across partner networks to promote coherence and a shared understanding of system needs.
- › A structured and corporate approach to strategic partnership formation, development, evaluation, and review - ensuring we get the best impact from our work with other organisations. There will be clear links between our strategy, key performance indicators and our partnerships.

**We will measure our progress by:**

Reporting on our Strategic Key Performance Indicators in the following areas (see Appendix 1):

**People**

- › Learner scale and reach
- › Attraction, reach and accessibility

**Partnerships**

- › Stakeholder satisfaction
- › Data utilisation
- › Supporting young people
- › Research and collaboration
- › Co-production

**Performance**

- › Efficiency and value
- › Delivery performance

## Appendix 1: NES Strategic Key Performance Indicators







# OUR STRATEGY 2023–26

People, Partnership, Performance

## ALTERNATIVE FORMATS

This resource may be made available, in full or summary form, in alternative formats and community languages. Please contact us on **0131 656 3200** or email **altformats@nes.scot.nhs.uk** to discuss how we can best meet your requirements.



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NESD1874 | Produced by the NES Design Service