

SWSLHD EDUCATION AND ORGANISATIONAL DEVELOPMENT PLAN 2022-2028



Foreword

South Western Sydney Local Health District (SWSLHD) is a large and complex health service providing health care and employment opportunities to its local community, and wider areas. Education and Organisational Development (EOD) are valued and essential to support our staff in providing safe, consistent quality care to SWSLHD's patients and consumers. Education and training opportunities not only promote excellence in service provision but also attract our future workforce, retain a sustainable workforce and develop future leaders.

The SWSLHD Education and Organisational Development Plan 2022-2028 has been developed to continue to help to achieve the District's vision of "Leading safe, sustainable care for a healthier community."

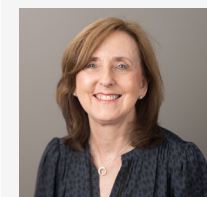
Understanding the complexities, an external review was completed with the purpose of informing the Education and Organisational Development Plan. Extensive consultation with our staff, community and consumer representatives and our partner organisations was undertaken to develop the Plan.

SWSLHD has a proud history in the delivery of health workforce education and training in NSW. The ongoing improvement to the education and organisational development system, facilitated through this Plan, will positively impact the more than 15,000 clinical, corporate and support staff across the District.

A framework for education and organisational development for SWSLHD has been developed based on the key requirements and directions of the organisation and the broader NSW Health system. The framework identifies action areas across four priorities, including:

- Promote workforce potential
- Innovative, agile and responsive
- Organisational development and culture
- Strategic collaborations

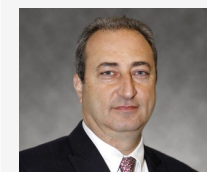
We would like to thank each of you for your contributions to the Plan and to the continued education and organisational development in our District.



**Ms Amanda Larkin,
Chief Executive,
South Western
Sydney
Local Health District**



**Ms Rebecca Leon,
Executive Director
People & Culture,
South Western
Sydney
Local Health District**



**Dr David Abi-Hanna,
Chair, SWSLHD
Research
& Teaching
Committee
(Board Committee)**

Contents page

Foreword	1
Contents page	2
Education and Organisational Development Environment.....	3
SWSLHD Education and Organisational Development Framework at a glance	4
Key Strategic Partners	5
Abbreviations.....	6
Our priorities, actions areas and implementation activities	6
Priority 1: Promote workforce potential (Note: not all activities will have a measure).....	7
Priority 2: Innovative, agile & responsive	10
Priority 3: Organisational development & culture.....	13
Priority 4: Strategic collaborations.....	15
Governance, implementation and monitoring.....	17
Governance	17
Implementation and Monitoring	18
Appendix: SWSLHD Education and Training Strategic Plan 2015-2021 achievements	19

Education and Organisational Development Environment

The health education and organisational development environment within New South Wales is highly complex and involves an interplay between the education and health sectors. The continuum ranges from school aged students to those who are highly specialised and studying higher education at a post graduate level.

SWSLHD works collaboratively with the Health Education and Training Institute (HETI), education providers, speciality colleges and a range of other organisations to ensure that the health workforce has the knowledge, skills and experience to provide safe consistent quality care to our patients and consumers.

Acknowledging the complexities, an external review was completed with the purpose of informing a new education and training plan for SWSLHD. This follows the achievement of actions from the SWSLHD Education and Training Strategic Plan 2015-2021 (see Appendix 1). The review was undertaken to:

- Define future priorities and activities (existing and new).
- Ensure our workforce can meet challenges with redevelopments, growth and dynamic changes in health delivery.
- Ensure leadership is effective and staff are empowered to meet the needs of our community.
- Strengthen our education and training partnerships and branding.

In line with contemporary organisations' globally, and emerging in many NSW Health entities education and organisational development are aligned and hence incorporated together. Organisational Development helps organisations build their capacity to change and achieve greater effectiveness by developing, improving, and reinforcing strategies, structures, and processes. Education and training enable the delivery of organisational development strategies. Together they provide a more holistic and rounded approach to developing our existing and future workforces.

Hence the development of the SWSLHD Education and Organisational Development Plan 2022-2028 (The Plan). The Plan has been developed under the direction of the Research and Teaching Committee (committee of the SWSLHD Board). The Board recognised the need for the review and the plan to help meet the strategic direction 'Support and develop our people', in line with the SWSLHD Strategic Plan 2022-2027. The Plan has been developed through the lens of the SWSLHD Transforming Your Experience strategy which aims to deliver consistent safe high-quality care that is personalised and foster an environment where all staff are supported and empowered to achieve their full potential.

Extensive consultation and research has been conducted to develop The Plan, involving the review of contemporary practices nationally and internationally, input from our staff, community and consumer representatives and our partner organisations. The external review gave an evidence based foundation for the development of The Plan, including the key priorities and action areas which will significantly contribute to safe consistent quality care to our patients and consumers, and positively impact staff satisfaction. Governance to ensure monitoring and review of this Plan will be established to ensure it is implemented and adapts as changes in health delivery occur.

SWSLHD is committed to providing an environment that enables joint responsibility between the organisation and our workforce to develop a learning culture.

SWSLHD Education and Organisational Development Framework at a glance

The SWSLHD Education and Organisational Development (EOD) Framework describes the key components required for robust, effective and responsive education and organisational development which is capable of meeting the requirements of the organisation, staff, consumers and the broader community. The Framework comprises of four priorities which are informed by action areas.





SWSLHD Vision	Leading safe, sustainable care for a healthier community			
Values	C ollaboration	O penness	R espect	E mpowerment
LHD Strategic Direction	Support and develop our people			
NSW Health Strategic Context	Strategic outcome: Our staff are engaged and well supported (NSW Health Workforce Plan 2022 – 2032) Objective: Equip our people with the skills and capabilities to be an agile responsive workforce			
SWSLHD EOD Intent	Nurture and support a culture of education and organisational development			
Priorities	 Promote workforce potential	 Innovative, agile & responsive	 Organisation development & culture	 Strategic collaborations
Action areas	<ul style="list-style-type: none"> • Lifelong learning • Learning needs analysis • Career pathways • Performance & talent development • Professional networks & collaborative learning 	<ul style="list-style-type: none"> • Predicting workforce needs • Embedding evaluation methodologies • Training delivery modalities • Access to education and training • Celebrating & sharing education & training 	<ul style="list-style-type: none"> • Leadership & management development • Talent & succession planning • Communication framework • Evidence informed workforce culture • Coaching & mentoring 	<ul style="list-style-type: none"> • MoH & HETI collaboration • Academic partnerships • Education provider partnerships • Future workforce partnerships • Education related research
Performance measures By 2028 SWSLHD will have achieved an increase in the:	<ul style="list-style-type: none"> • 80% staff who have completed mandatory training • % Registered and Enrolled Nurses retained after transition programs • Number of enrolments and completions of new multidisciplinary courses • Career pathways developed across all disciplines 		<ul style="list-style-type: none"> • New technologies implemented into education courses • Completion of activities aligned to the SWSLHD Leadership Strategy • Reduction in time taken to fulfil Executive roles (through use of succession plans) • Completion of traineeships, apprenticeships, internships 	

Figure 1: SWSLHD Education and Organisational Development Framework

Key Strategic Partners



- Ministry of Health
 - o People, Culture and Governance Branch
 - o Health Education and Training Institute (HETI)
 - o Clinical Excellence Commission (CEC)
 - o Agency for Clinical Innovation (ACI)

- Universities

Our largest academic partnerships are with the following universities:

 - o Western Sydney University
 - o University of New South Wales
 - o University of Wollongong
 - o The University of Sydney
 - o University of Tasmania
 - o University of Technology, Sydney

- Education Providers
 - o TAFE NSW
 - o Department of Education
 - o Private Education Providers

Abbreviations

Abbreviation	Meaning
DCG	Director Clinical Governance
DCS	Directors Corporate Services
DCW&I	Director Capital Works & Infrastructure
DDH	Director Digital Health
DF&CS	Director Finance & Corporate Services
DSP	Director Strategic Partnerships
DTYE	Director Transforming Your Experience
DMS	Director Medical Service (SWSLHD)
EDAH&CS	Executive Director Allied Health & Community Services
EDMS	Executive Director Medical Services
EDNM&P	Executive Director Nursing Midwifery & Performance
EDP&C	Executive Director People & Culture
DPH	Director Population Health
EOD	Education and Organisational Development
GMs/ SDs	General Managers/ Service Directors
HETI	Health Education and Training Institute
MSC&M	Manager Strategic Communications & Media

Our priorities, actions areas and implementation activities

SWSLHD identified four priorities and action areas to guide the direction of education and organisational development within our organisation and services over the next six years. The following sections provide detailed information on the actions which will be implemented through to 2028 to support the District to achieve its vision of ‘Leading safe, sustainable care for a healthier community’. The priorities underpin the strategic objectives set out in the SWSLHD Strategic Plan 2022-2027 and the SWSLHD Workforce Plan 2022-2028.

Priority 1: Promote workforce potential (Note: not all activities will have a measure)

Description	An environment that enables joint responsibility between the organisation and our workforce will develop a learning culture with opportunities to support and promote learning collaboratively and continuously. This is key for a learning organisation and allows for constant transformation and innovation.			
Why is this a priority?	Our workforce is one of our biggest assets. Investing in professional development recognises the value of our workforce and enables them to continue to develop the knowledge and skills to deliver consistent safe quality care to our patients, consumers and our community. By promoting our workforce potential we are providing opportunities for all staff to have relevant professional skills development and opportunities to expand their careers through education in their speciality area, leadership, management and research. High-quality education and training is vital for recruiting and retaining a qualified workforce through improving staff engagement, job satisfaction as well as organisational reputation.			
Action areas	Implementation activity	Responsibility	Measure	Timeframe
1.1 Lifelong learning	1.1.1 Establish processes for time to be available during rostered hours for staff to complete mandatory or other requisite training as required.	District ELT GMs/ SDs CE Direct reports	80% staff in all disciplines/ occupations complete mandatory training.	2024
	1.1.2 Implement a process and innovative ways (including social media platforms) to ensure promotion to staff on course availability in My Health Learning and from other education providers.	EDP&C		2023
	1.1.3 Further develop standardised competency frameworks for staff in: <ul style="list-style-type: none"> • Allied Health • Corporate Services • Medical • Nursing & Midwifery • Specialised services e.g. Oral Health, Population Health • Support services 	EDP&C EDAH&CS DF&CS DMS EDNM&P EDAH&CS & DPH EDP&C	Number of competencies captured and completed through My Health Learning.	2027

	<p>1.1.4 Review, develop and offer structured courses specific to the education and training needs of staff in:</p> <ul style="list-style-type: none"> • Allied Health • Corporate Services • Medical • Nursing & Midwifery • Specialised services e.g. Oral Health, Population Health • Support services 	<p>EDP&C</p> <p>EDAH&CS DF&CS DMS EDNM&P EDAH&CS & DPH</p> <p>EDP&C</p>	<p>Number of specific courses, enrolments and course completions.</p>	<p>2026</p>
	<p>1.1.5 Embed safety and quality training courses (in line with the CEC Safety & Quality Essentials pathway) and methods across SWSLHD.</p>	<p>EDP&C DCG</p>	<p>Target of 80% met for Foundations of Quality & Safety course.</p>	<p>2024</p>
1.2 Learning needs analysis	<p>1.2.1 Undertake a training needs analysis for clinical disciplines, corporate and support staff (links to 1.1.4).</p>	<p>EDP&C DF&CS EDNM&P EDAH&CS</p>		<p>2024</p>
	<p>1.2.2 Review training and delivery models that support the mandatory requirements of PD2017_043 'Violence Prevention and Management Training Framework for NSW Health Organisations'.</p>	<p>EDP&C</p>	<p>Revised training implemented. 80% compliance with course completion (as per targeting).</p>	<p>2024</p>
	<p>1.2.3 Identify My Health Learning system training needs, including system functionality, finding courses and running transcripts.</p>	<p>EDP&C</p>		<p>2025</p>
	<p>1.2.4 Revise the on boarding program for new staff, volunteers and consumer representatives to provide a healthcare system overview.</p>	<p>EDP&C</p>	<p>On boarding process evaluation.</p>	<p>2026</p>
	<p>1.2.5 Review EOD educator roles and responsibilities to ensure they support, coordinate and facilitate the depth and breadth of education needs of SWSLHD.</p>	<p>EDP&C EDNM&P EDAH&CS</p>	<p>Organisation structure of EOD is finalised in line with new EOD vision. Roles graded and recruited.</p>	<p>2023</p>

1.3 Career pathways	1.3.1 Develop and implement career pathways to support staff in: <ul style="list-style-type: none"> Allied Health Corporate Services Medical Midwifery Nursing Specialised services e.g. Oral Health, Population Health Support services 	EDP&C DF&CS EDNM&P EDAH&CS GMs/ SDs		2024
	1.3.2 Review existing professional pathways to ensure they remain current and fit for purpose and develop new professional pathways where required.	EDP&C		2023
	1.3.3 Implement 'Career progression and professional development' actions from the Aboriginal Workforce Plan 2022-2026.	EDP&C	(Refer to Aboriginal Workforce Plan, Key Priority Area 3).	2026
	1.3.4 Ensure the new graduate registered nursing and midwifery program (Gradstart) continues to meet the needs of the graduates and SWSLHD.	EDP&C EDNM&P	% of Gradstart graduates retained in SWSLHD after the program.	2024
	1.3.5 Ensure the Enrolled Nurse Transition program continues to meet the needs of the graduates and SWSLHD.	EDP&C EDNM&P	% of Enrolled Nurses retained in SWSLHD after the program.	2024
1.4 Performance and development	1.4.1 Establish a process to capture learning needs and education and training identified in 3 month and 12 month performance development reviews.	EDP&C		2024
	1.4.2 Establish a process to link the Performance and Development Review (PDR) process to the succession, talent and mentor planning processes.	EDP&C		2025
1.5 Professional networks and collaborative learning	1.5.1 Develop opportunities for networking and education for staff who provide education and facilitation within SWSLHD.	EDP&C	Communities of Practice in place. Number of education opportunities.	2024
	1.5.2 Develop a process that identifies opportunities to strengthen multidisciplinary learning (for example, review courses to broaden to multidisciplinary learning).	EDP&C EDNM&P EDAH&CS DMS	Number of enrolments and completions of new multidisciplinary courses developed.	2025

Priority 2: Innovative, agile & responsive

Description	Our education and training courses and development strategies are able to predict the progressive changes in the diversity of our community and their health needs; the increasing evidence base that informs practice; new technologies in health services; and continuous changes in the skill sets required from the health workforce. Lessons from the challenges of bush fires, the COVID-19 pandemic and floods, are that our education and development strategies need to be responsive, agile and timely.			
Why is this a priority?	Consultation with our workforce told us that agile and innovative education is a high priority. They want training delivery modes to be flexible, with education meeting the needs of their discipline, specialty group and to be evidence based. The organisation requires education to be based on need, including areas identified through incidents, new models of care and trends in audits and reports. Education courses need to be continuously evaluated as the organisations and the community we serve needs change. In addition, the time required to attend education means access needs to be more agile and bespoke, whether by staffing group or multidisciplinary.			
Action areas	Implementation activity	Responsibility	Measure	Timeframe
2.1 Predicting workforce needs	2.1.1 Implement governance structures (including the Multidisciplinary Clinical EOD Reference Committee and Corporate and Support Services EOD Reference Committee) to support decision making and priorities for EOD in SWSLHD.	EDP&C	Annual committee evaluation.	2023
	2.1.2 Ensure instructional designers are available to support co-design and development of on-line, virtual and face to face training.	EDP&C	Instructional designers recruited and commenced in role.	2023
	2.1.3 Consider an education Learning Hub as part of the organisation structure to ensure a customer focussed education and organisational development service.	EDP&C		2023
	2.1.4 Review existing simulation based education offerings and identify needs to inform future multidisciplinary clinical and non-clinical staff simulation based education courses.	EDP&C	Number of enrolments and completions of new multidisciplinary simulation courses developed.	2025
	2.1.5 Review the process for consumer and community representatives participating in the development, delivery and review of locally developed courses.	EDP&C DSP		2024

	2.1.6 Establish a continuous process to ensure staff are correctly assigned education and training in My Health Learning.	EDP&C	Decreased corrections needed.	2024
	2.1.7 Strengthen the capacity to capture and manage information about all education and training courses being run across the District.	EDP&C	Increased types of education captured in MHL.	2025
2.2 Embedding evaluation methodologies	2.2.1 Develop and implement an evaluation framework for education and training to ensure courses are contemporary and meet the strategic direction of the organisation.	EDP&C	Evaluation framework implemented.	2025
2.3 Training delivery modalities	2.3.1 Expand digital learning and resources.	EDP&C	Number of courses, enrolments and course completions.	2024
	2.3.2 Review opportunities to be more agile in responding to education and training needs using a range of training strategies.	EDP&C	Number of courses in new formats, enrolments and course completions.	2026
	2.3.3 Investigate and trial new technologies to support education and training courses, for example, virtual reality technology, video assisted learning, artificial intelligence.	EDP&C DDH	New technologies implemented into education courses.	2026
2.4 Access to education and training	2.4.1 Review and ensure equitable access to education and training for all staff, including when additional support, reasonable adjustment or alternative delivery modes or location may be required.	EDP&C		2024
	2.4.2 Identify digital and IT equipment needs to support education and training and ensure access for all staff.	EDP&C DDH		2026
	2.4.3 Provision of appropriate physical training spaces for education and training in all facilities across SWSLHD.	EDP&C DCW&I	Reduction in number of course cancellations due to space issues. Reduction in number of external venues used for education.	2028
	2.4.4 Review education support to enable equitable access to education opportunities and career progression.	EDP&C		2025

2.5 Celebrating and sharing education and training	2.5.1 Develop and embed systems to recognise, celebrate and share successful education and training courses internally and externally with our community.	EDP&C	Increased number of education course celebrations publicised.	2025
	2.5.2 Develop and embed systems to recognise and celebrate individual success in education and training opportunities.	EDP&C		2025

Priority 3: Organisational development & culture

Description	Designing and developing a constructive and improvement focused organisational culture promotes our vision of 'Leading safe, sustainable care for a healthier community'. To support this culture, the organisational tools and systems that allow staff to perform their roles need to be developed, maintained and adapted as required.			
Why is this a priority?	Organisational development can be seen as the modification of the systems and processes which aid in the delivery of the organisation's vision and mission. These remain true, despite the consistently changing context in which the organisation exists. As the context changes, the people, systems and processes within the organisation are required to adapt accordingly. Organisational development and culture represent two of the key mechanisms that support these changes.			
Action areas	Implementation activity	Responsibility	Measure	Timeframe
3.1 Leadership & management development	3.1.1 Develop an integrated Leadership Strategy for SWSLHD.	EDP&C	SWSLHD Leadership Strategy published and communicated.	2023
3.2 Talent & succession planning	3.2.1 Contextualise and implement strategies from the NSW Health Talent Strategy 2022-32.	EDP&C		2026
	3.2.2 Consolidate and implement a succession planning framework across all disciplines.	EDP&C	Succession planning framework published and communicated.	2023
3.3 Communication framework	3.3.1 Further publicise HETI CORE chat for staff and managers across SWSLHD and undertake a formal evaluation to identify effectiveness of strategies being implemented.	EDP&C	80% compliance with CORE Chat course completion	2024
	3.3.2 Review and implement a formal communication framework (building on the CORE Chat training).	EDP&C	Communication framework published and communicated.	2026
	3.3.3 Explore and implement courses that align with the communication framework.	EDP&C	Course completions	2025
3.4 Evidence informed workforce culture	3.4.1 Design a workplace culture that supports delivery of outcomes through constructive behaviours (Refer to SWSLHD Workforce Plan item 3.1).	EDP&C		2025
	3.4.2 Incorporate Aboriginal cultural competency in education and training courses.	EDP&C		2025
	3.4.3 Incorporate multicultural contextualisation in education and training courses to meet the service needs of our diverse workforce.	EDP&C EDAH&CS		2025

3.5 Coaching & mentoring	3.5.1 Implement a formal mentoring structure and processes to support staff at all levels through access to experienced staff.	EDP&C		2025
	3.5.2 Develop and promote coaching and mentoring courses available in My Health Learning and identify further course opportunities.	EDP&C MSC&M	Number of course enrolments and course completions.	2024
	3.5.3 Explore opportunities to develop staff in facilitation and presentation skills.	District ELT CE Direct Report GM/ SD's		2025
	3.5.4 Implement supervision education for all staff and managers.	EDP&C		2026

Priority 4: Strategic collaborations

Description	Partnerships with HETI, education providers (including TAFE and private providers) and academic partners will ensure strong working relationships to deliver the best education and training outcomes for our current and future workforce.			
Why is this a priority?	Partnerships allow us to harness the expertise of external partners to support the education needs of our current and future workforce. Finite resources in health require SWSLHD to ensure strong partnerships with other organisations. Continuing to partner with HETI, MoH, education providers and universities will ensure we remain a leader in education and related research.			
Action areas	Implementation activity	Responsibility	Measure	Timeframe
4.1 MoH and HETI collaboration	4.1.1 Undertake a comprehensive review of the education and training available through HETI, and how it can be used in SWSLHD.	EDP&C	Course offerings reviewed, mapped and appropriate promotion undertaken.	2023
	4.1.2 Strengthen engagement and consultation opportunities between SWSLHD, MoH and HETI.	EDP&C	Regular engagement opportunities with HETI established.	2024
	4.1.3 Review and assess the need to maintain being a Registered Training Organisation (RTO) delivery site.	EDP&C	RTO review undertaken.	2024
	4.1.4 Further embed work exchange opportunities with MoH, pillar agencies, other LHDs and NGOs.	EDP&C		2025
	4.1.5 Develop and strengthen partnerships with other LHDs particularly rural and regional NSW to provide access to SWSLHD education and training opportunities.	EDP&C		2026
	4.1.6 Form partnerships with other LHD's and health pillars to collaborate and exchange educational resources, projects and research.	EDP&C		2026
4.2 Academic partnerships	4.2.1 Review and establish coordinated governance over shared resources within and external to SWSLHD.	EDP&C		2024
	4.2.2 Explore opportunities to work with universities to share knowledge and educational research.	EDP&C Director Research		2025

	4.2.3 Establish non-clinical/ corporate professional placement partnerships with tertiary facilities to identify high calibre students.	EDP&C	Number of corporate professional placements completed.	2025
	4.2.4 Identify further opportunities to partner with academic institutions to design and deliver tailored education and training (e.g. data, analytics, research, dentistry).	EDP&C		2025
4.3 Education provider partnerships	4.3.1 Develop a system to capture and implement targeted feedback for all student placements (clinical and non-clinical).	EDP&C		2024
	4.3.2 Continue to expand the internal nursing facilitation model (Facility Appointed Based – FAB) to all sites and service currently without the FAB service. Include review of Midwifery model of facilitation.	EDP&C EDNM&P	FAB service expanded to all facilities.	2023
	4.3.3 Evaluate potential partnership models for delivery of the Enrolled Nurse Training course (Diploma of Nursing).	EDP&C EDNM&P		2023
	4.3.4 Review Vocational Education & Training (VET) in Schools opportunities and consider appropriate partnership models.	EDP&C	VET in Schools review completed.	2024
4.4 Future workforce partnerships	4.4.1 Develop centralised recruitment processes for students completing VET in Schools qualifications with SWSLHD.	EDP&C	Centralised VET in Schools recruitment in place.	2024
	4.4.2 Explore further traineeships, apprenticeships, internships and opportunities in areas of future workforce need, incorporating a centralised recruitment process.	EDP&C District ELT		2025
	4.4.3 Develop centralised recruitment processes for future workforce courses such as apprenticeships, traineeships, internships, graduate programs.	EDP&C	Centralised future workforce recruitment in place for programs.	2026
	4.4.4 Implement a structured work experience program for high school students across clinical disciplines (similar to the nursing work experience program already in place) and corporate and support services.	EDP&C	Work experience opportunities broadened.	2024
	4.4.5 Continue to develop partnerships with CALD support and employment organisations (e.g. work experience pathways and supported traineeships).	EDP&C		2027
	4.4.6 Continue to develop partnerships with disability support and employment organisations (e.g. work experience pathways and supported traineeships).	EDP&C		2027

	4.4.7 Further develop opportunities to implement revenue streams by delivering training to external groups and organisations.	EDP&C		2027
4.5 Education related research	4.5.1 Identify potential research projects within education and organisational development.	EDP&C Director Research		2025
	4.5.2 Implement education and training to support research (refer the Research Strategy).	EDP&C Director Research		2028

Governance, implementation and monitoring

Governance

The education and organisational development (EOD) governance structure within SWSLHD will include the creation of reference committees. A new Multidisciplinary Clinical EOD Reference Committee & Corporate and Support Services EOD Reference Committee will be established. Terms of Reference for the committee's will include EOD priorities, investment in EOD, use of EOD to manage organisation risk and oversight of evaluation methodologies and outcomes (see Figure 2).

The Director Education and Organisational Development will Chair the newly established reference committees, and report through to the appropriate SWSLHD Board committee. Sub-committees and working groups to the reference committee's will be established as required.

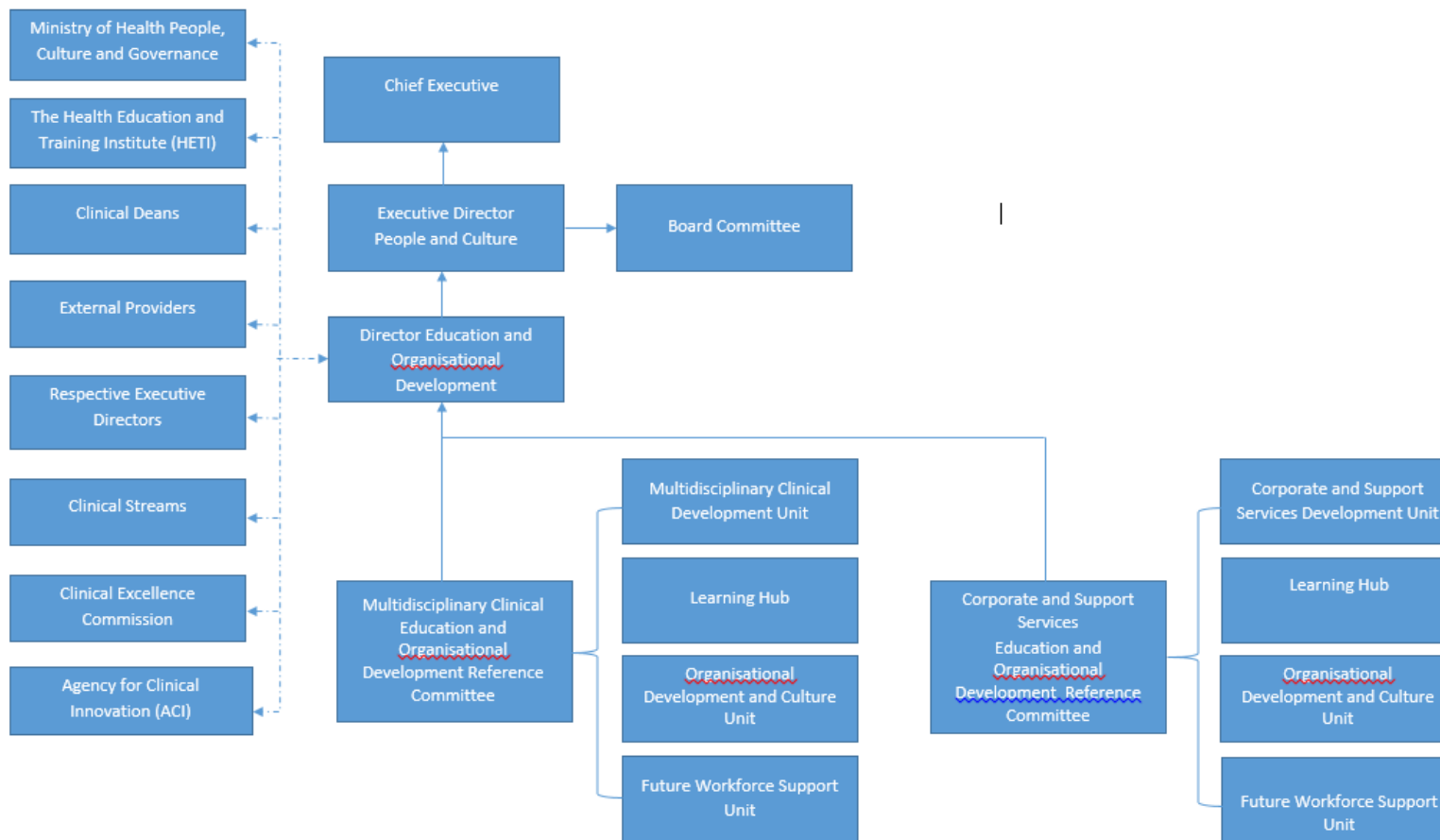


Figure 2 – SWSLHD Education and Organisational Development governance structure

Implementation and Monitoring

Implementation of the Education and Organisational Development Plan 2022-2028 is a shared responsibility across SWSLHD and our partner organisations, led by the SWSLHD Executive Director People & Culture and the SWSLHD Board committee.

Implementation will be monitored through a bi-annual reporting framework which addresses progress against each implementation activity and performance against the outcomes detailed in The Plan. A mid-point review of The Plan will be undertaken.

Appendix: SWSLHD Education and Training Strategic Plan 2015-2021 achievements

Since 2015 we have invested significantly in education and training, the following section highlights some of our achievements.
Framework area 1: A workforce with the knowledge and skills to deliver on organisational- priorities now and in the future
Cultural competence training across SWSLHD.
Further development of Aboriginal Traineeships in Certificate III in Health Administration.
SWSLHD Leadership Development Pathway providing education direction for 4 stages, Foundational, Intermediate, Advanced and Executive.
Line Manager Capability Professional Development Pathway (LMCPDP) and Administration Staff Professional Development Pathway (ASPDP).
Workplace Mentoring Course, also includes a customised course for the Aboriginal Health team and for midwifery students, now been adopted as a state level model.
Endorsement of the 5 Day Advanced Breastfeeding Course with the International Board of Lactation Consultant Examiners (IBLCE). The only endorsed course in NSW.
An education support framework for maternity services in SWSLHD.
Accelerated ICU GradStart program to meet the need for a greater ICU trained workforce in response to the COVID-19 pandemic. The program won the "Collaboration – Working as a Team" category in the 2022 SWSLHD Quality Awards.
Implementation of district wide nursing competencies and operational assessments, with recording in My Health Learning.
Framework area 2: Education and training is of a high quality, innovative and accessible to all staff
Transition to virtual delivery of education and training (E&T) where appropriate.
Implementation of district wide simulation courses to ensure access to consistent, high quality, inter professional and immersive training opportunities.
Development of an eLearning Framework and pilot for local development of virtual learning solutions in-house within the District.
Framework area 3: An organisation that is supportive to the delivery of education and training
Promotion of external learning functionality in My Health Learning, to record all external education undertaken.
Implementation of a formalised course review process.
Implementation of course cancellation procedures and supporting processes.
Commissioning of education facilities in Liverpool Research & Education Centre and the new Campbelltown Hospital.
Implementation of audio-visual units in education and training rooms and meetings rooms across SWSLHD.
Framework area 4: Partnerships strengthen the skills and capacity of the health workforce
Professional partnerships for non-clinical work placements.
Vocational Education and Training courses for both clinical and non-clinical qualifications. Students finishing with Higher School Certificate with results in the top percentile band.
Collaboration across the district, with other LHDs and Liverpool Clinical Skills and Simulation Centre to share simulation courses, resources and expertise.
CORE Chat and Medical Managers Education course across SWSLHD in collaboration with HETI.
Facility Appointed Based (internal nursing facilitation) implemented at Campbelltown/Camden and Bankstown hospitals and Mental Health.
Commenced work on apprenticeships and work placements in Corporate Services.
Identification of future workforce shortages and use of VET courses and/or clinical placements in biomedical engineering, population health, enrolled nurses, assistants in nursing.
Implemented NAVITAS course in partnership to develop and deliver the Foundations Skills for your Future course.

We encourage you to contact our Education and Organisational Development team if you are interested in education and organisational development opportunities or require information or assistance.

Phone: (02) 8738 5920

Email: SWSLHD-CEWD@health.nsw.gov.au