Research and Innovation Strategy: delivering a flexible workforce receptive to research and innovation
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## List of Abbreviations

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
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</thead>
<tbody>
<tr>
<td>AHSN</td>
<td>Academic Health Science Network</td>
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<tr>
<td>CAC</td>
<td>Clinical Academic Careers</td>
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<td>CLAHRC</td>
<td>NIHR Collaboration for Leadership in Applied Health Research and Care</td>
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<tr>
<td>CPD</td>
<td>Continuous Professional Development</td>
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<tr>
<td>DH R&amp;D Committee</td>
<td>Department of Health Research &amp; Development Committee</td>
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<td>HEE</td>
<td>Health Education England</td>
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<tr>
<td>LETB</td>
<td>Local Education and Training Board</td>
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<td>NIHR</td>
<td>National Institute for Health Research</td>
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<tr>
<td>R&amp;I</td>
<td>Research and Innovation</td>
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Executive Summary

Health Education England (HEE) exists to improve the quality of health and healthcare for the people and patients of England. Each year HEE has the responsibility for investing nearly £5 billion of public funding in training and education to ensure that we provide staff in the right numbers, with the right values, skills and behaviours to meet current and future patient needs. Research and innovation are key levers for us to ensure we continuously improve our decisions and processes for investing public funds; improve quality; provide value for money; and importantly, provide the evidence base for the decisions we make in planning for our future workforce.

HEE has a statutory responsibility to promote research (Health & Social Care Act 2012, HEE Directions 2013) and the Mandate from the Government to HEE (April 2014 to March 2015) requires HEE to ‘develop a more flexible workforce that is able to respond to the changing patterns of service and embraces research and innovation to enable it to adapt to the changing demands of public health, healthcare and care services’.

HEE has as a result developed this draft Research and Innovation Strategy which sets out our vision and framework for delivery of our statutory responsibilities and NHS Mandate duties. This, our first ever Research and Innovation strategy, sets out how we will:

- ensure HEE creates an evidence informed decision making culture;
- ensure our workforce investments and developments are patient centred and underpinned by research and innovation;
- develop clinical academic careers to build clinical research and leadership capability for the health and social care system;
- create a culture within HEE that promotes research and innovation throughout our organisation;
- develop a way of working where best practice and innovation is identified, shared and implemented and poor or duplicate practice is stopped; and
- invest in research and innovation and make the most of research that is already available, ensuring it is patient centred and contributes to improving quality care.

As the responsible body for education and training of the healthcare workforce, the contribution of HEE to embedding research and innovation within the NHS is crucial. Our ambition is to work with the system to deliver a workforce fit for the future: to do so we need to provide the infrastructure to facilitate the development of a flexible and adaptive workforce responsive to research and innovation. Information technology and technological advancements are vital enablers to ensure transformation, but we want to move on from innovation being viewed only as technical or scientific discoveries to embrace behavioural, organisational and cultural dimensions within the influence of HEE. Recent reports, for example Francis (2013), provide clarity and evidence that values and behaviours of staff are crucial to the experience of patients and the difference in the quality of care. Subsequently, where good practice exists, HEE aims to adopt and spread this through promoting and developing innovative organisations, innovative teams, innovative leaders and innovative workers – this is the organisational and cultural transformation that HEE aspires towards. To do so we will need to work in partnership with National Institute for Health Research, NHS England, the Department of Health and other key stakeholders to ensure we create a system wide approach.

This strategy will remain in draft until we have gained views from our stakeholders and until HEE’s corporate strategy is published, so that this research and innovation work is seen in context of HEE’s overarching organisational strategy.
Introduction

1. Health Education England (HEE) was established to help improve the quality of care delivered to patients by ensuring that our future workforce is available in the right numbers with the right skills, values and competencies to meet their needs today and tomorrow.

2. HEE has a statutory responsibility to promote research (Health & Social Care Act 2012, HEE Directions 2013) and the Department of Health Mandate to HEE (Department of Health 2013-2015) places a statutory duty on HEE to ‘develop a workforce that is more receptive to research and innovation to allow it to adapt to the changing demands of public health, healthcare and care services’.

3. Healthcare services are being transformed by research and innovation and we recognise that the majority of people who will be delivering healthcare in 2025 are already part of the workforce.

4. This Research and Innovation (R&I) Strategy has a focus on ensuring that the NHS workforce has the necessary skills, capabilities and insights required to lead, support and implement research, innovation and evidence informed practice for the benefit of patients. It recognises the importance of creating, through workforce development and the education and training system, an organisational culture which values research and innovation.

5. HEE is one constituent of the new NHS architecture, following the implementation of the Health & Social Care Act 2012. It is important to see this R&I strategy in context with other national organisations’ requirements to promote research and innovation, so we aim to align and complement NHS England’s Research and Development Strategy (2013-2018) and Innovation, Health and Wealth (2014), whilst working with NIHR, Public Health England and other key partners to provide a system wide approach. HEE’s contribution to the NHS system will be our focus on research and innovation in the arena of education and training. Our aspiration is to ‘do things differently and do different things’ to help improve the quality of care delivered to patients.

6. This R&I Strategy addresses the research capacity and capability of our multi-professional workforce, for example through an academic career pathway for all healthcare professionals. It also addresses the importance of creating a workforce that is responsive to research and innovation and an education and training system that is evidence based. Both aspects are crucial to HEE’s purpose; improving the quality of care, experience and safety of patients; driving change and improvement through rapid translation of research and innovation into practice; maximising the use of resources and providing value for money on behalf of citizens and taxpayers in a challenging demographic and financial environment.

7. HEE’s overarching organisational strategy is based on four main themes which are: developing workforce planning; attracting the right people to apply for the posts we have identified; transforming education commissioning for quality; and investing in our current workforce. Research and innovation will be key enablers to achieving these emerging strategic goals and transforming educational commissioning, planning and future investments. Figure 1 overleaf summarises our latest thinking on our Strategic Framework, due to be published in May. It is the result of an extensive literature review and work with our many stakeholders and partners, including our own Patients Advisory Forum, in our attempt to identify the likely characteristics of future people and patients. These anticipated changes in people and patients of the future will require a different workforce to meet their needs. For example, if patients will be more active and engaged in their own care, then HEE might wish to commission education and training programmes to support patients...
8. This R&I Strategy aspires to ensure HEE plays a leading role in supporting research into health education and training that provides evidence on both critical components of the educational process and education’s impact on the quality of care. Previously there has been little priority setting or funding aimed at this evidence base and the value of education and training of our future workforce.

9. It is widely acknowledged that the rapid dissemination of research evidence and a focus on innovation to drive up quality and productivity in all parts of the NHS is an urgent priority, and there is increased attention on innovation and evidence informed decisions for better patient outcomes. There is a new focus on impact and innovation related activities, yet the availability of research evidence and novel and innovative ideas, products and/or services do not guarantee its adoption and spread. Therefore this R&I Strategy aspires to promote a direct connection between education and training and research and innovation. Having a “good idea” or “good research evidence” is not enough and it has often taken far too long for important research, ground breaking innovations and evidence based practice to be implemented within educational practice at scale and pace. HEE’s Local Education and Training Boards (LETBs) will act as regional drivers to deliver and implement these opportunities with local partners, for example Academic Health Science Networks (AHSNs)
10. This R&I Strategy supports the NHS Constitution in recognising, for example, that “the NHS… works at the limits of science – bringing the highest levels of human knowledge and skill to save lives and improve health”, and also helps to ensure the “commitment to innovation and the promotion, conduct and use of research to improve the current and future health are care of the population”. HEE has a statutory responsibility to promote the NHS Constitution and we aim to drive quality improvements through engaging the whole workforce and learners in delivering safe, compassionate care. We will strive to get the basics of quality care validated through research and evidence, to catalyse transformation, facilitate and position the development of a workforce that has patient centred values and behaviours at its core.

11. HEE has been established specifically to create and develop a multi-professional healthcare workforce with the right numbers, skills, values and behaviours to ‘future proof’ the NHS. We need to reflect the fact that staff and patients move in and out of different local communities and the needs and demands of both will change over time. Due to the long lead in time to train some health care professions, HEE has a particular responsibility to ensure our research and innovation work takes account of the current needs of the system but that we also anticipate the future needs of patients. For example, we know that in the future the knowledge and understanding of the personal DNA code (genome) will lead to better and earlier diagnosis and personalised care, so HEE has a responsibility to ensure our research and innovation work can deliver benefits to patients, families and communities in the future. Furthermore, with the population becoming more active in their care process, HEE will need to ensure an evidence base to inform what it can do to educate and train patients and carers.

12. For the purposes of this strategy the term research is used to encompass both research and related application of knowledge and scientific enquiry to development. Innovation is defined by Innovation Health and Wealth as “an idea, product or service, new to the NHS or applied in a novel or consistent way that has the potential to significantly improve the quality of health and care wherever it is applied”. The scope of this strategy is from initial research and evidence to widespread implementation across the NHS and everyone working in NHS funded healthcare.
Aims

The key aims of this R&I Strategy are to:

- deliver HEE’s statutory duties to develop a workforce that is more receptive to research and innovation to allow it to adapt to the changing demands of public health, healthcare and care services;
- contribute HEE’s part towards the whole of NHS and public health system creating an evidence informed decision making culture;
- engage people working in healthcare in research, innovation and quality improvement to drive better outcomes for patients and a fulfilling experience for staff throughout their careers;
- ensure our workforce investments and developments are patient centred and underpinned by research and innovation;
- develop clinical academic careers to build clinical research and leadership capability for the health and social care system;
- develop a way of working where best practice and innovation is identified, shared and implemented and poor or duplicate practice is stopped;
- ensure our research and innovation is patient centred and contributes to improving the quality of care.

Objectives

To achieve our vision and aims HEE will meet the following four objectives:

<table>
<thead>
<tr>
<th>Objective One</th>
<th>Establish a system wide coherence to education and training which will facilitate and sustain the organisational and cultural changes required to embed research and innovation.</th>
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<td>Objective Two</td>
<td>Ensure that the evidence on best practice for training in research and innovation informs and influences the delivery of effective education and training within the healthcare system.</td>
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<td>Objective Three</td>
<td>Undertake the development of a transparent and integrated multi-professional clinical academic career framework for patient benefit.</td>
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<tr>
<td>Objective Four</td>
<td>Establish a HEE Research Evidence Hub which will undertake an intelligence gathering, horizon scanning and evaluation function to ensure investment in future education and training is evidence informed.</td>
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Making it Happen

This R&I strategy sets out for HEE a new multi-professional agenda designed to deliver immediate, medium and long-term benefits to patients and populations. Delivering our objectives will include:

**Objective One**
Establish a system wide coherence to education and training which will facilitate and sustain the organisational and cultural changes required to embed research and innovation.

This objective seeks to ensure vertical and horizontal integration of educational research and innovation into all elements of the system. We are being bold and linking research and innovation into one framework to ensure a constant flow and alignment between evidence, supporting the development of new ideas and implementation of good practice, and importantly the termination of poor practice and duplication. HEE will promote a whole system approach to training and the environment in which it takes place, sharing the best available evidence and practice for enhancing and ensuring excellent training and for creating an organisational culture that fosters and supports innovation. To support this, HEE aims to ensure that our workforce has a sufficient understanding of research and innovation, as well as the necessary technology, tools and skills to enable them to translate this and embed it into their daily work.

HEE has an important role in educating future research leaders. To embed and link research and innovation we need to be cognisant and inclusive of the future workforce, as well as those currently in training and those currently part of the workforce to ensure the development of a sustainable “research and innovation pipeline” for the NHS and other health system partners. In addition, training in research should be delivered on a multi-professional basis to ensure that the entire workforce is working from a common and shared knowledge and practice base founded on research and evidence. HEE will work in active partnership with key stakeholders including the NHS Leadership Academy to ensure leaders have the correct skills to facilitate delivery of this “pipeline”. HEE will also engage with employers and education institutions to align incentives and optimise outcomes by creating solutions that enable staff, trainees and students to access high quality learning.

**Figure 2: Proposed pathway for driving educational outcomes and ensuring an impact**

![Proposed pathway for driving educational outcomes and ensuring an impact](image-url)
At the *creating* phase we will generate evidence and innovative ideas to then inform future *developments* which will be *adopted* and finally systematically *diffused* as best practice in healthcare education and training.

Such changes need to be set in the ‘real world’ of NHS services, subsequently, figure 3 below illustrates our approach to ensure the necessary cultural adaptation is facilitated, through educating both today and tomorrow’s workforce to enable and support organisations and individuals within them to incorporate education research and innovation as part of their organisational culture.

**Figure 3: Organisational Support for Research and Innovation**

Identifying and mapping the relevant partners and stakeholders to enable delivery of this strategy will be an early priority to ensure, where possible, that it is aligned with broader system wide policies, initiatives and opportunities for establishing strategic partnerships. This will ensure sustainable funding, spread and adoption throughout the education and training and health provider systems.

**What will we do to achieve this objective?**

1.1 Scope and baseline educational research and projects, and innovation educational activities currently in place across HEE.
1.2 Introduce an annual process for identifying, prioritising and sharing innovative and good practice across HEE and our LETBs, whilst stopping poor and duplicate practice.
1.3 Develop a HEE Educational Research & Innovation Framework to unify elements of the strategy, demonstrate applicability to learning and to provide the framework for new and emerging ideas.
1.4 Liaise and collaborate with key stakeholders and partners through the DH R&D Committee in identifying and prioritising policy research topics in the arena of education and training.
1.5 Assess the extent to which existing education, training and on-going development equips staff across the range of professional groups with the right skills in quality systems management and outcomes to enable them to drive improvement, reporting on the current position and any changes needed.

1.6 Review inherited research advisory and stakeholder groups within HEE and determine the future governance and advisory arrangements.

### Objective Two

**Ensure that the evidence on best practice for training in research and innovation informs and influences the delivery of effective education and training within the healthcare system.**

The goal is to develop future capacity amongst the workforce to be receptive and responsive to research and innovation, to utilise the outcomes of the research and innovative practice, thereby increasing the quality of care for patients.

Developing incentives within the system will support the cultural change required more widely for organisations (including providers, HEIs and other partners) to demonstrate their commitment to developing a workforce with the skills to lead, understand, use, reflect upon and contribute to research and innovation for the benefit of patients in an enhancing environment.

To facilitate this objective HEE will:

- work with its professional programmes and advisory structures, and Regulatory Councils to evaluate current curricula to understand what is contained within them relating to research and innovation, for example, ensuring Translating Research Into Practice (TRIP) and evidence-based practice (EBP) is a standard part of undergraduate development. This will ensure that education and training commissioning is used as the lever for incorporating research and innovation in a problem-based learning approach, contextualised to health;
- support LETBs to work with AHSNs and CLAHRCs to identify and commission the education and training required to train the current local workforce in the principles of research and innovation and for supporting local innovation for patient benefit. LETBs will play a key role in developing networks for adoption and spread locally and ensuring regional linkages which can then be built into a national approach;
- support LETBs to monitor the delivery of training in research and the development of innovation capability to ensure that the healthcare workforce is receiving the required training and creative opportunities to enhance their research and innovation understanding and skills;
- contribute to realising the potential of research and innovation in healthcare, and demonstrate commitment to the UK Life Sciences growth agenda, for example by continued education and training developments for the scientific workforce and more broadly in genomics, bioinformatics, epigenetics and proton beam therapy amongst other areas, and the use of data across all levels of the workforce; and
- improve the technological literacy of future professional staff to better promote the adoption and spread of innovation and best practice.

**What will we do to achieve this objective?**

2.1 Work with NHS Careers Service to embed research and innovation into career information for all healthcare groups and proactively promote clinical academic career opportunities.

2.2 Work with schools, including the Science, Technology, Engineering and Mathematics Network [STEMNet] project, the Science Industry Partnership, the voluntary sector and
through a range of local and national initiatives and with academic partners, ensuring that recruitment and awareness raising activities aimed at attracting the next generation include research and innovation.

2.3 Through our LETBs, introduce metrics to monitor the success of implementation of training in research and development of innovation capability.

2.4 Ensure the involvement of a comprehensive range of stakeholders, including identifying meaningful engagement of patients and the public through HEE’s Patient Advisory Forum.

2.5 Work with partners to explore the scope for creating (or enhancing a current NHS product) an online repository that can fast track the sharing of good practice and knowledge amongst clinicians, including trainees and students.

2.6 Understanding the workforce implications of, and delivery of, a training strategy for genomics, cognisant of other new areas such as bio-informatics, epigenetics and proton beam therapy.

2.7 Develop education strategies to ensure future professional staff are more technologically literate and able to promote the adoption and spread of new technologies and innovation, particularly in respect of long term conditions and their prevention.

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**Objective Three**

**Undertake the development of a transparent and integrated multi-professional clinical academic career framework for patient benefit.**

This objective seeks to develop a unifying Clinical Academic Career Pathway across all professional groups to:

- support clinical academic careers for health professionals and also seek to increase numbers of staff across all clinical and public health professions with a proper understanding of research and its role in improving health outcomes;
- optimise clinical academic training pathways for all healthcare staff which engages them at each stage of the career pathway;
- build capacity and capability into academic career pathways for all professional groups by bringing together and enhancing existing initiatives (for example, Integrated Academic Training Programme, Healthcare Science Research Fellowship Programme and the Clinical Academic Training Programme for nurses, midwives and allied health professionals);
- build upon the strategic partnership with Department of Health and NIHR to support clinical academic career pathways to coordinate their development;
- facilitate the development of joint academic appointments between employers and higher education institutions to support clinical academic career developments; and
- ensure support to better enhance the influence of research and innovation leaders within the clinical environment so that they serve as role models and agents of change.

**What will we do to achieve this objective?**

3.1 Develop a clinical academic career pathway; and consult on principles, proposals and suggested implementation plan, including resource options.

3.2 Forge strong partnership across the wider system by mapping out existing activity and collaborating with stakeholders (including via the Clinical Academic Careers Stakeholder Group) to ensure a planned and coordinated approach.

3.3 Launch and implement a new HEE Clinical Academic Career programme.
Objective Four
Establish a HEE Research Evidence Hub which will undertake an intelligence gathering, horizon scanning and evaluation function to ensure investment in future education and training is evidence informed.

By establishing a hub of workforce development and educational research evidence the aim will be to enable:

- the emerging evidence for enhancing the training and education of the healthcare workforce to be continually scanned, by developing reviews of best practice in healthcare in support of priority areas set out in the HEE Mandate;
- the dissemination of evidence on best educational approaches for training the healthcare workforce in order to embed and sustain research and innovation as a core value and practice within the workforce;
- commissioning and funding research in agreed priority areas to further understand the different approaches to training and education which are most effective for a given workforce;
- the creation and development of both an evidence and a research base of the effectiveness of multimodality and technology enhanced learning, for example, distance learning, simulation, human factors learning and mobile learning;
- the development of an improved research base for multi and inter-professional learning and education in order to identify when and in what circumstances it is most effective;
- work with academic partners, AHSNs and CLAHRCs in the development of the evidence base within behavioural science for influencing the adoption of evidence and good practice by the workforce;
- the development of a horizon scanning function (supported by HEE’s professional programmes and advisory structures including patient and public groups), which ensures that education and training developments for the workforce of the future are evidence informed and remain proactive rather than merely reactive, enabling the identification and provision of systematic solutions to future challenges; and
- ensure systematic evaluation of research and innovation projects commissioned by HEE, including both its educational initiatives and its incubator (priority) projects for development of the healthcare workforce and provision of an evidence base.

What will we do to achieve this objective?

4.1 Establish, promote and integrate a Research Evidence Hub which has a horizon scanning function.

4.2 Set up a multi-professional innovation working group which will make recommendations for aspects of practice that need to be disseminated rapidly, widely and in a timely fashion to the service, taking into account other formal mechanisms and partners.

4.3 Establish national Education Research Programmes and Multi-Professional Education Research Fellowships which will provide an evidence base for best practice in training and education in research and innovation in HEE priority areas.

4.4 Work with partners to support all staff throughout the NHS in bringing forward ideas on how to improve services either in their organisation or in the wider system.
Taking it forward

In this document we have set out our ambition: ‘to develop a workforce that is more receptive to research and innovation to allow it to adapt to the changing demands of public health, healthcare and care services’.

We have made a clear association between research and innovation for the nationwide training and education which HEE has a responsibility for investing public funds to improve the quality of care for patients. Our ambition is to work with the system to deliver a workforce fit for the future.

The key deliverables set out in this first HEE Research and Innovation Strategy are ambitious, but we cannot achieve this alone. For our future vision to be realised, we need to work with our stakeholders to engage and be inclusive of the system wide opportunities of developing and enabling individual and organisational change towards developing a workforce that is more receptive to research and innovation; both our current and future workforce.

We aim to establish HEE as a learning organisation whilst promoting a systematic approach to both collating and promoting good practice and evidence and its spread and adoption across the education and training system, to make evidence informed decisions and respond to the needs of current and future patients.

This document is the start of an engagement process with our stakeholders to ensure we align our vision with the wider system and it is encapsulated in HEE’s organisational strategy to be published in May 2014.
Annex A

The following table summarises HEE’s key deliverables in the arena of research and innovation for 2014/15; these are HEE’s Mandate deliverables and those in our Business Plan:

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<tr>
<th>Objective</th>
<th>Deliverable</th>
<th>Timescale</th>
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<tbody>
<tr>
<td>1.1</td>
<td>Scope and baseline educational research and projects, and innovation educational activities currently in place across HEE.</td>
<td>31 July 2014</td>
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<tr>
<td>1.2</td>
<td>Introduce an annual process for identifying, prioritising and sharing innovative and good practice across HEE and our LETBs, whilst stopping poor and duplicate practice.</td>
<td>31 July 2014</td>
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<td>1.3</td>
<td>Develop a HEE Educational Research &amp; Innovation Framework to unify elements of the strategy, demonstrate applicability to learning and to provide the framework for new and emerging ideas.</td>
<td>31 December 2014</td>
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<td>1.4</td>
<td>Liaise and collaborate with key stakeholders and partners through the DH R&amp;D Committee in identifying and prioritising policy research topics in the arena of education and training.</td>
<td>On-going – quarterly meetings of the DH R&amp;D Committee</td>
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<td>1.5</td>
<td>Assess the extent to which existing education, training and on-going development equips staff across the range of professional groups with the right skills in quality systems management and outcomes to enable them to drive improvement, reporting on the current position and any changes needed.</td>
<td>October 2014</td>
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<td>1.6</td>
<td>Review inherited research advisory and stakeholder groups within HEE and determine the future governance and advisory arrangements.</td>
<td>30 June 2014</td>
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<td>2.1</td>
<td>Work with NHS Careers Service to embed research and innovation into career information for all healthcare groups and proactively promote clinical academic career opportunities.</td>
<td>31 December 2014</td>
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<td>2.2</td>
<td>Work with schools, including the Science, Technology, Engineering and Mathematics Network [STEMNet] project, the Science Industry Partnership, the voluntary sector and through a range of local and national initiatives and with academic partners, ensuring that recruitment and awareness raising activities aimed at attracting the next generation include research and innovation.</td>
<td>31 March 2015</td>
</tr>
<tr>
<td>2.3</td>
<td>Through our LETBs, introduce metrics to monitor the success of implementation of training in research and development of innovation capability.</td>
<td>31 March 2015</td>
</tr>
<tr>
<td>2.4</td>
<td>Ensure the involvement of a comprehensive range of stakeholders, including identifying meaningful engagement of patients and the public through HEE’s Patient Advisory Forum.</td>
<td>31 July 2014</td>
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<tr>
<td>Number</td>
<td>Task Description</td>
<td>Date</td>
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<td>2.5</td>
<td>Work with partners to explore the scope for creating (or enhancing a current NHS product) an online repository that can fast track the sharing of good practice and knowledge amongst clinicians, including trainees and students. HEE to report on progress by December.</td>
<td>31 December 2014</td>
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<td>2.6</td>
<td>Understanding the workforce implications of, and delivery of, a training strategy for genomics, cognisant of other new areas such as bio-informatics, epigenetics and proton beam therapy.</td>
<td>31 March 2015</td>
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<td>2.7</td>
<td>Develop education strategies to ensure future professional staff are more technologically literate and able to promote the adoption and spread of new technologies and innovation, particularly in respect of long term conditions and their prevention.</td>
<td>On-going</td>
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<td>3.1</td>
<td>Develop a clinical academic career pathway; and consult on principles, proposals and suggested implementation plan, including resource options.</td>
<td>31 December 2014</td>
</tr>
<tr>
<td>3.2</td>
<td>Forge strong partnership across the wider system by mapping out and collaborating with stakeholders (including via the Clinical Academic Careers Stakeholder Group) to ensure a planned and coordinated approach.</td>
<td>On-going</td>
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<tr>
<td>3.3</td>
<td>Implement a new HEE Clinical Academic Career programme.</td>
<td>31 January 2015</td>
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<tr>
<td>4.1</td>
<td>Establish, promote and integrate a Research Evidence Hub which has a horizon scanning function.</td>
<td>31 August 2014</td>
</tr>
<tr>
<td>4.2</td>
<td>Set up a multi-professional innovation working group which will make recommendations for aspects of practice that need to be disseminated rapidly, widely and in a timely fashion to the service, taking into account other formal mechanisms and partners.</td>
<td>30 June 2014</td>
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<td>4.3</td>
<td>Establish national Education Research Programmes and Multi-Professional Education Research Fellowships which will provide an evidence base for best practice in training and education in research and innovation in HEE priority areas.</td>
<td>30 September 2014</td>
</tr>
<tr>
<td>4.4</td>
<td>Work with partners to support all staff throughout the NHS in bringing forward ideas on how to improve services either in their organisation or in the wider system.</td>
<td>On-going</td>
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