Establishing the NHS Digital Academy: Future Vision and Implementation Areas for Expansion

Report commissioned by the Digital Readiness programme

By Aasha Cowey (Workstream Lead, Establishing the NHS Digital Academy Workstream (Digital Readiness Programme) and Programme Manager at South, Central & West CSU)

Developing people
for health and
healthcare

www.hee.nhs.uk

THE NHS
CONSTITUTION
the NHS belongs to us all

Our Vision for the NHS Digital Academy

The NHS Digital Academy will continue to develop current and future generations of excellent digital leaders to drive the information and technology transformation of the health and social care. We will do this by firstly continuing delivery of the highly successful, prestigious and oversubscribed Digital Health Leadership offering (our flagship programme), whilst also expanding this and other offerings into a sustainable suite of learning artefacts, accessible to a much higher number and broader range of individuals across the health and social care workforce. This agenda remains of high importance, building on the recommendations of the Wachter Review (Making IT work: harnessing the power of health information technology to improve care in England) and the Topol Review, and recently reaffirmed through the Covid pandemic to support delivery of the NHS Long Term Plan.

The NHS Digital Academy will become a recognised and branded home for a collection of core learning programmes and artefacts using blended learning methods. There will be inclusion criteria for these programmes and artefacts: branded (NHS Digital Academy), reusable (content), accredited (against professional standards), curated (to remain fresh and consistent) and evaluated (for value). Improved supporting infrastructure will be developed where needed to enable the health and care workforce to get the most out of the NHS Digital Academy.

Critical to sustainability and increased access is the ability to reuse, expand and repurpose learning materials over time, working with a consortium of providers to get this right. This approach allows us to develop a consistent narrative and suite of learning resources to be used and accessed across health and care yet tailored where helpful. As a minimum, any learning commissioned as part of the core NHS Digital Academy offer will include open access components and we will continue to further develop our virtual first offerings. These will be accredited through appropriate professional bodies, including those that form the Federation for Informatics Professionals (FEDIP).

Our aspiration is that the expansion will support those working in digital change leadership roles at different stages of their career. This will include developing or aspiring leaders and will complement the current landscape and provide much needed pipeline development locally, sitting alongside the flagship programme which is aimed at more senior leaders. This can also support talent management and succession planning locally. We also anticipate the development of a suite of online certificates to support consistent baseline digital information, knowledge and skills requirements.

We will work with key stakeholders to achieve this including Heads of Profession (e.g. National CIO), FEDIP (as the route to relevant professional bodies), Arm's Length Body regional teams, Integrated Care Systems (ICS), and regional Informatics Skills Development Networks. Together, we will develop other demand-led specialist or localised programmes and artefacts which are tailored to specific needs and informed by workforce planning. As this model matures over time, learning can be better contextualised against defined roles and career pathways.

We can also contribute to creating a learning culture through improving talent management, continuous professional development, cross-programme peer support including mentoring, alumni support and knowledge sharing. Signposting and better information about learning offers will allow individuals and sponsors alike to make more informed choices about which learning

products to utilise. Importantly there is much relevant, high quality and suitable learning that already exists out there. Intelligence from our workforce planning activities will help to strengthen our commissioning approach and ensure we are providing the learning needed for the future.

Diversity is at the heart of this vision. This includes developing a transparent and inclusive recruitment process for all core programmes with limited spaces and understanding wraparound support required for underrepresented groups. We will take active steps from now on to ensure equality, diversity and inclusion is a priority in all of our commissioned work and service development including a focus on this within learning offers. We will bring our learning offers to life using diverse case studies to inspire and help attract underrepresented groups.

We will increase flexibility for learners by developing both online programmes as well as standalone, bite sized modules or learning artefacts. We hope that these approaches will better allow individuals to gain from a more flexible learning approach in terms of timescales and mechanisms, but also to focus their efforts on what matters to them on their learning journey should they not wish to, for a variety of valid reasons, commit to learning programmes with time constraints. Our overall focus on flexibility and providing blocks of learning should allow individuals to participate in both ready-made 'off the shelf' programmes, contextualised programmes based on their professional area, as well as building their own programmes to support their personal development and work requirements. We must also ensure that those who are learning online have a good experience and factor in opportunities for peer support and development.

We will consider how to best apply this to the wider workforce as an understanding in digital, data and technology become more crucial to all roles. This could be for both senior leaders throughout health and care systems alongside the wider workforce generally. To help support the social care workforce, NHSX is currently leading a discovery exercise which will lead to a better understanding of their specific learning and development needs. This will help us understand the best way to position the NHS Digital Academy for that audience.

Acknowledgements

We would like to thank everyone who has contributed to developing the NHS Digital Academy Future Vision by feeding back ideas to us as part of our interviews, online surveys and presentations or participating in debate and discussion on social media and online forums. This has been from a huge range of individuals, from those who have already completed the Digital Health Leadership programme to those at the start of their careers.

We would also like to thank the Digital Academy Steering Group for their input throughout this work, providing steer and guidance as the future vision has developed. We would like to thank Imperial College London who, as incumbent, have delivered Cohorts 1-3 of the Digital Health Leadership programme and have therefore helped provide a great basis for this future vision

Finally, we would like to thank members of both the HEE Digital Readiness Team and South, Central and West CSU Team who have input through reviewing drafts and ensuring alignment to wider work.

Establishing the NHS Digital Academy: Future Vision and Implementation Areas for Expansion

This work is the start of a journey we need to continue to build on. If you would like to discuss the future vision or provide further feedback please contact us by emailing digitalacademycentral@hee.nhs.uk. You can also follow us on Twitter @HEE_DigiReady

NHS Digital Academy learning offers on a page

The image below shows the NHS Digital Academy learning offers on a page. We will continue to build and develop this as we deliver on our implementation areas and continue our discovery work throughout 21/22.
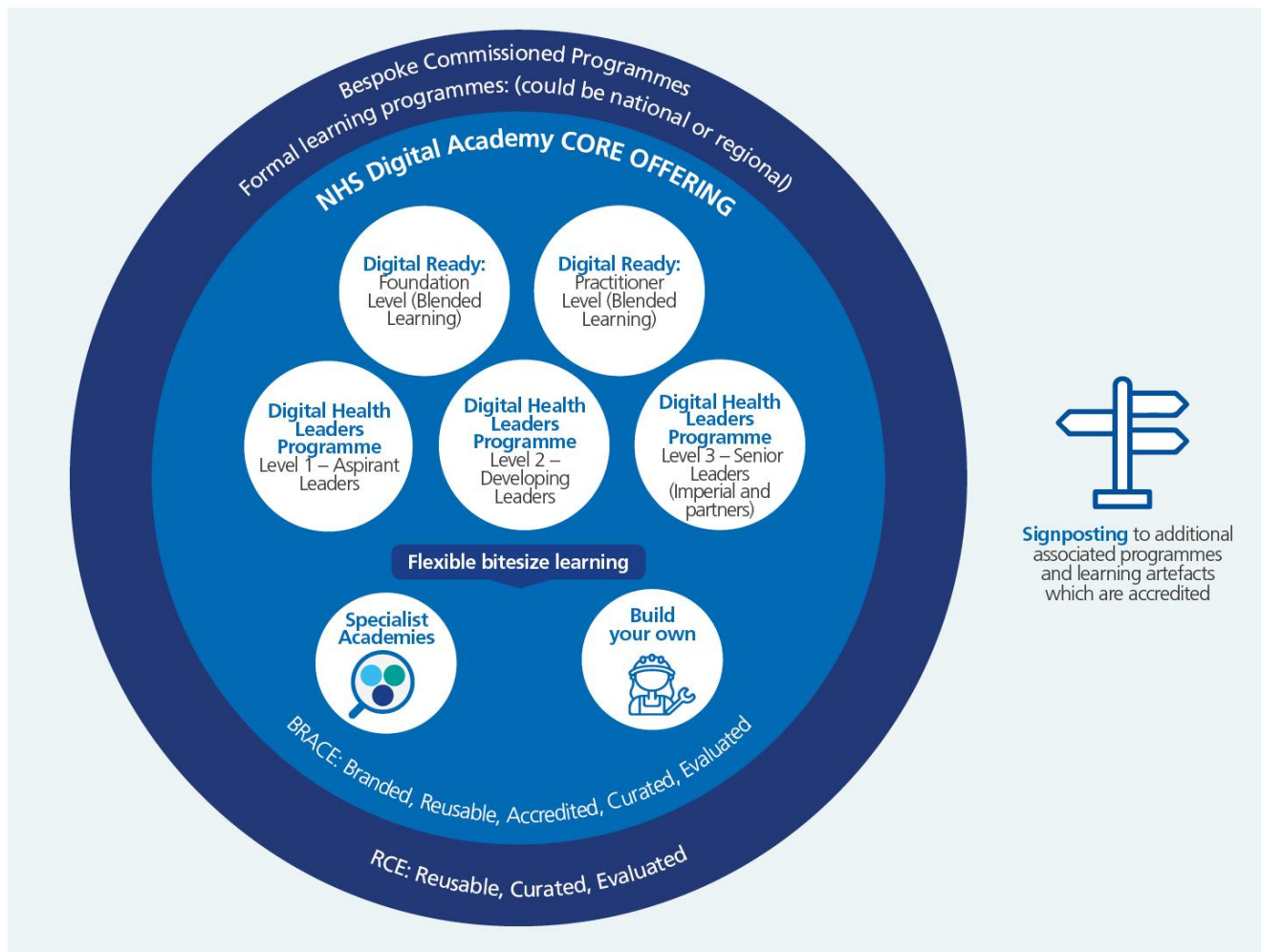
Background

Early in 2020, the Health Education England (HEE) Digital Readiness programme (commissioned by NHSX) started to explore what the future vision of the NHS Digital Academy would look like and how it could be expanded into a sustainable service over years to come. The current, and to this point only, NHS Digital Academy offering is a Post Graduate Diploma in Digital Health Leadership. This is being delivered by Imperial College London and partners and by Aug 2021 it will have seen around 300 digital change leaders graduate. It is an oversubscribed and highly regarded programme. We want to build on this success to support a

wider range of individuals in different roles and professions at different levels of seniority, delivered in a variety of formats to support different personal needs, work needs and learning styles.

Following an early phase of engagement, we shared our emerging ideas which outlined background thinking and rationale for expansion. We used Q2 and Q3 2020/21 to seek feedback on these ideas through a combination of online surveys, presentations and interviews. We also conducted interviews around some specific areas where we had knowledge gaps for example doing deep dive work around inclusive recruitment. The main findings from our research have been incorporated into this future vision document and more detailed findings where appropriate will feed into our ongoing discovery projects.

Alongside feedback received throughout the engagement period, there are five key contextual elements to note that have played into this work since it started:

1. **The scope of the Digital Readiness Programme** is large in that it is looking to make an impact across many if not all areas of health and care workforce, consisting of a large number of projects and initiatives. The NHS Digital Academy expansion work has developed in line with wider initiatives where applicable, including workforce planning activity and consulting on the professionalism landscape more generally. The programme is developing a new Digital Readiness reference group and approach. This will influence how we engage with our stakeholders going forwards and how we best bring structured and meaningful co-production into the work. A Theory of Change Logic Model for the NHS Digital Academy is available on our website although many benefits will be tracked at Digital Readiness programme level.

2. Awareness of the **equality, diversity and inclusion agenda** has soared globally and we have given deserved and due attention to this as one of our focused implementation areas. We want our offerings to be promoted and available for, attractive to, and taken up by all.

3. **Uncertainty around the pandemic** has confirmed we need a strong virtual first approach which will increase our reach, yet face to face should still be considered when required and where of optimum benefit. Overall, flexible approaches will be the ideal for many people, even after the pandemic and we will continue to evaluate and monitor the situation. The need to avoid face to face contact during the pandemic has meant a far larger number of our workforce now have access to the necessary technologies and experience in using them, so that virtual learning can be accessed by far more people.

4. **The NHS People Plan** was released in 2020 and this affirmed we were moving in the right direction, putting people at the heart of the service and enabling opportunities.

5. **The Informatics Professionalism Landscape continues to involve** including the strategic direction of FEDIP and professional bodies, the national roll out of the regional Informatics Skills Development Networks and additional work to support and grow professional networks for informatics staff. This will provide increased clarity around roles and responsibilities with a clear route to professional accreditation of learning.

We also revisited the [Evaluation of the NHS Digital Academy scoping report](#) to ensure this updated vision continues to tackle the challenges and address recommendations highlighted.

Who is the NHS Digital Academy for?

There is currently important work underway throughout the Digital Readiness Programme, in partnership with key stakeholders, to best define areas of work and job families with uniform taxonomy. With this vision we therefore continue to remain flexible and use the following high-level terms to describe our workforce throughout this report which are not mutually exclusive:

- **"Digital change leadership"** is not over prescriptive of role or background and is a real multidisciplinary mix of individuals. The flagship Digital Health Leadership programme, is largely aimed at Chief Information Officers (CIOs), Chief Clinical Information Officers (CCIOs) and Chief Nursing Information Officers (CNIOs) Chief Digital Information Officers (CDIOs) alongside other senior digital change leaders in the NHS in England. Job titles and responsibilities remain incredibly varied in this space and we do not want to exclude individuals on the basis of this, however broadly, those completing the flagship programme need to be operating within a context and are in a role where they are required to drive and implement practical transformational change within their organisation or system. A key success of the programme has been bringing people working in digital change together to network and learn from a range of backgrounds and career paths. We want to continue this and help shine a light on what the career journey may be into those senior roles, for those who wish to progress into them.

- **"Informatics workforce"** is broadly those working in digital, data, technology, information & knowledge management. Our online certificate offerings will start at a basic level in these areas and may be beneficial to anyone wishing to expand their knowledge base.

- We also refer to **specialist groups** which may include but is not limited to:
  - Professional areas within health and social care informatics (e.g., Data science and analytics) and more granular groups may exist. The Digital Readiness programme has a [live project currently reviewing adaption and adoption of the GDS DDAT framework to the NHS and Social Care](#).
  - Different clinical roles (e.g., bespoke or tailored offerings for nurses)
  - Boards or specific board members (e.g., medical directors, finance directors)
  - Different underrepresented groups – both regarding protected characteristics but also any of the above who need more representation and learning programmes and/or at senior levels
  - Individuals from industry considering, or in the process of, a career change or secondment in health and care as lack of health and care knowledge can be a barrier.

Implementation areas

Delivery is well underway in some areas and we have included proposed milestones for 21/22 where these are known (note these are dependent upon wider Digital Readiness programme funding settlement). This plan will allow us to refine and strengthen our programmes and supporting infrastructure while establishing continuous evaluation cycles for all of our content, creating a sustainable service which ties together the offerings and those delivering it. This will also allow us to strengthen links to the wider professionalism landscape as it further develops.

Discovery work, learning from the pandemic and alignment to wider system interdependencies will further influence our work. **We will continue to review the implementation plan annually and the overall strategy will be refreshed in September 2022**, or earlier if there is significant demand due to external factors. We will keep the most up to date information on the NHS Digital Academy website.

Implementation Area 1: Building the sustainable service

We have a clear vision that sets out our aspirations to transition into a suite of core learning programmes and service offerings including clear deliverables which will help us get there. We will continue to update our Theory of Change logic model to easily articulate on a page what we are trying to change. **This future vision will be formally launched in Spring 2021.**

The HEE led Digital Academy Steering Group will set and agree the strategic direction and the Digital Readiness Programme Board remains the overall decision-making and assurance forum. Task and Finish groups will be set up as necessary to support the development of key milestones including overseeing the inclusive recruitment process. FEDIP will be critical to our accreditation and this will support embedding the NHS Digital Academy into the professionalism agenda. The membership of groups within our emerging governance structure will also be updated to ensure the diversity of the workforce is represented. **Updates to our governance will be complete by Summer 2021.**

Our key stakeholders will be actively engaged in shaping aspects of the implementation plan and contributing towards development of projects. As part of the wider Digital Readiness Programme, we will develop more robust stakeholder engagement providing links to digital networks, communities and expertise. Our work will be informed by literature reviews, evaluations of existing initiatives, previous engagement exercises and new discovery pieces. Regular discovery work will allow us to take a user centred design approach.

The NHS Digital Academy will be an established service and a clearly recognised brand which individuals value. **A new NHS Digital Academy website and recruitment campaign for the Digital Health Leadership programme launching Spring 2021** will help to strengthen this.

We will build sustainability into the workforce with a greater pipeline of individuals accessing learning across both the informatics workforce and the wider health and care workforce which becomes more cost effective per individual. We will create sustainable models by learning from others who have done this before, alongside exploring opportunities such as apprenticeship levy, sponsorship and further expansion into the UK four nations. Some contextualised learning may be funded from other parts of the system depending on where the demand is.

Establishing the NHS Digital Academy: Future Vision and Implementation Areas for Expansion

The future vision will need to remain agile in the current landscape as discovery work is completed with implementation plans reviewed annually as a minimum. It is also important to highlight that the continuous improvement and independent evaluation of the NHS Digital Academy will not stop just because it has transitioned into a fully formed service. We will aim to work at pace and move into a service, while continually adapting to the landscape, local initiatives and user needs, which is critical in an area as fast paced as ours. This process will also need to consider the decommissioning of learning programmes once outcomes are met.

Implementation Area 2: Establishing Inclusive Recruitment

The Digital Readiness team is actively embedding the equality, diversity and inclusion agenda into all of its work and the Establishing the NHS Digital Academy workstream will have a significant role to play in supporting those with protected characteristics and a range of professional groups at different stages of their careers. We will ensure that our offers are accessible to a wider range of individuals. We hope that blended learning approaches and standalone modules will facilitate some of this as well as ensuring accessibility standards are adhered to in all of our learning, both online and face to face.

We will work to ensure participation on our learning programmes, which is especially important in those with limited numbers, is more representative of our workforce. We have developed an inclusive and transparent recruitment process **which will be implemented by Spring 2021** for Cohort 4 of the Digital Health Leadership programme. HEE will manage the process (via the Digital Readiness Programme) and it will be reviewed annually to reflect both our own evaluation and further best practice within the system that we can adopt. Interventions include double (blind) shortlisting and a clearer scoring criterion for short listers to reduce bias.

From a candidate perspective we will target underrepresented groups by working with relevant networks and groups. We will be clearer about the demands of the programme, providing support with completing the application and transparency about assessment. We will be supportive of individuals who may have real or perceived barriers or reservations about applying. This could include previous academic achievement or a need for flexible training options. Our providers to date have supported individual needs well but having these conversations up-front ensures we do not lose talented individuals before the application process has even started. **From Summer 2021 we will also ensure that all candidates (successful or not) receive meaningful feedback, and we will introduce a waiting list system.** Where individuals are not yet ready to undertake the Digital Health Leadership programme, we will suggest alternative learning opportunities which may be better for them, and additional support mechanisms such as mentoring and coaching.

We will ensure our recruitment campaigns include diverse case studies so that individuals feel inspired and can relate to the experiences of other participants in our learning programmes. We will also track data on equalities and professional backgrounds at application, offer and completion to ensure participation is representative and there is better understanding of our programmes, to ensure our inclusive recruitment approach is impactful.

We will undertake some work across the whole Digital Readiness programme in 21/22 to understand what additional support is needed for under-represented groups. We know that, especially for programmes aimed at more senior leaders, the application pool is not as diverse and representative as the workforce. We will seek to provide additional funding or wraparound support for individuals from underrepresented groups who need additional support or experience to best optimise our programmes.

Establishing the NHS Digital Academy: Future Vision and Implementation Areas for Expansion

Implementation Area 3: Expansion of the NHS Digital Academy Offerings

The NHS Digital Academy will become a recognised and branded home for a collection of core programmes and artefacts. There will be inclusion criteria (BRACE) for these core programmes and artefacts: branded (Digital Academy), reusable (content), accredited, curated (to remain fresh and consistent) and evaluated. We will work with FEDIP in the first instance to develop accreditation for these programmes and learning artefacts.

The Digital Health Leadership programme

Recommissioning of the Digital Health Leadership programme is underway with a view for the **Cohort 4 application window to open in Spring 2021 and the cohort to commence in Autumn 2021**. Updates regarding this will be published on the NHS Digital Academy website. This programme will be targeted at individuals who are operating within a context and are in a role where they are required to drive and implement practical transformational change within their organisation or system. These individuals will continue to come from a range of backgrounds and roles. As outlined in the previous section, we will aim to increase representation from different professional and demographic groups. **As Cohort 3 come to the end of their time on the programme, we will be commissioning a full impact evaluation on the Digital Health Leadership programme.** This will include understanding the retention, profession and impact of alumni to date.

Developing a pipeline for those working in Digital Change roles

Expansion of our core offer will include supporting those working in digital change roles at different stages of their career. This may include aspirant and developing leaders although the terminology may change as further work takes place. There is currently a national roll out of regional Informatics Skills Development Networks which we feel is a significant enabler to developing these pipeline programmes at a local level. Local development can support talent management and local succession planning, whether this is within individual organisations, ICS's or regions. **We will be carrying out further discovery work to understand the user requirements, workforce planning requirements and development of options for models throughout 21/22.** As this area matures, it may be that in the future regional succession planning and talent management feed into the flagship Digital Health Leadership programme as part of the application process, but we are not there yet.

NHS `Digital Academy Online Certificates

We will also be looking to develop a collection of online certificates for the broader informatics community and others who are interested in upskilling to support consistent baseline information. Individuals working in informatics may lack basic information in one or more key areas depending on their career path. These certificates will provide basic training for those working in any digital, data and technology role. We want to be able to articulate their alignment to both the different registration levels of FEDIP alongside the Health and Care Digital Capabilities framework.

The online certificates will be open access, use storytelling, and reduce silos through increasing an individual's baseline knowledge of other teams and areas of work. We think this will include foundation and practitioner certificates but this will be determined through discovery work. Importantly they will be applicable to health and care with relevance to key policy. **We will have**

some early discovery work on the online certificates complete within 20/21 which will feed into our wider online learning development offer.

Alongside this, we will ensure that there is open access content available from our commissioned learning programmes, some of which may become part of the certifications. We will also develop standalone modules and artefacts to support flexibility and bitesize learning. Greater availability of learning will make it easier for leaders to take content back into their organisations and signpost individuals to key areas of benefit, depending on organisational priorities and challenges. The online aspects mentioned so far will have NHS Digital Academy branding.

The Digital Readiness programme is experiencing increased interest around development of online learning content which has been exacerbated by the pandemic. At the same time a lot of high-quality content is already in existence from a variety of providers, and we do not wish to reinvent the wheel. Currently individuals do not always know where to look, or always understand which are the best learning opportunities (to meet their personal requirements or help in their chosen career pathway), or how to be assured that the learning is of a good quality.

We will look to create a service for online learning which brings together supplier management, horizon scanning, curation and development of content, effective marketing, communications and promotion. These should also be accredited, linked to relevant career competencies and we will look to work with FEDIP and the Professional bodies to assure our branded content. Where there is a desire to do so, some of this additional content will also receive co-branding.

Development of a service will also ensure as we curate and refresh the branded NHS Digital Academy content, we are meeting the demands of the health and care system. We will work closely with the HEE Technology Enhanced Learning team who manage the HEE e-Learning for Healthcare platform as part of this work. We will seek to work with the Informatics Skills Development Networks and other key stakeholders to increase awareness of the available online content available. **We will be carrying out further discovery work to understand the user requirements and development of this full online learning service throughout 21/22.**

Specialist Academies and Learning

We want to ensure that tailored and contextualised learning is developed for specialist groups where demand exists and we see Heads of Profession roles (e.g. National CIO) becoming integral to this dialogue alongside FEDIP, Informatics Skills Development Networks and Regional Teams and/or ICS's. This may, but not always, be because some specialist groups are likely to benefit from more specific technical training. Likewise, there may be a need to tailor online learning to increase its relevance to different specialist groups, driving up impact by making the learning more relevant and relatable to the individual.

We do not want to reinvent the wheel where good training already exists, where the demand is low or develop content for the sake of it. We want to provide a meaningful service to support specialist groups by developing resources which to help to meet their specific needs. Through our ongoing work in landscape mapping and curation, we can also help avoid duplication where necessary. Any work in this area will be done working closely with the Digital Readiness Supporting Our Digital Experts workstream. This work will be done as part of the service outlined above and may extend to exploring the development of face to face learning programmes as required.

Establishing the NHS Digital Academy: Future Vision and Implementation Areas for Expansion

There are a number of specialist groups we can work with to enable us to test, shape and develop the future service, working with wider groups and stakeholders who wish to collaborate. We currently have planned discovery work with Data Science & Analytics profession as well as Nursing. The HEE Library & Knowledge Services team have some significant work underway in this area. We are keen to learn from their findings and collaborate where possible. Fundamentally, these specialist academies must be demand led to be successful rather than be centrally determined in a one size fits all approach.

Early careers

The early careers space is promising. Firstly, there is already significant work underway in our [Building Our Future Digital Workforce](#) workstream of the Digital Readiness Programme including a pilot scheme for entry level apprenticeships and the national expansion of the NHS [Digital, Data & Technology Graduate Scheme](#). We have strong collaboration with the [NHS Leadership Academy](#) who deliver the well-established national [Graduate Management Training Scheme](#) (a [Health Informatics scheme](#) and [Health Analysis scheme](#) exist). From a clinical perspective, the [Faculty of Clinical Informatics](#) has an early careers special interest group. Finally, some networks such as the [Shuri Network](#) have student ambassadors to support connecting students with careers in health informatics. We have therefore not commissioned anything specific here, however we would want to ensure those in early careers are aware of the various online learning that may be of benefit to them.

Industry and future workforce

Alongside workforce supply via early career routes, there may also be individuals within industry, academia or other areas who are considering, or in the process of, a career change or secondment. Individuals can sometimes find lack of health and care knowledge or experience an entry barrier. It therefore may be beneficial to open some of this learning up to individuals interested in a career to both help with attraction and upskilling. Any work in this area would be undertaken jointly with the Building Our Future Digital Workforce work stream of the Digital Readiness Programme.

Implementation area 4: Application for the Wider Workforce

We want to ensure that the NHS Digital Academy offerings support the wider workforce and therefore we have strong links with the [Digital Literacy workstream](#) and [Supporting Our Senior Leaders workstreams.](#) We define digital literacy as, "those capabilities that fit someone for living, learning, working, participating and thriving in a digital society" and the below are the key interdependencies between the two work streams.

As part of our wider health and care workforce commitment and to build on the service we have already referred to, we would also want to work with individuals to increase their fundamental digital skills and knowledge, where NHS Digital Academy resources can be reused. This may include undergraduate curricula alongside leadership courses in general as we will naturally see an increased need for skills in digital, data and technology as crucial to all jobs within health and care. We would seek to work with HEE Regional Teams, the NHS Leadership Academy and other key stakeholders to share learning resources as this continues to rise.

Additionally, we would look to make some of our offerings available to job centres and schools to help individuals gain knowledge and skills for future employment working with organisations such as [NHS Careers](#). We would also like to strengthen the online learning opportunities around

Establishing the NHS Digital Academy: Future Vision and Implementation Areas for Expansion

specific pieces of work core to NHS strategy and policy which will help our digital experts support their organisations. In response to the pandemic, our Digital Literacy workstream and Technology Enhanced learning teams developed the [Remote Total Triage in Primary Care](#) online training from the Digital First Primary Care blueprint document. This kind of training could become part of our suite of core learning artefacts and offers, potentially with masterclasses around key topics. These learning artefacts may need multiple versions to reflect different audiences.

Finally, a key aspect of the Digital Literacy workstream is self-assessment and signposting. The [self-assessment diagnostic tool](#) underpinned by the [Health and Care Digital Capabilities framework](#) (already developed and being tested) will be used to support individuals to identify their digital skills learning needs and be intelligently signposted to appropriate learning resources. As the suite of NHS Digital Academy offerings grows, we can use the functions of the tool to ensure individuals are signposted to the offers that best suit their needs. There are also localised and professional role focused signposting tools available. We will work with them where necessary so that any signposting maps to the NHS Digital Academy learning, and vice versa, so we can signpost back out the high-quality learning opportunities where they already exist.

Implementation Area 5: Creating a Digital Learning Culture

There is already a lot of great work underway in the health and care system and the NHS Digital Academy will contribute towards creating a positive learning culture. We firstly hope that our vision will contribute to formal professionalism over time in the following ways:

- Individuals will find it easier to select both 'off the shelf' programmes alongside creating bespoke learning packages tailored to both career progression via recognised competencies for roles and personal needs (whether these are NHS Digital Academy branded or not). They will be much more informed about their choices and opportunities.
- Individuals will be able to undertake their learning in a more flexible nature, knowing their learning will contribute towards their Continuous Professional Development (CPD). CPD is required to maintain FEDIP registration.
- We will develop credentials as part of all our learning content and aspire to link this to the Digital Staff Passport as it develops. The Digital Staff Passport is a national programme that has been fast-tracked to support the COVID19 response
- Individuals will be confident that their learning is of a gold standard, accredited by FEDIP or the relevant professional body.
- Accreditation of our offerings will ensure consistency as individuals move between organisations and support the professionalism agenda
- Likewise, we will link learning back to professional body membership and FEDIP registration. This may allow individuals to bypass parts of the full application process (although fees would likely still be applicable). This will further support and embed the informatics professionalism agenda.

Finally, we aspire to the NHS Digital Academy supporting individuals in the following ways and some of these initiatives will link to other formal learning opportunities:

Establishing the NHS Digital Academy: Future Vision and Implementation Areas for Expansion

- The development of national and regional talent pools for Digital Change Leadership, linked to and/or supported by NHS Digital Academy learning.
- Develop a cross-programme network of mentoring, coaching and shadowing initiatives and wider support including maintenance of communities, events, and learning repositories. Where individuals participate in projects as part of their applied learning, we want to ensure that the wealth of knowledge generated is available for the wider system to use. We will link this all to our ongoing Connected Communities work and this will also enable alumni to continue to 'give back' to the system, many alumni are already very active in this space.
- We will use diverse case studies, blogs and videos to bring to life and inspire individuals.
- We will work with stakeholders such as the NHS Leadership Academy and Informatics Skills Development Networks to ensure individuals who need it have access to generic management and leadership skills where necessary. The starting point for individuals accessing our learning will be very different and further development of these skills remain critical for some.

We will continue to learn from others to play our part in developing a positive learning culture for the profession.