

# Introduction



*Health Education England*

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# Context

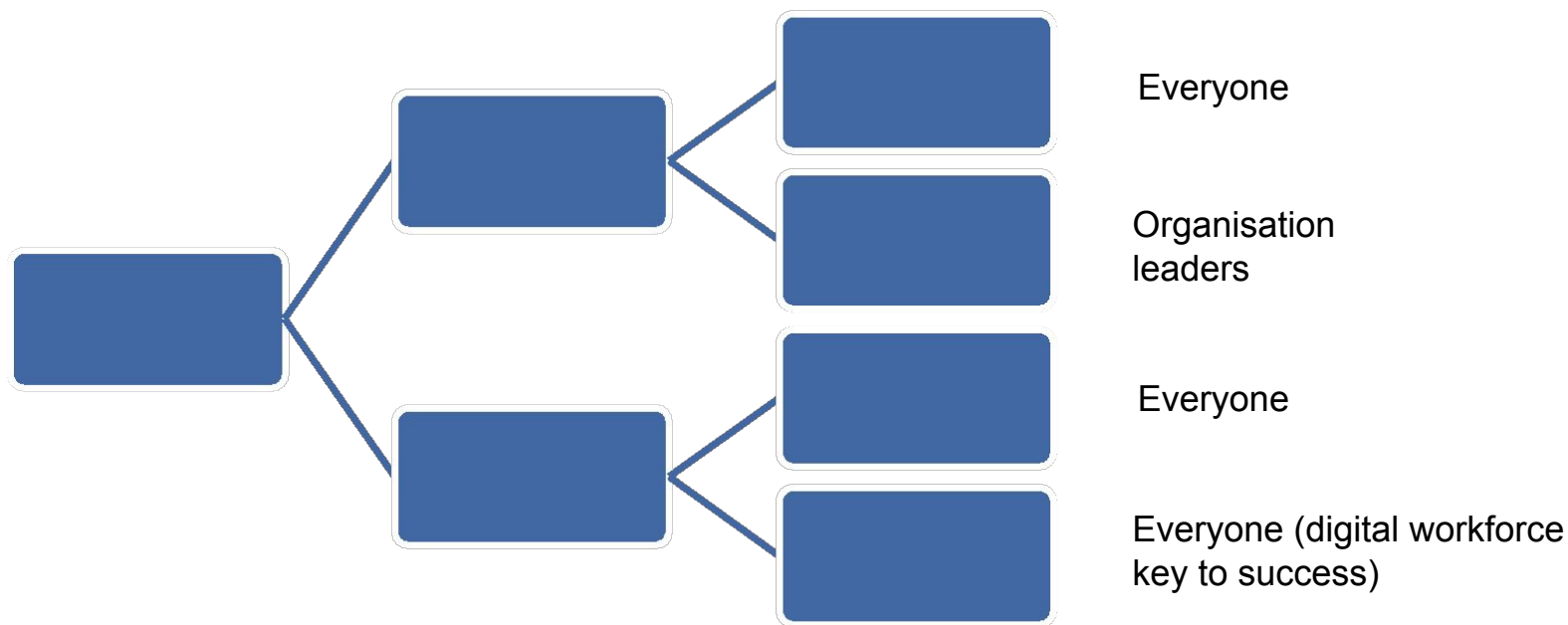
- Around 1.3 million people in the NHS workforce
- Around a further 1.5 million people providing care/social care services
- Around 45-50,000 people in digital roles
- Challenges/barriers versus Opportunities/strategies
- AAAQ (availability, accessibility, acceptability and quality of the workforce)
  - Additional 'A' to consider: Adaptability
- COVID-19

## “WHAT ARE THE KEY ELEMENTS FOR ESTABLISHING A DIGITALLY READY WORKFORCE?”

- What is Digital Readiness?
- Challenges/barriers
- Opportunities/strategies...
  - Leadership
  - Learning and development
  - Future digital workforce
  - Professionalism

# What is Digital Readiness?

Adaptability = digital readiness  
Digital readiness = being digitally willing and able



# Challenges/barriers

1. Need technology that is available and working with policies that allow it
2. Rate of technological change is very fast
3. Importance of senior leadership understanding digital
4. Need for a single, contextualised place for digital learning
5. Changing shape and capabilities of the future digital workforce
6. Improving digital skills/digital literacy across wider workforce
7. Professionalising the digital workforce - regulation, a 'home'
8. Lack of clarity around the 'route to market'
9. Sustainability of workforce initiatives in the longer-term

# Opportunities/ strategies

## Leadership:

- Development and awareness sessions (**‘digital in a day’**) for boards/leaders
- **Embed digital into existing** leadership learning
- Link **digital leadership capabilities** with emerging talent management and career pathways

# Opportunities/ strategies

## Learning and development:

- Establishment and expansion of **NHS Digital Academy** – the home for digital learning - fit with career pathways, wider reach, opened up access.
- Roll out products, tools, routes to **contextualise digital learning needs** for the workforce (e.g. self-assessment tool) including signposting
- Develop **education and learning resources** in relation to:
  - specialist digital areas (emerging technology, e.g. genomics, AI)
  - generic digital literacy areas (e.g. IG, social media use)
- **Integrate learning** into existing academic and professional curricula and supported by professional bodies for adoption

# Opportunities/ strategies

## Future digital workforce:

- Establish **workforce planning model** for use across the system (current, future shape and need - plan to address gaps)
- Develop **attractive career pathways** for digital roles – particularly ‘scarce’ roles (e.g. data scientists, bioinformaticians).
- Establish models for **bringing in digital talent** – graduates, school leavers, returners to work, staff looking for a career change.
- Sustainable **Topol Programme for Digital Fellowships**.
- Set in place **cross-industry collaboration** – flexible resource models



# Opportunities/ strategies

## Professionalism:

- Establish the **professional landscape** – including professional bodies (e.g. Faculty of Clinical Informatics) for digital workforce – accredited learning, development, opportunities
- Support the **establishment of networks** (e.g. Informatics Skills Development Networks; learning alumni; collaborative community networks)
- Support specific **learning and development** initiatives (e.g. Digital Nurse Scholarship)

Close



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