Sharon Oliver
Associate Director Education Commissioning
& Workforce Development

Y&H Strategic Health Authority

ALPS Showcase
Friday 16 September 2011

Education helps to achieve a level playing field?

"thousands of middle-class teenagers face missing out on top universities" … to make way for a "dramatic increase in students from deprived backgrounds"

The Times, July 2011

Achievement = Attainment + Progress

▸ Goals and objectives are specific and constantly tested

▸ Improve testing by challenging selves

▸ Don't ask students to use a classroom assessment technique not previously used on self

▸ Provide feedback early and often + use good interventions

▸ Let students know how you & they can use what has been found to help them reach their goals / stretch targets

▸ Be aware of contextual value added

Congratulations ALPS – helping to deliver QIPP

QUALITY

Standards for professional training

Widening participation in learning

Recruitment, retention, fitness to practice -> patient safeguarding

Learner, service user, manager, educator, peer feedback

Joint quality assurance processes across professions

Use of clinical skills / simulation / e-learning

‣ Inter- disciplinary / multi-professional focus

‣ Patient and carer voice

‣ Competency in practice assessment network (CIPA) + competency mapping

INNOVATION

New learning approaches; patient centred; courses developed in partnership

Good evaluation and so consolidation of testing or cease

Strong evidence base for new developments and effective sharing to achieve whole systems intervention for workforce transformation

More `bite-sized' learning

Team training

‣ E-portfolio network

‣ Mobile learning

Technology Enhanced Learning Framework

- Be patient–centred and service-driven – *technological applications must focus on equipping the workforce with the necessary skills for safe and effective patient care*

- Be educationally coherent – *any technological application must address clearly articulated learning needs that are aligned to service needs*

- Be innovative and evidence-based – *applications should enhance training, be informed by the best available evidence, and where possible be future-proof by being flexible and adaptive so minimising redundancy*

- Deliver high quality educational outcomes – *meets and, wherever possible, exceeds agreed standards*

- Deliver value for money – *technological applications should enhance training, improve productivity, reduce duplication and be affordable and cost effective*

- Ensure equity of access and quality of provision – *applies across the health and social care workforce*

▸ *`…simulation and e-learning together with high quality supervision have the potential to improve confidence and competence. At present, the opportunities for multidisciplinary and inter-professional learning are not being fully exploited.'*

PRODUCTIVITY

Service needs and course viability

Good data and benchmarking to measure performance

Full utilisation of learning and development / ROI

Partnership engagement

New learning methods and models

PREVENTION

Sufficient competent and confident staff to avoid risks to services

Preventative / public health agenda – empowering others

Skill mix, new roles, varied but clear career paths

Whole workforce

▸ Disabled students – enabled practitioners

Learning through work: developmental on the-job learning as a vehicle to widen participation in workplace learning
# Position paper for the Widening Participation Unit

Alexander Braddell
Spring 2007

Constraints around resourcing and staff-release make on-the-job learning central to widening participation. Typically though, on-the-job learning is narrowly focused on task-competence. Broader, more developmental on-the-job learning is needed. Research suggests that much learning at work takes place through interactions. Many of these interactions are associated with participative people management. A system of on-the-job learning integrated with participative people management has the potential to deliver genuinely developmental learning, focused on the information processing and communication skills needed for effective management of work activity. Such a system is aligned to organisational business objectives and can impact positively on individual and collective performance. It addresses many of the barriers that currently limit participation and could become the driving force of a more inclusive learning culture within the NHS and beyond.

Career Steps & Educational Pathways
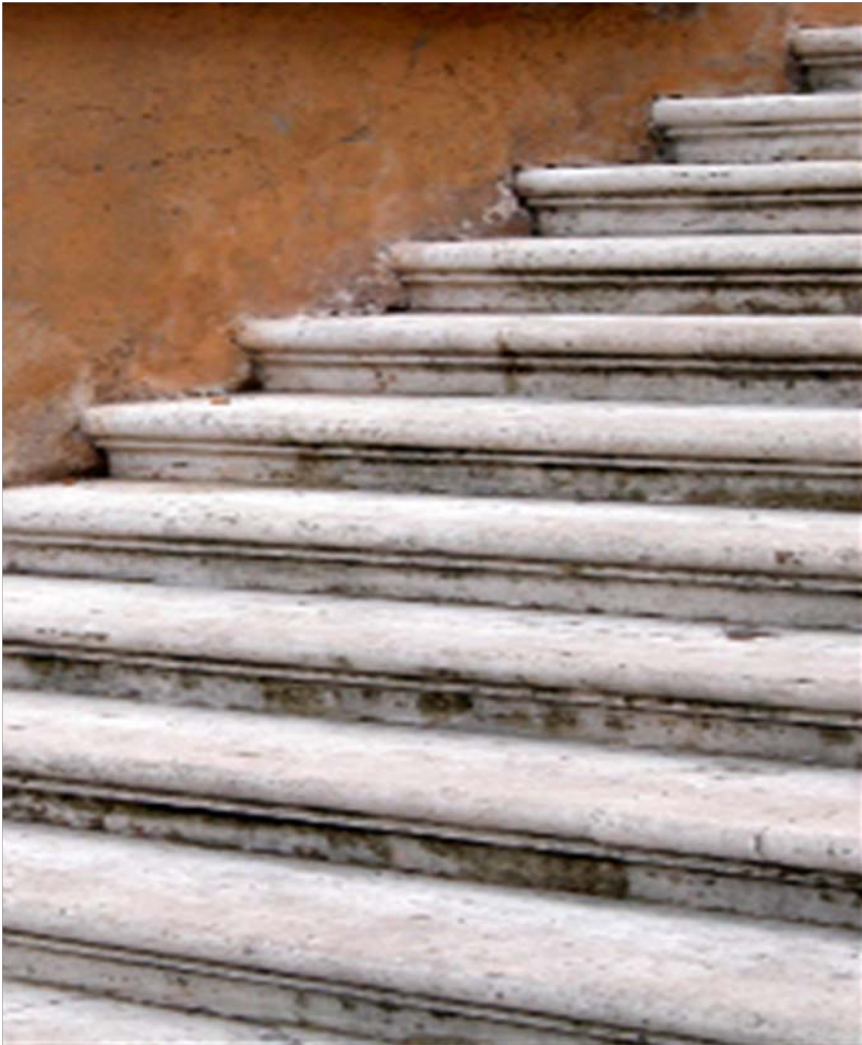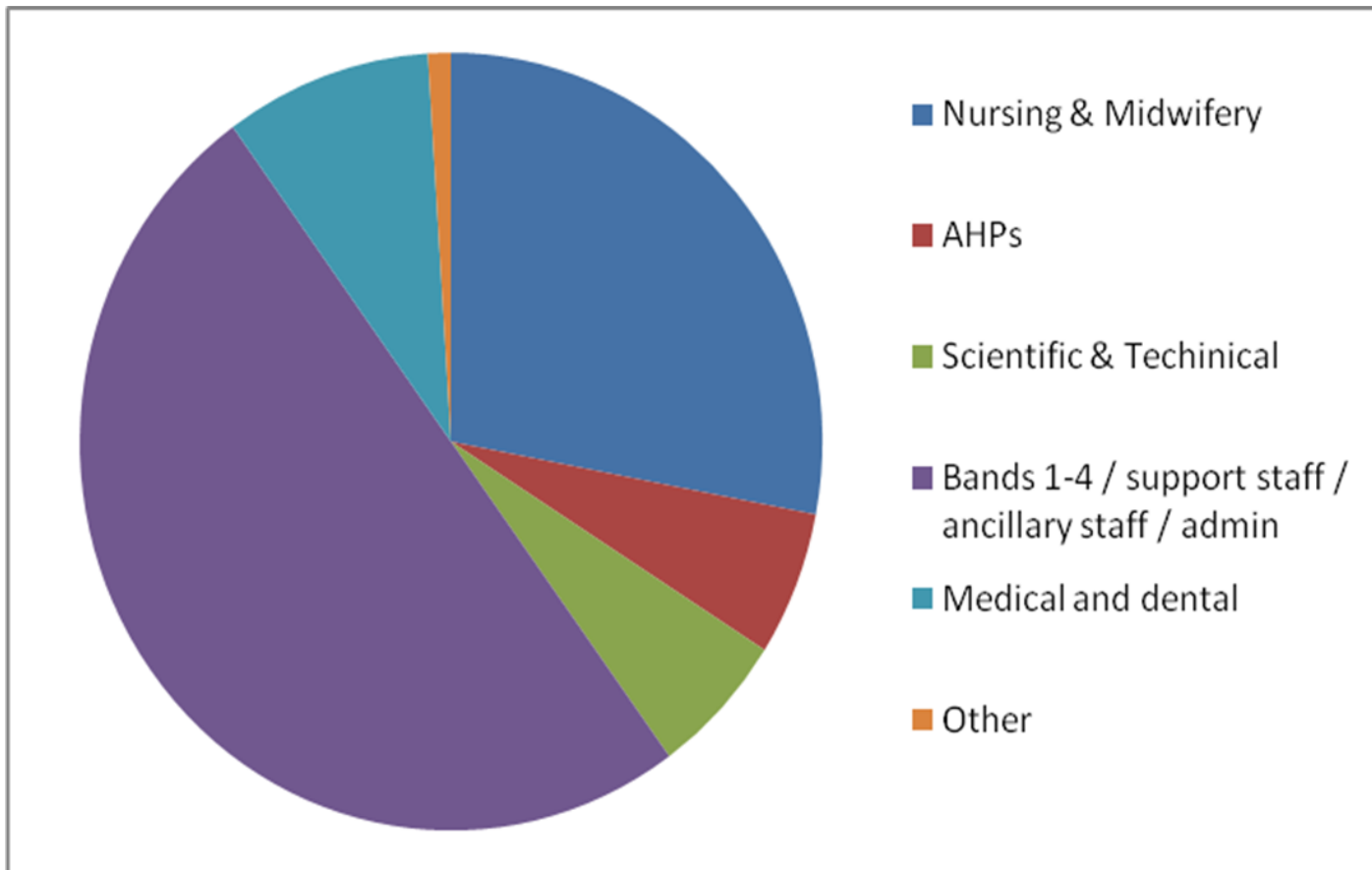
Nursing & Midwifery	28
AHPs	6
Scientific & Technical	6
Bands 1-4 / support staff / ancillary staff / admin.	50
Medical and dental	9
Other	1

Creativity in education and training

What can we do together to achieve the following:

‣ Staff empowerment, confidence and competence

‣ Reducing waste in systems and processes

‣ Team training to help embed learning and effect change?

‣ Coaching approach in practice to achieve better outcomes?

‣ Senior support and interest in utilising significant training resources to achieve priority organisational goals

‣ Strategic approaches to skill mix

NHS Staff Management and Health Service Quality Results from the NHS Staff Survey and Related Data

Michael West[1], Jeremy Dawson[2], Lul Admasachew[2] and Anna Topakas[2]
[1]Lancaster University Management School and The Work Foundation   **[2]Aston Business School**

By giving staff clear direction, good support and treating them fairly and supportively, leaders create cultures of engagement, where dedicated NHS staff in turn can give of their best in caring for patients. The analysis of the data shows this can be achieved by:

• Focusing on the quality of patient care

• Ensuring that all staff and their teams have clear objectives

• Supporting staff via enlightened Human Resource Management practices such as effective appraisal and high quality training

• Creating positive work climates ; Building trust

• Ensuring team working is effective

Giving priority to CPD

Professional Performance = Ability x Motivation

Getting things done in the right way at the right time depends not only on our ability to do something but also on how much we want to do it – the effort we put into it.

This will also depend on the environment we are working in.

The CIPD's key principles of CPD are:

- professional development is a continuous process that applies throughout a practitioner's working life

- individuals are responsible for controlling and managing their own development

- individuals should decide for themselves their learning needs and how to fulfil them

- learning targets should be clearly articulated and should reflect the needs of employers and clients as well as the practitioner's individual goals

- learning is most effective when it is acknowledged

Future Forum recommendations

Health Education England operational as soon as possible for focus and leadership of system

HEE to ensure quality governance and explicit educational outcomes (incentives?)

HEI joint planning, curriculum development & consultation with "Local Education & Training Boards"

Proposed levy on all employers of NHS trained staff to be modelled in detail

Provision of CPD should be a priority for employers
HEE framework for small specialties or numbers

Outcome of the Local Consultation Process for Education & Training in the NHS

‣ General agreement with the high-level design principles

‣ Important to preserve the best elements of the current system

‣ Important to achieve appropriate governance systems

‣ Preserving educational and commissioning expertise

‣ Importance of continued investment in staff at AfC Bands 1 – 4

‣ Overwhelming support for a single Skills Network across Yorkshire and the Humber with 3 'hubs' made up of localities in S Yorks, W Yorks and N&E Yorks / N Lincs

Objectives for the NHS Education & Training Workforce Partnership Yorkshire and the Humber

‣ Ensuring security of workforce supply

‣ Being responsive to patient needs and changing service models

‣ Ensuring value for money

‣ Encouraging widening participation

‣ Ensuring high quality education and training that supports safe, high quality care and greater flexibility

‣ Creating synergies between research, innovation and education provision

Potential Structure of the Yorkshire and the Humber NETWP

NETWP Board	**Partnership Forum / network group (x?)**
• Setting strategic direction • Ensuring effective governance • Identifying key priorities • Agreeing the Business Plan • Reviewing performance	• Ensuring engagement with key stakeholders • Ensuring ownership of the Provider Skills Network priorities and plans • Acting as a sounding board for the development of strategy and testing out strategic priorities
NETWP – Commissioner	**NETWP Hubs**
• Liaising with Health Education England • Providing education commissioning and contracting expertise • Producing and overseeing the delivery of the Provider Skills Network commissioning plan • Ensuring financial performance and value for money • Ensuring the development of the Provider Skills Network hubs • Commissioning via the Provider Skills Network hubs effective education and training that meets the needs of patients and local communities • Providing region-wide programme management • Managing transactional activities such as accounts payments and contract management • Providing appropriate corporate services to support the Board and its governance	• Developing a local skills and workforce development strategy • Determining education commissioning plans in line with service requirements • Ensuring provision of agreed commissioning plans • Managing the devolved undergraduate medical and dental, postgraduate medical and dental and non-medical education and training budgets • Ensuring continuous quality improvement • Managing CPD and workforce development activities for the existing workforce • Ensuring partnership working with Universities and other education providers • Managing clinical placements • Managing Heads of Schools

E&T Functions working group

- Greater focus on outcomes of education & training and how to measure/assess then develop structures to support
- Shared professional competencies, teaching & sign off
- Shared quality assurance and joint responsibility for trainees as more reflective of whole service approach
- Could be lead providers of specific elements of learning rather than duplication
- Focus on basics of care and patient needs
- Clinical skills passport / portability to reduce duplication

HOW?

- Model education & training balance on future population needs
- Greater continuity to educational processes with defined roles for trusts / education providers
- Focus CPD provision on areas of priority each year with more direct alignment to needs and outcomes (use patient, staff & trainee surveys to better effect)
- More generic roles to meet patient needs
- Link H&SC funding streams and more in community care settings, including support staff

NHS Yorkshire and The Humber

ENABLERS →

RESULTS →

NHS CONSTITUTION – LEADERSHIP, VISION, PRINCIPLES & VALUES

POLICY & STRATEGY

- Workforce Ambitions
- Modernising Careers
- Healthy lives
- Operating Framework
- Liberating the NHS
- Ensuring connectivity between workforce, finance & service planning
- Strategic overview of workforce supply and demand
- Organisational Development, capacity & capability work
- Up-skilling all populations & communities
- MPET SLA

PARTNERSHIP & RESOURCES

- Responding to population needs & priorities
- Building & maintaining strategic alliances with key regional & government agencies
- Ensuring effective stakeholder engagement
- Cross organisational efficiencies
- Social care, Public & 3rd Sector
- Learning environment & methodologies
- Sourcing external finances
- Joint Needs Assessment

PEOPLE

- NHS Constitution in practice
- Building capacity and capability to enable measurement of service benefits resulting from education & training
- Equality & Diversity
- Widening Participation & employability
- Apprenticeships
- Knowledge & Skills Framework (KSF)

PROCESSES TO SUPPORT SERVICE & EMPLOYER REQUIREMENTS

- Placement co-ordination & support
- Quality Management & Assurance
- Commissioning
- Financial Management
- Workforce Planning
- Value for Money
- Learning Development Agreement
- Professional Standards
- Clinical Skills
- Staff Demographics
- New role development & competencies
- Contract Management
- Performance
- Tariff development
- Training Needs Analysis
- Continuing Professional & Personal Development
- Service Improvements
- Maintenance of the registered workforce
- Up-skilling the non-registered workforce

PEOPLE RESULTS

- Fit for purpose current & future workforce
- Career pathways
- Outcome focussed delivery
- Productivity

CUSTOMER RESULTS

- Better patient care & safety
- Promotion & protection of health
- Supply meets demand
- Productivity

SOCIETY RESULTS

- Healthier population
- Better quality of life
- Social mobility
- Higher skills base
- Economic benefits

(KPI's)
Key Performance Indicators

- Meet regulator and professional body requirements; CQC, Monitor, GMC,NMC,HPC
- SLA with DH (HEE);
- Contracts with education providers and each other – currently the LDA Learning and Development Agreement (or its successor)
- HR Metrics
- VfM Metrics
- Productivity measures
- Student feedback
- Patient feedback

← **INNOVATION & LEARNING**

Ken Blanchard asks how the best-run companies in the world beat the competition day in and day out. The answer: They treat their customers right, by having a workforce that is excited about their vision and motivated to serve customers. So how do you create this motivated workforce? The key is *empowerment*. Empowerment means letting people bring their brains to work and allowing them to use their knowledge, experience, and motivation.