



Health Education England Allied Health Professionals

Faculty Test Beds

Formative Evaluation: Summary Findings

July 2020

Introduction

Anglia Ruskin University, Rethink Partners and Economics by Design have been asked to provide a **Formative Evaluation** of the Test-Beds to help inform improvement, spread and adoption.

The Evaluation uses **Mixed-Methods Research** to identify early lessons on process, impact and economic value.

This report presents a summary of the key **Evaluation Findings**.

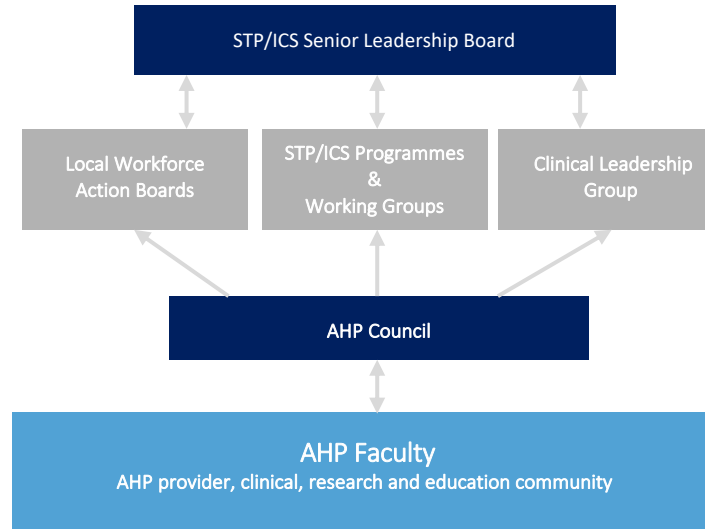
Expected Faculty Characteristics

Key Findings

Faculties are designed to provide a cost-effective means of coordinating AHP workforce development activities.

To achieve this they are expected to :

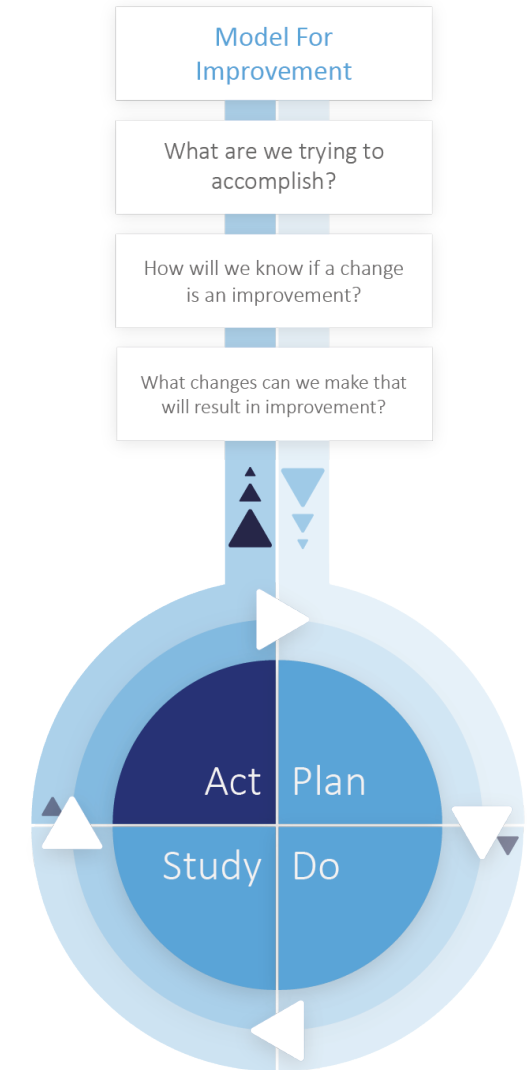
- ❖ Have a strong local governance structure knitted into the wider system,
- ❖ Have leadership and engagement of relevant local stakeholders,
- ❖ Have an operating model built around PDSA (or equivalent improvement practices), and
- ❖ be supported by strong data and information.



Example Governance Structure Source: Paula Breeze: National AHP Clinical Fellow

Solutions can be delivered through one of five workforce development drivers

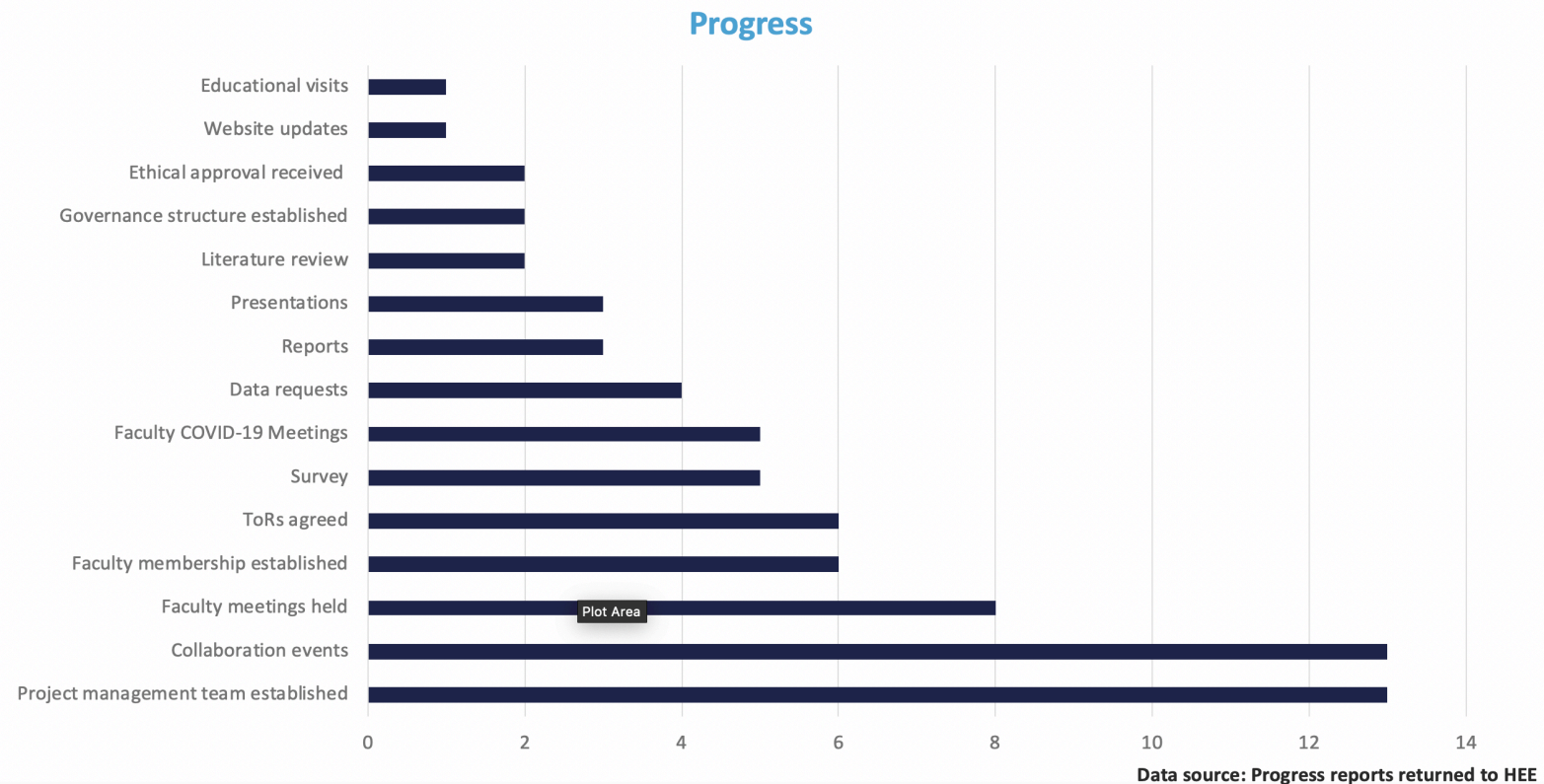
1. Careers activity
2. Apprenticeships
3. Coordination and expansion of clinical placements
4. Return to practice
5. Work experience



Progress with Implementation

Key Findings

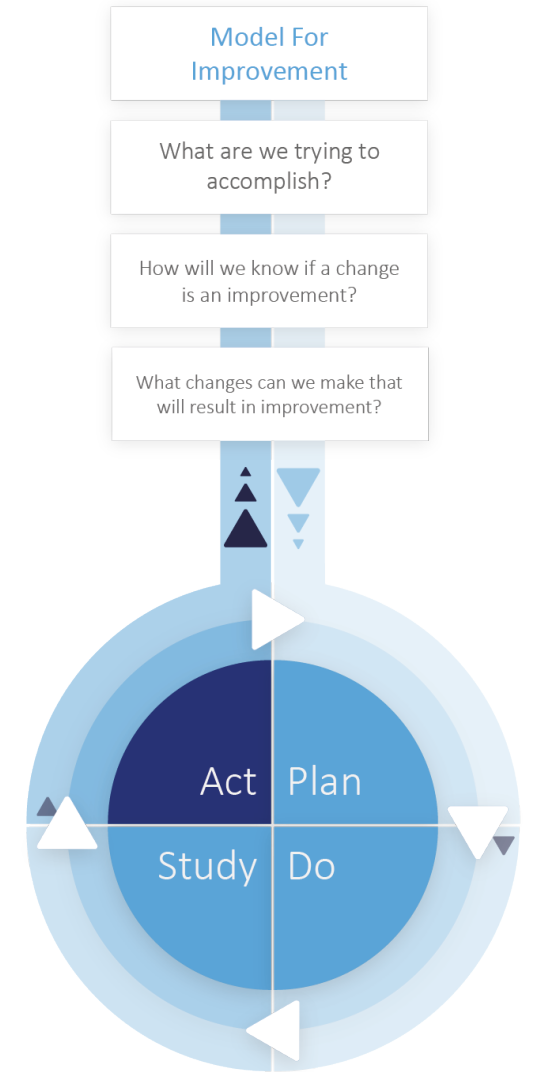
- ❖ The 24 Faculty Test Beds have all been established.
- ❖ Progress has been delayed as a result of key resources being redeployed during the set-up phase to work on COVID-19 related activities.
- ❖ Local ecosystems mean there are many moving parts that have influenced their state of readiness and progress.
- ❖ Progress with inputs and processes in setting up the faculties and projects. Variation across faculties.
- ❖ No specific outputs/outcomes to be seen yet.



Operational Characteristics

Key Findings

- ❖ Overall the faculties align well to expectations
- ❖ High level of diversity across the faculties, yet many common elements throughout
- ❖ Some elements may need to be developed further for some faculties:
 - ❖ PDSA
 - ❖ Informatics capabilities
- ❖ Faculty projects are mainly focused on two or less priority workforce development themes; return to work is not yet part of any faculty project priorities
- ❖ Core team is crucial for progress

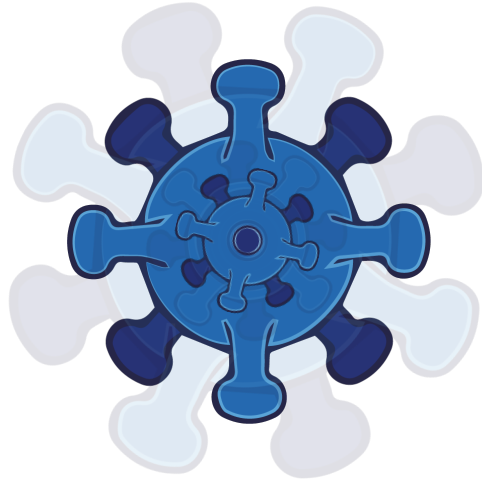


Critical Success Factors

Key Findings

Critical success factors for establishment and successful operations of the Faculty are likely to include:

- ✓ System-wide leadership and empowerment of the Faculty leads to lead beyond their authority
- ✓ Engagement with the HEIs
- ✓ Culture of collaboration
- ✓ Access to placement tariff funding
- ✓ Availability and use of data and informatics
- ✓ Recognition and priority within the wider ICS workforce agenda



Impact of COVID-19

Key Findings

- ❖ COVID-19 has had varying impacts on the delivery of the faculties
- ❖ It was cited as a cause of work pausing in some faculties
- ❖ For a few, it was viewed as an opportunity to push ahead with plans and adapt to the emerging situation
- ❖ Some faculties have continued to meet virtually during the last 2 months
- ❖ Placements are now a primary area of focus
- ❖ The act of having the conversation about the COVID-19 “opportunity” seemed to provide a thought-provoking intervention for stakeholders to consider how they might work with it to their system’s advantage



Return on Investment

Key Findings

- ❖ It is too early to report on the success or otherwise of the Faculty in achieving its goals and having an impact on AHP vacancy levels.
- ❖ However, based on the expected fully-loaded economic costs of the faculties, they would each achieve a positive return on investment if they are able to reduce local AHP vacancies by more than 5 FTEs.
- ❖ If they were able to fill vacancies with agency staff, they would need to be able to reduce local AHP vacancies by more than 21 FTEs to break even.
- ❖ One of the roles of the Faculty should be to facilitate the building of an evidence base for investment in AHP workforce initiatives, and to build the evidence of the value AHPs can bring to the wider health and care system.

Recommendations

MNET Tariff

HEE to stipulate that placement tariff payment requires evidence of how it has been spent.

Leadership

AHPs need supported, skilled-up and nurtured to lead beyond their authority. HEE to consider lifelong leadership programme and mechanisms for supporting professionals at key career moments.

Clinical Placement Platform

HEE to co-produce thinking with AHP community on a new national placement infrastructure.

Professional Development Parity

HEE to explore how the AHP education lifecycle could achieve investment parity with nursing and medical careers.

Storytelling & Governance

HEE to consider how it can support the AHP body to redefine its relationship to systems and particularly ICS in order that it views AHPs as the workforce burning platform (as opposed to nursing).

Evidence Base

Build an evidence base for workforce development.

Data

HEE to establish the data requirements, data collection and data management and dashboard to support the faculty.

PDSA

Faculties to use a PDSA (or equivalent) process grounded in informatics to find local solutions to local problems to address the workforce gap and deliver the quadruple aim.

Next Steps

1. The **final report** will be submitted to HEE on the 31st July
2. Deliverables
 - ❖ Logic models
 - ❖ Recommendations
 - ❖ Pen Portraits
 - ❖ Recipe Cards
3. An **academic paper** drafted in August in collaboration with HEE
4. We will be participation at the AHP Faculty Virtual Showcase 9th September