

Foreword

The commissioning and delivery of NHS services is a fast changing landscape. With change comes opportunity and perhaps this is a once in a generation opportunity to put patients front and centre in all we do going forward. Simply put, patients deserve the best care we can deliver; safe, clinically effective, dignified and compassionate.

To do this, we need to develop and invest in a workforce we can be proud of, with leadership at every level; a workforce attracted by our unique purpose, recruited based on our values and principles, educated and skilled to the highest level and rewarded for excellent performance.

And so we welcome you to the first Health Education North West Five Year Workforce Skills and Development Strategy. This Strategy signals our intent to play an integral part over the next five years in what will be challenging and exciting times for the NHS in the North West.

Health Education North West was authorised as a statutory sub-committee of Health Education England on 1st April 2013 and aspires through its' vision to deliver

Quality education, for quality patient care, transforming our workforce

The launch of *Liberating the NHS: Developing the Healthcare Workforce – From Design to Delivery*, set out the key principles for the education and training of healthcare workers and lay the foundations for the development of Health Education North West's Five Year Workforce Skills and Development Strategy;

- Greater accountability for all healthcare providers to plan and develop their workforce, whilst being professionally informed and underpinned by strong academic links;
- Aspiring to excellence in training and a better experience and outcomes for patients, students and trainees;
- Supporting NHS values and behaviours to provide person centred care;
- Supporting the development of the whole workforce, within a multiprofessional and UK wide context;
- Supporting innovation, research and quality improvement;
- Providing greater transparency, fairness and efficiency to the investment made in education and training;
- Reflecting the explicit duty of the Secretary of State to secure an effective system for education and training

Building on our productive partnerships, leading achievements and strong track record for continuous improvement, Health Education North West is intent on delivering the best quality of care for patients; care we can be proud of and care which has safety, quality and dignity as its' hallmark.

To deliver care which puts 'patients first and foremost', we will need the best workforce, in the right numbers and above all, with the requisite knowledge, skills, values and behaviours.

This Strategy underpins our intent and marks the steps towards achieving this with our stakeholders, over the next five years and beyond.

**Mrs Sally Cheshire,
Independent Chair,
Health Education North West**

Executive Summary

'The NHS belongs to the people'

Department of Health, NHS Constitution, March 2013

The NHS Constitution sets out **rights** for patients, public and staff. It outlines NHS **commitments** to patients and staff, and the **responsibilities** that the public, patients and staff owe to one another to ensure that the NHS operates fairly and effectively. All NHS bodies and private and third sector providers supplying NHS services, including local authorities in the delivery of their public health functions, are required by law to take account of the Constitution in their decisions and actions.

It is the principles and values of the NHS Constitution which guides the development of Health Education North West's first Five Year Workforce Skills and Development Strategy and I make no apology for reiterating and supporting our Chair's remarks to making patients the centre of our attention and purpose.

We need a workforce which feels proud and privileged to care for patients, their families and carers in the North West.

We have a unique and strong foundation on which to build, promote and celebrate a workforce which will be rightly viewed as one of the best, if not *the* best the NHS has to offer and this Strategy represents the first step towards our vision for achieving that.

Developed in collaboration with stakeholders from the range of health and wider community perspectives, care settings and geography – this is a true reflection of a whole system, integrated approach.

The Strategy presents four Core Transformational Priorities for Health Education North West, influenced and informed by both national and local drivers and fundamentally embedded in the values and principles of the NHS Constitution.

From over twenty project areas, stakeholders have selected ten key strategic areas for development over 2013/14 – 2014/15 and informed the deliverables and longer term intentions they anticipate they will bring.

Mapped to the Education Outcomes Framework to ensure the outcomes expected of the whole healthcare system are met, the ten key strategic areas are;

Excellent Education

1. *To support a progressive lifelong learning culture*

Where lifelong learning is the 'norm' and the workforce has a thirst for learning, putting theory into practice, using the most up to date cutting edge research, data, views and technology. To produce and ensure a workforce which is flexible and adaptable; able to work in new and different ways, ways which are responsive to changing and improving services and provide a seamless experience for patients.

Competent and Capable Staff

- 2. To manage the change in services, including primary care*

Staff that are above all safe. Staff that are clinically and managerially skilled to the highest level to deliver the range of service improvement programmes across the North West, ensuring a smooth transition between care settings and organisations and a transferable workforce with portable skills to help reduce health inequalities.

- 3. To deliver mental health and learning disability priorities*

To ensure equivalence and coordination of care, with that of physical health conditions, ensuring not only sufficient staff with the right specialist skills, but that the whole workforce is mental health aware.

Flexible Workforce Responsive to Research and Innovation

- 4. To develop real multiprofessional team based learning, embracing technology, research and innovation*

To commit to a workforce better able and equipped to deliver seamless, safe and values based care and to progressively inform research and innovate to better it.

NHS Values and Behaviours

- 5. To embed a consistent approach to recruitment based on the NHS Constitution*

To ensure the selection of all students and trainees onto programmes includes the testing of values and behaviours consistent with those of ensuring safe, dignified and compassionate care every day.

- 6. To monitor and support NHS values and behaviours across existing staff*

To assess and better understand organisational culture and facilitate positive intervention, development and recognition to ensure the North West lives the NHS Constitution and breathes 'Patients First and Foremost'.

Widening Participation

- 7. To improve the development of healthcare assistants*

Integral to a 'whole workforce' approach, ensure consistency of workforce development opportunity and progression for healthcare assistants, delivering fairness, safety and talent management across this crucial element of the workforce.

To ensure a workforce with the right numbers, skills and behaviours

- 8. To target and seek solutions to specific vacancy problems*

To scope workforce shortages affecting the North West region and nationally, to better inform integrated workforce planning, opportunities for modernisation, future-wise education commissioning and creative attraction, retention and reward strategies.

- 9. To develop an agreed approach to medical workforce planning*

To influence and inform the future of the medical workforce from the point of entry, driven by service need, safe 24/7 care and a model of integration.

10. To develop and agreed approach to primary care workforce planning and development

To develop equal and consistent workforce planning and development processes for primary care and public health as for the acute sector, addressing the challenges of for example, GP expansion and Health Visitor targets with an emphasis on workforce adaptability and transformation.

Building on its' successful legacy and partnership working model, Health Education North West has a well-defined purpose and vision to deliver quality education, for quality patient care through a transformed workforce.

This Strategy captures the first steps towards realising that vision and together with its' stakeholders and their responsibility and commitment to the NHS Constitution, intends to lead and inspire a movement across its' workforce, where patients are centre, excellent healthcare and health improvement prevail and where our workforce is the best the NHS has to offer.

***Mrs Laura Roberts,
Managing Director,
Health Education North West***

Content

Introduction.....	6
Section 1: About Health Education North West.....	7
Our Purpose	
Our Workforce	
Our Structure	
Our Stakeholders	
Section 2: Our Strategy.....	10
Our Approach	
Our Core Transformational Priorities	
Our Key Strategic Areas	
Conclusion and Next Steps.....	19
Appendix 1: Key recommendations from <i>'Patients First and Foremost'</i>	
Appendix 2: HEE Strategic Intent: Proposed Strategic Priorities	
Appendix 3: Key requirements of the HEE Mandate (to follow)	
Appendix 4: The Education Outcomes Framework	
Appendix 5: HE NW Investment Plan 2013/14	
Appendix 6: Stakeholder Structure and Contributors	

Introduction

The Five Year Workforce Skills and Development Strategy is intended to demonstrate the local strategic vision for the North West healthcare workforce over the next five years from 2013/14 – 2018/19.

Building on the strong track record of working in partnership in the North West to convert strategy into everyday practice, this Strategy comes at a time of significant challenge to both the NHS system and the NHS culture and provides the opportunity to reaffirm both the principles and values of the NHS Constitution. This Strategy is driven by a commitment to;

- Work together for patients
- Ensure respect and dignity
- Commit to quality of care
- Guarantee compassion
- Improve lives
- Make certain that everyone counts

The Strategy is a key requirement of the authorisation of Local Education and Training Boards (LETB) by Health Education England (HEE) and is appropriately influenced and informed by both national and local drivers including;

- *Patients First and Foremost*, the Initial Government Response to the Report of the Mid Staffordshire NHS Foundation Trust Public Inquiry (Appendix 1)
- *Introducing Health Education England: Our Strategic Intent* which sets out the purpose and role that HEE will play in leading education, training and development across the system, to deliver improvements in the quality of care for patients (Appendix 2)
- *The HEE Mandate* soon to be issued by the Department of Health, informed by the NHS England Mandate, the Public Health Outcomes Framework and the Education Outcomes Framework
- *The Education Outcomes Framework* which serves to directly link education and learning, to improvements in patient outcomes (Appendix 4)
- *HEE HE NW Annual Accountability Agreement* which sets out the Service Level Agreement between HEE and Health Education North West (HE NW) and governs the utilisation of the local allocation of the MPET budget each year
- *HE NW Investment Plan 2013/14*, which responds to the Annual Accountability Agreement with HEE and sets out the investment intentions reflecting the local workforce planning and development needs (Appendix 5)

The Five Year Workforce Skills and Development Strategy is intended to set out plans for both the future and existing healthcare workforce and therefore is based on a series of four core transformational priorities (*the what*) and ten key strategic areas of delivery (*the how*), which will be annually refreshed.

This first draft presents the ten key strategic areas, short term deliverables and longer term objectives for the period 2013/14 – 2014/15, all of which have been influenced and informed by the local providers and key stakeholders in the North West.

Section 1: About Health Education North West

1.1 Our Purpose

Health Education England (HEE) was officially established on the 1st April 2013 and has priority responsibility for healthcare education and training in England. With a focus on recruiting for values and training for skills, HEE's role is to 'support the delivery of excellent healthcare and health improvement to the patients and public of England, by ensuring that our workforce has the right numbers, skills, values and behaviours, at the right time and in the right place' (HEE, 2013)

Health Education North West (HE NW) is one of thirteen Local Education and Training Boards (LETB) established by HEE in England. As a formal sub-committee of HEE from 1st April 2013, HE NW is constituted to work with and on behalf of HEE, to oversee the local commissioning of leadership and organisational development activities and undertake supporting workforce development initiatives.

Supporting the values and principles set out in the NHS Constitution, the mission of HE NW is to support the delivery of excellent healthcare and health improvement; this being achieved by providing, delivering and coordinating high quality education and training so that the delivery of services, the patient experience and that of staff and learners is improved.

The purpose of HE NW is therefore to ensure delivery of the North West mission by;

- Aggregating and agreeing regional priorities for education and training, to ensure security of supply of the skills and people providing health and public services across Cheshire and Merseyside, Cumbria and Lancashire and Greater Manchester
- Overseeing local education and training commissioning plans on behalf of the North West, in the interests of sustainable, high quality service provision and health improvement
- Ensuring investments made in education and training are transparent, fair and efficient and achieve good value for money
- Assuring quality management strategies lead to improving the quality of education and training for the current NHS workforce
- Being a forum for supporting and enabling the development of North West whole health and public health workforce for 2020
- Promoting innovation in workforce development and promoting this across the North West and beyond

1.2 Our Workforce

With approximately 450,000 staff, working in an estimated 15,000 organisations, the health and social care workforce of the North West, including Acute, Mental Health, Specialist, Primary Care, Social Care, Independent and voluntary sectors, form the largest employing sector within the region, with HE NW being the largest statutory sub-committee of Health Education England.

Of the total 203,000 (headcount), 174,000 (FTE) staff work in patient health care across the 41 NHS providers and over 1,000 GP practices.

The size and shape of the health care workforce make it one of the most complex systems within NHS England and understanding both the historical and current workforce demographics is central to transforming our workforce and in turn, our health services.

The North West population is just over 7m, spread across both urban and rural landscapes and faces some of the greatest challenges, including significant areas of deprivation, health inequality and chronic disease. Against the annual education and training budget of £711m, there are a

number of key national workforce obligations and targets including not exclusively, the agreement to implement the tariff for non-medical and undergraduate medical students on placement, deliver the GP expansion requirements and continue the health visitor *'Call to Action'* programme.

Overall though, a key driver for our priorities is the need to develop and maintain a workforce able to meet the health challenges of today and be equipped to systematically improve the care system of the future.

1.3 Our Structure

To deliver on its responsibilities and ensure the appropriate local influence, HE NW is underpinned by three sub-regional Local Workforce and Education Groups (LWEGs), reflecting the detailed intelligence and networks of Cheshire and Merseyside, Cumbria and Lancashire and Greater Manchester areas.

Membership of each LWEG has been determined to reflect professional, care sector and educational perspectives, which in turn, is supported by a progressive Executive Team and robust and transparent stakeholder engagement framework.

With a focus on excellence in leadership, quality and value, HE NW is led by the commitment, creativity and drive of its' members who intend to build on the successes to date, influence nationally and champion integration of a whole system approach. Acting as ambassadors of the HE NW vision, members reflect the necessary integration of the system and include service, education and both North West Deaneries.

Building on the legacy, in terms of both what works well and the lessons learned, HE NW is well placed to take the priorities from current reality to desired future with respect to education commissioning, modelling and delivery into the workforce arena.

Integral to the authorisation process by Health Education England, Health Education North West has already produced its' Investment Plan for 2013/14, the delivery of which is underpinned by robust and tested education commissioning and education management functions including;

- The development of the non-medical education commissioning plan for 2013/14
- The Strategic Clinical Placement Strategy and Network, building the capacity and breadth of placement learning
- The Practice Education Facilitator network, assuring and developing the quality of learning in practice
- CPD-Apply, providing best value for money and focused investment to lifelong learning strategy for non-medical professionals
- The Apprenticeship Promise, working to widen participation, boost apprenticeships and facilitate employability and progression
- The New Ways of Learning programme, innovating and supporting the adoption of excellence and advancement in learning models, techniques and technology.

In addition, Workforce Productivity, Modernisation and eWIN programmes all have a role contributing to the workforce of the future, linking with Quality Surveillance Groups (QSGs), Academic Health Science Networks (AHSNs), The NW Leadership Academy, AQuA, Clinical Senates, Professional Networks through the HE NW Stakeholder Engagement Framework.

1.4 Our Stakeholders

The North West has a long and productive history of stakeholder engagement and partnership working, built upon an extensive foundation of professional and service focused Networks.

Drawing on this, the HE NW has established both a regional *Core Professions Forum* and *Regional Advisory Partnership*, which act as the first point of contact; the *Core Professions Forum* ensuring the clinical visibility and comprehensive multiprofessional links and the *Regional Advisory Partnership*, reflecting the necessary educational expertise and wider community of healthcare including as it evolves, higher and further education, private and voluntary sector providers, local authorities, Health and Wellbeing Boards and local Healthwatch bodies.

Underpinning the regional function, sub-regional 'whole' stakeholder forum has been established to influence and deliver the detailed local intelligence; the Stakeholder Forum exists to garner detail on what works well, as well as where there is room for improvement and work as part of the overall HE NW arrangements, to embed clinical expertise and quality improvement.

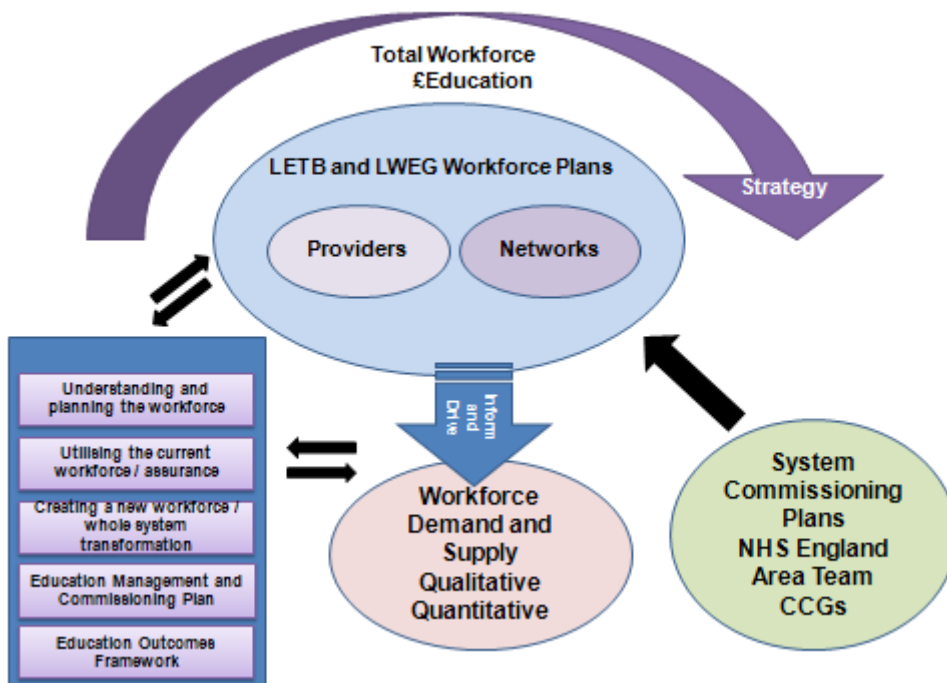
It is through these arrangements that this Five Year Workforce and Skills Strategy is being developed (Appendix 6)

Section 2: Our Strategy

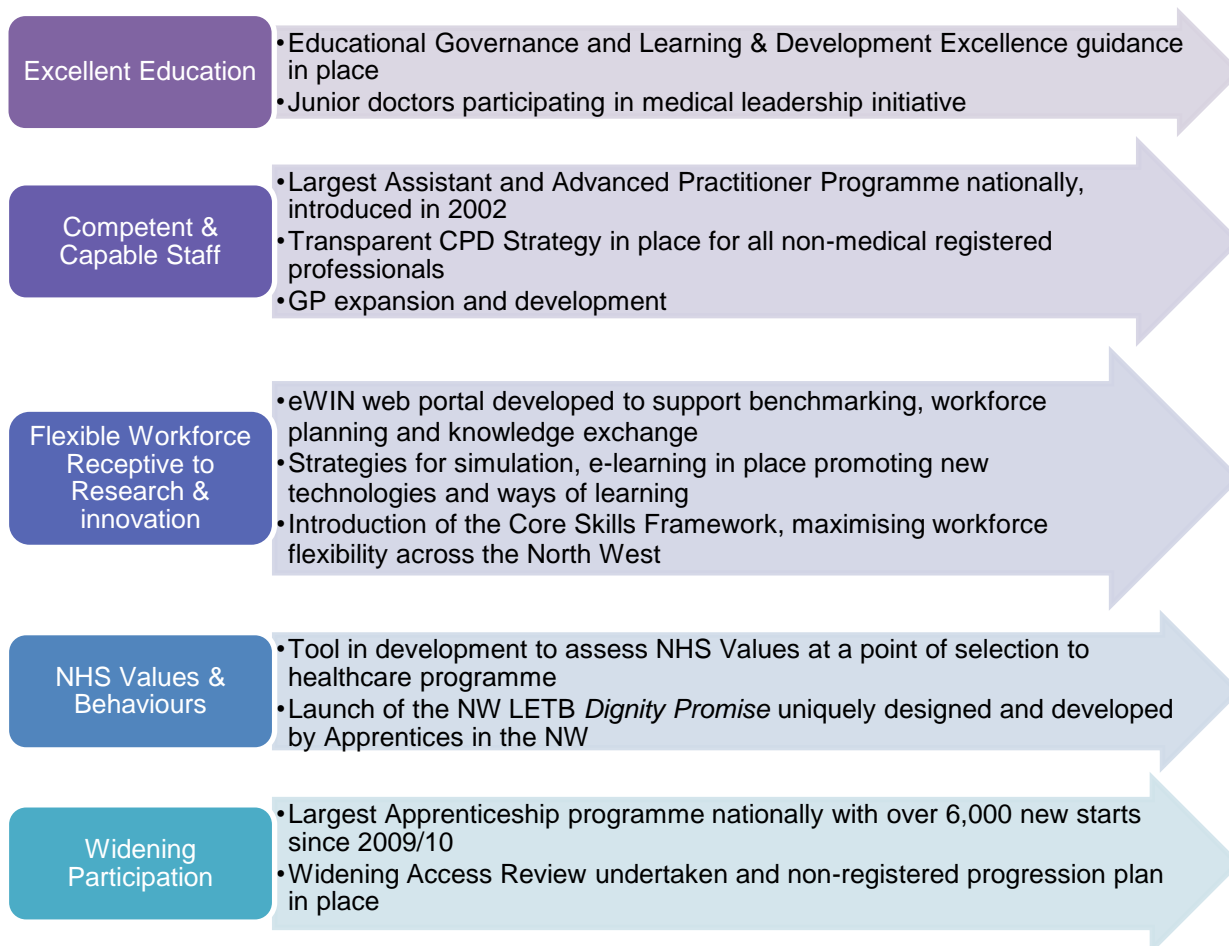
2.1 Our Approach

Developing the new workforce arrangements in the North West to prepare for authorisation has helped to highlight with our stakeholders, both what we do well and where we hope to be in the future delivering:

- A workforce which puts patients first and always
- A workforce which shares and promotes our principles and values and role models 'good behaviours'
- A workforce with the right people in the right place, using the right skills and competencies to deliver high quality and effective safe patient care.
- A workforce that delivers activity within performance and financial frameworks and is clinically safe for patients and for staff.
- A workforce planning process that is part of an integrated Business Strategy



Using the domains of the Education Outcomes Framework, HE NW is able to illustrate with a range of examples, our current journey towards quality;



Equally, HE NW has identified a number of key risks to be addressed, reflecting insufficient future proofing, limited integrated working, restricted leadership and a lack of complete and accurate data. For example, whilst much work has taken place to improve and build workforce planning capacity and capability, we know the process is as yet, only conducted in part; it does not encompass all sectors, nor is it 'whole' workforce or holistic and forward looking in it's approach – fundamentally, it is not driven by a patient centred integration model, by which we and patients expect care to be delivered.

The impact of this transcends through service provision and organisational culture and impacts at every level of routine operation including recruitment, retention, team based learning, adoption, diffusion and spread and equity for the workforce.

The developments taking place in the NHS both nationally and locally, are having a significant impact on our healthcare services and our workforce which delivers them – the new arrangements for which provide both the opportunity and structure for a systematic approach to improvement including;

- Better strategy development, business planning, projects and processes
- Better and more cohesive working within and between all range of teams
- Better leadership practices and processes
- Better use of data at a strategic level, project and routine operation level

Through the HE NW stakeholder engagement arrangements, an event was held at the beginning of March 2013 to consider the core transformational priorities emerging from local workforce plans and the outcome of the consultation on the non-medical education commissioning plan – the aim of which was to develop with all stakeholders, the long term vision, aims and objectives of HE NW, including the steps to be taken in making the transition from now, into an improved future.

2.2 Our Core Transformational Priorities

Informed by the key risks, HE NW has determined four core priorities to bring focus and purpose to workforce and education investment and activity over the next five years – the Five Year Workforce Skills and Development Strategy being the vehicle to ensure the necessary flexibility and co-production are in place to deliver a system which is responsive to change.

The four core transformational priorities of the HE NW are to;

- Address the impact of the Francis Report and patient safety
Delivering a workforce in the right numbers 24/7, with the knowledge and skills to ensure patient safety and a culture which embraces the values and behaviours of the NHS Constitution and supports through positive educational and coaching interventions
- Manage the economic environment by supporting skill mix changes and developing service improvement skills
Ensuring equity and value for money across the entire health economy
- Support and develop the transformational changes to the whole workforce including primary care, to reflect the change in services in the North West
Building on successes, acclimatise to the new landscape working flexibly and customarily with new partners and new innovations
- Align to the NHS England Mandate and Public Health Outcomes Framework
Making sure the patient experience, helping people to live longer and that public health is everyone's business

Informed by local service need, stakeholders were asked to consider the key strategic areas of delivery underpinning each priority for the period 2013/14 -2014/15, reflecting particularly on;

- The need to be explicit as to **the vision** and how we evidence meeting that vision
- The need for meaningful and collaborative working relationships, underpinned by effective **stakeholder engagement**
- The need to **plan effectively**, allocate and manage the budget, deliver value for money and ensure change which is affordable and sustainable
- The need for the HE NW to have the **capability and capacity** to deliver
- The need to **prioritise improvement** in line with existing quality and performance frameworks

A total of ten Key Strategic Areas of delivery were identified by stakeholders, kick starting the strategy development, business planning, projects and processes necessary to realise the ambition set by the core transformational priorities.

Mapped to the domains of the Education Outcomes Framework, the ten Key Strategic Areas are;



A number of common threads as to our future way of working in delivering each of the of the ten Key Strategic Areas also emerged when considering our **Vision, our need to Engage our Stakeholders, how to Plan Effectively, how to build the necessary Capability and Capacity and how to best Prioritise Improvement**; not only is there a consensus that each of these 'objectives' resonate with the local and national context, but there is a real enthusiasm for the opportunity for 'bottom up' influence of the agenda.

Our Future Way of Working: Vision

With the Francis Report acting very much as a unifying catalyst for change, the key themes informing our overall Strategy include;

- The drive to embed the 'NHS way' systematically across the North West
- The need to establish and share what works well now (as well as what doesn't)
- The opportunity to look to use new technologies to support improvement where and when possible
- The intent to build processes and planning models on an integrated care basis
- The aspiration to be future facing and maximise flexibility to achieve this

Our Future Way of Working: Stakeholder Engagement

Stakeholder engagement arrangements continue to evolve in tandem with the regional and national landscape. As the new public health, commissioning and innovation structures and functions mature, the linkage with the LETB system will be developed to ensure Health Education North West is informed by and influences the wider health and care systems, including a quarterly schedule of events throughout the year. A key priority to assure appropriate plans are being developed will be to secure the views and involvement of our patients and public. During the first two years of this Strategy, patient and public engagement will become an integral part of what we

do. Also there is a need to develop engagement with private, independent, voluntary and social care sector providers.

There is strong higher education, public health representation and Clinical Commissioning Group (CCG) input to both HE NW and LWEG membership and through these links, relationships with Academia and Research, Health and Well-Being Boards and CCGs respectively, will be developed. Discussions will continue with service commissioning bodies (CCG/LAT) and Local Authority/social care bodies on how to further strengthen links for an integrated approach to working and to achieve the required transformational change. In addition Health Education North West will work closely on its Strategy with:

- Academic Health Science Networks – two Academic Health Science Networks (AHSNs) are being developed in the HE NW footprint – North West Coastal and Greater Manchester AHSN. Both AHSN Steering Groups have education and training sub groups which have good HE NW and LWEG representation to ensure that HE NW and AHSN objectives are mutually supportive.
- Quality Surveillance Groups (QSG) – there are five QSGs covering the North West area which HE NW has membership
 - Cheshire, Warrington and Wirral
 - Cumbria, Northumberland and Tyne & Wear
 - Greater Manchester
 - Lancashire and South Cumbria
 - Merseyside
 - Northern
- Clinical Senates – There are 2 Clinical Senates covering the North West area in Greater Manchester and Cheshire and Merseyside and Lancashire. Cumbria is part of the North East Clinical Senate.

Our Future Way of Working: Planning Effectively

With regards to planning effectively, stakeholders supported the necessity to plan sensibly and effectively with service commissioners across all NHS providers and providers of NHS funded care. To do this effectively Health Education North West will:

- Improve qualitative and quantitative evidence
- Develop the workforce planning capacity and capability across North West organisations
- Prioritise improvement for quality and performance

Our Future Way of Working: Building Capability and Capacity

Addressing capability and capacity, stakeholders are clear of the need to build improvements from a foundation of robust and comprehensive data, being better aware of both the national and regional picture, resources available and both what works well now and what doesn't. A reflection of our expected benefits includes;

- Improved opportunities for greater system leadership and influence, through a register of national and international interests, activities and roles
- Expansion of our horizons and resourcefulness by exploring new ways of learning and working – taking forward the lessons and experience of Health Innovation and Education Clusters (HIECs)
- Maximised diffusion and spread by celebrating our achievements through proactive recognition, reward and kite marking strategies

Our Future Way of Working: Prioritising Improvements

To prioritise improvements, stakeholders are supportive of adopting a range of project methodologies based upon the need of each key strategic area. In this way, all projects will secure a wide range of involvement, use a structured approach to ensure balanced participation, include rigorous scoping and initial planning and achieve the necessary shared vision and alignment from all involved;

- *Planning*, appropriate for where we need to develop and implement new services, products and processes
- *Improvement*, appropriate where we need to improve existing processes and areas of work
- *Problem Solving*, where we need to explore and eliminate the cause of a problem or failure
- *Major Project*, where we have large scale, complex projects with a number of different workstreams

2.3 Our Key Strategic Areas

With a focus on delivery from 2013/14 – 2014/15, with subsequent iterations to be subject to an annual re-refresh, stakeholders identified a series of short term deliverables underpinning each of the 'objectives' (Key Strategic Areas), alongside an intention as to what we aim to work towards over the full five year period.

Each will be tackled using the appropriate methodology and structure, with longer term intentions revisited annually to determine future breakdown and identification of deliverables and ensure a focused investment and activity plan year on year.

Excellent Education

Key Strategic Area	
To support a progressive lifelong learning culture	
Short Term Deliverables 2012-2015	Longer Term Intention 2015 – 2018
Improved equity of provision of CPPD for all, through the delivery of a whole workforce lifelong learning strategy	Consistent approach taken across whole workforce to support time for CPPD
Improved workforce scorecard and indicators	CPPD provision supports improved flexibility of working
CPPD provision embeds the principles and values of the NHS Constitution and the learning from the Francis Report	

Competent and Capable Staff

Key Strategic Area	
To manage the change in services, including community care	
To deliver Mental Health and Learning Disability priorities	
Short Term Deliverables 2012-2015	Longer Term Intention 2015 – 2018
Establish models of good cross boundary working and key characteristics	Seamless patient experience
Produce learning needs analysis of workforce engaged in integrated service delivery e.g. determine core skill set and deliver appropriate changes	Supporting reduced hospital admissions through workforce development
Develop rotational placement exposure at undergraduate level	

Flexible Workforce Responsive to Research and Innovation

Key Strategic Area	
To develop real multiprofessional team based learning, embracing technology, research and innovation	
Short Term Deliverables 2012-2015	Longer Term Intention 2015 – 2018
Produce Interprofessional (IPL) guidance, reflective of best existing practices and opportunities e.g. simulation, Problem based learning, Serious Case Reviews	Increased exposure to IPL at undergraduate and postgraduate level
Build portfolio of team based simulation scenario's based on integrated care pathways	Develop team/partnership evaluation tools working with the AHSNs
	Embed principle of multiprofessional relevance in all CPPD

NHS Values and Behaviours

Key Strategic Areas	
To embed a consistent approach to recruitment based on the NHS Constitution	
To monitor and support NHS values and behaviours across existing staff	
Short Term Deliverables 2012-2015	Longer Term Intention 2015 – 2018
Ensure the selection of all entrants to healthcare programmes includes the testing of values	Supporting reduced patient complaints through workforce development
Develop a mandatory e-learning product for the whole workforce	Supporting increased evidence of delivery of the 6C's – growing case studies, board level reports
Introduce recognition and reward scheme	Supporting reduced related whistle blowing through workforce development
	Integrated to PDR process

Widening Participation

Key Strategic Area	
To improve the development for healthcare assistants	
Short Term Deliverables 2012-2015	Longer Term Intention 2015 – 2018
Embed values and behaviours assessment into PDR process	Increased participation in development across HCAs
Improved awareness of what resources are available for training	Increased numbers progressing into health professional training

Ensuring a workforce with the right numbers, skills and behaviours

Key Strategic Areas	
To target and seek solutions for specific vacancy problems	
To develop an agreed approach to medical workforce planning	
To develop an agreed approach to primary care workforce planning	
Short Term Deliverables 2012-2015	Longer Term Intention 2015 – 2018
Deliver primary care workforce planning project	No significant gaps across the NW
Determine/profile likely future vacancy/shortage areas	Increased number of new/modernised/Advanced roles
Engage with students and medical schools pre-application and at undergraduate level	Systemise exit interviews and remedial action plans
Expand placement exposure in shortage specialties	Develop integrated care pathway career progression model
Share retention best practice models	

Section 3 – Conclusion and Consultation

3.1 Conclusion

This first draft Five Year Workforce Skills and Development Strategy aims to balance Health Education North West's short term plans with longer term vision and is intended as the start of an evolving journey that will be reviewed annually, to capture changes to services, communities, new knowledge and new technology.

The four Core Transformational Priorities and ten Key Strategic Areas have been informed and developed in partnership with our stakeholders, with the needs of patients in mind and an intent to deliver excellent healthcare and health improvement through a workforce transformed – a workforce which is fit for purpose, fit for practice and fit for patients, their families and carers.

With a focus on the next two years, the short term deliverables will prescribe the immediate programmes of work for 2013-15, the outcomes of which will be the first steps towards our intended a future; a future which;

- Delivers a workforce in the right numbers 24/7, with the knowledge and skills to ensure patient safety and a culture which embraces the values and behaviours of the NHS Constitution and is supportive through positive educational and coaching interventions
- Ensures equity and value for money across the entire health economy
- Builds on successes, acclimatises to the new landscape working flexibly and customarily with new partners and new innovations
- Makes sure the patient experience, helping people to live longer and public health is everyone's business

Review of the Strategy will be held quarterly through our stakeholder engagement events planned throughout the year and will ensure the necessary collaborative view is taken, critical to delivering transformational change and critical to ensuring the North West has the best workforce the NHS has to offer.

3.2 Consultation

The Strategy, which should be read in conjunction with Health Education North West's Investment Plan 2013/14, is yet to be fully influenced by the national requirements of Health Education England including those outlined in the HEE Mandate, Strategic Intent and Accountability Agreement. Pending their confirmation, the first stage of consultation is with our stakeholders, the questions outlined below being designed to test and inform;

- accurate reflection and emphasis of stakeholder discussions
- comprehensive coverage of *Patients First and Foremost*
- alignment with Health Education North West's Investment Plan 2013/14
- the development of the underpinning business objectives up to 2014/15

The Five Year Workforce Skills and Development Strategy is also [available on the Health Education North West website](#).

Consultation Questions

Responses may be anonymous, but it would be helpful if respondents could identify which Local Workforce and Education Group (LWEG) area they reflect:

Cheshire and Mersey

Cumbria and Lancashire

Greater Manchester

And are responding as:

An individual or

On behalf of an organisation/Network

The consultation period will close on **Friday 21st June 2013**. Respondents are asked to email their responses to Jessica.lord@nw.hee.nhs.uk

Question 1

Do the drivers on pg 8 reflect the current and correct context?

Would you like to add anything?

Question 2

Is the purpose on pg 9 of the Five Year Workforce Skills and Development Strategy set out clearly?

If not, how could this be improved?

Question 3

Do the Four Core Transformational Priorities and Ten Key Strategic Areas for 2013 – 2015, (pg 13, 14) reflect our Mission, to support the delivery of excellent healthcare and health improvement?

Is there anything missing?

Question 4

Do the short term deliverables and longer term intentions on pg 17-19 accurately

reflect the stakeholder event discussion and resonate as prioritised improvements?

Are there any significant gaps?

Question 5

What are the key factors in maintaining our commitment to effective stakeholder engagement over the next 2-5 years?

Do you have any other comments?

Appendix 1

Patients First and Foremost: Key Recommendations

A. Preventing Problems

- Time to care
- Safety in the DNA of the NHS – The Berwick Review

B. Detecting Problems Quickly

- Chief Inspector of Hospitals Making Assessments based on Judgement as well as Data
- Expert Inspectors, not Generalists
- Ratings – A single balanced version of the truth
- Chief Inspector of Social care
- Publication of Individual Speciality Outcomes
- Penalties for Disinformation and a Statutory Duty of Candour
- A Ban on Clauses Intended to Prevent Public Interest Disclosures
- Complaints Review

C. Taking Action Promptly

- Fundamental Standards
- Time Limited failure Regime for Quality as well as Finance

D. Ensuring Robust Accountability

- Health and Safety Executive to use Criminal Sanctions
- Faster and More Proactive Professional Regulation
- Barring Failed NHS Managers
- Clear Responsibilities for tackling Failure

E. Ensuring Staff are Trained and Motivated

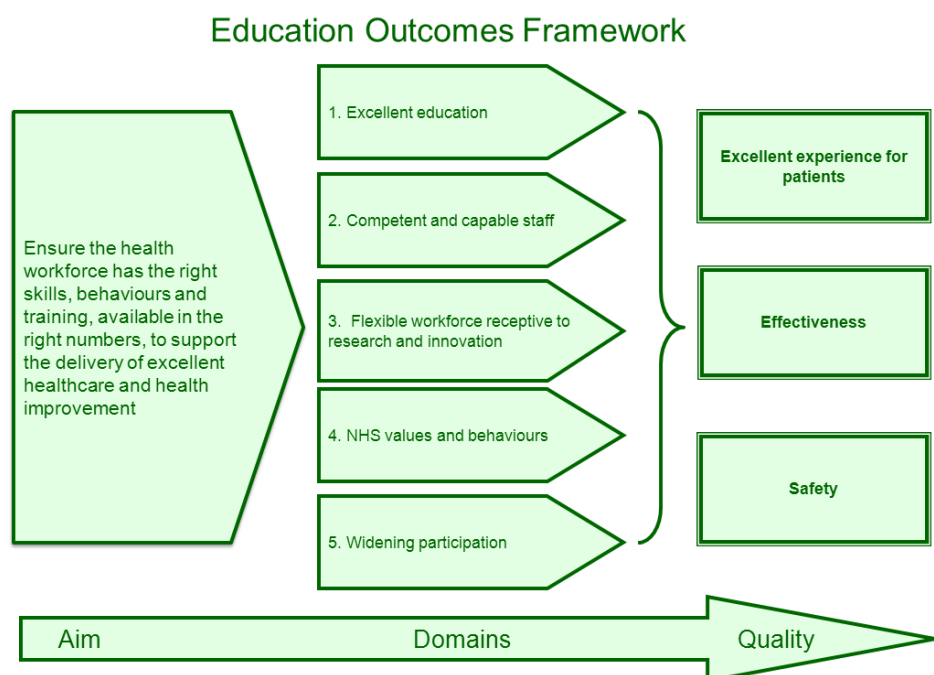
- HCA Training before Nursing and other Degrees
- Revalidation for Nurses
- Code of Conduct and Minimum Training for Health and Care Assistants
- Barring System for Healthcare Assistants
- Attracting professional and External Leaders to Senior Management Roles
- Frontline Experience for Department of Health Staff

Appendix 2

HEE Strategic Intent: Proposed Strategic Priorities

EOF Domain	HEE Proposed Priority
Excellent Education	<p>Develop role models for education and training – <i>make being a trainer a badge of honour</i></p> <p>Education for life – <i>‘supporting and championing multiprofessional CPD’</i></p>
Competent and capable staff	Support a dementia aware workforce – <i>‘ensuring all staff are trained to rise to the challenge on dementia’</i>
Widening Participation	<p>Making healthcare the career of choice – <i>‘use NHS Careers to reach into schools for our future workforce;</i></p> <p><i>And open to all – encourage more part-time degrees’</i></p>
Flexible workforce responsive to research and innovation	<p>Making technology central to education – <i>‘introduce an app to allow students to access information and feedback on their experience’</i></p> <p>Realise the potential of research and innovation – <i>‘invest in education and training in genomics’</i></p>
Ensuring a workforce with the right numbers, skills and behaviours	Securing future supply and supporting stakeholders with current problems in <i>‘key areas such as emergency care workforce, primary care workforce, 24/7 services’</i>
NHS values and behaviours	Roll out best practice so that healthcare workers are <i>‘recruited for values, trained for values, appraised for values and held to account for values’</i>

Appendix 4



The Education Outcomes Framework

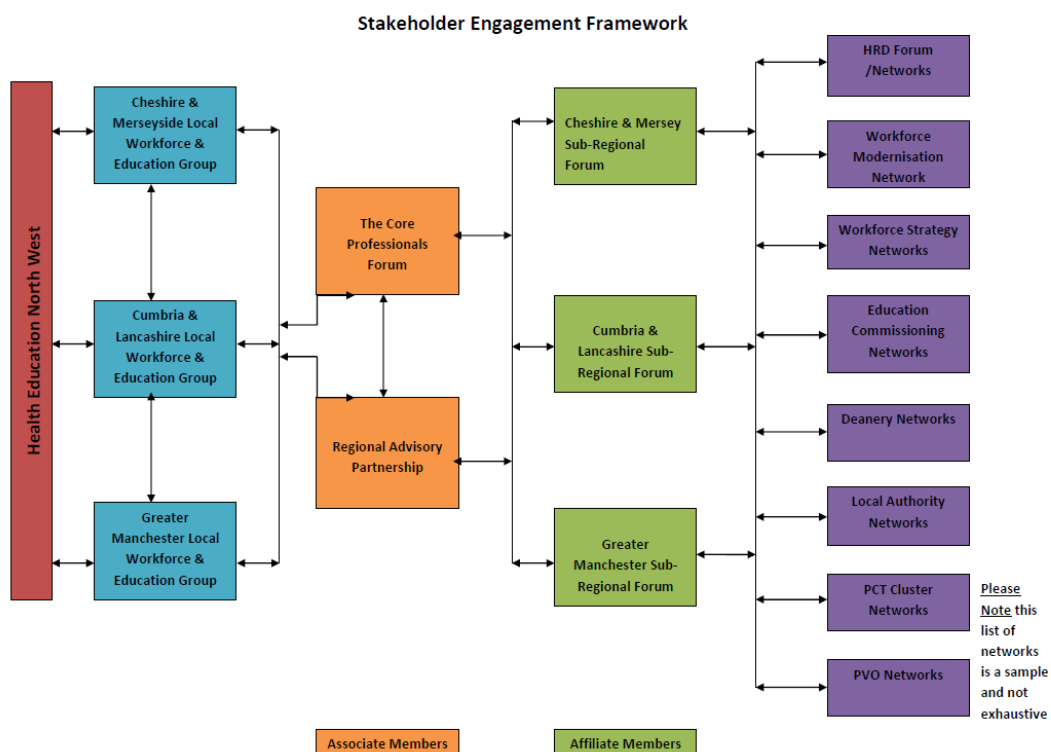
1. *Excellent education* – Education and training is commissioned and provided to the highest standards, ensuring learners have an excellent experience and that all elements of education and training are delivered in a safe environment for patients, staff and learners.
2. *Competent and capable staff* – There are sufficient health staff educated and trained, aligned to service and changing care needs, to ensure that people are cared for by staff who are properly inducted, trained and qualified, who have the required knowledge and skills to do the jobs the service needs, whilst working effectively in a team.
3. *Flexible workforce receptive to research and innovation* – The workforce is educated to be responsive to changing service models and responsive to innovation and new technologies with knowledge about best practice, research and innovation, that promotes adoption and dissemination of better quality service delivery to reduce variability and poor practice.
4. *NHS values and behaviours* – Healthcare staff have the necessary compassion, values and behaviours to provide person centred care and enhance the quality of the patient experience through education, training and regular Continuing Personal and Professional Development (CPPD), that instils respect for patients.
5. *Widening participation* – Talent and leadership flourishes free from discrimination with fair opportunities to progress & everyone can participate to fulfil their potential, recognising individual as well as group differences, treating people as individuals, and placing positive value on diversity in the workforce and there are opportunities to progress across the five leadership framework domains.

Appendix 5

[Health Education North West Investment Plan 2013/14](#)

Appendix 6

Stakeholder Structure and Contributors



Core Professional Forum

<u>Core Profession</u>	<u>Member</u>
Medicine (including General Practice)	
Dentistry	
Nursing & Midwifery	
Pharmacy	Richard Hey
Healthcare Science	Angela Douglas
Allied Health Profession	Lesley Walters
Applied Psychology (including psychological therapy)	Tricia Hagan
Public Health	Gill Sadler
Wider Healthcare Team	Judith McGregor

Regional Advisory Partnership

Advisory	Member
Education (to include FE, HEI, Medical & Deanery)	Dr Trish Livsey (Nursing, Midwifery, AHPs, Clinical Scientists) Prof Tony D'Emanuele (Pharmacy) Prof Callum Youngson (Dentistry) Prof Tony Freemont (Medicine)
Social Care	Alix Crawford
Information, Research & Innovation (to include AHSNs, HCLU, NIHR, MAHSC, HIECs)	
Private, Voluntary & Independent Sector	Lynn Kelly (Hospice care, Cumbria and Lancashire)
Clinical Commissioning	
Health & Wellbeing Boards	Via Gill Sadler
Centre for Workforce Intelligence	Dianne Mardell
Leadership Academy	Deborah Arnot
Workforce Modernisation	Helen Kilgannon
Staff Side	Peter Forster
Local HealthWatch, Patient Participation Groups (PPGs)	

Stakeholders

<u>Name</u>	<u>Job Title</u>	<u>Organisation</u>	<u>Locality</u>	<u>Perspective</u>
Dave Eccleston	Manager Cellular Pathology	Aintree University Hospital Foundation Trust	C&M	Clinical
Gary Francis	Medical Director	Aintree University Hospital Foundation Trust	C&M	Clinical
Nigel Hood	HCS Rvy	Royal Liverpool and Broadgreen University Hospital Trust	C&M	Clinical
Bernadette Hurst	Strategic Clinical Networks Manager	C&M	C&M	Clinical Networks
Anita Roberts	Learning and Teaching Lead	University of Liverpool	C&M	Education & Learning
Bronwyn Barrow	assoc. director of learning & organisational development	East Cheshire NHS Trust	C&M	Education & Learning
David Graham	Post Graduate Dean	Mersey Deanery	C&M	Education & Learning
Jane Mamelok	GP Director & Head of School	Mersey Deanery	C&M	Education & Learning
Jill Normie	NHS Liaison Manager	University of Liverpool	C&M	Education & Learning
Linda Walker	Head of Learning & Development	Countess of Chester Hospital NHS FT	C&M	Education & Learning
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Mary Douglas	Head of Learning and Development	Liverpool Heart and Chest Hospital	C&M	Education & Learning
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Stella Clayton	Deputy Director of HR & OD	Royal Liverpool and Broadgreen University Hospital Trust	C&M	HR/Workforce/OD
Anne Connor	Sefton Council Workforce Learning and development Manager	Sefton Council	C&M	LA/Social Care
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Kath Nuttall	Director	C&L EoL Network	C&L	Clinical Networks
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Professor Maggie Pearson	PVC Dean	University of Salford	GM	Education & Learning
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	and Dean			Learning
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Tim Lund	Regional Director	Skills for Health	NW	Partner Agencies
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