NW ADASS Care and Health Career Academy Toolkit

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JuST|Works

Contents

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Introduction

Welcome to the Care and Health Career Academy toolkit; this is a guide to support areas that wish to develop their own Career Academy.   Currently, Health and Social Care face a range of issues, with workforce often seen as one of the greatest challenges that face the sector. Whilst this is undeniable, we now have the opportunity to think about workforce and skills differently. By working in partnership with colleges, universities, user led organisations and providers, as well as citizens & people using services, we can pool assets, expertise, creativity and reach, to place social care in the forefront of thinking when individual are making decisions about their future career.

Care and Health Career Academies give us the opportunity to focus on careers and skills in the statutory sector, particularly giving a boost to the profile of social care. This toolkit provides a resource that enables us to focus on attracting people into the sector, supporting people to grow and develop as well as supporting employers to think about how to retain the staff they have.

This toolkit was commissioned by the North West Association of Directors of Adult Social Services (NWADASS) and the Local Government Association (LGA) as a response to these issues. This project was coproduced with a group of key people from across the North West Region. This included providers, people using services, Colleges, University staff, Local Authorities, NHS, Independent Training providers, Skills for Care and NW Employers. We coproduced this project through a Launch Conference and three subsequent workshops each of which addressed key issues relating to the toolkit and developed products to support anyone embarking on creating a Care and Health Career Academy.

How to use this toolkit

This toolkit is structured in two distinct parts, the first is to help you explore what a Care and Health Academy is and why you need to consider establishing one. The second looks at the issues surrounding the 'set up' of a Care and Health Academy. When using this toolkit you are invited to dip in and out of the sections that relate to the vision and work required in your locality.   For some of you this will mean focusing primarily on the first section in order to understand what the scope of the Academy is and what it will ultimately do. However we recommend that at some point you consider the areas identified in section 2 as these will help with establishing strong foundations from which the Academy can grow and become sustainable;

> *"Looking at this toolkit makes me realise the things I still need to think about to develop the Fylde Coast Academy and to make it sustainable"*
> Helen Cook: Manager; The Fylde Coast Health and Social Care Career Academy

The modules within each of these sections are identified in the graphic below;
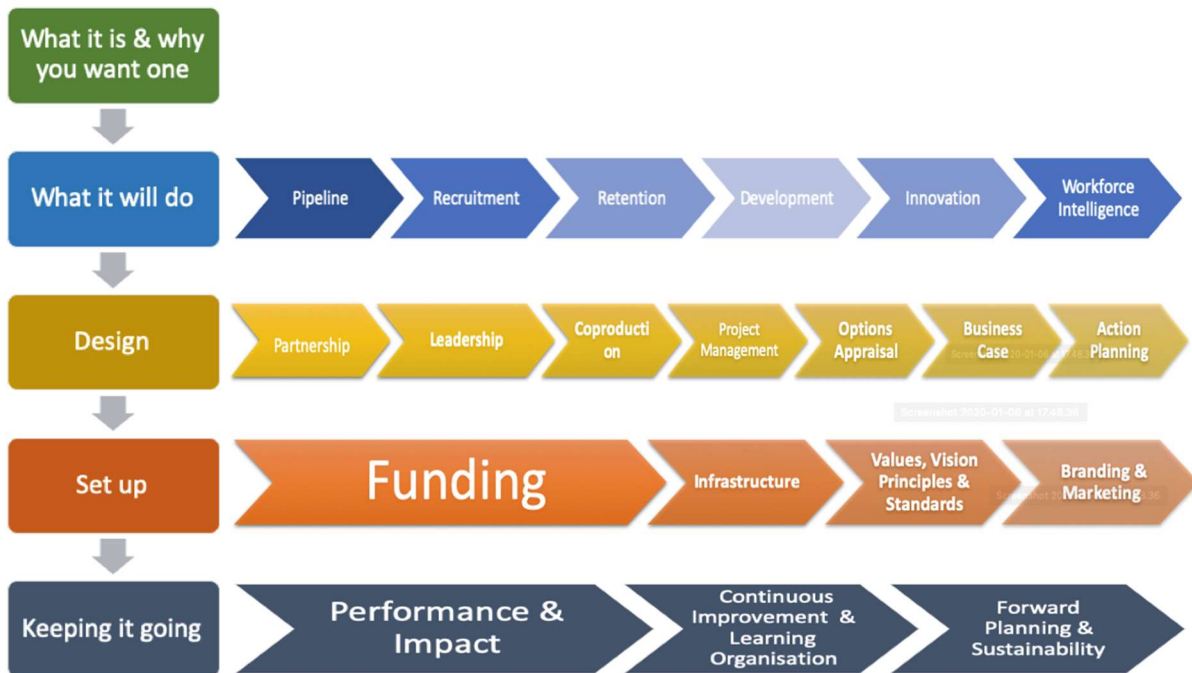
Within each module you are invited to explore why this area is important to an effective Care and Health Academy and what good looks like. You are also provided with top tips and useful tools & resources to help with your journey. In addition, there are boxes of information (coloured blue) from the literature that has helped inform this project and vignettes/information from the interviews, best practice visits (coloured salmon pink). Work from the group that coproduced this toolkit is interspersed through the document. Additional information and the products from this group are presented in green boxes or with an introductory statement indicating it is the work of the group.

Finally, this toolkit is designed so you can use the sections that make most sense to you as an organisation or partnership and presents the information to help you explore what an academy is and what you might want it to be in your area at the beginning.

One important point during the coproduction of this toolkit was the discussion regarding the name of the Academy. Whilst the original commission used the term Health and Social Care Career Academy, there were 3 significant challenges to this;

➢ Why is it called an Academy why not a hub or some other less imposing and onerous name that does not conflict with the many other Academies.
➢ Why is Health placed before social care when the greater crisis appears to be in social care, the counter argument to this was the link to the relevant member of parliament is strengthened when health is placed first.
➢ Why a Career Academy as for some groups there is no obvious career structure e.g. Personal Assistants.

For the purpose of this toolkit we will use the label Care and Health Career Academy to describe the concept, individual areas will determine the name of their own organisation.

Section 1: Care and Health Career Academy- What it does.

What is an Academy?

- An Academy is a learning organisation that specialises in a particular area of learning, e.g. engineering, social care, health.
- It typically has its own governing body and is accountable through this.
- The Royal Academy of Arts states it is;

  'an organisation and is intended to protect and develop an art, science, language etc, or a school that teaches a particular subject or trains people for a particular job'.

- Across the UK a range of different types of academies now exist, including;
  - Academy Schools
  - Research Academies/Centres of Excellence/Learning within Universities
  - National Centres of expertise and charitable functions such as the Royal Academy of Arts
  - Sector Based Work Academies.
- Sector Based Work Academies are a particular initiative that has taken off across England and Scotland (https://www.gov.uk/government/publications/sector-based-work-academies-employer-guide/sector-based-work-academies-employer-guide) Sector Based Work Academies can form part of a Care and Health Career Academy.
- Care and Health Academies can offer a range of solutions and qualifications in partnership with Universities and Colleges.
- Successful Care and Health Career Academies are based in effective partnerships with organisations all of whom have a key stake in the outcomes, e.g. health and social care, Universities, local colleges/training providers and employers.
- A Care and Health Career Academy is accountable to the full range of partners.

Purpose of a Care and Health Career Academy

The purpose of an Academy is to attract and develop good quality staff that are able to respond to people that need help on a human level. This is achieved through developing good quality and highly skilled staff who are confident and able to build trust, create positive relationships, connect with families & make people feel safe. Fundamental to this is placing the person at the centre of everything they do and advocating for the person.

In addition, the academy is;

Designed to meet an industry need

Based on effective partnerships and shared resources

Outward looking

Focused on best practice

Offers a range of educational opportunities including industry relevant courses and bespoke options based on employer need

Work related and includes work-based learning and experience

Raisees awareness of the sector

Learners are supported to remain engaged in order to ensure maximum recruitment to the sector

A learning organisation

Case Studies

Care and Health Career Academies exist across the UK, the following were visited as part of the development of this toolkit;

 ➢ The Fylde Coast Health and Social Care Career Academy.
 ➢ Borders Enabling Technology Care Hub, Borders College, Scotland.
 ➢ 'We Care' Academy, Leeds.

The main characteristics of these organisations are described in detail in **Appendix 1**. Their common features outlined below;

 ➢ **Purpose**
   o High quality staff for the sector & meeting provider workforce needs.
   o Grow staff locally for the locality.
   o Career development & Continuous Professional Development.
   o Attract people into the sector (pipeline).
 ➢ **Partnerships**
   o Council, college, providers, JC+, South Scotland Enterprise Partnership.
   o Blackpool has a formal partnership encapsulated in a Memorandum of Agreement.
   o Leeds and the Borders College operate through the relationships they have with their partners.
 ➢ **Activity**
   o Sector Based Work Academies are part of their offer.
   o These Academies also deliver work to support the Health sector; Borders offer up to year 1 of nursing qualifications, Leeds have delivered a joint Health and Social Care Apprenticeship while The Fylde Coast Academy delivers Health Care Assistant Training.
   o All deliver apprenticeships.
   o Leeds offers 'Bite size' courses 2 weeks in length to attract people who are looking to change careers or people that are economically inactive and not on benefits.
   o All Academies provide intensive levels of support for learners/employers to ensure a pipeline of new entrants to the sector.
   o The Academies recruit onto courses and also into the sector through close links with employers and vacancy matching.
   o Preparation for work forms part of the training.
   o Continuous Professional Development opportunities are in place.
   o Careers support, recruitment fairs are part of their activity.
 ➢ **Target Groups**
   o Leeds 'We Care Academy' targets people who are unemployed, economically inactive & from disadvantage communities in keeping with the organisations strategic direction.
   o Borders College focus on economically inactive people and 16 – 19 year olds.
   o The Fylde Coast Academy works with economically inactive people and disadvantaged communities.
 ➢ **What makes the Academies successful?**
   o Leadership and sign up from key partners.
   o Strong and trusting relationships and partnerships.

- o Understanding the local context including the people and their communities.
- o A 'can do' approach.
- o Integrity; the people involved 'do what they say they will do'.

The Academy Model

➢ This model describes the activity and relationships that will be needed in the delivery of the key business of the Academy.

Organisations should focus on whichever part(s) of this model are relevant to their local context e.g. pipeline or innovation;

➢ **Pipeline** includes getting more people into jobs/careers in social care and health and ensuring they are appropriately skilled and qualified.

➢ R**ecruitment** includes supporting organisations to develop effective recruitment approaches, championing values-based recruitment, agreeing its recruitment approaches with providers and supporting organisations to develop collaborative approaches to recruitment.

➢ **Retention** through recruiting people with the right values into the Sector, matching them to appropriate roles and organisations and providing information about career progression and opportunities for people to upskill.

➢ **Development** through creating a dynamic approach to developing staff at all levels in the organisations including leadership development and continuing professional development.

➢ **Innovation** through understanding national and international best practice, spotting opportunities to develop this within their locality and providing the

support, infrastructure and educational structures to test and upscale any initiatives. The Academy should be a safe space to test out new approaches.

The diagram below provides more detail on the activity that an Academy can consider;

Pipeline
- Encourage Placements in ASC providers
- Provide work experience for schools, colleges, universities & JC+
- DBS process
- Labour market intelligence
- Use Enterprise Advisor Network
- I Care Ambassadors
- Use opportunities of skills funding
- Care Cadets
- Supported Internships

Recruitment
- Employer of choice, good reputation
- Visible values-based recruitment
- Open recruitment
- Work with primary schools onwards to embed ideas about health and care
- Follow up unsuccessful candidates to help them become ready for study & work
- Career mapping

Innovation
- Create resilience, adapt to change
- Develop new innovative roles, review & change
- Measure the impact of learning throughout implementation
- Technology, oversight of new technologies
- Support roles, improve outcomes & efficiencies
- Open to new ideas, try before you buy
- Check & challenge approaches
- Develop new, relevant qualifications
- Learn from other sectors

Retention
- Good CEIAG
- Standardised approach to training requirements
- Clear career pathways
- Fit for purpose workforce incl. leadership
- Prevent silo working
- Workforce resilience
- Lack of resources incl. training
- Pay & reward strategies/support

Development
- On the job training, qualification, CPD & time
- Levy matching making service, incorporate into commissioning
- Standard information & observation
- Clear career training pathways
- Theory into practice
- Identifying competence and skills needs
- Apprenticeships

- ➤ The Academy will need to develop partnerships with the following groups;

Providers	Families and people using support	I Care Ambassadors	Learner reps	Colleges, Universities and Training providers
JCP and careers organisations	Statutory organisations such as Social Care and Health	Business support organisations	3rd sector and communities	Staff and trade unions
	Local Enterprise Partnership (LEP)	Careers Advice Network		

- ➤ The **key partners** are local Colleges/Universities/training providers along with statutory services and support/care providers. These are able to provide the funding, strategic direction, placements and added value for the Academy.
- ➤ Effective operation is dependent on having useful intelligence. This will include labour market intelligence, information about policy and strategic plans, planned innovations and developments, national and local, workforce data and challenges.
- ➤ Partners will need to decide whether the Academy will be a virtual or physical entity; the following provides a brief analysis of the strengths, weaknesses, opportunities and threats associated with each of these options;

Online learning

Strengths	Weaknesses
• Flexible • Fit around your lifestyle • Do it at your own pace • Works well for reflective learners • Cost effective as limited overhead costs such as lighting, heating bills	• Learners need to be highly motivated • Lack of face to face with other learners • Not able to easily assess competence to practice • Learners need to have access to IT that is compatible • Learners need to have a good standard of the language that the course is delivered in
Opportunities	**Threats**
• Can be delivered in any locality • Use experts in the sector from any locality	• Hard to teach values • Requires staff who are skilled in supporting learners through online methods • Requires investment in the VLE e.g. hardware and software

Classroom based teaching

Strengths	Weaknesses
• Allows for face to face support • Can deliver practice/work related elements • Teacher/trainer availability • Values based lessons are achievable	• Difficult in rural areas – learners may live a long way away and be dependent on public transport • Requires space for learning and back office support
Opportunities	**Threats**
• Peer support • Can be delivered in work environments	• Building costs and overheads

Blended Approach (using both)

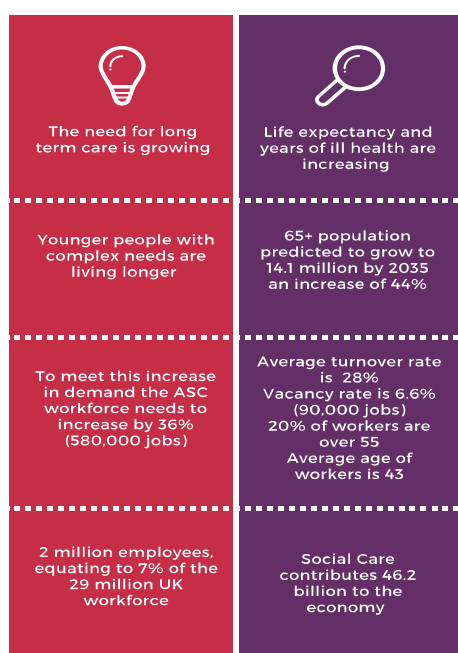| Strengths	Weaknesses
• Allows for face to face support as well as allowing learners to study at home or in the work environment • Can deliver practice/work related elements • Teacher/trainer availability • Values based lessons are achievable	• Requires space for learning and back office support • Requires high quality IT and IT support • Difficult in rural areas – learners may live a long way away and be dependent on public transport • Building and overhead costs
Opportunities	**Threats**
• Peer support • Can be delivered in work environments • Can use experts from other areas/nationally or internationally	• Building costs and overheads • Investment in Virtual Learning

Why you may need an Academy

THE CASE

F O R

ACTION

WHAT YOU NEED TO THINK ABOUT

The need for long term care is growing	Life expectancy and years of ill health are increasing
Younger people with complex needs are living longer	65+ population predicted to grow to 14.1 million by 2035 an increase of 44%
To meet this increase in demand the ASC workforce needs to increase by 36% (580,000 jobs)	Average turnover rate is 28% Vacancy rate is 6.6% (90,000 jobs) 20% of workers are over 55 Average age of workers is 43
2 million employees, equating to 7% of the 29 million UK workforce	Social Care contributes 46.2 billion to the economy

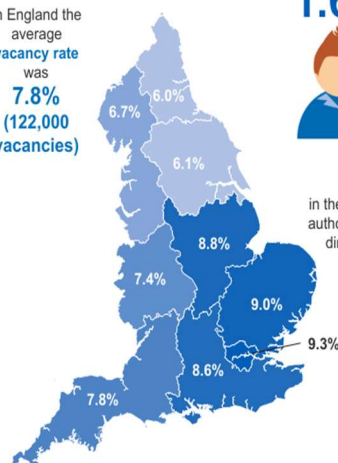**The state of the adult social care sector and workforce in England**

Key findings ⓘ Source: Skills for Care workforce estimates, 2018/19   Press here to explore the data

Workforce vacancy rate

In England the average **vacancy rate** was **7.8%** (122,000 vacancies)

6.0%
6.7%
6.1%
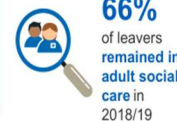8.8%
7.4%
9.0%
9.3%
8.6%
7.8%

1.62m jobs

1.52m jobs in the independent sector, local authorities and jobs working for direct payment recipients.

Key:
Non-EU
EU
British

9%
8%
Nationality
84%

8% (115,000) of the workforce in England held an **EU nationality**

Care worker real term median hourly pay

Sep 2012		Mar 2019
£7.48	8%	£8.10

Please note this refers to care workers in the independent sector only

24% of jobs were on **zero-hours contracts**

25% were aged 55 and above

66% of leavers remained in adult social care in 2018/19

The average **turnover rate** was **30.8%** (440,000 leavers in last 12 months)

In addition, Adult Social Care is experiencing a number of challenges that impact on providers ability to recruit and retain skilled staff and deliver high quality services that meet the needs of their customers. These include;

➢ The public does not know about and fully understand social care, the variety of work settings, roles and the range of people being supported.

➢ There is a lack of a recognised coherent brand understood by the public. The section on marketing and branding explains the potential impact of this.

➢ Key individuals (parents/teachers) who influence younger people see social care as a low skilled/ low paid area of work with limited career opportunities.

➢ There is no national gateway into the sector as happens, for example in the Army and it's cadet structure.

➢ Recruitment process can be cumbersome e.g. time and resources required for DBS checks.

➢ Retaining staff, particularly in homecare where turnover is 33.8% (Skills for Care, 2019).

➢ Home Care relies on car drivers, particularly in rural areas. There are high associated costs and challenges with this, particularly with young people who don't drive or cannot afford a car. Organisations interested in employing this group of people find

the costs of car Insurance and driving lessons prohibitive. This can lead to the sector losing staff with the correct value base.

The coproduction group identified the following issues impacting on the current workforce;

Marketing and Recruitment	Marketing not meeting the needs of recruitment

Too much focus on role

Funding	Funding is a big issue	Not reflective of economic growth
Costs and more costs	Quality/increasing complexity of the roles of support staff vs rate of pay	Shortage of staff/reduction
	Maintaining standards is hard on limited funding	

Geography	Rural and urban have different issues	Local staff for local work

All 'fishing in the same pool'

Supporting young non drivers into the home care market is challenging

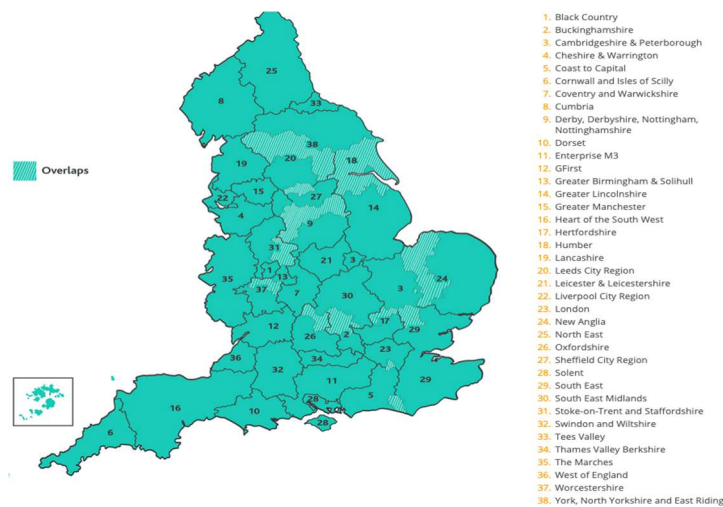|						
Image and perception	Negative vibe/image/stigma of social care e.g. "Hair or care"	Low achievers guided into social care	Terminology, job titles are not always clear	Employment contracts	'0' hours contracts	Pay is below that of NHS and other competitors
Image issue – domiciliary care, apprenticeships, social care not attractive to work for,	Removing idea people have of the private sector /Culture of private sector	Culture and behaviours (us and them)	Reputation is not always positive … no well known role models	Terms and conditions	Disclosure and Barring Service delays	Inflexibility of work patterns
Misconception about the roles - not seen as a viable career pathway by young people /school leavers	Need to change perceptions	Branding of the sector is poor and fragmented	Understanding key messages about what H&SC is – effective PR/media	Restrictions on time with clients e.g. Home Care	Challenges recognising and rewarding talent	
	Don't celebrate or reward good practice or loyalty					

Local Enterprise Partnerships and Skills Infrastructure

In England, local skills policy falls within the remit of Local Enterprise Partnerships (LEPs). These partnerships are charged with promoting local economic growth and establishing Strategic Economic Plans. Any activity within an Academy should contribute to this agenda. Establishing the Academy within the LEP infrastructure will strengthen the influence of the sector.

➢ LEPs vary widely and operate within diverse economies and as such have differing priorities. However, all areas have a strategic partnership infrastructure which aims to consider how to meet the local skills requirements. An Academy needs to position itself within this.

- LEPs work with employers/businesses and learning providers (Schools, Colleges, Training providers and Universities) to identify the skills required in the locality.
- The knowledge and intelligence gathered is used to identify key priorities for further education delivery, labour market information and allocation of skills funding. IN none devolved areas LEPs focus on three main areas in relation to skills, these are;
    - **Skills Capital Funding** – funding for capital builds to ensure the skills infrastructure in a locality is effective.
    - **European Social Funding** – LEPs influence how EU monies are spent in any locality e.g. access to employment, youth employment, lifelong learning.
    - **Enterprise Adviser Networks** – co-fund the Careers and Enterprise Company Enterprise Adviser Network. All LEPS have Enterprise co-ordinators who work to engage local business volunteers working with young people to improve careers education.
- All the above are relevant for businesses that work in the Care and Health Sector as these funding streams will support an Academy to deliver on its intended aims and objectives. It is important that an Academy acts as a skills representative for social care and health employers in any locality.
- The map below identifies the Enterprise Partnership areas and provides a link to your local LEP.

1. Black Country
2. Buckinghamshire
3. Cambridgeshire & Peterborough
4. Cheshire & Warrington
5. Coast to Capital
6. Cornwall and Isles of Scilly
7. Coventry and Warwickshire
8. Cumbria
9. Derby, Derbyshire, Nottingham, Nottinghamshire
10. Dorset
11. Enterprise M3
12. GFirst
13. Greater Birmingham & Solihull
14. Greater Lincolnshire
15. Greater Manchester
16. Heart of the South West
17. Hertfordshire
18. Humber
19. Lancashire
20. Leeds City Region
21. Leicester & Leicestershire
22. Liverpool City Region
23. London
24. New Anglia
25. North East
26. Oxfordshire
27. Sheffield City Region
28. Solent
29. South East
30. South East Midlands
31. Stoke-on-Trent and Staffordshire
32. Swindon and Wiltshire
33. Tees Valley
34. Thames Valley Berkshire
35. The Marches
36. West of England
37. Worcestershire
38. York, North Yorkshire and East Riding

Map of Local Enterprise Partnership Areas
https://ww w.lepnetwork.net

- The 6 Mayoral led Combined Authorities and Greater London are accountable for administering the Adult Education Budget in their area.

How an Academy can help develop the social care workforce

An Academy can, if constructed in the right way, support social care employers to overcome the challenges facing the sector and help those who want to work in care to find

appropriate and satisfying employment. The Coproduction Workshops identified five main areas of activity for an Academy. These are;

- ➢ Pipeline
- ➢ Recruitment
- ➢ Retention
- ➢ Development
- ➢ Innovation.
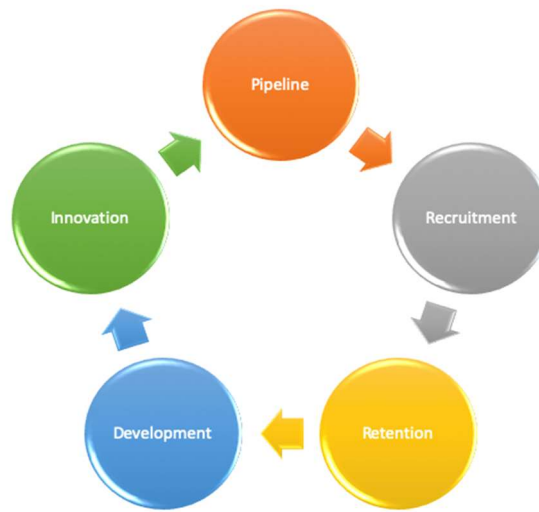
Pipeline

Pipeline activity is about bringing people into the sector to increase the size of the social care workforce and meet growing demand. It is also about enhancing the quality of support delivered to people.

Role of an academy

- ➢ **Understand the locality in which they work, including**;
  - o Labour market
  - o Areas of deprivation
  - o Unemployment levels
  - o Academic and skills levels
  - o Community infrastructure
  - o Providers
  - o Transport networks
  - o Corporate priorities of all partners.

- ➢ **Delivering Sector Based Work Academies** in partnership with employers and JC+.
- ➢ **Raise awareness of local job opportunities**
  - o Attending and organising career fairs and events in Colleges and Community venues.
  - o Working with Careers & Advice organisations, schools, universities, colleges and training providers to raise awareness of jobs and careers in social care.
- ➢ **Preparing people for learning and work by;**
  - o Supporting learners to achieve the entry level qualifications that allow them to meet the eligibility requirements for social care courses.
  - o Delivering alternative preparation options to Sector Based Work Academies for different parts of the community.
  - o Supporting learners to become 'work ready' for social care.
  - o Valued based recruitment to courses to support effective entry into the sector.
  - o Supporting individuals wanting to work in social care to understand the job opportunities through, for example, the use of Realistic Job Profiles, information and advice.

> Sector Based Work Academies are available in England and Scotland to help those who are ready for work, and receiving benefits, to secure employment. Designed to help meet an employers' recruitment needs as well as to recruit a workforce with the right skills to sustain and grow the business. The programme lasts up to 6 weeks. Placements have 3 main components:
> - o Sector specific pre-employment training.
> - o Work experience placement that meets individual aspirations.
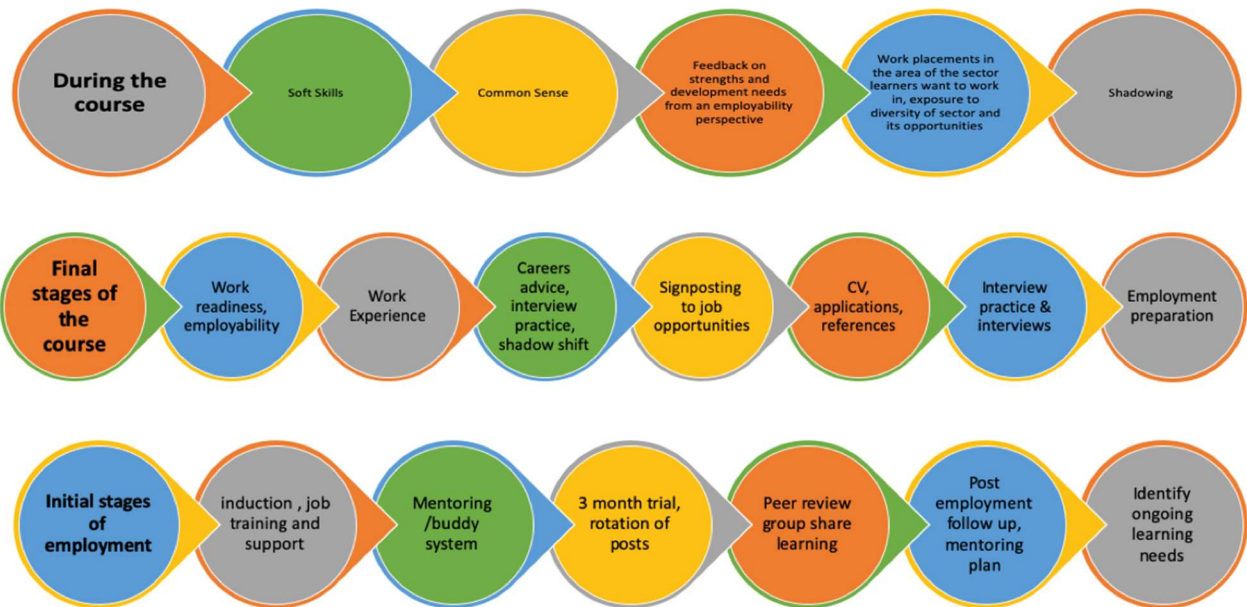> - o A guaranteed job interview.
> Participants remain on benefits throughout the period of the sector-based work academy. Jobcentre Plus pay travel and childcare costs whilst they are on placement. There is no direct cost to an employer as they are covered by government funding.

> Realistic Job Profiles communicate the good and the bad aspects of a job. It is used to provide prospective employees of what a job entails. Meeting existing members of staff is a good way of doing this. This can improve retention by between 9 and 24%

- ➢ **Maximise opportunities to raise awareness of social care as a career;** e.g. working in schools

> Borders College, use schools in rural communities as a hub for learners to come together, raising children's awareness naturally volunteering opportunities and effective Information, Advice and Guidance, particularly available through community venues.

- ➢ **Supporting people to move from the course to employment** as described in the graphic below;

During the course → Soft Skills → Common Sense → Feedback on strengths and development needs from an employability perspective → Work placements in the area of the sector learners want to work in, exposure to diversity of sector and its opportunities → Shadowing

Final stages of the course → Work readiness, employability → Work Experience → Careers advice, interview practice, shadow shift → Signposting to job opportunities → CV, applications, references → Interview practice & interviews → Employment preparation

Initial stages of employment → induction, job training and support → Mentoring /buddy system → 3 month trial, rotation of posts → Peer review group share learning → Post employment follow up, mentoring plan → Identify ongoing learning needs

This is Manda's story about her journey from (pre) course to employment and onwards;

Manda was scrolling through Facebook one evening and noticed the Talent4Care 6-week course and details of the Health and Social Care Job Fair at the Fylde Coast Health and Social Care Academy.

She decided to go to the Job Fair looking for opportunities for future employment working in the care sector. Manda had previously worked as a Carer in Yorkshire and, although she had a degree in nails and beauty, she wanted to pursue a career in care. At the Job Fair, Manda signed up for the Talent4Care programme run by the Academy.

Manda successfully completed the Talent4Care programme. She really enjoyed the learning and her work experience, and she said she had learned a great deal about subjects that interested her, for example, dementia and mental health. Manda is clear the encouragement from college tutors during the Talent4Care programme and the Childcare support had been critical to enable her to study and complete the course.

The Talent4Care programme offers a guaranteed a job interview and Manda was offered a job with Autism Initiatives. Unfortunately, Manda had to turn down this position as it involved sleep-ins and she could not work nights due to having a young family. Towards the end of the course, she also found out about Transitions Care and took the opportunity to shadow members of the team to find out what the work involved. Manda found she really enjoyed the role and caring for people; she had an interview and was successful in securing a role.

Transitions Care have encouraged Manda to continue with her study and subsequently she enrolled onto the Level 3 in Health and Social Care programme. Transitions Care funded this and supported her throughout the course and Manda is now the Community Support Practitioner Care Co-ordinator and thoroughly enjoys her role. She feels that Transitions Care

and her colleagues are like a family and have nurtured and supported her growth. This, and the continued support from Talent4Care staff, has helped her to overcome the barriers she perceived at the start of her journey, including;

- *Emotional barriers;*
- *Childcare barrier.*

'At times I had to prioritise my work over college and then catch up with work that I had missed. This was a challenge for me, but I was given opportunity to catch up and complete the course'.

Manda feels the courses have helped her;

- *Gain knowledge and experience;*
- *Meet new people and make new friends;*
- *Achieve the qualifications she needs to work in the area she has chosen;*
- *Gain a sense of achievement.*

Manda now hopes to continue with further study and work toward her Level 4 or a Degree in Health and Social Care. Manda enjoys working and intends to continue her role at Transitions Care. She feels that her job is more than 'just a job', it makes a difference for people and she enjoys caring for and giving them support to live independently. Manda also feels that people that she cares for inspire her to be the best she can be.

"The course has given me my life back, every day I am a little stronger. I don't know where I would be if I hadn't signed up for the 6-week course".

Her employer said; 'Manda joined the Transitions Care Fylde from the "Talent for Care Programme" and brought with her some good qualifications and transferable skills that have enabled her to put learning into practice, build her confidence and become an integral part of the team'.

Manda has continued to study at work as well as in her own time and is about to complete her Level 3 Diploma in Health and Social Care. Her progress has been such, that she is now assessing and compiling care plans for people being supported and coordinating their care. As part of her duties, Manda has administration responsibilities, minute taking, auditing rota and staffing hours as well as reviewing care support.

Manda is currently organising the Transitions Team Dementia walk in September to raise funds for the Alzheimer's Society.

Why it is important to focus on 'pipeline'

➢ Raise awareness of local job opportunities in Social Care to mitigate the current workforce crisis.
➢ Meet the requirements of the different local employment contexts.
➢ Get local people into local jobs.
➢ Improves the local economy.
➢ Increases the skills level in the community.
➢ Improves the resilience of individuals and the community.
➢ Aligns with statutory organisations corporate strategies.

One of the key challenges noted in the literature and identified as part of this project is the lack of positive images about social care and a lack of clarity about the career options available in social care.

- Fylde Coast, for example are a coastal community with a seasonal job market. There is also competition not just from the tourist industry in summer, but large retail organisations.
- The We Care Academy, based in a large city, has recognised the shift in available recruits through the Job Centre as the unemployment figures are low. As such they are now engaging in local communities that are targeted for support through the Strategic Plan. Academy staff spend time regularly in specific communities, working in church venues, cafes, village halls, community centres to engage with members of the community. The Academy meets the needs of this group of people through a 2week course which is part theory part practice experience. This instantly increases the flexibility of the offer, so people who find they have to drop out of one course can easily pick up a month or two later. These learners are still linked to an employer for their practice experience and have a guaranteed interview.

What good looks like

➢ Strong relationships with Advisors in the Job Centre, including a regular presence to help signpost people into social care opportunities.
➢ A strong relationship with a College and/or University to;
  o Support the development and delivery of training courses
  o Maximise funding
  o Recruitment initiatives.
➢ A physical base to improve brand recognition, this could be in either statutory organisation, College or University or a large provider base.
➢ Portfolio of opportunities are available;
  o Sector Based Work Academies
  o Apprenticeships & traineeships
  o Flexible, short and non-accredited courses
  o Alternative routes to professional and leadership development.
➢ Financial support available to learners is maximised including; transport, childcare, interview clothing and lunch vouchers.
➢ Good connections with providers (including Health) for;
  o Work experience placements
  o To share vacancies
  o To contribute to the teaching experience.
➢ A range of work experience placements available to learners that;
  o Are within travelling distance

Both the Leeds We Care Academy and the Fylde Coast Health and Social Care Career Academy have made good use of links with Job Centre Plus and deliver SBWA to increase the recruits into the sector. Leeds demonstrated an 80% conversion rate in 2017, more recently Fylde Coast have had a conversion rate of 68%.

The Fylde spend a day a week located in the Job Centre.

We Care Academy 2 week bitesized course including theory and a 4 day work experience placement. Designed to attract people who are interested working in the sector but have other constraints.

- - Have available vacancies
  - Match the learners work preference e.g. older people
  - Are welcoming and have an infrastructure to support learners.
- Work readiness is part of the training programme including,
  - CV and job application support
  - interview skills.
- Course readiness initiatives e.g. study skills.
- Uses values-based recruitment approaches, ensuring learners are a good fit for employers and they can trust the decisions of the Academy.

> Both Leeds and Fylde connect applicants who are unable to complete the numeracy and literacy tests to the local College. The College then works with them to achieve the required skill level. When people achieve that, should they wish, they are able to re-apply to join the appropriate programme in the Academy.

- Undertake Disclosure and Barring Service checks and ensure that learners have a comprehensive portfolio of information that they can take with them to any employer. This allows students to move into jobs within days of completing the course.

- An understanding of the career opportunities to sell to prospective learners, and knowledge of where and how to attract people into the sector and an ability to communicate the intrinsic value of working in care.

> As part of the research underpinning this project we worked with the coproduction group to identify their career pathways, these can be found in **Appendix 2**. Analysis of these pathways identified a number of surprises, and opportunities.   What became clear was that people did not always start in social care or have any interest in working in the area. People started in jobs such as pottery, lab assistant and insurance. Several people came to the sector as part of a career or life change and found themselves fitting well with the values and therefore staying and progressing to different jobs with increasing responsibility.   For some people looking for a career change it was as simple as seeing a job advert that was focused on transferable skills. This person went from a responsible job in the education sector to a senior management post in the care sector.
>
> Many others started their career in entry level jobs both in and out with the social care sector and moved, for example, from an administrative role through to Assistant Director Liverpool City Region (See Angela's pathway). Also, of note, was the movement between health and social care and how often this benefitted social care. Fundamental to all the career pathways was their belief, values and expertise, particularly in softer skills and life experience, such as;
> - Morals
> - Values
> - Beliefs
> - Passion

> Channel 4 programme 'Home Free' follows a group of young people with learning disabilities who are leaving home for the first time, moving into supported living apartments that offer the chance of independent living and provides positive images of working in social care.
>
> https://www.channel4.com/programmes/home-free

Top Tips

➢ Understand your providers and their issues in real time.
➢ Identify partners and build strong relationships.
➢ Connect with JC+
➢ Make connections with schools and colleges.
➢ Get involved in the LEP and the career enterprise community.
➢ Understand career opportunities and use these to inspire potential candidates.
➢ Articulate the intrinsic value of working in social care.
➢ Explore opportunities to use https://www.gov.uk/find-a-job or create a bespoke job finder website such as Proud to Care or North Yorkshire

> In2Care Kirklees Facebook page links with 4,000 + people. It is part of Kirklees Council and this page is used to engage with individuals looking for a role in care and link them to employers. In2Care provides advice. guidance and information to help people determine if care is the career for them. They undertake surveys with providers to understand the issues facing them and to create a locality wide view.   This information is fed to places where solutions can be created.

Tools and Resources

Government webpage on sector based work academies
https://www.gov.uk/government/publications/sector-based-work-academies-employer-guide/sector-based-work-academies-employer-guide

How to organise a recruitment fair
https://resources.workable.com/tutorial/job-fair-recruitment?fbclid=IwAR03zpQd9tfFJVtoj5x_NAcAWJHpMQP9BIC9ASw_b1osi4VXUTI46K1DOFs
How to attract and hire entry level employees
https://resources.workable.com/tutorial/entry-level-hire?fbclid=IwAR26I9LGHMORF6W7h8aJLXBfE2aOpPE-Ljrzg4oZ6DSzYDHUEJE6OP0zNxw

Government job search website
https://www.gov.uk/find-a-job

Integrated Apprenticeships
https://www.skillsforcare.org.uk/Learning-development/apprenticeships/Integrated-apprenticeships.aspx

Scoping Integrated Apprenticeships in Health and Social Care
https://www.skillsforcare.org.uk/Documents/Learning-and-development/Apprenticeships/Integrated-apprenticeships/Scoping-integrated-apprenticeships-in-health-and-social-care.pdf

Recruitment

Talent management seeks to attract, identify, develop, engage, retain and deploy individuals who are considered valuable to an organisation. By managing talent strategically, organisations can build a high performing workplace, encourage a learning organisation, add value to their brand, and contribute to diversity management. Talent management starts with recruiting the right people into the organisation.

Role of an academy

➢ Support providers and other organisations to develop values-based approaches to recruitment where these are not in place.
➢ Support collaboration on recruitment initiatives across the sector, e.g. shared representation at recruitment fairs, online application processes, recruitment websites.
➢ Act as a conduit for recruiting people into the sector.
➢ Employ staff with the right values for the sector, including younger people, older workers, males and females.
➢ Build strong relationships with providers to;

> Eastwood (2017) states older workers consistently make better front-line staff due to maturity, life experience, fewer financial needs etc.

   o Develop opportunities for work experience
   o Build trust
   o Support recruitment processes.
➢ Match work experience opportunities with vacancies to promote 'try before you buy' approaches that help both parties with their decisions.
➢ Develop internal processes that support fast and effective transition to job roles such as personnel files and DBS checks.

> Leeds City Council organise DBS checks for people attending the 'We Care' Academy. The Academy staff also develop a personnel folder on each candidate that is transferred to the provider on successful acquisition of a post. Learners provide permission for this on enrolment.

➢ Share information about best recruitment practice.
➢ Champion values-based recruitment.
➢ Include people using services and families in recruitment e.g. attending events and interviewing.

Why recruitment is important

- A consultation by Skills for Care (2018) found that social care providers faced the following recruitment challenges;
    - Perception of low pay (80 per cent).
    - Not enough people applying for vacancies (70 per cent).
    - Perception of poor terms and conditions of employment (69 per cent).
    - Poor public perception of adult social care locally (61 per cent).
    - Lack of awareness of different roles (56 per cent).
    - Candidates' expectations did not match the reality of the work (40 per cent).
    - Applicants did not have genuine interest in the roles (33 per cent) or lacked the right values (27 per cent).
- Employing the right people is business critical.
- Ensuring there are sufficient numbers of people available to meet demand.
- Effective resourcing for posts has an impact on the long-term success of any business.

> **Proud to Care** is a jobs website where any provider can advertise jobs on a locality basis. Each geographical area has its own website, e.g the South West
> https://www.proudtocaresw.org.uk
> Or North London
> https://www.proudtocarenorthlondon.org.uk
>
> **North Yorkshire Recruitment Hub**
> http://makecarematter.co.uk

What good looks like

- **Visualise your ideal candidate**
    - Identify existing high performers and understand as much about them as possible. Focus on their values and behaviours.
    - Collate a list of required behaviours.
    - Don't forget the full spectrum of workers available to you e.g. older workers & people with disabilities.
- **Create strong candidate experiences**
    - Treat potential candidates with respect and offer timely feedback after interviews.
    - Think long term, look beyond skills and consider values, potential and organisational fit.
    - Develop realistic yet inspiring job specifications and share these with the Academy

> 'How can I write this job description as quickly as possible and attract the largest number of applicants?' to 'How can my hiring manager and I invest in an impact description that will appeal to the best applicants?'

> Values Based Recruitment; A values-based approach to recruitment and retention involves establishing strong workplace values and ensuring that your workforce matches them.
>
> https://www.skillsforcare.org.uk/Recruitment-retention/Values-based-recruitment-and-retention/Values-based-recruitment-and-retention.aspx

- o Develop innovative ways to define what will and will not make it through culture, values and skills filters, ensure the Academy works with the core values encapsulated within these.
- o Remember social media 'tells all' and so does Rate my Employer and Glassdoor.

➢ **Provide consistent feedback**
  - o Establish or agree to timelines and schedules for interview availability, feedback and offers.
  - o Give all candidates constructive feedback particularly if they have been unsuccessful with their application.
  - o Support people to achieve the correct skill level and offer re-interviews.

➢ **Tell great stories about career growth and retention**
  - o All job seekers want to know about career opportunities, work experience is an excellent time to address this.
  - o Understand whether the applicant is a passive or active job seeker and provide information that matches this profile.

➢ **Live up to promises**
  - o Do not recruit by promising potential employee's things that will never happen, they'll expect you to deliver and when you don't they will disengage or resign. When recruiting to a Personal Assistant Sector Based Work Academy, be clear there is no guaranteed interview leading to a possible job.

The 'We Care' Academy in Leeds offered PA's the opportunity to sign onto the PA register at the end of the SWBA. This has led to employment for most of the candidates

➢ **Compensate at market rate or above**
  - o Don't expect great candidates to take pay cuts.
  - o Don't expect candidates who take pay cuts to stick around.

➢ **Strive to be socially responsible**
  - o Organisations that do 'good things' for the community, humanity and the planet win respect with potential employees.

➢ **Create great first impressions**
  - o Be welcoming
  - o Ensure parking is clear
  - o Make sure people know how to find you
  - o Be organised
  - o Keep to time.

https://social-hire.com/blog/recruitment/9-essentials-to-creating-a-great-recruiting-experience

Top Tips

➢ Understand the locality, provision and demand. Use this evidence to develop a strategic approach to recruitment activity.

- Create positive images of social care to use with prospective candidates, including career prospects and intrinsic value of caring.
- Recruitment approaches should link to purpose, be principle led, values driven evidence based and outcomes driven.
- Understand which candidate motivators social care organisations meet, e.g. professional growth, stability, renumeration or a positive culture. Align strategy, Job Descriptions etc to these motivators.

> - Identify positive images
> - Tell real stories of people being supported well
> - Intrinsic value of supporting people
> - A day in the life of
> - Tell stories of good employers – what it's like to work here

- Diversify recruitment approaches and use sources in addition to those where the motivation of the applicant is solely about 'needing a job'.
- Offer candidates a five-star application experience, treat them like customers
  - Standardised application form.
  - Pre interview & selection (not just take them from Job Centre Plus - check motivation & interest).
  - Ensure the process is efficient, effective and timely.
- Include approaches that entice active and passive job seekers within your strategy.

> US research after 3 years only 14% of staff recruited via online approaches still in post. 47% still in post that were via employee referral (Eastwood 2017)

- Consider an Employee Referral Scheme.
- Actively and relentlessly appreciate your workforce and ensure all managers and supervisors do the same.
- Build your employer brand online and in your local community. Constantly raise awareness and understanding of your organisation .

> Persona Care worked with local children to release a Christmas song and do Flash Mobs for the residents, amongst other things. These are publicised through social media giving a strong online brand.

- Give back to the community.
- Ask for feedback.
- Win Awards.
- Ensure as a provider you are attractive to potential candidates.

> 24 hr recruitment hotline increased one organisation applications by 23% in the first 3 months (Eastwood 2017)

It is also important that employers consider how attractive they are to potential employees, below are some areas for providers to consider and Academies to explore with them;
- Feedback skills
- Flexible approaches to employing staff
- Using experienced staff and people who use services to promote the sector
- Employing people who use services in the workforce
- Inclusiveness
- Extended career pathways.

Tools and Resources

Eastwood N (2017) Saving Social Care Rethink Press; This book explores the challenges of employing frontline care employees and how to retain them.
http://www.savingsocialcare.com

Nova Care provide tools to streamline recruitment processes
https://nova-care.uk

News article describing North Yorkshires recruitment hub
https://www.northyorks.gov.uk/news/article/county-heads-field-care-worker-recruitment-hub

North Yorkshires Recruitment Hub
http://makecarematter.co.uk

Good recruitment charter
https://www.rec.uk.com/good-recruitment-campaign/charter

How to build a recruitment process to hire top talent
https://www.lever.co/recruiting-resources/articles/recruitment-process/#three

Essentials for a great recruiting experience
https://social-hire.com/blog/recruitment/9-essentials-to-creating-a-great-recruiting-experience

Replacing job descriptions with impact descriptions
https://www.lever.co/blog/5-steps-towards-focusing-on-impact-in-your-job-descriptions?hsLang=en-us

I Care ambassadors
https://www.skillsforcare.org.uk/Recruitment-retention/I-Care...Ambassadors/I-Care...Ambassadors.aspx

Proud to Care presentation for Skills for Care
https://www.skillsforcare.org.uk/Documents/Events/PA-events-2018/Proud-to-Care-presentation.pdf

Book outlining different strategies to improve recruitment practices in social care
http://www.savingsocialcare.com

A briefing commissioned by the Labour Party as an independent contribution to policy development looking at the key challenges facing Adult Social Care in England
https://www.kingsfund.org.uk/sites/default/files/2018-12/Key-challenges-facing-the-adult-social-care-sector-in-England.pdf

Values based recruitment in social care
https://www.skillsforcare.org.uk/Recruitment-retention/Values-based-recruitment-and-retention/Values-based-recruitment-and-retention.aspx

Guide for how employers can use values based recruitment

https://www.skillsforcare.org.uk/Documents/About/Evaluating-our-impact/Guide-for-how-employers-can-use-values-based-recruitment.pdf

Values based recruitment in the NHS based on the NHS constitution
https://www.hee.nhs.uk/our-work/values-based-recruitment

Every day is different campaign
https://www.everydayisdifferent.com/home.aspx

ACAS information about job applications and hiring staff
https://www.acas.org.uk/job-applications-and-hiring

UK Government website on recruitment and hiring
https://www.gov.uk/browse/employing-people/recruiting-hiring
https://www.gov.uk/employer-preventing-discrimination/recruitment

Adult Social Care Recruitment Campaign Partner Toolkit
https://www.everydayisdifferent.com/include/documents/recruitment-toolkit.pdf

A guide to safer job searching
https://www.safer-jobs.com

Career pathways – See Appendix 2

Speed interviews - See Appendix 3

Retention

Role of an academy

➢ Recruit learners with the right values for the sector.
➢ Create a culture and way of working that retains the staff of the Academy.
➢ Support providers to develop their recruitment approaches and therefore improve retention levels.
➢ Conduct research into retention levels across the sector and in the locality.
➢ Co-ordinate providers to find solutions to perennial retention problems they experience.
➢ Share best practice from other sectors, regions to improve practice locally.
➢ Champion and evidence the impact of good employment practices.

Why retention is important

➢ Consistent support for people using services and learners that maintains key relationships

➢ Organisational viability

➢ Organisational memory

➢ Supports your Brand

➢ Is cost effective

> It can cost £30,614 to replace a senior member of staff, with up to 5k of logistical costs.
> https://www.hrreview.co.uk/hr-news/recruitment/it-costs-over-30k-to-replace-a-staff-member/50677

➢ It can also contribute to the organisation's strategic objectives, including;
  o Building a high performance workplace
  o Encouraging the development of a learning organisation
  o Adding value to the 'employer of choice' and branding
  o Contributing to diversity management
  o Increased productivity levels.

What good looks like

➢ Understand why people are leaving, where they are leaving from (team, directorate) and what that means for the business.

➢ Costed retention plan is in place that takes account of the reasons people are leaving and the impact on the business. The plan needs to include an Employee Value Proposition.

> **An Employee Value Proposition** is the unique set of benefits that an employee receives in return for the skills, capabilities and experience they bring to the organisation.

➢ Effective employee engagement and high expectations about how staff will be treated. This should start in the Academy with learners and continue into the work environment.

➢ Strategies include;
  o Get to know employees/learners
  o Provide individuals with the tools for success
  o Allow people to grow, irrespective of job role
  o Give people the authority to make decisions and let them show how well they can lead
  o Recognise and thank individuals and teams for their hard work
  o Encourage teamwork among learners and employees
  o Find people that care about the customer
  o Listen to and act on feedback
  o Create an environment free of fear
  o Motivate, inspire and coach people
  o Encourage personal development
  o Build confidence

➢ Ensure job roles are;
  o Challenging, varied and provides stretch
  o Allows the person to use a number of different skills
  o People are supported to use autonomy and personal discretion
  o Allows people to make meaningful contributions
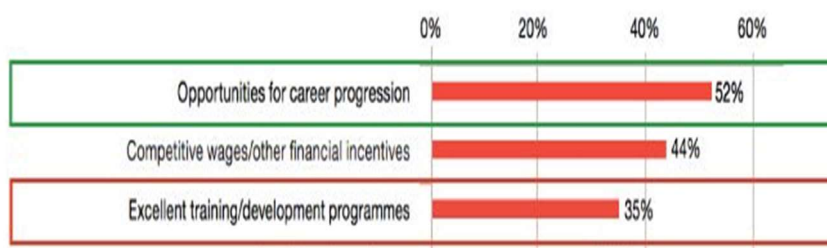 o Includes feedback mechanisms

- Development activities are prioritised, as this will reduce employee turnover and positively impact on retention.
- Reward and recognition can also be a retention tool. The reward strategy should ensure a good mix of rewards is available to appeal to both intrinsic and extrinsic motivational priorities. It might include recognition incentives, rewarding contribution to success and acknowledging an individual's value to the organisation.
- The effective use of Realistic Job Previews is a recruiting tool used to communicate both the good and bad aspects of a job.
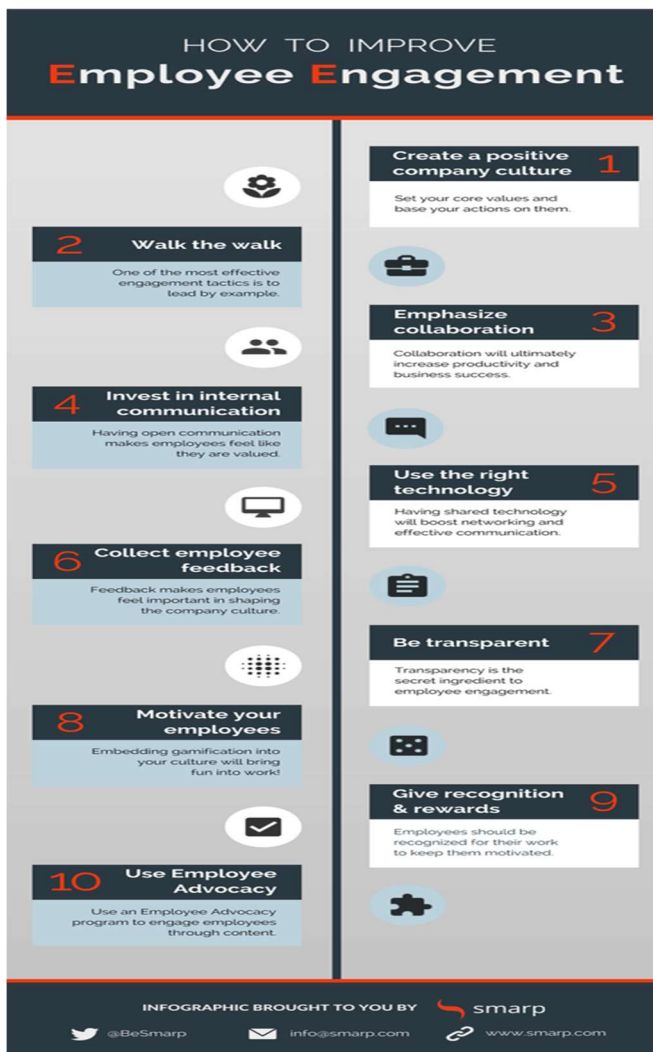
Top Tips

- Start with recruitment, ensure people are the right fit for the organisation and have the right values. Include a Realistic Job Preview at the recruitment stage.
- People and culture are aligned to shared purpose creating a synergy between the employee's/learner's vision, goals, and values, and those of the organisation. This helps people fit and feel like they belong.
- Successful 'onboarding' that makes people feel valued.

> The Fylde Coast Academy includes providers on the interview panel when selecting applicants.

- Senior leaders and managers are actively involved in the whole process and make recruitment, succession planning, ongoing development, and retention of employees their top priority.
- Develop managers with people skills who know how to grow and develop a team.
- Ensure employees/learners see how they fit into the larger picture. This activates their sense of purpose, effectiveness, and meaning.
- Build trust through;
    o Publicising personal and team successes
    o Providing positive feedback on performance and team successes
    o Offer resources and emotional support
    o Encourage employees to express gratitude.
- Maximise opportunities for employees/learners to develop skills and careers.
- Ensure that employees have a 'voice' through consultation regular appraisals, surveys and grievance systems.
- When employees are able align their work and personal lives, they are happier/more committed and focussed.
- Support managers to help their teams thrive and manage issues such as workplace stress.

	0%	20%	40%	60%
Opportunities for career progression			52%	
Competitive wages/other financial incentives		44%		
Excellent training/development programmes	35%			

https://www.shiftelearning.com/blog/the-true-cost-of-not-providing-employee-training

HOW TO IMPROVE Employee Engagement

1. **Create a positive company culture**
Set your core values and base your actions on them.

2. **Walk the walk**
One of the most effective engagement tactics is to lead by example.

3. **Emphasize collaboration**
Collaboration will ultimately increase productivity and business success.

4. **Invest in internal communication**
Having open communication makes employees feel like they are valued.

5. **Use the right technology**
Having shared technology will boost networking and effective communication.

6. **Collect employee feedback**
Feedback makes employees feel important in shaping the company culture.

7. **Be transparent**
Transparency is the secret ingredient to employee engagement.

8. **Motivate your employees**
Embedding gamification into your culture will bring fun into work!

9. **Give recognition & rewards**
Employees should be recognized for their work to keep them motivated.

10. **Use Employee Advocacy**
Use an Employee Advocacy program to engage employees through content.

INFOGRAPHIC BROUGHT TO YOU BY smarp
@BeSmarp   info@smarp.com   www.smarp.com

https://blog.smarp.com/the-importance-of-company-values

Tools and Resources

Evidence based approach to employee engagement
https://www.employment-studies.co.uk/system/files/resources/files/mp141_Bridging_the_gap_evidence-based_approach_to_employee_engagement_0.pdf

Costs of replacing a staff member
https://www.hrreview.co.uk/hr-news/recruitment/it-costs-over-30k-to-replace-a-staff-member/50677

The Science of Happiness, how to keep staff happy and engaged
https://go.globoforce.com/rs/862-JIQ-698/images/ScienceofHappiness_WP_2019_FINAL.pdf?_ga=2.186226222.685138512.1578768265-1899606856.1578768265&_gac=1.247262640.1578768265.EAIaIQobChMIl-SOgJr85gIVRrDtCh3ndgkKEAAYASAAEgJzGvD_BwE

How to be an Employer of Choice
https://www.thebalancecareers.com/are-you-an-employer-of-choice-1918112

Eight values of an Employer of Choice
https://www.iidmglobal.com/expert_talk/expert-talk-categories/managing-people/engage_retain/id84452-the-eight-values-of-an-employer-of-choice.html

CIPD employee benefits fact sheet
https://www.cipd.co.uk/knowledge/fundamentals/people/benefits/factsheet?fbclid=IwAR2udFysevprzn2d3ttQWJib3ucK6ZBfwS01EQ-axYU6OsMHfj7teMZ6wGc

Development

Role of an academy

- Support talent management initiatives across the sector including;
  - Leadership development
  - Coaching and mentoring
  - Secondments
  - Networking
  - Share best practice.
- Using data from workforce and labour market intelligence to identify the needs of the locality (Training Needs Analysis).
- Understand what is available in the locality to meet employer need and signpost organisations/individuals to these to prevent over-supply of provision.
- Signpost people to alternative ways of learning by sharing expertise in the locality.
- Develop and deliver courses not available elsewhere, and where a need is identified, either face to face or e learning options.
- Meet the needs of the all areas of the workforce, including professionals.
- Support continuing professional development requirements.
- Support providers to improve their CQC rating by helping meet the development needs of their teams.

Talent management is the systematic process of identifying the vacant position, hiring suitable people, developing their skills and expertise to match the position and retaining them, matching activity to organisational capability, individual development, performance enhancement, workforce and succession planning, to achieve long term business objectives.

Health Care Assistant at BVH
Just thought I'd keep you updated in my progress at the NHS. I've now been on ward 2 for 5 months now. In that time I've been signed off to do patients observations and blood sugars along with my care rounds. I'm going on a blood taking and cannulation course in Feb that I'm looking forward too and also learning how to do ECG's. I've also been selected to become the link nurse for the ward for skin damage, meaning I will liaise with the Tissue Viability nurses and attend meetings and courses to keep me updated on new procedures.
To top it all off there is trainee assistant practitioner posts coming up in June. My ward manager and the sisters on the ward have all said I should apply and have offered their help on my application. It will mean attending UCLAN once a week but once qualified will have a diploma and will become an AP which is one band below a qualified nurse. I absolutely love my job and would like to thank you all again for such a wonderful opportunity.

Why staff development is important

➢ Recruiting new people is more costly than developing existing staff.
➢ Finding the right people is a challenge.
➢ People remain confident and competent to carry out their role effectively.
➢ Ensures the right skills and knowledge in the sector.
➢ Ensures safe, high quality care and support.
➢ Staff feel valued.
➢ Improved employee performance and motivation.
➢ Improved employee satisfaction and morale.
➢ Consistency across teams.
➢ Increased productivity and adherence to quality standards.
➢ Increased innovation.
➢ Reduces employee turnover and supports retention.
➢ Enhances organisations reputation and profile.
➢ Some staff in the sector are regulated and are required to continue to develop their knowledge and expertise.
➢ Increased public confidence.

> An IBM study revealed that employees who feel they cannot develop in the company and fulfil their career goals are 12 times more likely to leave the company.

> Chung (2019) states professional development is inextricably linked to patient safety and the wellbeing of NHS staff

Top Tips

➢ Develop a clearly defined talent management strategy that closely aligns with business objectives, strategy and vision for the locality.
➢ Ensure your talent management strategy is evidence based.
➢ Understand professional requirements across the area.
➢ Understand what training and development takes place in different areas to avoid duplication.
➢ Identify and prioritise the needs for the locality.

Tools and Resources

Dr D Chung 'Why CPD is not an optional extra'
https://www.rcn.org.uk/scotland/get-involved/safestaffingscotland-campaign/safe-staffing-blog-chung-1

Continual professional development (CPD) is not an optional extra for nursing staff in care homes.
https://www.rcn.org.uk/news-and-events/blogs/alison-manners-cpd-12-june-2018

Innovation

Innovation in the public sector is hard to achieve. There is a general understanding that innovation, while the result of complex institutional and social dynamics, is fundamentally an individual human activity. The scale and nature of the challenges that organisations face requires responses that go beyond simply incremental improvements and towards radically transforming practice towards empowering individuals to achieve outcomes and not just delivering processes.

Innovation also needs adapting to context and delivering flexibly. Silo-based and vertical organisations, such as the public sector, find practice experimentation and innovation to foster more collaborative ways of working difficult.

Role of an academy
➢ Sharing new developments and innovations across the locality.
➢ Identifying opportunities to introduce new roles and new initiatives.
➢ Signposting to courses to support the development of new roles and initiatives.
➢ Develop and deliver new courses and knowledge exchange to support local innovations where needed.
➢ Provide peer support networks, action learning sets, solutions circles.
➢ Support knowledge transfer and information sharing.
➢ Explore options to develop research partnerships.

Why innovation is important for an academy
➢ Innovation is needed to meet the challenges of changing funding and increasing demand facing the statutory sector.
➢ To meet the ever changing and increasing complexity of needs in the population.
➢ Integration of health and social care requires innovative approaches.
➢ The development of new roles to support more effective customer experiences.
➢ Innovation develops practice.
➢ To support the effective scaling up of innovations.

Why it is important that the Academy supports innovation
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➢ The development of new roles to support more effective customer experiences.
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➢ To support the effective scaling up of innovations.

Thameside; Living Well at Home project was established to attract, retain and motivate home care workers. The project identified a range of issues including fragmented experience of service delivery, little joint working, limited information sharing and no single point of contact. Solutions put in place include a more integrated approach between providers and District Nurses, co-location and attendance at MDT meetings, upskilled homecare workers to deliver lower complexity/risk healthcare tasks, joint care plans and allocation of a keyworker and named nurse to complex people who use the service a lot. Impact is still to be fully realised, to date District Nursing time has been saved and is available for other people, anecdotally staff are saying the system works well, people are receiving more timely interventions by appropriately trained care workers and continuity of service provision has improved.

Kent; Nursing Associate programme is an integrated apprenticeship programme created through a collaborative between Maidstone and Tunbridge Wells NHS Partnership Trust, Kent and Medway NHS and Social Care Partnership Trust (mental health services), Kent County Council (representing independent nursing providers) and Hospice in the Weald. It brings together trainee nursing associates from statutory and private health and social care services under one programme of learning, providing an opportunity to share experiences, encourage a culture of shared learning and a better understanding of different sectors and the challenges experienced day to day.

Leeds; Integrated social care and health apprenticeship; this scheme was launched in 2015 and had one intake. Partners involved in the scheme were Leeds Community Healthcare, Leeds Teaching Hospitals NHS Trust, Leeds and York Partnership NHS Foundation Trust, Leeds City Council, Sue Ryder Wheatfield's Hospice, the College and Leeds clinical commissioning groups. This opportunity enabled each apprentice to work as part of a team providing practical, personal care and rehabilitation support and was developed by partners working together to transform the city wide health and social care workforce. As part of the programme, each apprenticeship had the opportunity to undertake either a Level 2 Diploma in Health and Social Care or Clinical support and experience of learning opportunities hosted by city partners.

Borders Technology Enabling Care Hub (BTECH); offers a range of courses within a college setting. As a rural area they have used technology to address some of the issues they face. The Academy operates using a hub and spoke model with a small number of centres where the teaching takes place, this is supported by technology across the geography that allows learners to join the teaching experience from where ever they are. They also have a strong focus on teaching the students to work with technology to ensure they are fit for the future and work ready. BTECH also works with a range of partners including Dumfries and Galashiels College to ensure effective delivery to the sector and to support the economic growth in the area.

What good looks like

➢ New roles/courses;
   o Are tested and useable in the longer term.
   o Are embedded into the system.
   o Create added value.
   o Solve a real problem.
   o Improve customer experience.
➢ All innovations are viewed with the intention to upscale and industrialise.
➢ The resources for upscaling are built into the project at the outset.
➢ It is clear what functions/activity it will replace.
➢ Outcomes from existing approaches have been benchmarked and the evaluation strategy has been built into the project from the outset.
➢ Financial returns have been considered.

Top Tips

- Gather evidence from the outset to support effective measurement of impact of the innovation.
- Utilise NESTA standards of innovation.
- Implement effective approaches to support people to identify and develop innovative ideas.
- Embed person and community centred ways of working.
- Coproduce with people across the organisation, partners and people needing support.
- Ensure leadership is collaborative and place based.
- Be willing to learn from experience.
- Secure funding to take the project beyond testing through to implementation and understand what needs to be decommissioned.
- Grow the skills that ensure the innovation will be successful into the future.

Tools and Resources

Growing innovative models of health care and support for adults
https://www.scie.org.uk/future-of-care/adults/

NESTA Standards of evidence, an approach to measuring the impact of innovations
https://www.nesta.org.uk/report/nesta-standards-of-evidence/

Thameside Living Well project
https://www.tameside.gov.uk/livingwellathome

List of Nursing Associate Partnership sites
https://www.hee.nhs.uk/sites/default/files/documents/Nursing%20associate%20partnership%20sites%20January%202019.pdf

West Kent Nursing Associate programme
https://www.skillsforcare.org.uk/Documents/Learning-and-development/Apprenticeships/Integrated-apprenticeships/The-West-Kent-nursing-associate-programme-case-study.pdf

Workforce and Labour Market Intelligence

Pipeline → Recruitment → Retention → Development → Innovation → Workforce Intelligence

What is workforce and labour market intelligence

Workforce and labour market intelligence is a core function of workforce planning and therefore the work of an Academy. Reilly (1996) defines workforce planning as;

A process in which an organisation attempts to estimate the demand for labour and evaluate the size, nature and sources of supply which will be required to meet that demand (Reilly, 1996).

➢ Workforce planning is important to;
- o Determine staff numbers required at a new location.
- o Deal with the problems of retaining a highly skilled staff.
- o Manage an effective downsizing programme.
- o Look to see where the next generation of managers will come from.
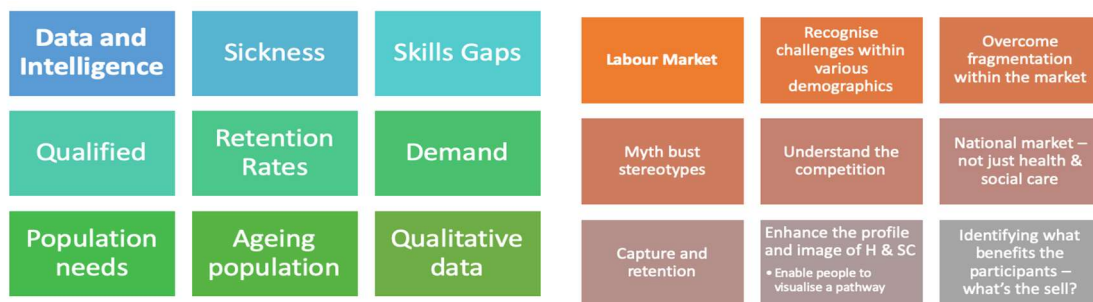
➢ Workforce intelligence is information about your workforce and the context in which it operates. This helps you to plan the numbers and skills of the people you need for the future. This includes;

Role of an academy

Each Academy will need structures and processes to ensure they have the necessary data and intelligence in each of these areas, including the following;

Data and Intelligence	Sickness	Skills Gaps
Qualified	Retention Rates	Demand
Population needs	Ageing population	Qualitative data

Labour Market	Recognise challenges within various demographics	Overcome fragmentation within the market
Myth bust stereotypes	Understand the competition	National market – not just health & social care
Capture and retention	Enhance the profile and image of H & SC • Enable people to visualise a pathway	Identifying what benefits the participants – what's the sell?

Local Strategic Plans	Universities, Colleges, Schools	Local Enterprise Partnerships	Health, NHS, GPs, Hospitals	Providers – Home Care/Care Home/ Personal Assistant workforce
Local Authorities – Adult Social Care commissioning\Voluntary Sector	Skills for Care	Job Centres	Community Groups	Young Carers
Funding Sources	Training provider groups	Housing Providers	Career & Enterprise Company	

Policy & Innovation	Personalisation & strengths based approaches
Future innovations	New approaches to recruitment scoped around 'individual need'
Values-based recruitment	Joint roles/new roles e.g Trusted assessor
Clear career pathways/ training ladder to support progression	Training course routinely available for a range of joint roles with health

Workforce Challenges	How people know about and understand Social Care, the variety of work settings and the range of people being supported?	Lack of a coherent brand
Negative image of the work in the sector	Salary, financial constraints, Low Wage Sector	Unsocial hours, shifts
Retaining staff, particularly in homecare where turnover is higher	Recruitment process can be cumbersome e.g. time taken for DBS checks	Perceptions of key people influencing younger generation that it is a low skill area of work

Why good intelligence is important

Good Workforce and Labour Market intelligence helps to;

➤ Direct the Academy business planning and operational activity.

➤ Develops the evidence base to the Academy's delivery plan that supports effective use of funding, resources and delivers productivity.

➤ Understand the rapidly changing nature of work and how it impacts the workforce.

➤ Contributes to building a skilled workforce that spurs business competitiveness and economic growth.

➤ Strengthens career pathways and guides skill attainment for good jobs and career growth.

➤ Understand what the 'Pipeline' is and what jobs it can lead to with which providers.

➤ Understand how service provision in rural and urban economies differs so that needs can be met in these areas.

➤ Understand what job opportunities are available in the local area.

➤ Understand which organisations are at risk of provider failure so that the Academy can provide relevant support or support staff to find alternative employment.

- ➢ Identify what skills are required to ensure learners are prepared for current and future jobs.
- ➢ Identify other training providers to understand the market, spot gaps and prevent duplication.

Good intelligence includes;

- ➢ Population data e.g. those who need or will need care and support; younger people entering the labour market, newly retired population.
- ➢ Employment rates
- ➢ Economic inactivity
- ➢ Skills levels
- ➢ Policy developments
- ➢ Geographical context e.g. rural urban, transport links etc.
- ➢ Economic context; Competition for the workforce e.g. retail opportunities, large employers, and range of entry level jobs.
- ➢ Services/provision;
  - o What is available
  - o Supply and demand
  - o Type of demand e.g. Home care solutions
  - o Quality of support
  - o Gaps in provision
  - o Market failure.
- ➢ Management information e.g. vacancy, turnover and sickness rates.
- ➢ Providers challenges.
- ➢ Local training needs analysis.

The above data/ intelligence can be gathered from a number of sources e.g.
- ➢ Nomis – Employment and benefits stats
- ➢ Census
- ➢ POPPI and PANSI
- ➢ Health/NHS
- ➢ Public Health
- ➢ Local Authorities – Support Plan Outcomes, Economic Development Plans & JSNA etc
- ➢ Local Enterprise Partnerships (LEP)
- ➢ Housing Organisations
- ➢ Skills for Care
- ➢ Providers, individually and in networks or forums
- ➢ Care Quality Commission Reports
- ➢ Health & Care Commissioners
- ➢ Gov.UK (Policy)
- ➢ Colleges, Training Providers and Universities – Learner recruitment statistics etc
- ➢ Careers Advice Community
- ➢ User led Organisations

Top Tips

➢ Don't do this on your own, understanding the context of adult social care and the labour market context is complex and requires partners to be involved.

➢ Always check data analysis for accuracy with partners, LEP, employers, people & families, potential learners.

➢ Check how realistic your analysis is and whether it makes sense to your customers and commissioners.

➢ Coproduce your business plan, this will make it more effective and fit for purpose and develop ownership of the activity.

➢ Coproduce your action plan with customer groups e.g. employers, training staff and people who are going to be users of the Academy using the data you have collected. This will ensure the solutions are evidence based and suitable/acceptable/realistic to employers/providers, funders and potential learners.

➢ Identify resources/funding requirements and where they will come from within the plan.

➢ Identify roles and responsibilities of partners and who will do what by when.

Tools and Resources

What types of data does Nomis hold? (see Pg.23)
https://www.learningandwork.org.uk/wp-content/uploads/2017/03/Wider_outcomes_report-REVISED-v2-FINAL.pdf?fbclid=IwAR1uP1ekh4tg8A5o3jgIFXAJyzYv-0d8odJd8uk4N00FqY9WWbP4GJSyXes

A Guide to Strategic Workforce Planning
https://www.analyticsinhr.com/blog/strategic-workforce-planning/

What are the steps in Workforce Planning
https://www.myhrfuture.com/blog/2019/2/19/four-steps-of-effective-workforce-planning

What is Horizon scanning and how you can use it
http://portal.healthworkforce.eu/what-is-horizon-scanning-and-why-is-it-useful/

Nomis – Official Labour Market Data Website
https://www.nomisweb.co.uk

National Health and Social Care Workforce Plan: Part 2
https://www.gov.scot/binaries/content/documents/govscot/publications/strategy-plan/2017/12/national-health-social-care-workforce-plan-part-2-framework-improving/documents/00529319-pdf/00529319-pdf/govscot%3Adocument/00529319.pdf

Section 2: Care and Health Career Academy- Setting up a Career Academy.

Design

Partnership

Partnership working can be defined as two or more groups or organisations coming together to achieve a common purpose. It is not always an even division of power or financial responsibility but there is always a spread of control and influence (Community Change 2010). Partnerships are usually formed to address specific issues e.g. the workforce challenges in social care. The key elements of partnership working are, openness, trust, honesty, shared goals, values & principles and regular communication between the partners. At the heart of partnership working is a desire to improve outcomes for people using services and to ensure cost effectiveness.
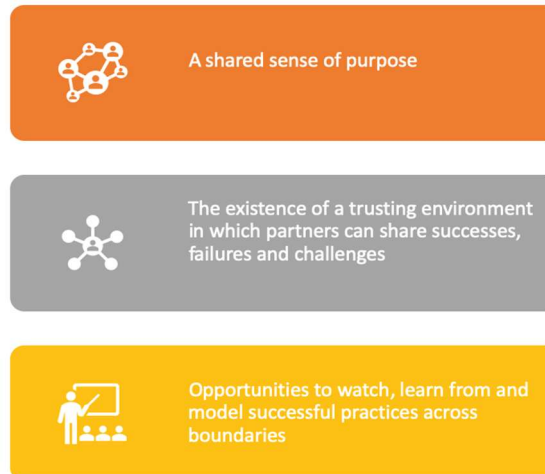
Why partnership is important
- The following organisations are crucial to the success of any activity focussed on improving the workforce in the care sector and developing an Academy;
    - Colleges, Universities, and Independent Training Providers
    - Statutory services
    - Providers/employers
    - Local Enterprise Partnership
- Each partner will bring different skills, connections and opportunities to the partnership and should be valued for their contribution;
    - Colleges/Universities/Independent Training Providers bring the infrastructure for accreditation, the skills for training and development, local networks, strategic relationships and funding for courses.
    - Providers bring service knowledge, expertise in delivering support, practice placements, vacancies and an understanding of what is needed from the workforce, including gaps.
    - Local Authorities have a statutory responsibility regarding the provision of an effective workforce across the sector (Care Act 2014), in addition they will bring knowledge and information regarding the current and future workforce, connections to a wide range of providers, resources and strategic relationships/networks.
    - Health brings resources, a direction of travel and experience with career hubs.
    - Local Enterprise Partnerships bring opportunities to influence the use of funding streams and the development of future skills policy.
- Bringing together these organisations provides a unique opportunity to develop innovative approaches to the workforce issues across the sector.
- Sharing resources and resulting economies of scale can be achieved.
- Focusing on a common goal or shared vision helps partners to achieve their outcomes.
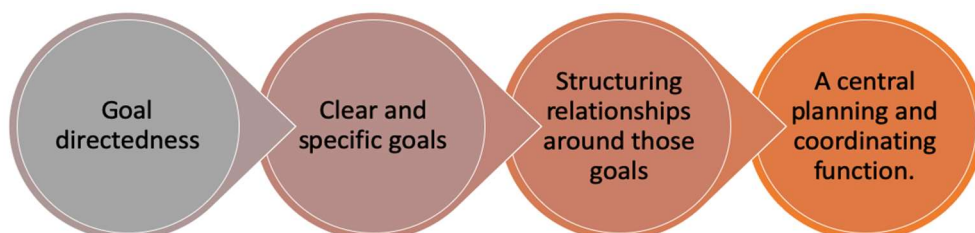
➢ Provides additional momentum to getting things done across organisations and allows opportunities to exchange views and support innovation.
➢ Allows the Academy to access more varied funding streams for a range of purposes.
➢ Adds value to the delivery of a service.

What a good partnership looks like

➢ Walker et al. (2013) identify three main factors behind successful partnerships;

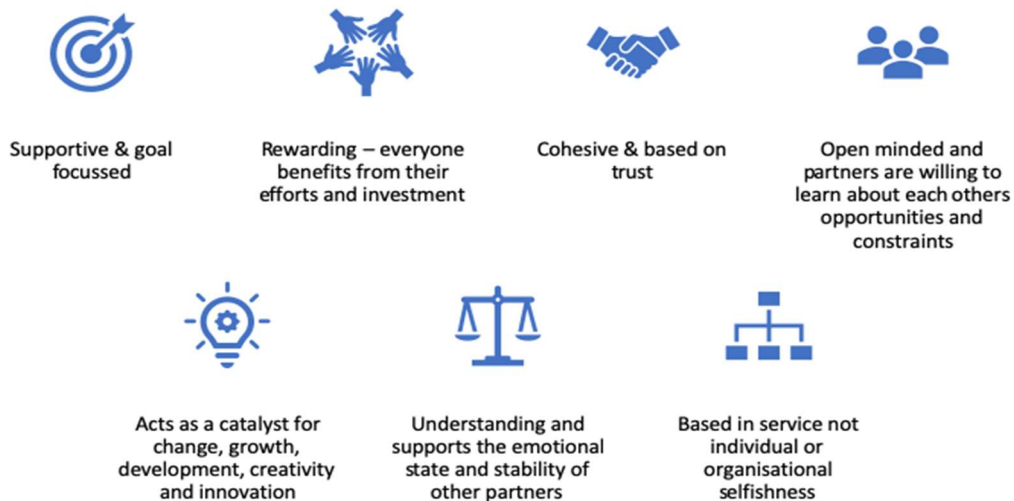| A shared sense of purpose |
| The existence of a trusting environment in which partners can share successes, failures and challenges |
| Opportunities to watch, learn from and model successful practices across boundaries |

➢ Stern and Green (2005) define a partnership as a programme that has a high level of commitment, mutual trust, equal ownership and a common goal.
➢ Glatter (2003) states 'aspects of successful partnerships include: clarity of objectives; agreement on modes of operation; clear lines of communication and decision making; clear exit routes; suitable incentives within and between organisations; support among the partners' institutions and, most importantly, trust between the partners'.
➢ Lima (2010) identifies the following key features for effective networks and partnerships;

| Goal directedness | Clear and specific goals | Structuring relationships around those goals | A central planning and coordinating function. |

The coproduction group working on this project identified the following practical considerations for an effective partnership;

Common purpose (shared objectives)
Flexible framework- Listening approach and willing to adapt
To ensure everyone has a say – Identify priorities.
Pool resources
Shared platforms are in place
Research what already exists
What are the gaps/ obstacles?
Create a project plan (agreed timescales)
Identify & engage stakeholders
Create an inclusive Charter/Articles of Association
Equal voting rights
Sharing good practice
Effective communication
Open/transparent/honest

In addition, they developed these attributes for effective partnership working;

Supportive & goal focussed

Rewarding – everyone benefits from their efforts and investment

Cohesive & based on trust

Open minded and partners are willing to learn about each others opportunities and constraints

Acts as a catalyst for change, growth, development, creativity and innovation

Understanding and supports the emotional state and stability of other partners

Based in service not individual or organisational selfishness

➢ Harman (2000) notes that partnership working can involve a spectrum of institutional arrangements, from an agreement to cooperate through to a fully-fledged institutional merger. Each Academy will need to decide what works for them as per the diagram below;

Loose and informal arrangements

Contractual arrangements

Partnership through a new legal entity

Full integration (e.g. mergers)

Organisational closeness

Not applicable solely for the purposes of bidding

The following table can help organisations decide the level of formality needed for the Academy.

Conditions favouring more or less formality in organisational structures	A looser, less formal, less rule bound structure would be favoured when...	A tighter, more formal, more rule-bound structure would be favoured when...
Stage of organisation development	The organisation is just starting	The organisation is in later stages of development
Prior relationships among members	Many such relationships already exist	Few such relationships already exist
Prior member experience in working together	Many such experiences have occurred	Few such experiences have occurred
Member motivation to be part of the organisation	Motivation is high	Motivation is low
Number of organisation tasks or issues (broadness of purpose)	There is a single task or issue	There are multiple tasks or issues
Organisation size	The organisation is small	The organisation is large
Organisation leadership	The leadership is experienced	The leadership is inexperienced
Urgency for action	There is no particular urgency to take action now	There is strong urgency to take action now

The Spirit of Coalition Building

➢ Academies that are currently in existence have all gravitated towards more informal arrangements.

Top Tips
➢ Pay attention to setting up the partnership, ensure the vision, values, principles and standards are agreed. Focus on the outcomes to be achieved and the benefits of working together to achieve these. Doing this will give clarity of purpose and shape the culture of the organisation.
➢ Clarify responsibilities and accountabilities at the outset.
➢ Allow yourselves the time to develop trust between partners. This will enhance the partnership and the Academy as well as increase its ability to succeed.
➢ Focus on effectively engaging with each other and the locality through;
   o Knowing the area and its context
   o Identifying the resources needed to deliver a robust engagement approach
   o Planning and researching the engagement approach, ensuring it will be effective in your specific locality
   o Being clear on the engagement roles and responsibilities
   o Identifying the 'Ambassadors' and use them to increase engagement
   o Communicating and consulting early and often
   o Asking people how they want to be involved and what they need from the partnership and the Academy
   o Ensuring meetings, projects and activity is relevant to all partners
   o Implementing feedback & contribution mechanisms 'We/You said - We Did'.

- Ensure the purpose of the organisation is clear, agreed and documented. Return to this when making decisions, both within the partnership and within each individual organisation.
- Identify the right type of partnership arrangements to meet the Academy's purpose.
- Identify the appropriate structure; ensure this is flexible and responsive to changes.
- Identify the resources required and available from within the partnership to establish and sustain the Academy.
- Delegate authority to the correct levels across the organisations, ensuring rapid and effective decision making.
- Include staff at all levels, citizens and people using services in decision making as this will bring an additional richness to the partnership.
- Ensure effective communication within and across the partnership to maintain the profile of the organisation.
- Give the partnership time to yield results.
- Take individual and organisational responsibility for what works and for what isn't working within the partnership.
- The Academy team, in partnership with the Local Authority Economic Development team and/or Colleges should identify a representative to sit in the Local Enterprise Partnership skills network/infrastructure to represent the care and health sector and the work of the Academy.

Tools and Resources

Partnership Working Factsheet
https://www.cdhn.org/sites/default/files/downloads/FACTSHEETS%2013_Screen%20View.pdf

Evidence review of effective partnership working Scotland (2015)
http://whatworksscotland.ac.uk/wp-content/uploads/2015/12/WWS-Evidence-Review-Partnership-03-Dec-2015-.pdf

Collaboration Spectrum tool
https://www.tamarackcommunity.ca/hubfs/Resources/Tools/Collaboration%20Spectrum%20Tool%20July%202017.pdf?hsCtaTracking=3d55b1d4-3f96-49f8-9709-417ef39b002c%7Caebc4461-6671-4a55-9904-d6af0ebca656

Salford CVS Collaboration Tool
https://www.salfordcvs.co.uk/sites/salfordcvs.co.uk/files/Collaboration%20Spectrum%20Toolkit.pdf

How to complete a memorandum of agreement
https://www.uaf.edu/mou-moa/files/MOA-Checklist-4-24-15-to-POST.pdf

What is an organisational structure
https://www.investopedia.com/terms/o/organisational-structure.asp

Types of organisations
https://creately.com/blog/diagrams/types-of-organisational-charts/

Types of business structures
https://pingboard.com/blog/types-business-organisational-structures/

Organisational structures
https://ctb.ku.edu/en/table-of-contents/structure/organisational-structure/overview/main

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Key areas to include in a Memorandum of Agreement (Contract)
Purpose & scope
- To provide a workforce for the future and meet the changing needs of our communities
- To provide work opportunities and high-quality learning

Background
- Values and vision of particular parties

Responsibilities
- Learning providers – education, training and qualifications
- Care provider – placements, job opportunities & engagement opportunities
- Learner – Desire to learn & develop and a commitment to achieve
- Academy – Student experience, outstanding learning opportunities

Review
- Make sure it is working

Leadership

Social care faces a wide range of complex, 'wicked issues' including fragmentation of provision, funding, pay (basic wage conditions, hourly rates below the NHS etc.), image and perception, ageing workforce, competition for candidates and competition with other industries. Meanwhile the pressure is growing for new approaches & standards of delivery in public services along with the need to join up and reconnect with providers, people using services, citizens and communities. Many of the conventional models of leadership and change do not necessarily serve when it comes to these complex, systemic issues and the way in which Academies will need to work. This demands new service configurations, new approaches to leadership and new forms of partnerships (Health Foundation 2015). Specifically, approaches that no longer expect the leader(s) to shoulder the burden of decisions but to collaborate across organisations and partnerships.
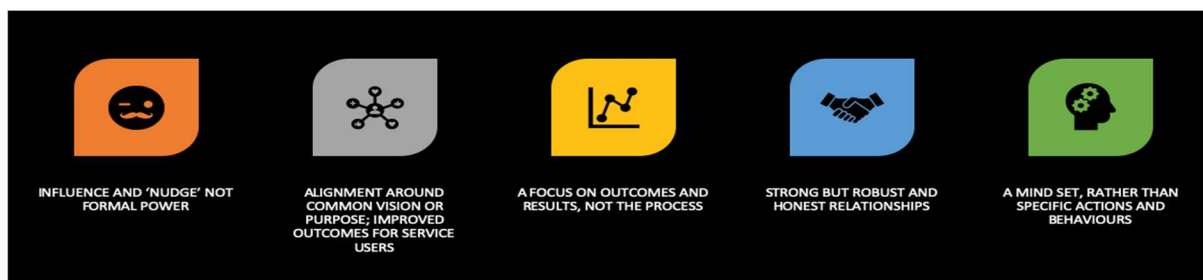
Why leadership is important

➢ Care and Health Academies focus on a geographical area, local populations and the environments people live and work in, rather than any single organisation therefore place based leadership is critical.
➢ Leadership, especially community leadership, is not a static concept and mutual trust, shared vision and collaborative planning are critical.

- Strengthening the relationships that underpin place, and making space for personal growth allows key relationships to flourish and empowers those working within that structure.
- Without cross boundary leadership, Academies will struggle to produce any collective benefits.

What good leadership looks like in a partnership

- Genuine, connected and congruent (West-Burmham, 2013).
- Rooted in the 'community' rather than traditional hierarchical approach to power and leadership (Needham, Mangan & Dickinson, 2014).
- Leaders that are prepared to give 'things' away and to 'lose' for the benefit of the wider goals and objectives, in essence "we win even if I lose".
- Engaged with citizens and communities in a way that supports them to expresses their humanity and pool expertise.
- Leaders operate with maximum credibility and effectiveness (systems leadership) in organisations that are fluid and supportive, not silo-ed and controlling.
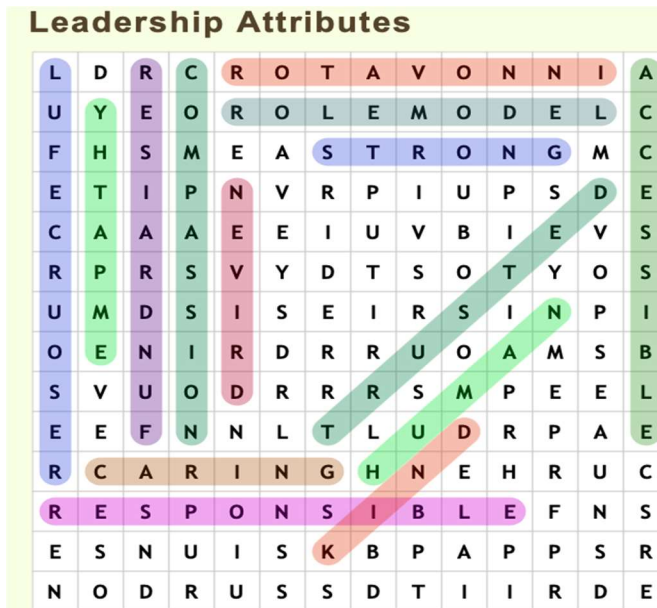
Effective systems leadership is achieved through;

| INFLUENCE AND 'NUDGE' NOT FORMAL POWER | ALIGNMENT AROUND COMMON VISION OR PURPOSE; IMPROVED OUTCOMES FOR SERVICE USERS | A FOCUS ON OUTCOMES AND RESULTS, NOT THE PROCESS | STRONG BUT ROBUST AND HONEST RELATIONSHIPS | A MIND SET, RATHER THAN SPECIFIC ACTIONS AND BEHAVIOURS |

Systems leadership flourishes when;

| The authorising environment, whether organisational of systemic tolerates risk and accepts multiple pathways to outcomes | There is willingness to cede organisational goals for collective ambition | Positional authority is not the only source of legitimacy | it builds on local and place based initiatives and networks. |

The coproduction group saw the following attributes as important for leading an Academy;

Leadership Attributes

Top Tips

- Understand your own and the leadership styles of partners.
- Be clear about the reasons for the partnership and the additional outcomes that can be achieved through it.
- Be clear about the vision, values, principles and standards; use these to inform your decision making across the partnership.
- Listen to your partners and be willing to make decisions in the best interests of the wider partnership.
- Be prepared to change your leadership approach if needed.
- Use the '360 Degree' feedback approach as a tool to strengthen leadership within the partnership and the Academy.
- Operate within the top level of 'The Ladder of Accountability".
- Be transparent about your behaviours and decisions within the partnership.
- Use Lencioni's Trust Pyramid to build effective relationships within the partnership and avoid a dysfunctional organisation.

Ladder of Accountability

Tools and Resources

Lencioni Trust Pyramid
https://www.toolshero.com/leadership/lencioni-trust-pyramid/

Ladder of Accountability
https://www.forbes.com/sites/rodgerdeanduncan/2018/05/04/avoid-the-blame-game-be-accountable-for-accountability/
https://www.leadershipforces.com/where-are-you-on-the-ladder-of-accountability/

Kings Fund publication on Systems Leadership
https://www.kingsfund.org.uk/sites/default/files/field/field_publication_file/System-leadership-Kings-Fund-May-2015.pdf

Systems Leadership article
https://www.weforum.org/agenda/2019/09/systems-leadership-can-change-the-world-but-what-does-it-mean/

Place Based Leadership Blog Kate Adern Public Health Wigan
https://www.nhsconfed.org/blog/2019/03/bottom-up-working-for-effective-place-based-leadership

Head, hands and heart: asset-based approaches in health care (2015). The Health Foundation, 90 Long Acre, London WC2E 9RA. ISBN: 978-1-906461-60-7.

Needham, C., Mangan, C. & Dickinson, H. (2014) The 21st century public service workforce: eight lessons from the literature. Birmingham: University of Birmingham.
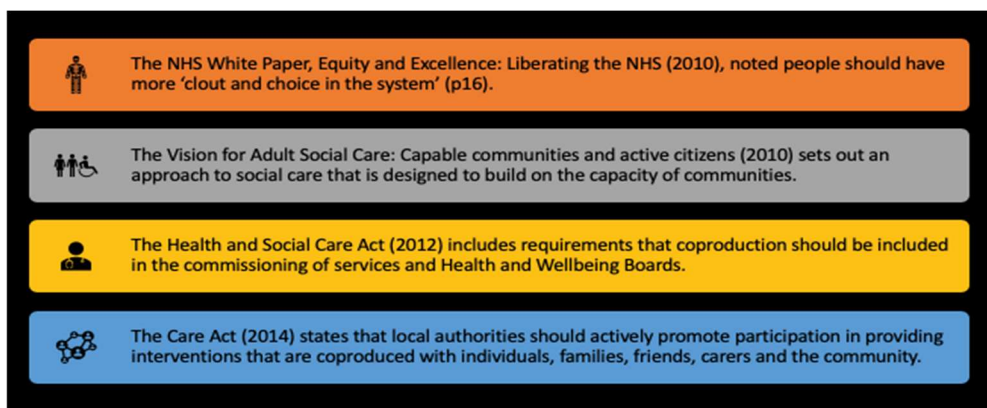
Coproduction

For the purposes of this project the following definition of coproduction was used;

> *'A way of working whereby citizens and decision makers, or people who use services, family carers and service providers work together to create a decision or service which works for them all. The approach is value driven and built on the principle that those who use a service are best placed to help design it.'*

http://coproductionnetwork.com/page/national-coproduction-critical-friends-briefings

Why coproduction is important

➢ Policy supporting coproduction is well established and is a key expectation in public services in the United Kingdom. The following policy documents have made the case for coproduction;

The NHS White Paper, Equity and Excellence: Liberating the NHS (2010), noted people should have more 'clout and choice in the system' (p16).

The Vision for Adult Social Care: Capable communities and active citizens (2010) sets out an approach to social care that is designed to build on the capacity of communities.

The Health and Social Care Act (2012) includes requirements that coproduction should be included in the commissioning of services and Health and Wellbeing Boards.

The Care Act (2014) states that local authorities should actively promote participation in providing interventions that are coproduced with individuals, families, friends, carers and the community.

➢ increasing demand, rising expectations and reducing budgets also mean it is critical for organisations to deliver the right services in the right way and at the right time; coproduction helps this to happen.

Workshop participants identified the following reasons that coproduction is important;

Makes services better for people, uses resources effectively and improves their efficiency	Aligns employer and consumer demand	Increases collaboration and partnership across agencies, sectors and communities	Motivates and empowers individuals, increases engagement and revitalises communities	Focus on people led solutions/problem solving, and moves organisations away from traditional solutions
Moves organisations to a value-based approach to workforce development including, delivery, teaching, learning, peer led training and evaluation	Shared support systems to improve information sharing	Supports quantitative and qualitative data collection	Builds confidence to ensure competence	

What good coproduction looks like

An excellent Academy has;

➢ A shared vision and standards for coproduction that is agreed by all partners and is embedded in systems, structures and processes.
➢ A clear understanding of what areas of work will be coproduced. For example involve people who need support in recruitment, training and other activity within the Academy.
➢ A workforce that is trained and supported to use coproduction approaches.
➢ Mechanisms and strategies to provide support to people offering their time and knowledge to ensure they can contribute effectively e.g. ground rules that help people to be included.

Hertfordshire Coproduction Board; has been established to shape Adult Care services including having a say on how the budget is spent and how services are run. Some of the things they have developed include an employer toolkit which supports people to employ disabled people, standards for coproduction and a payment guide.

➤ A method of recording decisions that demonstrates the involvement of people using services.
➤ A clear policy about payment/reward for people's time to ensure equality and value of their input and recognition of their contribution.

The Academy will also need to;
➤ Analyse and understand who will be affected by any changes/developments and plan for how it will connect and work with different groups of people.
➤ Ensure diversity in any coproduced activity and include people from the beginning of the project.
➤ Work to timescales that allow people to plan and work with communities/people who need support, recognising them all as assets.
➤ Be willing and able to respond organisationally to the things agreed within a coproduction context.
➤ Ensure any changes are communicated back to the people that contributed.
➤ Share learning to support continued development of organisational approaches to coproduction.

Top Tips
➤ Agree coproduction is fundamental to how the Academy will work.
➤ Embed coproduction in the values, principles structures and processes, including strategy, governance and leadership.
➤ Develop clear measurable outcomes for coproduction.
➤ Develop strategies and structures that identify people the Academy can coproduce with.
➤ Include people that use services from the beginning and act on their ideas.
➤ Develop approaches to meetings and workshops that support people to contribute and feel valued for the work they do, including, meeting times and accessible venues.
➤ Communicate using plain English, Easy Read and alternative communication methods as required by those working with the Academy (Accessible Information Standard).
➤ Recognise people as assets.
➤ Develop feedback mechanisms that include all partners.
➤ Log coproduction activity and achievements against performance indicators.
➤ Share learning across the Academy and Partnership, including what worked/didn't work.
➤ Build on opportunities to work differently.
➤ Celebrate success.

Tools and Resources
The Challenge of Co-Production: How equal partnerships between professionals and the public are crucial to improving public services
https://neweconomics.org/uploads/files/312ac8ce93a00d5973_3im6i6t0e.pdf

Co-production in commissioning and market shaping
https://www.thinklocalactpersonal.org.uk/co-production-in-commissioning-tool/Co-production-in-commissioning-and-market-shaping/

Ladder of coproduction
https://www.thinklocalactpersonal.org.uk/Latest/Co-production-The-ladder-of-co-production/

Coproduction articles and resources
https://www.scie.org.uk/atoz/?f_az_subject_thesaurus_terms_s=co-production&st=atoz&page=4

Oxfordshire's Working Together Handbook
https://www.scie.org.uk/news/opinions/oxfordshire-coproduction-handbook

Worcestershire County Council Meeting Guidelines
http://www.comfirst.org.uk/mhnetwork/files/good_meetings_guide.pdf

The TLAP Coproduction in Commissioning Tool.
https://www.thinklocalactpersonal.org.uk/co-production-in-commissioning-tool/

Coproduction Scotland provides a range of coproduction resources.
http://www.coproductionscotland.org.uk/resources/further-resources-and-information/reports-and-publications/tools-and-methods/

Good Practice Wales that includes a focus on best practice in coproduction.
http://www.goodpractice.wales/audit-tools-practical-guidance

The New Economics Foundation coproduction self-assessment framework is a working reflection tool for practitioners.
https://www.seemescotland.org/media/7287/co-production-self-assessment-framework.pdf

The Kaizen Guide to Implementing Coproduction and a readiness tool is useful but needs some adjustment as it is community based.
http://wearekaizen.co.uk/blog/2011/05/a-tool-to-aid-implementation-of-co-production-2/

Scottish Borders Community Planning Partnership (2016) A practical approach to coproduction.
https://www.scotborders.gov.uk/download/downloads/id/2226/an_introduction_to_co-production.pdf

Skills for Care toolkit on How to Involve People who use Services and Carers in Staff Recruitment and Development: A Practical Guide for Employers
http://www.skillsforcare.org.uk/Document-library/NMDS-SC,-workforce-intelligence-and-innovation/Research/RKB-archive/967.%20SfC_SE_How%20to%20involve%20PWUSAC%20in%20recruitment%20&%20development.pdf

Turning Point Scotland Good Practice Guide.

http://www.turningpointscotland.com/wp-content/uploads/2011/08/Service-User-Involvement-Good-Practice-Guide.pdf

NHS Wales Guidance on involving Adult NHS Service Users and Carers.
http://www.wales.nhs.uk/sitesplus/documents/829/NLIAH%20Guidance%20on%20Involving%20Adult%20NHS%20service%20users%20E.pdf

Kent Local Authority policy on including people who use services in recruitment.
https://shareweb.kent.gov.uk/Documents/adult-Social-Services/help-us-shape-your-services/user-involvement-in-recruitment.pdf

SCIE Guide on including people who use services in training.
http://www.scie.org.uk/publications/guides/guide04/

NICE approach to patient and public involvement
https://www.nice.org.uk/media/default/About/NICE-Communities/Public-involvement/Patient-and-public-involvement-policy/Patient-and-public-involvement-policy-November-2013.pdf

Coproduction in Social Care what it is and how to do it
https://www.scie.org.uk/publications/guides/guide51/references.asp

Coproduction: a manifesto for growing the core economy
https://neweconomics.org/2008/07/co-production

People powered health catalogue of case studies, research and tools
https://media.nesta.org.uk/documents/co-production_catalogue.pdf

Top Ten Tips for coproduction (TLAP)
https://www.thinklocalactpersonal.org.uk/Latest/Top-Ten-Tips-for-Co-production-One-page-profile-and-Easy-Read-version/

Top Ten Tips Family and Childcare Trust
https://www.familyandchildcaretrust.org › file › download

Hertfordshire coproduction board
https://www.hertfordshire.gov.uk/services/adult-social-services/news-and-campaigns/hertfordshire-co-production-board.aspx

Hertfordshire coproduction standards
https://www.hertfordshire.gov.uk/media-library/documents/adult-social-services/co-production-board/hertfordshire-coproduction-standards-nov2017.pdf

Coproduction publication including case study's, the role of leadership and top tips for coproduction
http://imroc.org/wp-content/uploads/2017/10/ImROC-co-pro-briefing-FINAL-4.pdf?fbclid=IwAR2o-QPafnh0GJxWKJta-T2H8FCm2Ft3uVKZmrWoK_GkVk2i6iRLOJYxmkc

Definitions of coproduction
https://www.scie.org.uk/publications/guides/guide51/what-is-coproduction/defining-coproduction.asp

https://www.thinklocalactpersonal.org.uk/co-production-in-commissioning-tool/co-production/In-more-detail/what-is-co-production/

https://www.mind.org.uk/media/14923751/co-production-web-pdf-061017.pdf

https://www.involve.org.uk/resources/methods/co-production

https://www.ndti.org.uk/uploads/files/Coproduction_At_a_glance_-_Co-production_in_social_care_-_ER.pdf

The following list of techniques support effective coproduction.
Working Together for Change
https://www.life-path.org.uk/sites/www.life-path.org.uk/files/working_together_for_change_2013.pdf
https://www.youtube.com/watch?v=p1ndM-DmHxM

Important to and important for
http://helensandersonassociates.co.uk/person-centred-practice/person-centred-thinking-tools/sorting-important-tofor/?fbclid=IwAR1m4_-M8wlO8xYgJ3FuTa4-DHyc8C7OzGY9KWAc8QafvGCvBNvhbmkJtrE

4+1 questions
http://helensandersonassociates.co.uk/person-centred-practice/person-centred-thinking-tools/4-plus-1-questions/?fbclid=IwAR119Z8EsSQDJiaU5YdZUyqMYNB6vqeaXRNEPF5tssaIvvP5X20uc0-yNGo

Anatomy tool
http://pilotlight.iriss.org.uk/co-design/tools/anatomy-tool

Opportunity card
http://pilotlight.iriss.org.uk/co-design/tools/opportunity-card

Thinking Hats
http://pilotlight.iriss.org.uk/co-design/tools/thinking-hats

Journey mapping
http://pilotlight.iriss.org.uk/co-design/tools/journey-mapping

Values and manifesto tool
http://pilotlight.iriss.org.uk/co-design/tools/values-and-manifesto-tool

Dot voting

Developed by the Coproduction Group

The Academy has demonstrated its understanding of coproduction and established appropriate support structures.	The Academy has a commitment to sharing power and decision making with people with lived experience and staff.	Systems, structures and processes within the organisation support coproduction	Time and resources are identified to support coproduction
People with lived experience feel empowered, valued and supported.	The culture of the Academy values and respects people and is open, honest and supports coproduction.	Coproduction lessons learnt are shared across the Academy and the partnership and success is celebrated.	People with lived experience and staff are involved in coproducing projects and new initiatives from the beginning
Any Academy activity is structured and delivered in a way that ensures all people can contribute effectively.	The Academy can evidence the contribution of people with lived experience in decisions made.	People with lived experiences and staff know what difference their contributions have made.	The Academy has a clear strategy and associated policies to reward volunteers and people with lived experiences for their contribution.

Project Management

Partnership → Leadership → Coproduction → **Project Management** → Options Appraisal → Business Case → Action Planning

Project management is the practice of initiating, planning, executing, controlling, and closing a piece of work to achieve specific goals and meet identified success criteria within the pre-determined timescales. The challenge of project management is to achieve all of the project goals within the given constraints. This information is usually described in project documentation, created at the beginning of the development process. The primary constraints are scope, time, quality and budget.

Why project management is important
 ➢ Developing a Career Academy can be a large and complex project.
 ➢ It can help manage timelines across a range of partners.
 ➢ Encourages team working.
 ➢ Maximising cost efficiencies and effectiveness.
 ➢ It ensures proper expectations about project delivery.
 ➢ It identifies challenges and barriers and puts in place mechanisms to address these.
 ➢ Will support integration into any existing processes in the partner organisations.
 ➢ Helps retain and use knowledge and lessons learnt.

What good project management looks like

INITIATION & CONCEPTION	PLANNING	LAUNCH & EXECUTION	MONITORING & CONTROL	PROJECT CLOSURE
Define Project Goals Create Project Brief	Project Scope & Budget Deadlines Team Roles Communication Plan Milestones	Budget Management Resource Planning Status Reports	Project Goals Quality of Deliverables Team Performance	Celebrate Retrospective Meeting Project Closure Report

> **Initiation and Conception**
> - Senior leaders will have agreed a mandate to develop a Career Academy.
> - Project manager needs to define the projects goals, be clear about the 'why' of the project.
> - Complete an Options and develop the Business case.
> - Develop the project brief – coproduce this to enhance sign up and understanding of the concept.

> **Planning**
> - Develop the project plan, including;
>   - Project scope
>   - General workflow and process
>   - Team roles and responsibilities.
>   - Key project milestones (e.g. deliverable reviews and meetings).
>   - Approval processes.
>   - How you will work with the stakeholder team to ensure you get it all done on time and under budget.
> Develop a communications and marketing plan.
> Develop risk strategy and risk management plan including mitigations.

> **Launch and Execution**
> - This stage is typified by the following project management activities;
>   - Budget management
>   - Timeline management
>   - Resource planning
>   - Change management
>   - Risk management
>   - Quality management
>   - Internal deliverable reviews
>   - Communications and facilitation

- Meeting management.
  - o Each of these activities should be informed by the different stages included in developing an effective [Academy](#) structure. The aspects of this work will be informed by which elements of the structure an area has identified it wishes to focus on as well as which activities the Academy will engage with such as [Pipeline](#).

- ➤ **Monitoring and control**
  - o Use project management approaches to ensure ongoing delivery of the activities agreed in the set-up stage.
  - o Manage and document any changes as part of the change management processes.

- ➤ **Project closure**
  - o Ensure the project has been delivered to the specification agreed at inception, and changes have been made based on the lessons learned within the project.

Top Tips
- ➤ **Listen and engage**
  - o Pay attention to the makeup of the team and recognise their strengths and capabilities and utilise them.
  - o Study your stakeholders/commissioners and ensure your team are clear about project purpose and goals.
  - o Engage with team members and stakeholders in ways that matter to the project's success.
  - o The more people are on side the greater chance of the success. Listening enables you to gather material to use in building relationships.
- ➤ **Be a problem solver**
  - o Don't rush into the doing of a project before analysing all the dependencies and identifying all the risks.
  - o Do as much pre-emptive problem-solving as possible with your team.
  - o If the project deviates from the plan ensure that you find out the why, what, where and when of what caused the project variation. Valuable lessons can be learnt.
- ➤ **Be an effective team player**
  - o Work with the team and learn how to maximise their expertise.
  - o Being a team player means asking for support when it's needed.
  - o Don't be the person who waits too long before acknowledging there is a problem.
  - o Be a transparent problem-solver and let the team know as soon as you recognise there is an issue.
- ➤ **Know the project management tool**
  - o Make sure you and the team are familiar with the specific project management and know how to use it.
  - o Optimise the tool to its best advantage to ensure effectiveness. Monitor the approach to ensure it remains the best one to use.

- If the tool you have chosen isn't effective, explore other tools to see if they are a better fit.
- ➢ **Know your partners**
  - Know your stakeholders/commissioners as individuals and as organisations.
  - Understand your partners goals, vision and mission are; identify what they care about and how they want to communicate.
  - Understand how your partners deal with change, conflict and solve problems. This allows you to pre-empt issues and challenges that come from their individual organisational context.
  - Use your emotional intelligence. This allows you to understand the behaviour of partners and their organisations.
- ➢ **Find a mentor.**
  - Mentorship is a method of supporting individuals to be the best they can be.
  - It is important to use a mentor that has a working style that you can connect with.
  - Mentors can also help to reflect on issues within a project and find ways of dealing with these.
- ➢ **Embrace change.**
  - Uncertainty is part of every project, so there will be many unexpected surprises in any project management process.
  - Ensure you remain flexible, adaptable and able to improvise where appropriate.
- ➢ **Be kind, be honest, have a sense of humour.**
  - Remain human, be respectful and treat people the way you like to be treated.

Tools and Resources

Prince 2
https://prince2.wiki

List of Project Management Tools
https://www.proofhub.com/articles/top-project-management-tools-list

Microsoft Project Plan Templates
https://www.stakeholdermap.com/project-management/10-useful-project-management-tools.html

Tools and Techniques of Project Management
http://www.acornlive.com/demos/pdf/E2_EM_Chapter_7.pdf

Seven Best Project Management Tools
https://www.entrepreneur.com/article/303849

Project Management Tools & Techniques
http://www.umsl.edu/~sauterv/analysis/488_f02_papers/ProjMgmt.html

How to be a better Project Manager

Options Appraisal

An informed organisation collects high quality information on its context, activity and results. This information is analysed to expose issues or opportunities and identify options available to decision-makers.   An options appraisal can be helpful as;

➢ It provides a clear outcome by identifying a preferred model, which can then be developed in greater detail.
➢ The process can be used to engage with key stakeholders and identify priorities.
➢ It can raise difficult and important questions and challenges at an early stage.

Why an options appraisal is important

➢ Ensures informed decision making.
➢ Identifies the key objectives that must be achieved.
➢ Describes the different ways of achieving these objectives.
➢ Outlines the pros and cons of each of the options in terms of the benefits (financial and non-financial).
➢ Identify if a Care and Health Academy is an appropriate solution to the workforce challenges in the locality.
➢ To understand and analyse the costs and benefits of the range of set up options available to the partnership.
➢ To ensure the Academy is set up as a service with long term viability able to deliver high quality services for the longer term.

> 3 main themes for investigation
> **Desirability** - the degree to which each option meets the strategic objectives and priorities of stakeholders
> **Viability** - the degree to which each option is financially viable and sustainable
> **Feasibility** - the degree to which each option can be implemented

https://www.local.gov.uk/sites/default/files/documents/pas-options-appraisal-wor-7f5.pdf

What a good options appraisal looks like
There are numerous approaches to an options appraisal, this section explores the Five Phase Approach;

Phase	What	How
Phase 1	Project start up, strategic content, key objectives and outcomes, levels of risk and control, delivery options available, governance and stakeholder management	➢ Identify the strategic context and need for the services or project ➢ Agree the key objectives and outcomes required ➢ Identify the different options available ➢ Establish the governance and stakeholder management ➢ Establish the level of risk and control your authority may be willing or able to transfer
Phase 2	Gather information, develop evaluation criteria, conduct high level option appraisal	➢ identify how the options appraisal will be undertaken ➢ Develop the evaluation criteria you are going to use ➢ Gather information you need to inform your assessment
Phase 3	Identify a short list of options	➢ Conduct an appraisal and identify a short list of options
Phase 4	Validation of process and outcomes	➢ Test out the process and outcomes with peers/experts
Phase 5	Determine the next steps	➢ Progress with Business Case development.

Top Tips

Developing a long list of alternative delivery model options

Market analysis and assumptions to underpin appraisal

Developing assessment criteria

Identifying gateway criteria

Developing a shortlist of options

Developing propositions for each of the shortlisted options

Objectively scoring each of the shortlisted options

Identifying the preferred option(s) for further investigation

Tools and Resources

HM Treasury and LGA Options Appraisal workbook
https://www.local.gov.uk/sites/default/files/documents/pas-options-appraisal-wor-7f5.pdf

Central Government options appraisal guidance
https://www.gov.uk/government/publications/libraries-alternative-delivery-models-toolkit/stage-5-options-appraisal#overview

National Audit Office's review of Options Appraisal
https://www.nao.org.uk/wp-content/uploads/2011/05/1012_Option_Appraisal.pdf

Business Case

A business case builds on the outcome of the options appraisal and aims to provide organisations with a tool for evidence based and transparent decision making as they implement the project.

Why a business case is important

➢ It articulates the risks, opportunities and threats involved and puts them in the perspective of the investment required.
➢ It is a record of the financial context and a summary of all the benefits that will be delivered.
➢ It ensures that the project is aligned to strategy, is thought through, the rationale and proposal is reviewed, the sponsor is held to account and progress & outcomes are tracked.

What a good business case looks like

The Five Case Model is a framework for thinking that answers three basic questions;

➢ Where are we now?
➢ Where do we want to be?
➢ How are we going to get there?

(Shruti Deshpande, 2014).

➢ The five views/cases are;
  o **Strategic Case**; the case for change that fits with the strategic objectives of the organisation(s).
  o **Economic Case;** the solution that provides best value.
  o **Commercial Case**; the solution that is attractive to the marketplace, can be procured on appropriate terms and is commercially viable.
  o **Financial Case;** the financial investment required and it's affordability.
  o **Management Case;** the input and engagement required from all parties involved in the project is to succeed.

The diagram below describes this approach;

> - An alternative approach to business case development is the Lean Canvas Model which is describe below;
>   - Lean Canvas; is a 1-page business plan template that helps to deconstruct ideas into its key assumptions. It replaces elaborate business plans with a single page business model.
>   - Lean Canvas includes aspects for organisations to deal with uncertainty and risk as outlined below;

1.3 Existing Alternatives	1.2 Solutions, features, benefits	1.1 Problem, desire, need
What other organisations provide these solutions? Make sure you know what links to what in 1.2?	How will the Academy 'solve' these issues (all of them)? What are the key features/benefits of these solutions?	What is the precise problem we want the Academy to address and why? Think about the full ranges of issues & areas the Academy may focus on e.g. Pipeline, recruitment, retention, development & innovation

2. Value proposition	3. Channels
a) Identify the benefits your product (Academy or aspect of its work) offers b) Describe what makes these benefits valuable c) Identify the customers main problem d) Connect the value to the problem e) Differentiate the Academy as the preferred provider of this value	Think about how the Academy needs to communicate with and reach its customer segments. Channels can be direct/indirect and have 5 phases; • Awareness • Evaluation • Purchase • Delivery • After sales
4. Customer Relationships Think about the categories of customers. For each one think about the type of relationship each segment expects e.g. Customer service, interactions. Also, how these need to inform the business model. How to create the 'Viral Effect.'	**5. Key Resources** • Think intellectual resources, brand, copyright©, partnership, databases (NB link to impact) • People resource; skills & abilities • Physical
6. Key Activities Think about the activities the Academy **MUST** perform to be successful	**7. Key Partners** What relationships & agreements will the Academy need in place & why?
8. Revenue Streams What revenue streams might the Academy have? • Transition based • Service • Project • Recurring • Evaluation	**9. Cost Structure** What will the most important costs be? • Staff • Buildings • Overheads • Service

The table below identifies the strengths and weaknesses of the Lean Canvas Approach.

Strengths	Weaknesses
Focus on the problem-solution fit	Partners and value exchange between different actors is not visible
Includes measuring the success	Defining the unfair advantage can set barriers in a to early stage of the development of the idea
Reflects lean start-up mindset: Build-measure-learn	No team or cultural aspects (only within resources)
Unfair advantage helps to differentiate in the market	Missing building blocks for special usage, such as sustainable business models

Easy to understand the elements and the structure	

Top Tips

- ➢ **Ensure the project is aligned to strategy**
  - o Document the reason for the project
  - o Review the scope against strategy
  - o Make an informed decision about whether to progress
  - o Allocate time and money to it.
- ➢ **Ensure the project has been thought through**
  - o Complete a detailed analysis
  - o Present evidence and rationale for the chosen option
  - o Draft the business case
  - o Peer review the business case.
- ➢ **Ensure the sponsor is held to account**
  - o Identify the sponsor
  - o Establish a project steering group and meeting schedule
  - o Establish project infrastructure e.g. project and programme managers
  - o Be clear about budget, resources, timescales and benefits realisation plan.
- ➢ **Ensure progress and outcomes are tracked**
  - o Using the agreed baseline data for the project and the project infrastructure track and monitor progress against targets.

Tools and Resources

Right brain business planning
https://www.rightbrainbusinessplan.com

Business Model Canvas
 https://canvanizer.com/new/business-model-canvas

Lean Canvas
https://leanstack.com/leancanvas

Five case business plan model
http://fivecasemodel.co.uk/the-five-case-model/?fbclid=IwAR3eUTlxZD-5VcEVRVj_AmCTPnGItEQwygLNCbkTV43G2WQmrmXRCef3aZU

Five steps to developing a solid business case
https://www.chasegroup.com.au/five-steps-to-develop-a-solid-business-case

Developed by the Coproduction Group

What the workshop said about the business case;

1.3 Existing Alternatives	1.2 Solutions, features, benefits	1.1 Problem, desire, need
Training; • NHS Leadership Academy/ HEE • LEPs; Skills committees	Solutions; • The Academy is inclusive • Valuing Staff/Learners	Problem; • Ageing population • Needs are increasing and becoming more complex

- Education, Colleges, Independent Training Providers, Universities, LA Workforce Development Teams
- Online training

Recruitment (Fairs);
- Recruitment agencies
- Providers
- Statutory organisations
- Skills for Care, I Care Ambassadors
- Careers advice organisations

Strategic Workforce Planning;
- LA, HEE, Skills for Care, LEPs
- Provider Forums

Funding;
- Skills for Care Workforce Development Fund
- Apprenticeship Levy
- 16 – 19 Funding
- Adult & Community Learning Funds
- Adult Learning Loans
- Department of Health
- Personal Training Budgets

- Open and accessible
- Communication
- Generate positive images of social care
- Recognised brand
- Reputation as provider of high quality & affordable courses
- Sufficient resources & expertise to effectively market its offer
- Uses workforce intelligence to deliver its business
- Minimum training standards across providers
- Values based recruitment is used and promoted
- Retain and recruit skilled and competent staff with the right values, across the locality
- Promote the benefits of working in Adult Social Care
- Attracts the workforce of the future
- Supports providers to deliver high quality care for those in need now and in the future

- Negative image of social care
- People unaware of the career opportunities in care
- There is little information about career or role options in care
- Competition with health care for same pool/type of individual
- Recruitment processes in social care are not efficient
- Retaining staff is difficult in low pay environment
- The approach to workforce planning is not coordinated

Desire;
- Younger staff
- Sufficient and diverse staff resource to reflect social care population.

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2. Value proposition
Identify the benefits your product (Academy or aspect of its work) offers:
- Well trained, highly skilled, competent workforce with the right values & work ready
- Increased level of skill; more productive
- Re-engage people back into employment
- Inclusivity, make care attractive & accessible
- Channel people into the sector

Describe what makes these benefits valuable;
- Well delivered services.
- Excellent, consistent person-centred care
- Reduced turnover.
- Attract younger people into the sector

Identify the customers main problem;
- Lack of applicants
- Lack of competent staff with the right values

Connect the value to the problem;
- People will always need good care & demand is increasing.

Differentiate the Academy as the preferred provider of this value;
- Independent/non-biased
- Reputation, local focus
- Working to national standards
- Clear commitment from leaders
- Partnership, Diversity & Innovation

3. Channels
- Mobilisation plan
- Effective public relations
- Marketing strategy, digital, hard copy, face to face, social media, website
- Promotional launch event
- Pop up sessions in community
- Recruitment events, roadshows
- Consistent and positive messages e.g. Case studies of outcomes learners, good news stories, real people doing real jobs
- Learner satisfaction surveys to support other methods

4. Customer Relationships	5. Key Resources

What;	• Finance/available budget
• Open, honest, flexible & transparent relationships	• Time
• Understanding, managing expectations/not setting people up to fail	• Information technology
• High quality communication & consistent messages	• Leadership team
• Share success stories	• Training team/partners with training resource
• Know your market segments	• Physical space/virtual space
How;	• Database of Providers/regulators/funders/PR
• Right language, clear language	• DBS funding
• Regular engagement & contact	• Corporate sponsors
• Preferred contact method	• Procurement advice
• Clear, succinct, bite size info, easy to use	
• Openness, transparency, honesty, integrity, trust, realistic	

6. Key Activities	**7. Key Partners**
• Marketing strategy & public relations	• Schools/Colleges/Universities/Training Providers.
• Understand local labour market & workforce needs	• JC+/DWP
• Understanding the competition	• Employers/providers
• Partnership development	• Local Authorities/NHS/HEE
• High quality training & development	• Community & Voluntary Sector
• Placement planning	• Media
• Open days, recruitment events.	• Skills for Care
• Value based recruitment	
• Career advice & support to potential recruits	
• Performance e.g. People in jobs, nos. of learners	
• DBS process support	
• Progression planning for individuals	
• Mentoring, support and follow up	

8. Revenue Streams	**9. Cost Structure**
See section on Funding	See section on Funding

Action Planning

Once the business plan is agreed it is important to develop an action plan. This helps organisations and partnerships to go from its vision to reality. An action plan enables project managers to deliver and manage the project by describing what actions are required by when to meet the identified objectives. This increases efficiency and accountability

Why action planning is important

- ➢ Identifies the steps that are needed to achieve the stated goal.
- ➢ Clarifies what resources are required.
- ➢ Identifies the timeline for when tasks need to be completed and by whom.
- ➢ Makes it easier to track progress and identify issues, challenges and solutions.
- ➢ Boosts productivity, keeps the team focused, motivated and on track.
- ➢ Gives a clear direction, highlights the steps to be taken with completion dates.

➢ Supports prioritisation of tasks.

What good action planning looks like

A good action plan includes;
- ➢ A well-defined description of the goal to be achieved.
- ➢ Tasks/ steps that need to be carried out to reach the goal.
- ➢ People who will be responsible for carrying out each task.
- ➢ Deadlines and milestones are included.
- ➢ Includes resources needed to complete the tasks.
- ➢ Identifies the measures that will evaluate progress.

Top Tips

- ➢ Engage project management support.
- ➢ Define your end goal;
  - o Be clear about what you want to achieve.
  - o Define where you are and where you want to be.
  - o Analyse the situation and explore possible solutions before prioritising them.
  - o Write down your SMART goals.
- ➢ Identify the steps in your Action Plan;
  - o List all the tasks, due dates and people responsible.
  - o Ensure each task is clear and attainable; break down complex tasks.
  - o Ensure everyone has access to the plan.
- ➢ Prioritise tasks and add deadlines;
  - o Prioritise the tasks.
  - o Add realistic deadlines and timescales.
  - o Consult with the person responsible for each task.
- ➢ Set milestones and identify resources needed;
  - o Identify Milestones.
  - o Develop a resource plan, including the budget.
- ➢ Visualise your action plan;
  - o Draft your action plan in a format that is easily understood.
  - o Ensure the plan includes tasks, owners, deadlines and resources.
- ➢ Monitor, evaluate and update;
  - o Allocate some time to evaluate progress.
  - o Identify outstanding and overdue tasks.
  - o Report to the project sponsor on overdue items.
  - o Identify solutions to the overdue issues.

SMART goals are
- Specific
- Measurable
- Achievable
- Realistic
- Timely

Tools and Resources

Overview of action planning
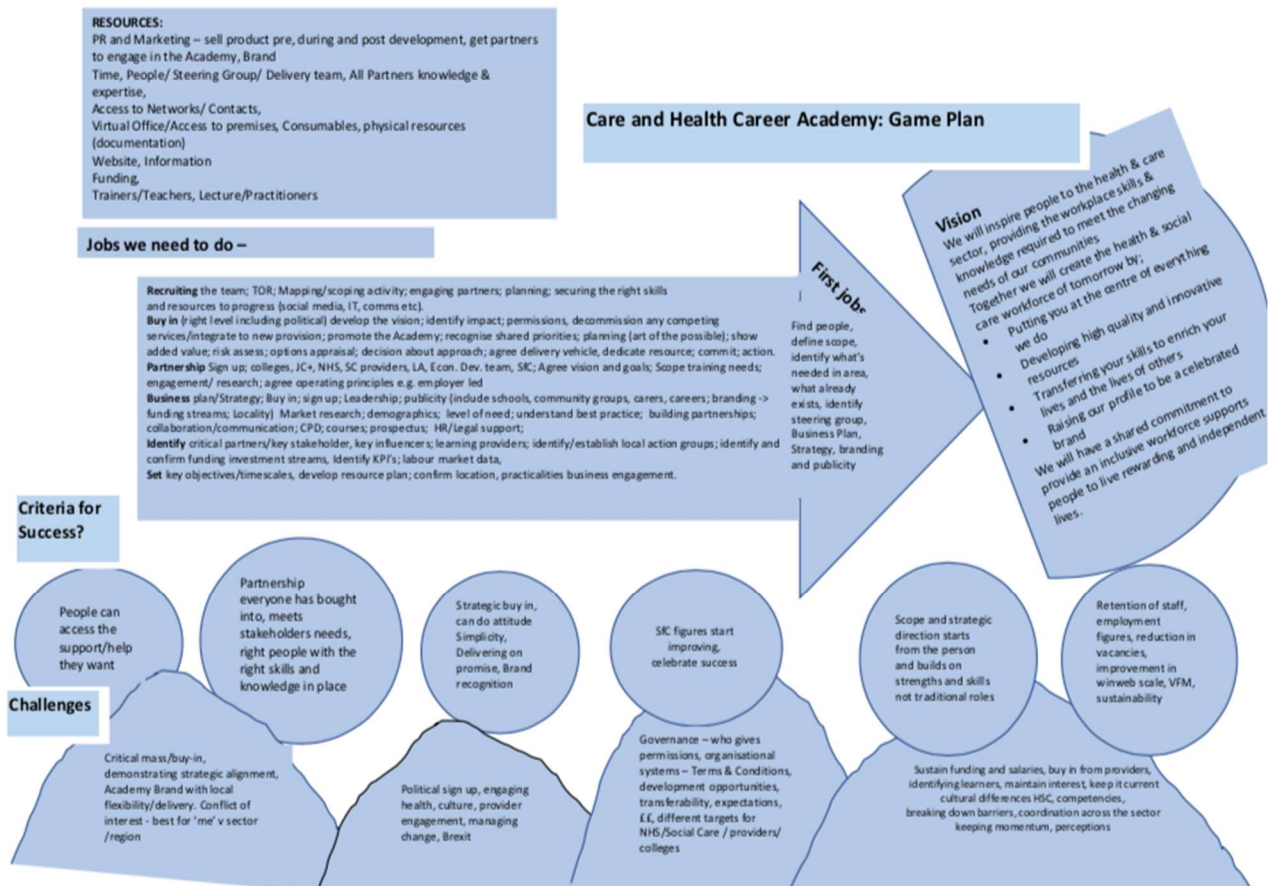https://www.england.nhs.uk/improvement-hub/wp-content/uploads/sites/44/2018/06/An-Overview-of-Action-Planning.pdf

Useful templates

How to write an effective action plan
https://www.doctemplates.net/action-plan-template/

Developed by the Coproduction Group

RESOURCES:
PR and Marketing – sell product pre, during and post development, get partners to engage in the Academy, Brand
Time, People/ Steering Group/ Delivery team, All Partners knowledge & expertise,
Access to Networks/ Contacts,
Virtual Office/Access to premises, Consumables, physical resources (documentation)
Website, Information
Funding,
Trainers/Teachers, Lecture/Practitioners

Care and Health Career Academy: Game Plan

Jobs we need to do –

Recruiting the team; TOR; Mapping/scoping activity; engaging partners; planning; securing the right skills and resources to progress (social media, IT, comms etc).
Buy in (right level including political) develop the vision; identify impact; permissions, decommission any competing services/integrate to new provision; promote the Academy; recognise shared priorities; planning (art of the possible); show added value; risk assess; options appraisal; decision about approach; agree delivery vehicle, dedicate resource; commit; action.
Partnership Sign up; colleges, JC+, NHS, SC providers, LA, Econ. Dev. team, SfC; Agree vision and goals; Scope training needs; engagement/ research; agree operating principles e.g. employer led
Business plan/Strategy; Buy in; sign up; Leadership; publicity (include schools, community groups, carers, careers; branding -> funding streams; Locality) Market research; demographics; level of need; understand best practice; building partnerships; collaboration/communication; CPD; courses; prospectus; HR/Legal support;
Identify critical partners/key stakeholder, key influencers; learning providers; identify/establish local action groups; identify and confirm funding investment streams, Identify KPI's; labour market data,
Set key objectives/timescales, develop resource plan; confirm location, practicalities business engagement.

First Jobs

Find people, define scope, identify what's needed in area, what already exists, identify steering group, Business Plan, Strategy, branding and publicity

Vision
We will inspire people to the health & care sector, providing the workplace skills & knowledge required to meet the changing needs of our communities
Together we will create the health & social care workforce of tomorrow by;
Putting you at the centre of everything we do
- Developing high quality and innovative resources
- Transferring your skills to enrich your lives and the lives of others
- Raising our profile to be a celebrated brand
We will have a shared commitment to provide an inclusive workforce supports people to live rewarding and independent lives.

Criteria for Success?

People can access the support/help they want

Partnership everyone has bought into, meets stakeholders needs, right people with the right skills and knowledge in place

Strategic buy in, can do attitude Simplicity, Delivering on promise, Brand recognition

SfC figures start improving, celebrate success

Scope and strategic direction starts from the person and builds on strengths and skills not traditional roles

Retention of staff, employment figures, reduction in vacancies, improvement in winweb scale, VFM, sustainability

Challenges

Critical mass/buy-in, demonstrating strategic alignment, Academy Brand with local flexibility/delivery. Conflict of interest - best for 'me' v sector /region

Political sign up, engaging health, culture, provider engagement, managing change, Brexit

Governance – who gives permissions, organisational systems – Terms & Conditions, development opportunities, transferability, expectations, ££, different targets for NHS/Social Care / providers/ colleges

Sustain funding and salaries, buy in from providers, identifying learners, maintain interest, keep it current cultural differences HSC, competencies, breaking down barriers, coordination across the sector keeping momentum, perceptions

Set up

Funding

The Department of Education provides funding for education & training and community learning via the Education and Skills Funding Agency (ESFA). ESFA funding is divided into three main streams;

- 16-19 budget (including apprenticeships).
- The Adult Education Budget (AEB) The AEB includes funding for adult further education outside of apprenticeships (provided as part of the Adult Skills Budget); community learning; and discretionary learner support.
- Apprenticeship funding for adults.

What funding is available?

- 16-19 provision
    - The Education and Skills Funding Agency uses a national funding formula which funds institutions to deliver study programmes.
    - Study programmes must be tailored to the prior attainment of each student, have clear study/employment goals, show progression, include qualifications and work experience.
    - Maths and English is included for those who have not achieved a good GCSE pass by age 16.
- Adult Education Budget
    - The Adult Education Budget aims to provide adults with the skills and learning they need to equip them for work, an apprenticeship or other learning.
    - The funding supports the provision of flexible, tailored programmes of learning for eligible learners.
    - Learners and/or employers are expected to share responsibility for funding eligible provision. This is known as co-funding.
    - From 2019-20 onwards, responsibilities for certain adult education functions have been transferred (or devolved) to 6 Mayoral Combined Authorities and the Greater London Authority.
    - The devolved authorities can publish their own funding rules for providers in receipt of funding. They are required to fully fund statutory entitlements to eligible learners.
    - Learners who are employed but earning a low wage and unable to contribute towards the cost of co-funding fees, may be fully funded by providers. The eligibility requirements for learners to receive full funding are that they:
        - are eligible for co-funding

- earn less than £16,009.50 annual gross salary.
  - o The Adult Education Budget also funds learning which is not subject to accreditation including independent living skills and engagement activity, employability & work skills and labour market re-entry.

The table below details the types of provision that are funded by the Education and Skills Funding Agency.

Provision / learning aims	19- to 23-year-olds	24+ unemployed	24+ other
English and maths up to and including a Level 2 qualification	Fully funded	Fully funded	Fully funded
Learner's first full Level 2 qualification	Fully funded	Fully funded	Co-funded
Learning to progress to a Level 2 qualification	Fully funded	Fully funded	Co-funded
Level 3 qualification	Fully funded where it is a learner's first full Level 3 qualification Loan-funded if the learner has previously achieved a qualification at full Level 3 or above	Loan-funded	Loan-funded
Traineeship	Fully funded for 16- to 24-year-olds	N/A	N/A
English for speakers of other languages (ESOL) up to and including Level 2	Fully funded if unemployed, otherwise co-funded	Fully funded	Co-funded
Learning up to and including a Level 2 qualification where the learner already has a full Level 2 qualification or above	Fully funded if unemployed, otherwise co-funded	Fully funded	Co-funded
Learning up to and including a Level 2 qualification where the learner has not already achieved a full Level 2 qualification or above	N/A	Fully funded	Co-funded

Source: *Adult education budget funding rules 2019 to 2020*, p.33.

- ➤ Apprenticeship funding
  - o A funded apprenticeship must be a genuine job i.e. a paid role with enough time to complete the apprenticeship.

Risedale Retirement and Nursing Homes works with the Open University and the University of Cumbria to meet their workforce needs for nursing staff. Currently 5 staff have completed their Registered Nurse training through the Open University funded by the organisation. At the time of writing, Risedale has 11 students pre apprenticeship, 14 students training via an apprenticeship and 11 students converting from Associate Practitioner to registered nurse via an apprenticeship. Funding for this is via the apprenticeship levy which significantly reduces the cost of developing each practitioner. The levy cost for a nurse is £27 000 for Nursing Associate £15000 and for Assistant Practitioner, £12 000 and the employer contribution once the levy is spent or for non-levy paying organisations is 5%. As such a nurse will cost an employer £1,350, a Nursing Associate £750 and an Assistant Practitioner £600. Risedale also identifies the additional costs of back fill at 1 extra health care assistant per 3 students. The organisation is willing to invest in this way as it ensures that they have sufficient appropriately qualified staff now and for the future. This investment in individuals is supported by a contract that expects the practitioners to pay back any training costs if they decide to leave the company.

o   All employers with an annual pay bill more than £3 million pay the apprenticeship levy at a rate of 0.5% of their pay bill.
o   The Government/ESFA adds 10% to the funds in the account each month
o   Employers who do not pay the levy share the cost of training and assessing their apprentices with government through co-investment. The employer pays 5% and the government pays 95% of the costs, up to the funding band maximum.
o   For employers with fewer than 50 employees, the Government funds all apprenticeship training costs where the apprentice is aged between 16 to 18, or between 19 and 24 and has either an EHC plan or has been a looked after child.

- ➢ European funding
  - o The ESFA uses European Social Fund structural funds to support adults and young people through a number of initiatives, including Skills Support for those needing to move into new jobs;
    - • Workforce programme that helps employees in small/medium-sized enterprises to move to higher levels of learning or apprenticeships.
    - • Unemployed programme provides training to individuals on benefits and looking for work, to develop their skills to move into jobs.
    - • People at risk of redundancy
  - o Community Grants funds small community organisations to help people in the hardest to reach communities enter the labour market.
- ➢ Grants and bursaries
  - o Available to adult learners from national and local organisations, including charities. These are sometimes available to students on particular courses, e.g. social work or industrial relations.
- ➢ Skills for Care
  - o Workforce Development Fund supports continuous professional development of staff across the Adult Social Care sector, particularly Personal Assistants.
- ➢ Personal Training Budgets
  - o Nurses in NHS hospitals, community settings and GP surgeries in England have access to a personal training budget of more than £1,000 over three years to support their learning and development.
- ➢ Local Authority, health and provider workforce development funding (pooled)

Top Tips

➢ Talk to your local college, university or training provider.
➢ Check for new guidance in September each year.
➢ Sign up for Skills for Care newsletter.
➢ Establish a matchmaking levy service.
➢ Be creative with organisational workforce development budgets and pool these with other organisations.

Tools and Resources

Education and Skills Funding Agency; Funding Guidance 19/20
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/838580/AEB_2019-20_rules_Sept_Draft_version_3_.pdf

Skills for Care Workforce Development Fund
https://www.skillsforcare.org.uk/Learning-development/Funding/Workforce-Development-Fund/Workforce-Development-Fund.aspx?fbclid=IwAR1Tyu0pJRzC9eyUEZCfdr2OPTq_DFcVYMh1QKT-lgnUFJXFhIih7YdnDUc

Manchester Levy Match Service
https://levymatchfinder.co.uk

Developed by the Coproduction Group

8. Revenue Streams	9. Cost Structure
• Education & Skills Funding through Colleges and Training Providers; to include Traineeships, Apprenticeships etc • Public sector organisations funding e.g. Local Authorities, NHS etc • Employer sponsorship e.g. seconding staff on to full time training course • Local Enterprise Partnerships • Skills for Care Workforce Development Funding • Health Education England • Technology grants • Big Lottery Funding • European Union Funding/ESF • JC+ Funding • ADASS/LGA • Grant funds • Workforce Transformation Funds • Integrated Care Networks, Integrated Care Services	• Buildings/Virtual Learning Environment platform • Overheads • Workforce • Marketing, PR & Communications • Accreditation & Certification • DBS • Incentive costs (such as transport) • Potential impact on Benefits. Reliant on agreement with JCP) • IT, website

Infrastructure

Organisational infrastructure is the method by which activity flows through a business. It allows people/teams to work together within their individual functions and to manage tasks. Traditional structures tend to be formalised with employees grouped by function (such as finance or operations), region or product line. Less traditional structures are more loosely woven and flexible, with the ability to respond quickly to changing business environments.

Why infrastructure is important
- Structures that are fit for purpose will help information flow through the organisation effectively and support the efficient delivery of the business.
- Ensures there are no structural gaps in roles, work processes and accountabilities.
- Ensures appropriate responsibilities and manageable span of control.
- Ensures the organisation is able to work to capacity, utilising the capabilities of its employees effectively and being responsive to changing demands.
- Provides value for money through appropriate use of employees time and skills, e.g. senior managers 'managing' and administrative staff supporting those functions.
- Agile organisations can rapidly deploy people to address shifting business needs.

What good infrastructure looks like
- Someone/partners able to understand the best structure for the Academy, not simply a replication of existing structures.
- Good governance with clarity about who has the decision-making powers.
- Rules by which the organisation operates are explicit.
- Distribution of work should be clear, linked to skills and autonomy and manageable for the person/team.
- Includes people who look at the world in a different way and envisions a different future. As well as people able to articulate this in business terms and to influence others in the team to join them.
- Team members able to design and complete the work, including breaking the vision into strategies and goals.
- Partners able to identify funding, champion the initiative, and ensure that they continue working towards their vision.
- Formal decision-making structures and roles including; Steering group, Board, Task forces/project groups/teams.

Top Tips
- Establish the organisations purpose.
- Understand the impact of the partnership arrangements on the organisations structure; will it be a new organisation, or part of one of the existing partners?

- ➤ Ensure the Academies infrastructure includes; job design, departmentation, delegation, span of control and chain of command.
- ➤ Be aware of unwritten rules as the organisation evolves, these can be powerful and both positively and negatively influence the culture.

https://ctb.ku.edu/en/table-of-contents/structure/organizational-structure/overview/main

Tools and Resources

Discussion about the importance of considering your infrastructure
https://www.investopedia.com/terms/i/infrastructure.asp?fbclid=IwAR10-EdwJD7W2FqKzSfTo5Z49jLUlsOREZPdNhXzi1jfoY8PTjway59iG98

McKinsey 7 S framework
https://www.mckinsey.com/business-functions/strategy-and-corporate-finance/our-insights/enduring-ideas-the-7-s-framework

How to determine what are mission critical organisational activities
http://www.continuitycentral.com/feature0222.htm

Developed by the Coproduction Group

Governance	Partners represented	Protocols and policies	Complaints	Safeguarding	HR	Project Management	Business Planning
Partnerships	People and families	Statutory organisations	Providers	Education & Training Proviiders	Schools and Careers Advice	JCP	Learners
Culture	Person Centred	Value Based	Inclusive	Transformational	Responsive	Evidence Based	Outcomes focused
Leadership	Transformational	Across Boundaries	Shared Vision	Accountable	Delegated Authority	Authentic	Focus on place
Financial	Understanding funding streams	Maximise apprenticeship levy	Budget Setting	Management Accounts	Pool funding	Grants	Pool funding
Technology	Website	Social Meida	Apps	Online advertising & Applications	Search Engine Optimisation	Online Learning Resources	KPI's

Data	Qualitative & quantitative	Evaluation	GDPR	Workforce and labour market intelligence	Student Data
People	Motivated and competent staff with right values	Creative and flexible staff	I Care Ambassadors	Lecturer Practitioner roles	Board members /Stakeholders	Secondments
Community	Awareness of and mapping groups	Networks	Scouts/guides social care badge	Work in schools from early age	Volunteering opportunities

Structure and Processes	Clarity of roles and responsibilities	Clear lines of accountability, authority and responsibility	Efficient marketing	Business planning	HR (Recruitment & Retention)	Policies and procedures	Learner support
Viability and Sustainability	Work within financial envelope	Evidence effective delivery and outcomes	Marketing plan	Risk management	Environmental sustainability
Learning	Blended learning	Work-based learning	Virtual learning	Career passport	Interactive

Impact and Performance	Data collection	Retention and attrition rates	Pathways and outcomes	Learner data	Measure against National Standards	Impact of the partnership
Environment	Internal	Actual/Virtual, simulation rooms, technology, resources	External	Negative image of social care, funding, locality of the Academy

Values, Vision, Principles and Standards

Values represent the fundamental beliefs that are important to an organisation and articulate the sense of 'who or what' it is. These values when translated into the vision help to specify the key aims and goals of the business. Principles help to articulate the behaviours that are expected of the workforce in relation to the values and the vision, while standards are the measurable articulation of the principles. Principles and standards should link to the performance criteria established for the Academy.

Why values are important

- Values are an important part of any organisation, core values help clients and customers/learners understand what the company is about and clarify its identity.
- Having a set of core values can provide a competitive advantage.
- Organisational values help employees to make informed decisions and unify the culture helping to make the vision a reality.
- Values inform decision-making.
- Core values drive the business and help everyone in the organisation reach the identified goals.
- Values should be reflected in all aspects of the business from attracting learners through to engaging with employers, as well as informing the organisational brand.
- Values improve communication with staff and others, boost employee motivation, morale, employee advocacy and help give employees guidance for their work.
- Values are fundamental to working in social care; they guide workers to understand right from wrong and what is important when caring and supporting individuals.

Essentially therefore values help deliver the following outcomes;

What good values look like

- No two organisations will have the exact same set of values, however it is important that the values of the Academy reflect those of their partner organisations and the sector.

Despite the individuality of each organisations values there are some that are seen more frequently than others, these include;

Top Tips

 - ➢ Don't pass over the opportunity to spend time with partners and others agreeing values. These help with decisions and other issues as the partnership progresses.
 - ➢ Use the agreed values to inform the work of the organisation and decision making.
 - ➢ Be clear when communicating the organisational values as these will inform the culture of the organisation.
 - ➢ Don't mix values with principles and characteristics or attributes.

The coproduction group identified the values they felt were important in an Academy as;

Tools and Resources

Skills for Care; Care Certificate, including section on values
https://www.skillsforcare.org.uk/Documents/Learning-and-development/Care-Certificate/Standard-5.pdf?fbclid=IwAR0glBMUA6NNSqPSZaQHm7epI94igRdcF6XZjZ21__llE9uH55bxcXsXED4

Social values in health and social care (Kings Fund)
https://www.kingsfund.org.uk/sites/default/files/media/commission-background-paper-social-values-health-social-care.pdf

SCIE Values
https://www.scie.org.uk/workforce/inductionnorthernireland/principlesofcare/values.asp

Skills for Care; Values I need to work in social care
https://www.skillsforcare.org.uk/Documents/Recruitment-and-retention/Careers-in-care/What-values-do-I-need-to-work-in-social-care.pdf

Why an organisational vision is important

➢ A clear organisational vision creates the energy and will to make change happen within a business.
➢ A vision inspires individuals and organisations to commit, persist and give their best.
➢ It is a practical guide for creating plans, setting goals and objectives, making decisions, and coordinating and evaluating the work.
➢ A vision keeps organisations and groups focused and together. This is particularly important in a partnership and when developing a Care and Health Academy.

What a good organisational vision looks like

➢ A vision should be;
  o Clear, sharp and detailed
  o Positive, acknowledging the difficulties and maintaining the aspiration
  o Big enough, including some stretch for the organisation.
➢ It should also;
  o Include changes in attitudes
  o Come from the heart not the head
  o Freedom to dream.
      https://www.johngraham.org/coach/5-the-importance-of-vision
➢ A vision should be short.
➢ A vision should be specific to your organisation and describe your Unique Selling Point.
➢ Use words that are clear, accurate, specific and reflect what you will do.
➢ Keep it simple enough for people both inside and outside your organisation to understand. No technical jargon, no metaphors, and no buzz words.
➢ It should be ambitious and exciting and achievable.
➢ Aligns to the company values that you want people to exhibit as they perform their work.
      https://www.executestrategy.net/blog/write-good-vision-statement

Top Tips

- ➢ Project five to ten years into the future.
- ➢ Determine your purpose and position as an organisation.
  - ○ What is the Academy's;
    - ▪ Objective; Why does our organisation exist?
    - ▪ Advantage; How do we do things differently, better, or more efficiently?
    - ▪ Scope; What should or shouldn't we do to achieve our objective?
- ➢ Describe what success looks like in your operations.
  - ○ What sets the Academy apart from other similar providers.
  - ○ Be succinct and clear with your definition.
- ➢ Describe a measurable goal.

Tools and Resources

Developing a team vision

https://makeadentleadership.com/developing-a-team-vision-statement/

How to write a vision statement

https://fitsmallbusiness.com/vision-statement-examples/

Developed by the Coproduction Group

TOGETHER WE WILL CREATE THE HEALTH & SOCIAL CARE WORKFORCE OF TOMORROW BY;

PUTTING YOU AT THE CENTRE OF EVERYTHING WE DO

DEVELOP HIGH QUALITY AND INNOVATIVE RESOURCES

TRANSFERRING YOUR SKILLS TO ENRICH YOUR LIVES AND THE LIVES OF OTHERS

RAISING OUR PROFILE TO BE A CELEBRATED BRAND

As well as;

WE WILL INSPIRE PEOPLE TO THE HEALTH & CARE
SECTOR, PROVIDING THE WORKPLACE SKILLS &
KNOWLEDGE REQUIRED TO MEET THE CHANGING NEEDS
OF OUR COMMUNITIES

WE WILL HAVE A SHARED COMMITMENT TO PROVIDE AN
INCLUSIVE WORKFORCE THAT IS FIT NOW, AND IN THE
FUTURE, PROVIDING HIGH QUALITY CARE TO SUPPORT
PEOPLE TO LIVE REWARDING AND INDEPENDENT LIVES.

Why principles are important

- ➢ Principles support the implementation of the vision and values by articulating the behaviours and characteristics an organisation expects of its employees.
- ➢ They are the building blocks for the culture of the organisation.
- ➢ They form part of the fabric of the organisation, not just a tick box.
- ➢ Principles guide employee's behaviour through articulating the values and vision. They influence the results teams achieve.

What good principles look like

- ➢ Person centred.
- ➢ Coproduced.
- ➢ Link to the vision and values of the organisation.
- ➢ Support the development of standards and performance indicators.
- ➢ Can be benchmarked.
- ➢ Employees have access to them, understand them and know how to use them in their work.
- ➢ Are dynamic and regularly reviewed.
- ➢ Form part of feedback.

I experience high quality care and support that is right for me.
I am fully involved in all decisions about my care and support.
I have confidence in the people who support and care for me.
I have confidence in the organisation providing my care and support.
I experience a high quality environment if the organisation provides the premises.

Scottish Government (2017)
https://hub.careinspectorate.com/national-policy-and-legislation/health-and-social-care-standards/

I live the life I want and keep safe and well
I have the information I need when I need it
I can keep in contact with my family and friends
I have my support my own way
I am in control of my life
I am supported by people who value me for who I am

TLAP Easy Read 'I' Statements
https://www.thinklocalactpersonal.org.uk/makingitreal/about/making-it-real-documents/?fbclid=IwAR0BkJszl-b7HTDJfVUWg-H1WTi-

Top Tips

The following are examples of the principles used in a different Academies;

I

Consett Academy;
- o Inclusion
- o Progression
- o Excellence

Kingston Academy;
- o Inclusive ethos
- o Focus on learning to learn
- o Strongest possible emphasis on communication
- o A belief in the power of new technologies
- o Purposeful & challenging learning
- o Successful partnerships

Royal Academy of Engineering;
- o Understand
- o Climate\Teach
- o Engage

Academy of Executive Coaching;
- o Do the right thing
- o Stick together
- o Try out new stuff
- o Say it as it is

Academy of Medical Royal Colleges
- o Core Principles of CPD
- o Individual responsibility
- o Importance of reflection
- o Rounded development
- o Employers responsibility

These are the principles identified by the coproduction group for use in a Care and Health Academy;

Learn
Innovation
Person-centred
Integrated
Share
Pioneering
Try
Quality
Inspire
Resilient
Accountability
Integrity
Productive

Tools and Resources

Making it Real TLAP

https://www.thinklocalactpersonal.org.uk/makingitreal/about/making-it-real-documents/?fbclid=IwAR0BkJszl-b7HTDJfVUWg-H1WTi-ZCz3TPF7sZ5tSzzxLkkZOY9ytj6ufmA

Scottish Government Health and Social Care Principles and Standards

https://hub.careinspectorate.com/national-policy-and-legislation/health-and-social-care-standards/

Why standards are important

➢ Standards should link to the vision, values and principles of the organisation and be reflected in all documentation.
➢ Standards provide a further basis for mutual understanding of the goals and culture of the organisation.
➢ A standard is established by consensus and provides rules, guidelines or characteristics for activities and their results.
➢ They support effective communication and measurement.
➢ It is important that standards are communicated and easily accessible to both employees and customers.
➢ By establishing, communicating and monitoring standards a company or organisation has more input into how their staff undertake tasks and support customers.
➢ Standards are a guideline against which customer service can be measured.

What good standards look like

The following are standards of practice for Career Academies in the United States of America;

Top Tips

➢ Identify set and agree areas to focus on
➢ Be clear about what will be expected
➢ Specify what it will look like when the standard is met
➢ Ensure everyone is clear what the standard is and what it means for the organisation and those it supports
➢ Identify a mechanism to identify when performance is not achieving the required standard
➢ Understand what to do when the standard is not being achieved
➢ Celebrate and disseminate good practice

Tools and Resources

How to write standards
https://www.iso.org/files/live/sites/isoorg/files/archive/pdf/en/how-to-write-standards.pdf

Business processes, procedures and standards
https://www.business.qld.gov.au/starting-business/planning/business-planning/processes-procedures-standards

Guidance for writing standards (USA)
https://www.opm.gov/policy-data-oversight/performance-management/performance-management-cycle/planning/developing-performance-standards/#Writing%20Standards

The Coproduction group formulated the following principles and associated standards;

➢ The Academy will be progressive in its thinking and approach; inspire creativity and innovation to meet the ever-changing needs of the sector whilst sustaining a clear focus on equipping the current workforce to meet customer needs.
  o **Quality and excellence;** the Academy will deliver high quality and excellent support to the sector; including high quality training that meet the needs of employers and learners, work experience, data, planning, signposting, support and innovation.
  o **Accountability;** the Academy will be accountable to the people who use it and all its stakeholders through a clear governance approach that can flex to meet future needs.
  o **Commitment to learn and improve**; the Academy will use data and intelligence from a range of sources to understand past performance and future requirements. It will use this information to grow and develop, ensuring it is a learning organisation that is fit for purpose and shares learning with the sector.
  o **Partnership working;** the Academy will work with the full range of partners (e.g. statutory organisations, care providers, people who use services, Care Quality Commission, Colleges and learners) to deliver an outstanding and sustainable organisation.
  o **Person-centred**; the Academy will deliver person-centred approaches and courses to support developments across the sector. It will operate value based recruitment and support other organisations to develop this if required. The

Academy will support organisations to develop their approach to retention of staff.

- o **Inclusivity for all**; the Academy will create sustainable partnerships with people using services to ensure their voice is included in all the work they undertake e.g. they will coproduce teaching and learning.   The academy will also be informed by care providers, statutory organisations, CQC, colleges and learners. It will ensure the voice of people using support is equal to that of other partners. The Academy will strive to achieve the 'Disability Positive' award.
- o **Try out new stuff;** the Academy will embrace innovation and work with its partners to understand and inspire 'new ways of working' that are needed now and in the future.   The Academy will work with partners to help deliver the education infrastructure to support the development of these roles and help ensure their sustainability.   It will share learning to support 'industrialisation' of the role in other organisations.
- o **Communication**; The Academy will be open/honest and transparent in what it does and communicate clearly, using accessible formats'.
- o **Innovation**; The Academy will support organisations to embrace and manage change and will support individuals to be innovative, helping them to understand how to stay resilient and focused.

Branding and Marketing

The terms branding and marketing are increasingly used interchangeably. The most successful companies focus on both branding and marketing. Working on the two areas collaboratively can provide powerful results. When doing this it is important to understand the differences between the two;

Branding	Marketing
The why?	The how
Long-term	Short-term
Big picture	Focussed and single minded
Strategic	Tactical
Begins internally	Begins with the consumer

Therefore branding is 'who' you are, and marketing is how you build awareness. Branding is the organisations strategy, while marketing encompasses its tactical goals. Eastwood (2017) notes that social care desperately needs an overarching brand and recognisable logo which can be used to identify and bring together what are now thousands of independent small businesses. Branding would go some way to raising the profile of the sector in the eyes of the public and give confidence to people to enter the sector.

Why branding and marketing are important

- Engaging and meaningful brands can create synergy in customers minds with high quality products.
- An identifiable brand creates a connection and gives people confidence in the organisation.
- A brand spells out how you are different from the competition.
- A brand tells customers what they can count on from a products or service and people.
- It's a commitment to taking care of employees needs and giving them a consistently positive experience within the company.
- A brand that is aligned with products, services, and conduct maintains the customers' trust, loyalty, and business.
- A brand can help organisations to maintain support and their customer base through periods of change across the business.
- A brand demonstrates the organisations values and priorities, creating a personal connection with people with similar values and priorities.

What a good brand looks like

- **Your brand is what people say it is;**
    - A unifying thread is always the sense of personal connection and confidence.
    - A brand is about perception, reputation and why an organisation is different from its competition.
- **It is meaningful to people;**
    - A brand tells customers what they can count on from a products or service and people.
    - It's a commitment to taking care of needs and providing a consistently positive experience with the company.
    - A business focused on the quality of experience does more to build brand than it can accomplish by using phrases like "premier provider" or "world-class service".
    - Putting customers at the centre of decisions rather than the organisation is critical and makes an organisation stand out.
- **Know what your market needs.**
- **Keep the conversation going;**
    - Listen and respond to customer needs.
    - Engage with customers in person, by phone, in writing, or virtually.
    - Use social media platforms creatively to keep people talking about the organisation.
- **Make your position clear;**
    - Use feedback to gain insight into the strengths and weaknesses of the organisation.
    - Focus on helping people to solve problems.
    - Interact with customers so you understand their needs and their priorities, and their perception of your organisations value to them.
- **Branding is a team sport;**

- o Ensure team members demonstrate the attributes of authenticity and consistency.
- o Make brand awareness a universal job requirement - recruit for it, and let employees know that it is a criteria for rewarding them.
- o Ensure the team effectively articulate the branding message.
- ➢ **Live your brand;**
  - o Align products, services, and conduct with the message to maintaining your customers' trust, loyalty, and business.
- ➢ **Keep your brand alive;**
  - o This shows why a business does what it does and why that should matter to customers. Position the brand to make a lasting impression and retain its vitality and relevance as the market changes and customer needs evolve.
  - o Regularly re-evaluate your brand.
- ➢ G**ood brands make good neighbours;**
  - o Many small business owners enjoy a branding advantage due to their close relationship with customers.
  - o Small businesses know that their brand is the little touches and things that they do to make customers happy.
  - o Most of us want to feel valued as customers, and most of us prefer to do business with people with whom we share values, priorities, and a sense of personal connection.

    https://www.inc.com/theupsstore/brand-building-best-practices.html

Top Tips

- ➢ Show customers/stakeholders that you understand their challenges.
- ➢ Articulate the benefits of doing business with the organisation.
- ➢ Offer bespoke solutions rather than off the shelf products.
- ➢ Understand how the employer brand is perceived by various stakeholders.
- ➢ Coproduce your brand.
- ➢ Build a clear picture of what the organisation stands for, offers and requires as an employer, its distinctive 'value proposition'.
- ➢ Include information about your brand in induction, applicant information, briefings for recruiters, interview and assessment process.
- ➢ Launch your brand internally and externally, apply the brand to the organisation's website and social media communications.
- ➢ Check internal and external responses and perception of your brand looking for impact on things like recruitment and retention.
- ➢ Ensure everyone in the organisation is 'living the brand'.

Tools and Resources

Brand building best practice
https://www.inc.com/theupsstore/brand-building-best-practices.html

Branding strategies

https://getbambu.com/blog/branding-strategies/?fbclid=IwAR3w1h_T92mySJznehG7v5lfN_whAuekfEV-wshT18iP9tavNIlCQiMUwas

Tools to help with branding
https://www.canva.com/learn/branding/

Building a brand strategy
https://marketingland.com/building-a-brand-strategy-essentials-for-long-term-success-240712?fbclid=IwAR0poOlKBcgJYUDPdqkWkCACv9JB4kpJsw5SQ_JyE33yoNXUwA33F0FeypE

CIPD have a useful factsheet on employer branding; you have to become a member to access this. It is free to register at https://www.cipd.co.uk

What good marketing looks like

The most successful marketing campaigns have six things in common; strategy, plan, create, communicate, analyse and management.

- ➢ **Strategy;**
  - o Research the market
  - o Analyse the competition
  - o Discover the strengths
  - o State the objectives
  - o Establish the position in the market
  - o A marketing strategy should direct the annual marketing plan and be a guide throughout campaign planning and execution.
- ➢ **Plan;**
  - o Every marketing campaign begins with careful planning; campaign goals and how to measure success should be clear.
  - o Select the audience, identify the schedule, and decide what to test.
- ➢ **Create;**
  - o Identify the resources needed to bring the campaign to life.
  - o Develop the creative assets for the campaign.
  - o Generate compelling content, persuasive messages, friendly designs, and appealing graphics.
- ➢ **Communicate;**
  - o Determine when and where the target audience will be most responsive.
  - o Get the message out.
  - o Develop an Alumni Network. This can help you tell real and inspiring stories to potential recruits.

Tried;	Learned;
• Appointment Cards • Leaflet Drops • Social Media • Word of Mouth • Websites • Community Presentations • Careers Evenings • Coffee Mornings • Newsletters	• Face to face • Don't pay for anything • People buy into people • Make sure you engage everyone • Network • Be proud and passionate about what we do.

> **Analyse;**
> - o Analyse data and apply what is learnt to future campaigns.
> - o Track progress against goals and adjust to ensure the campaign is on course to deliver desired returns.
>
> **Management;**
> - o Respond quickly and efficiently to the changing landscape.
> - o Provide marketing automation, project management, budgeting, presentations and a solid foundation for campaigns.

Top Tips

The picture below identifies a staged approach to developing a digital marketing campaign.

https://www.sartinsights.com/digital-marketing-strategy/race-a-practical-framework-to-improve-your-digital-marketing/
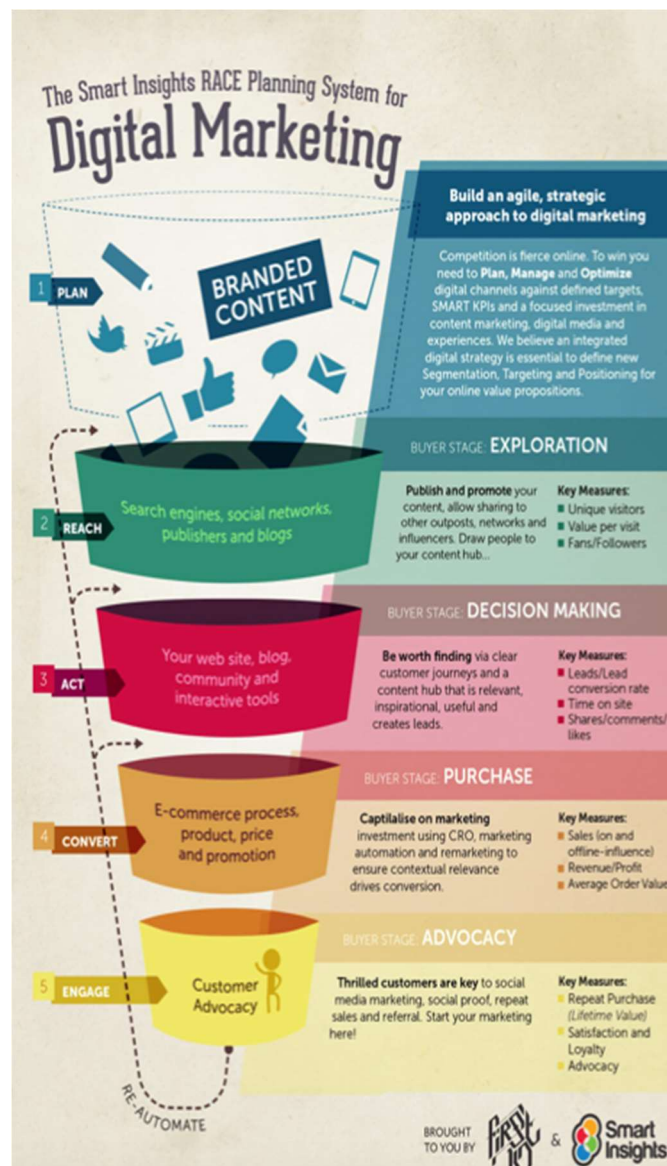
> - The structure of a marketing strategy;

- o **Introduction**; What is the market like at the point the strategy is being created e.g. look at political factors, financial position, locality, labour market and anything else that could directly influence recruitment.
- o **Key objectives and performance indicators**; Outline the outcomes required and make them measurable so evaluation and monitoring is achievable.
- o **Operational activity to deliver the Key Performance Indicators**; This can be done by segmenting the market.
- o **Brand strategy and outline your unique selling points**; Ones you will focus on to deliver your intended result. Brand is very important to any marketing plan.
- o **Competitor analysis**; Look at the competition. Who is doing what? What are the gaps? What is the duplication?
- o **Timescales with a clear plan of when and what activity will take place**; It is useful to do a table with dates, information of who will deliver, what task by when.
- o **Cost**; The budget and how it will be prioritised for the best possible outcome.
- o **Final summary**; not compulsory but good practice

Tools and Resources

A practical framework to improve digital marketing
https://www.smartinsights.com/digital-marketing-strategy/race-a-practical-framework-to-improve-your-digital-marketing/

Range of marketing articles
https://www.marketingprofs.com/

Step-by-step guide to help drive marketing performance and measure return-on investment
https://www.smartinsights.com/digital-marketing-advice/?fbclid=IwAR3A3aQ6vSfqJA4joBH7PnqAGyy1HRweIxbkg8vuhHVHJ36kIEZCeRzUSiA

The importance of Alumni networks
https://www.redbrickresearch.com/2015/10/29/the-importance-of-the-alumni-network/

Developed by the Coproduction Group

The following Marketing Strategy aims to promote the Academy and its 'Offer';

Stage	Content
Define Business Goals	- To enable delivery of a skilled, competent and work ready workforce - To promote positive images of the sector to influence public perceptions - To ensure the local population/community is aware of job roles and career progression in Health and Social Care - To promote and support the development of new roles and innovation across the sector. - To promote the academy as a centre of excellence in recruitment & retention and teaching, learning & innovation
Understand the Current Market	- Undertake market analysis. We know; - Social care is fragmented

	- Negative press - Retention of staff is an issue particularly in certain sectors - Agencies distort the way the market operates - Impact of Brexit/Election Result - People buy into people/Face to face works. - Work with local care providers/stakeholders to identify need and understand their requirements. - Understand and interpret national and local policy initiatives and best practice to support local innovation. - Use Data and Intelligence to understand who to target, where they are and how to connect with them. - Analyse what is available in training and development that meets the established need to understand gaps, duplication and complementarities. - Understand the barriers and challenges to course entry and ways to mitigate these.
Setting Outcomes and Budget	- Strong relationships exist with all partners. - The academy has a clear understanding of the requirements of its partners. - The course outline/programme offer reflects the needs of organisations and was coproduced with them and families. - We have appropriate levels of funding in place and know what funding stream are available to employers and learners. - We will know how effective we have been in hitting the target audience. - The programme offer and dates are communicated to all stakeholders and the public. - Raise the 'value' of the sector.
Define/Describe Target Audience/Personas	- Partners - Local Authorities - Education and training establishments - Potential sponsors - Celebrities to raise profile - Large employers - Strategic bodies e.g. LEP, Business Improvement Districts. - Potential future workforce - Anyone who wants to work in care - Unemployed and economically inactive - Ex unpaid carers - Young people in education e.g. schools, colleges, Universities - People losing their jobs/retiring/making a career change - People on social care/health courses - Parents whose children are now in education - Ex Forces/armed services - Return to work, encourage leavers back - Communities.
Action plan	- Costed mobilisation plan with end dates. To include; - Consistent brand across all Academies - Identify purpose of communication - Identify target audience, and best method of communication with that audience e.g. open days, real people/real stories - Identify marketing methods, radio, newspaper, open days, Facebook & other social media approaches etc. - Identifying key and consistent messages - Highlight benefits of working in the sector. - Consistent messages across courses/areas.

Review	- Regular meetings to review progress and future planning; all stakeholders to allow for full overview. - Effective feedback mechanisms. - Monitor Impact (expectations) to understand what methods are successful, How? Employ expert evaluation team. - Clear outcomes

Keeping an Academy going

Performance and Impact

Effective performance management systems are relevant for public sector organisations, which are steered by budget priorities, rather than profits, sales, or market share. There is no agreed definition of performance management and includes activities that:

- o Establish objectives through which individuals and teams can understand their contribution to the organisation's mission and strategy.
- o Improve performance among employees, teams and the organisation.
- o Hold people to account for their performance by linking it to reward, career progression and termination of contracts.

Impact Evaluation is a means of measuring the effectiveness of organisational activities and judging the significance of changes brought about by those activities. It is linked to the organisation's values, vision, principles and standards and should be embedded through the organisation. Being able to assess, evaluate and articulate impact is a powerful means of communicating the contribution of activities to the goals of the organisation.

By evaluating learning & development courses and their impact, the Academy and partner organisations are better able to ensure that these initiatives are aligned with the values and objectives of the business and the sector.

Why performance and impact are important

- ➤ Performance management allows an organisation to
  - o Measure the successes and failures in the delivery of organisational goals and objectives.
  - o Measure the effectiveness and productivity of individuals and teams.
  - o Maximise value and ensures that the work of employees contributes to delivering business objectives.
  - o Supports the organisation to achieve value for money.
- ➤ Impact evaluation allows an organisation to;
  - o Develop new ideas and opportunities for growth and investment.
  - o Identify product/course improvement or replication.
  - o Engage more constructively with stakeholders.
  - o Manage costs and prevent wasteful use of resources.
  - o Maintain the organisations reputation.
  - o Sustain staff morale.
  - o To prove the true value of learning at work and its effect on organisational capability.

What good performance management looks like

➢ Regular, frank, supportive feedback on progress towards objectives.
➢ Good people management practice, including learning and development, performance measurement and organisational development.
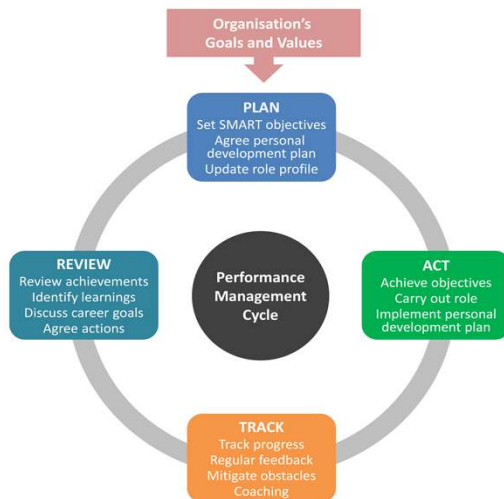
➢ Effective performance management relies on both formal and informal processes. Including; planning, defining and reviewing objectives, linking objectives to business plans, and setting measures of success.
➢ Individuals and groups take responsibility for continuous improvement of business processes, their own skills, behaviours and contributions.

➢ Effective performance management requirements include;
  ○ Buy-in from leadership to use performance management effectively.
  ○ A continuous process rather than an annual event.
  ○ Performance management approaches that are easy to use
  ○ Managers are skilled in the role.

Top Tips

Tools and Resources

Sustaining high performance beyond public sector projects
https://www.mckinsey.com/industries/public-sector/our-insights/sustaining-high-performance-beyond-public-sector-pilot-projects

Effective performance management explained
https://www.clearreview.com/resources/guides/what-is-effective-performance-management/

What good <u>Impact Evaluation</u> looks like

- ➢ Good varies dependent on the model used. Models include;
  - o Kirkpatrick model; https://educationaltechnology.net/kirkpatrick-model-four-levels-learning-evaluation/
  - o Philips Return on Investment; https://kodosurvey.com/blog/complete-philips-roi-model-tutorial-beginners
  - o Brinkerhoff Success Case Method; https://kodosurvey.com/blog/brinkerhoff-model-101-methodology-and-goals
  - o CIRO (Context, Input, Reaction, Outcome) Model; https://kodosurvey.com/blog/ciro-model-definitive-guide

Top Tips

- ➢ Always begin the Impact Evaluation at the start of your planning process so that it is integrated into all systems and processes.
- ➢ Take an evidence-based approach to impact by using management data as well as qualitative feedback.
- ➢ Consider how to reduce, remove or mitigate negative impacts for groups included in the Equalities Act.
- ➢ Scoping the evaluation;
  - o Purpose / objectives of evaluation;
  - o Limits / boundaries (e.g. timescale, budget, boundaries, subjects to be covered or not);
  - o Level of engagement in evaluation (e.g. getting data from participants, testing results, setting up an advisory group, involvement in deciding key themes for the evaluation, control over findings e.g. what said and how reported etc);
  - o Confidentiality of results (e.g. is the process to be open to full public scrutiny?);
  - o main themes and questions to be covered by the evaluation
- ➢ Data collection;
  - o Desk top research e.g. reviewing all documentation, observation, interviews, questionnaires to participants, online.
  - o Collect data from; learners, people and their families, policy makers, providers/employers, partners.
  - o Quantitative data, qualitative data, quotes, specific examples to back up general points, personal / organisational stories, photos, charts, etc.
- ➢ Data Analysis;
  - o Identify the framework and themes evidenced in the data.
- ➢ Test findings e.g. through a validation focus group.
- ➢ Report writing.

Tools and Resources

Research study defining and measuring the outcomes of non-regulated learning
https://www.learningandwork.org.uk/wp-content/uploads/2017/03/Wider_outcomes_report-REVISED-v2-FINAL.pdf

Process evaluation guidance
https://www.gov.uk/government/publications/evaluation-in-health-and-well-being-overview/process-evaluation

Outcome evaluation guidance
https://www.gov.uk/government/publications/evaluation-in-health-and-well-being-overview/outcome-evaluation

Impact evaluation guidance
https://www.betterevaluation.org/en/themes/impact_evaluation

Benchmarking Careers Guidance and Advice -
https://www.careersandenterprise.co.uk/sites/default/files/uploaded/1041_gatsby_toolkit_for_schools_final.pdf

Evidence-based measurement tools;
Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS), **Measures:** Mental wellbeing.
http://www.healthscotland.com/documents/1467.aspx

Everyday Feelings Questionnaire, **Measures:** Wellbeing, distress
http://www.youthinmind.info/EFQ/

Satisfaction with Life Scale, **Measures:** Life satisfaction
http://internal.psychology.illinois.edu/~ediener/SWLS.html

Ryff Scales of Psychological Wellbeing, **Measures:** Mental wellbeing
http://www.liberalarts.wabash.edu/study-instruments/#ryff

General Self-Efficacy Scale, **Measures:** Life satisfaction

http://userpage.fu-berlin.de/~health/engscal.htm

Patient Health Questionnaire (PHQ-9), **Measures:** Depression
http://www.cqaimh.org/pdf/tool_phq9.pdf

General Anxiety Disorder (GAD-7) **Measures:** Anxiety
http://patient.info/doctor/generalised-anxiety-disorder-assessment-gad-7

Rosenberg's Self Esteem Scale **Measures:** Self-esteem
http://www.emcdda.europa.eu/html.cfm/index3676EN.html

Catching Confidence Tool **Measures:** Personal confidence
http://www.learningandwork.org.uk/our-resources/promoting-learning-and-skills/catching-confidence

UCLA Loneliness Scale **Measures:** Loneliness
http://www.aarp.org/personal-growth/transitions/info-09-2010/How-Lonely-are- You.html

Ryff Scales of Psychological Wellbeing **Measures:** Personal relationships
http://www.liberalarts.wabash.edu/study-instruments/#ryff

This section draws substantially on the work of the NOMINET Trust which has produced an on-line directory of evidence-based measurement tools:
www.nominettrust.org.uk/knowledge-centre/evaluating-your- project/evidence-based-measurement-tools

Phillips J.J. and Phillips, P. (2016) Handbook of training evaluation and measurement methods*. 4th ed. New York: Routledge.*

Stewart, J. and Cureton, P. (2014) Designing, delivering and evaluating L&D: essentials for practice*. London: Chartered Institute of Personnel and Development.*

Page-Tickell, R. (2018) Learning and development: a practical introduction*. 2nd ed. HR Fundamentals. London: CIPD and Kogan Page.*

Warr, P., Bird, M. and Rackham, N. (1970) Evaluation of management training: a practical framework, with cases, for evaluating training needs and results*. Aldershot: Gower.*

Continuous Improvement and becoming a Learning Organisation

Performance & Impact → Continuous Improvement & Learning Organisation → Forward Planning & Sustainability

Continuous improvement is a never-ending strive for perfection. It is based on the reality of what is happening in a business or organisation. It aims to work with the information available in an organisation and checks out the effectiveness of business processes.

Ignoring management information results in wasted time, money, and effort. Continuous Improvement processes help organisations be proactive and prevent issues and problems occurring.

A key element of continuous improvement is knowing and understanding the organisation; this is achieved through becoming a learning organisation. This is defined as one that is skilled at creating, acquiring, and transferring knowledge, and at modifying its behaviour to reflect new knowledge and insights.

https://frontlinemanagementexperts.wordpress.com/2015/08/12/5-steps-to-a-learning-organisations/

Why continuous improvement and becoming a learning organisation is important

- ➤ Continuous improvement is important because it ensures that things are being done in an efficient, effective, and productive way. It also produces;
    - o More engaged employees
    - o Lower employee turnover
    - o More competitive products/services
    - o Better customer service
    - o Proactive learning culture
- ➤ A learning culture leads to;
    - o Efficiency gains
    - o Increased productivity
    - o Decreased employee turnover, as employee satisfaction levels rise and loyalty and commitment is increased
    - o Raising the bar by creating a continuous improvement mindset, shared ownership for projects and shared accountability for results
    - o Developing leaders at all levels, which helps with succession planning
    - o Creating a culture of inquiry, adaptive capacity, and knowledge sharing (vs. knowledge hoarding)
    - o Enhanced ability for individuals and teams to embrace and adapt to change.
    - https://biv.com/article/2014/09/benefits-creating-organizational-learning-culture

What good continuous improvement looks like

- ➤ This will depend on the approach used; different models include;
    - o **Plan-do-check-act (PDCA) cycle**:

- **Plan**; Identify an opportunity and plan for change.
- **Do**; Implement the change on a small scale.
- **Check**; Use data to analyse the results of the change and determine whether it made a difference.
- **Act**; If the change was successful, implement it on a wider scale and continuously assess the results. If the change did not work, begin the cycle again.

o **Six Sigma** is a method that provides organisations tools to improve the capability of their business processes. This increase in performance and decrease in process variation helps lead to defect reduction and improvement in profits, employee morale, and quality of products or services.

o **Lean** is defined as a set of management practices to improve efficiency and effectiveness by eliminating waste. The core principle of lean is to reduce and eliminate non-value adding activities and waste.

o **Total quality management** (TQM) is a management approach to long-term success through customer satisfaction. In a TQM effort, all members of an organization participate in improving processes, products, services, and the culture in which they work.

Top Tips

➢ Focus on gradual small changes rather than major shifts.
➢ Prioritise ideas that do not cost a lot.
➢ Gather ideas from people doing the work.
➢ Empower employees for improvement.
➢ Use regular feedback.
➢ Measure the impact.

Tools and Resources

Continuous Improvement Tools & Techniques
https://asq.org

Benefits of continuous improvement in the workplace
https://www.thebalancecareers.com/planning-for-continuous-improvement-in-the-workplace-2275281

importance of continuous improvement
https://leankit.com/learn/lean/the-importance-of-continuous-improvement/

Benefits of continuous improvement
https://theleanway.net/5-Benefits-of-Continuous-Improvement?fbclid=IwAR0ysY2rMuDjXuv4eXnpkdcSHh7pHEkcHPhJICHRKLQ3HSMDmWLEMWyEDyU

What a good learning organisation looks like

➢ It is good at systematic problem solving.
➢ Promotes experimentation with new approaches.
➢ Learns from its own experiences and past history.
➢ Learns from the experiences and best practices of others.
➢ Transfers knowledge quickly and efficiently throughout the organisation.

Top Tips

➢ Work with businesses to ensure that learning directly supports strategy and objectives.
➢ Build a shared vision.
➢ Provide learning in innovative ways.
➢ Customise learning for the culture in the sector.
➢ Work with businesses to identify ways to support and recognise people for their learning.
➢ Debrief every project and initiative such as new roles, to understand what worked/didn't work and what needs doing differently.
➢ Promote networking with other Academies/providers.
➢ Create spaces for thinking, sharing and learning.

Tools and Resources

Building a Learning Organisation
https://hbr.org/1993/07/building-a-learning-organization

How to be a learning organisation
https://www.hse.gov.uk/construction/lwit/assets/downloads/how-to-be-learning-organisation.pdf

Tools for knowledge and learning

https://www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/188.pdf?fbclid=IwAR2g0PqDgOyZ1YZ2ERBvhij3OZJ0rg8tqh0f-BVs2Nm9JHJWhCsHFrwsqDc

Creating thinking spaces
https://enviableworkplace.com/four-types-of-space-that-support-creativity-innovation-in-business/

CIPD Driving the new learning organisation.
https://www.cipd.co.uk/Images/driving-the-new-learning-organisation_2017-how-to-unlock-the-potential-of-Land-d_tcm18-21557.pdf

Forward Planning and Sustainability

Forward planning means taking into account future circumstances or requirements. In a business environment it is concerned with the long-term future of the business, so it takes into consideration possibilities of growth and development as well as uncertainties and challenges that could obstruct the business. Sustainability focuses on meeting the needs of the present without compromising the future.

Why forward planning is important
  - ➢ To minimise the number of future uncertainties that might occur.
  - ➢ To ensure that in the instance of natural disaster or policy change that the business can recover quickly and get back to its original state.
  - ➢ To increases employees' morale as they know that the business cares about them and their future.
  - ➢ To manage financial flows and inconsistencies and create a regular flow of income into the organisation.
  - ➢ To maximise the effectiveness of the organisation resulting in improved customer relations, greater customer satisfaction and fulfilling business goals efficiently.

What good forward planning looks like
  - ➢ Includes a vision for where the organisation will be at a specified time in the future.
  - ➢ Includes the availability and capacity of the infrastructure.
  - ➢ Builds on workforce and labour market intelligence and business information.
  - ➢ Identifies challenges facing the sector, (link to options appraisal) and threats to business continuity.
  - ➢ Includes an action plan that provide detailed information about objectives and how these will be achieved, this may be more detailed for year 1 than others.
  - ➢ Improves employee morale.

Top Tips

➢ Invest enough time to write and thoroughly review your plan.
➢ Work out who needs to be involved.
➢ Look at the Forward Plan requirements, work out what information you already have.
➢ Set targets for progress.
➢ Ensure that your plan fits with wider organisational priorities.
➢ Get someone who hasn't been involved in writing the plan to read and review it at the draft stage to ensure it makes sense to your wider stakeholders.
➢ Create an action plan that you can use to monitor progress on your objectives, e.g. in team meetings.

https://www.nationalarchives.gov.uk/documents/archives/forward-planning-top-tips.pdf

Tools and Resources

SW Federation – Together for Heritage Forward Planning Toolkit England Museum Accreditation
https://www.swfed.org.uk/uploads/documents/2017-07-14/1500031796-1493816925-toolkit-complete.pdf

Tips on Forward Planning
https://www.barcoding.co.uk/what-is-forward-planning-benefits/?fbclid=IwAR1Mc_bpDihXopKBR4NAKHIkK9MkkQoBKo2jLnLVJ3E9JAvennZqvYmVyfY

Why sustainability is important

➢ Continued existence of the Academy
➢ Ongoing support to the sector
➢ Sustainability provides a larger purpose and some new deliverables for organisations to strive for and helps to renew commitments to basic goals like efficiency and sustainable growth.
➢ A sustainability strategy that is publicly shared can deliver hard-to-quantify benefits such as public goodwill and a better reputation.

https://www.investopedia.com/articles/investing/100515/three-pillars-corporate-sustainability.asp

What good sustainability looks like

The concept of sustainability is composed of three pillars: economic, environmental, and social.

➢ **The Economic Pillar;**
  o The Academy will need to continue to meet the needs of the sector.
  o Good compliance, governance and risk management approaches.
  o It will demonstrate how the organisation will adapt to changes in the sector.
  o Future financial viability of the organisation, including cost benefit analysis.
  o Continuous improvement and the attributes of a learning organisation.
➢ **The Environmental Pillar**

- o The Academy will focus on reducing its carbon footprint, waste, water and utility usage and their overall effect on the environment. ISO 14001, Environmental Management https://www.iso.org/iso-14001-environmental-management.html
- o This should link back to the organisations brand.
- ➤ **The Social Pillar**
  - o A sustainable business will have good employee engagement and the support and approval of its employees, stakeholders & the community.
  - o The organisation will invest in its local community.
  - o This should link back to the organisations brand.

Top Tips

- ➤ Ensure the team understands sustainability, the implications for the Academy and for its future standing.
- ➤ Assess the current state
- ➤ Identify priorities
- ➤ Create a vision
- ➤ Set goals and develop metrics
- ➤ Develop an implementation plan
- ➤ Link back to all the previous stages of developing the Academy.

What makes Academies work?
• Leadership & sign up
• Relationships/partnerships
• Understanding the local context inc people
• Can do approach
• Integrity
What makes them grow?
• Persistence
• Resilience
• Problem-solving
• Creativity
• Trust

Tools and Resources

Why businesses should embrace sustainability
https://www.imd.org/research-knowledge/articles/why-all-businesses-should-embrace-sustainability/?fbclid=IwAR1e5cOqOY5-C3b5QX5xvxlgKRbvgV8YJOrS47brXxCvG7jdEPNXeEba4AE

What does a sustainable organisation look like?
https://www.theguardian.com/sustainable-business/what-does-sustainable-organisation-look-like?fbclid=IwAR1TLNu10TVu_kcDUkGM__anVt1LlHHVLxTxjYGabpedKebz1a4LANJWt8w

Guidebook to sustainability for teams and how they can contribute to their communities and the environment in America
https://sustainability.psu.edu/sites/default/files/SustainabilityGuidebook_final_feb19.pdf?fbclid=IwAR2-t3GTxpkR708L0UNLxLgAL8Q4SWOpWo7tcH7vmHGdQ1Nqkc1_a5LlVjk

Developed by the Coproduction Group

How we will know we are getting it right?
The areas below represent a range of possible soft and hard measures to help identify whether the Academy is operating successfully.
- ➤ All stakeholders will have the same vision, commitment for the long term
- ➤ Partnership working is effective.
- ➤ The Academy will exist as a professional entity, be well respected and recognised nationally.

- ➢ Accessible to all regardless of background qualifications.
- ➢ Communication is effective, open, transparent.
- ➢ Pooled budgets where needed and shared risk is evident.
- ➢ Clear standards.
- ➢ Continual dialogue with people who use services Local communities, families are represented and are part of the solutions.
- ➢ Feedback/intelligence from stakeholders forms a central part of all major decisions/changes that are made.
- ➢ Current workforce is upskilled and is flexible & responsive to change.
- ➢ Recruitment & retention figures have improved and agency costs for providers are reduced.
- ➢ A resilient and values-based workforce is in place.
- ➢ Everyone involved feels valued and empowered.
- ➢ Positive person-centred outcomes for all.
- ➢ Learners are happy and are progressing.
- ➢ Excellent achievement rates/qualifications.
- ➢ Providers asking to work with us and over-subscribed courses.
- ➢ Positive stories & feedback are available and widely disseminated.

Case Studies

Fylde Coast Health & Social Care Career Academy

Introduction
The Fylde Coast Health and Social Care Career Academy is a result of the partnership between local care providers Blackpool & The Fylde College, the NHS Blackpool Teaching Hospitals and Blackpool Council. It was developed as a response to the challenges that local providers have in relation to workforce development, and builds on plans, people strategies and commissioning needs. The partnership exists at a strategic level with the CEO's of each organisation working together, creating a vision and signing a memorandum of understanding of partnership working to make a positive difference across the Fylde Coast, addressing the skills gap and current vacancies.

Context
Blackpool and The Fylde is a district within the County of Lancashire located between the settlements of Preston and Blackpool. The Fylde is predominantly a rural area comprised of many small villages with population concentrations in three main settlement areas; Kirkham, Lytham and St Anne's. The population of the Borough has and is continuing to experience an above average increase when compared with Lancashire and the North West.

An analysis of population age structure shows that both in 1991 and 2001, 23% of the population was over 65. This has increased slightly to 24% in mid-2010. Fylde has lower than average proportions of the population in the three youngest categories (particularly the 0-14year olds) with higher than average proportions in the older age groups.

it is clear that low crime and very low deprivation are two key indicators of a relatively prosperous and safe socio-cultural profile in the Fylde. The Fylde has a quality of life and quality of place that is desirable for both socio- cultural reasons and also economic reasons. The Fylde has the highest wage area in Lancashire. *Plan for Fylde - Plan for the Future; Economic Development Strategy and Action Plan 2012 to 2030 January 2013*

In comparison, an analysis of the secondary data for the Blackpool economy reveals that:
- The Blackpool economy grew at under half the rate of England over 1995-2008 – with annual GVA growth of 2.6% p.a. in Blackpool compared to 5.4% in England; annual growth in Blackpool was also well below the Lancashire rate, of 4.2%
- Blackpool's population reduced by 6% over 1981-2010, a loss of 9,100 residents – over this period England's population grew by 12% and Lancashire by 5%
- Blackpool's working-age population also reduced substantially over the last two decades, with 5,700 fewer residents of working age in 2010 than 1992 – over this period the working age population across England increased by 11%, and by 5% in Lancashire

- Gross Disposable Household Income (GDHI) per head of Blackpool's residents stood at 78% of the England average in 2009 compared to 87% in 1995 – GDHI is a measure of how much income people have after accounting for taxes/social contributions, property and pension payments.

As might be expected from these headline figures, in recent years the Blackpool economy has increasingly underperformed that of England with regard to prosperity and productivity, as measured by GVA per head and GVA per employee.
Local Economy Baseline for Blackpool A Report to Blackpool Council (SWQ 2011)

As a consequence, social care is challenged by the following issues;
- An ageing population and lower than average numbers of young people (0-14)
- Pockets of deprivation and unemployment with low aspirations
- Transient workforce, seasonal economy, other sectors e.g. tourism paying higher rates than social care

The Health and Social Care Career Academy Vision and Purpose
The vision of the Fylde Coast Health and Social Care Career Academy is to facilitate the education, training and development needs of Fylde Coast health and care providers.

The Career Academy is a cross-sector platform and focal point for activity, support for all those driving it, and a space for emergent ideas to grow and evolve. The Academy exists to support the vision for the Fylde Coast health and social care sector which is: *'to create new models of care, wrapped around the local population and spanning across health and social care, to improve jointly the health and wellbeing of the Fylde Coast population'*.

Overarching Aims:
- Support the development of good quality jobs leading to good quality care through the provision of high-quality education and training
- Support the engagement of the public in improving health and wellbeing
- Improve public perception of health and social care
- Increase collaborative working opportunities
- Develop specific work streams which can be adapted to other healthcare providers and organisations to benefit clients, carers and families, employees and the professional development needs
- Develop outstanding resources to support future focussed education and training locally
- Become a nationally/internationally recognised, renowned collaborative working model for care

The Academy Values
Quality. Quality is at the core of everything we do and every decision we make.
Integrity. We manage our business with integrity and the highest ethical standards.
**Service**. We have a culture of service that values teamwork and focuses on the needs of others.
Innovation. We have a culture of innovation that creates new solutions for our communities.

Transparency. We operate with transparency by measuring our results and sharing them with others.

Partnerships

The partnership is formalised through a Memorandum of Agreement which is operationalised through the Care Career Academy steering Group and its members.

What the Academy does
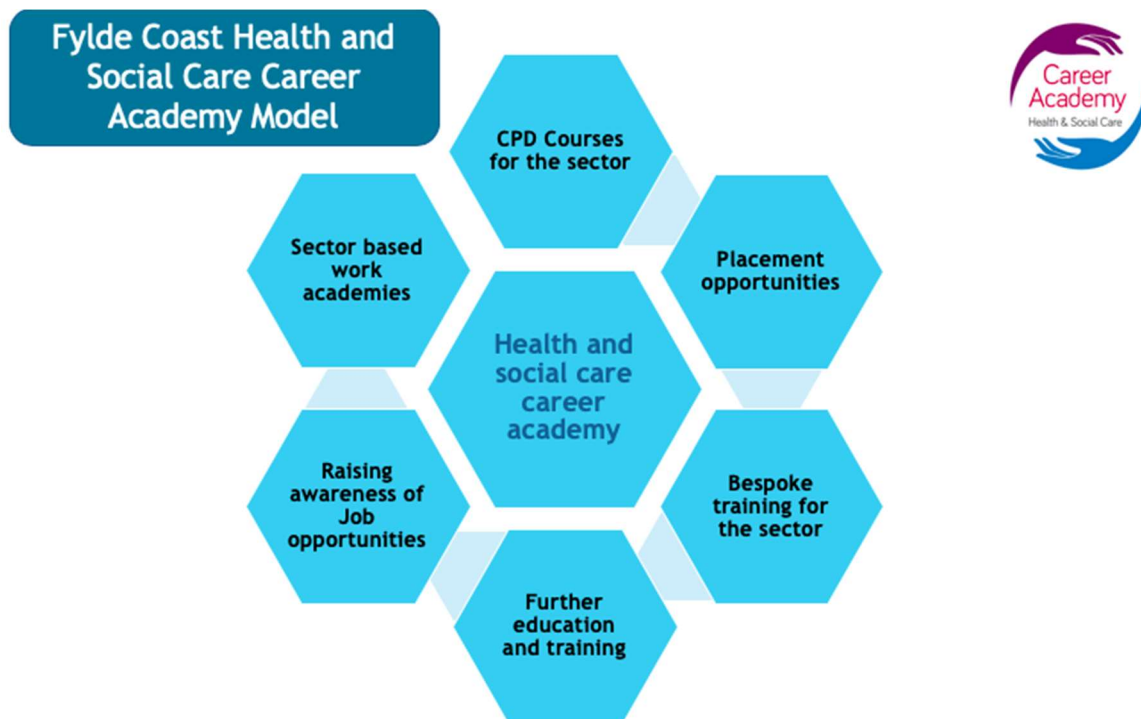
- *Recruitment*

The Academy runs numerous recruitment events throughout the year to include "Meet the Employer". This brings in a number of organisations to meet learners and conduct a brief interview If the provider feels that the person has the right attributes/ values, they call them for a more formal interview. The Academy guarantees an interview for all those participating in a sector-based work academy.

The Academy also runs "Pop up" events and "Job Fairs" throughout the year and promote vacancies through a "vacancy guide" website and through social media.
https://www.hscacademy.org.uk/career-vacancies

- *Courses for individuals*

The Academy delivers five Talent 4 Care courses (social care sector-based work academy) per year and 1 NHS sector-based work academy. The Academy sources work placements for candidates and offers a guaranteed interview with employers.

- *Provider offer*

Academy staff analyse and assess CQC reports of local providers and target them with an offer of upskilling in areas that they need to improve on E.g. Safeguarding, handling medications. The Academy has a database of providers and communicates information

regarding courses and qualifications that will meet skills gaps. All the courses are waivered so there is no cost to the employer or the learner. CPD and bespoke training courses are run throughout the year.

- *the support to learners*

Person-centred support is provided throughout the sector-based work academy courses offering additional support through workshops and signposting to other organisations. The Academy works with More Positive Together and Job Centre Plus to support learners who may require childcare, bus passes etc. The academy offers a bursary of £60 for those with 90% attendance and also a £100 Love2shop voucher as incentives to people on the course. The aim is to remove barriers to learning.

- *Learner Resilience*

Resilience levels of learners is the evidence based 'Wenwebs' tool which is online and accessible. This is used with each cohort to demonstrate an increase in their resilience during the sector-based work academy. The Academy also provides resilience training for staff and learners so that they are aware of tools and techniques to help with this. We also run a session (through Adult Learning) on mindfulness and have a person-centred approach to our work.

- *Innovation*

The Academy was commissioned to do a piece of work for Public Health England based on the reducing of inequalities and addressing unemployment across the Fylde. This was an interview with researchers to explain the offer and what the academy does to support learner experience. Additionally, the Career Academy showcases current research to inform the models of prevention, treatment and care that are being implemented to improve the health and wellbeing of the local and indeed national population.

What makes it work?
- Partnership with CCG, Local Authority, the College, Job Centre Plus and Providers
- Leadership and sign up from Local Authority, The College & NHS
- Funding for learners from the College, Local Authority and job Centre Plus
- Understanding the community, knowing opinion-formers and connectors in the area
- Relationships and trust

Impact
- 75 out of 110 learners were successfully offered employment in the social care sector in the first year (68%)
- 350 people trained in level 1 & 2 qualifications in health and social care from the continuing professional development courses
- There has been a 33% increase in resilience of our learners on the sector based work academies
- We have distributed over 3,000 vacancy guides to promote employment opportunities

Borders Technology and Enhanced Care Hub

Introduction
Borders College is a further education institution in the Scottish Borders, Scotland. The college was founded in 1984, by the merger of four pre-existing institutions: the Agricultural Centre at Newtown St. Boswells, Duns Agricultural Centre, Galashiels Technical College, and Henderson Technical College. Borders College offers a wide range of courses, from an introductory level through to advanced courses at Higher National level, including the full range of apprenticeships courses, from modern apprenticeships to foundation apprenticeships. It also provides a large number of industry-based training courses for businesses throughout Scotland.

The main College campuses are supported by a number of community-based learning facilities throughout the Borders, including a campus in Hawick. These offer specific courses designed to meet the needs of local businesses, including health and social care, and their workforce development, and also provide educational opportunities to individuals.

The Context
The south of Scotland, a predominantly rural area, faces a range of issues that impact its economy. These issues include
- An ageing population;
- Young people from the area pursuing their futures away from the southern part of Scotland;
- Challenging geography that impacts on infrastructure including digital connectivity and transport
- Low GDP per-head with low productivity;
- Sectors with traditionally low wages and fewer higher skilled jobs with a business base dominated by micro and small businesses.

As a consequence of this context, the South of Scotland Enterprise Partnership (SoSEP), invested significant funds in the regions FE Colleges to improve the skills and employability levels of the local population.

What?
The Galashiels Campus of Border College has used this to provide a unique learning and teaching environment featuring bespoke practical training areas, aimed at supporting learning in the health and care sectors. This was called the Borders Health and Care Career Academy; this has been recently renamed the Borders Technology Enhanced Care Hub (BTECH).

This facility provides courses in health and social care from SCQF Level 4 (L2 equivalent) up to SCQF Level 8 (L4/5 equivalent). The Hub also delivers Professional Development Courses for individuals and to providers specifications. Students are either recruited through their employer as part of their on the job training (upskilling) or as individuals who wish to enter the sector (pipeline). The College also delivers the first year of Nurse Training as a partnership with Edinburgh Napier University.

http://www.borderscollege.ac.uk/find-a-course/

Partnerships
The career hub sits within the Borders College governance system but has strong (informal) partnerships with the following organisations;

- Scottish Border Cares (provider arm of the Scottish Borders Local authority
- NHS Borders
- Scottish Borders Local Authority

In addition, as a consequence of the SoSEP project, the college has links to Dumfries and Galloway College and in the near future will share a virtual learning platform with them. This partnership will ensure that the economic/workforce needs of the region will be delivered in a coordinated and consistent way.

The Purpose of the Hub
Borders College identified the following as their purpose;

- Supporting recruitment into the health and care sector
- Supporting health and care providers to retain high quality staff
- Upskilling staff working in the health and care sector
- Increasing the use of technology both within the learning environment and in the workplace.

What makes the Hub work?
The following points were identified as factors that had contributed to the success of the organisation;

- Funding from SoSEP to develop the learning environment in line with real work situations
- Strong and longstanding partnerships
- Networks with local communities and stakeholders
- Understanding the context of the local area and knowing people who can make things happen
- Understanding and having access to skills funding and using it innovatively to meet employer and learner need
- Personalities of partner representatives and a 'can do will do' attitude
- Highly skilled, industry experts with up to date knowledge and expertise delivering learning

What made/makes it hard?
- Lack of project management
- Questions over the availability of further development funding

What is the impact?
- Improved teaching and learning facilities, more embedded in the reality of the world of the health and social care sector
- Learners are positive and trust that the teaching team are experts in the sector

- Providers are impressed with the learning environment and trust that the graduates are fit for purpose.

Case Study – 'We Care Academy'- Leeds City Council

Introduction

Leeds City Council has a clear focus on the social care workforce, its aim is to support the social care workforce to have the best skills, founded upon high quality research and evidence that improves the health and wellbeing of the people of Leeds. In order to deliver an effective, skilled social care workforce in Leeds, the DASS has invested in the Organisational and Workforce Development team to deliver a range of services including:

- The 'We Care' Academy
- Continuous Professional Development of the social care workforce
- Leadership Academy

The 'We Care' Academy was established in 2013 by effective collaboration between independent sector providers, Job Centre Plus and education partners to create a single, joint up approach to delivering values based attraction, recruitment and setting a solid foundation for retention.

The Context

Leeds is a large and diverse city that like other cities has pockets of deprivation as well as a significant number of people who use social care. It is economically diverse, has good inner-city transport links and has high levels of employment. In this context, recruiting to social care requires creative approaches and an emphasis on the benefits of working in the sector e.g. values, flexibility, making a difference.

Partnerships

The 'We Care' Academy has a particular focus on recruiting people into the social care sector in Leeds. The 'We Care' Academy sits within the Local Authority and the team works alongside the commissioners allowing them together to effectively support workforce market shaping and development across the city. The 'We Care' Academy model brings together the Council, Leeds City College, Job Centre Plus and care sector employers to deliver high quality staff to support the most vulnerable people in the city.   For staff wanting to work in the city they are supported to find roles that work for them.

The Purpose of the Academy.

To attract people with the right values and behaviors to work in the social care sector, to link people with prospective employers and to enable employers to support and develop their workforce. Ultimately ensuring high quality support for people using social care services and contributing to the economic development of some of the most disadvantaged communities in Leeds, in line with the Leeds Inclusive Growth Strategy.

What?

The 'We Care' Academy delivers and supports the following areas of workforce development

- Attraction
  - Sector Based Work Academies (6 week) national pre-employment programme aimed at people that may need more time and support to enter the labour market
  - Step into Care Bite Size Academies (2 week) local pre-employment programme aimed at anyone that is looking for a career in the care sector, including people not in work and not in receipt of benefits and people already employed in other sectors as well as those that live in the lower super output areas across Leeds and people that are furthest away from the labour market.
  - Apprenticeships (6 week pre-employment programme open to all ages)
- Recruitment
  - Careers fairs
  - Drop-ins in Community spaces
  - Apprenticeship fairs
  - Pop-up information sessions
  - Values Based Recruitment assessment centres
  - Portable DBS and relevant recruitment paperwork to hand over to employers to speed up recruitment processes.
- Retention/Development
  - Induction
  - Continuous Professional Development and upskilling/reskilling
  - Leadership & Management
- Innovation
  - Integrated Apprenticeship model
  - Personal Assistant Sector Based Work Academy
  - I Care… Ambassadors Health and Care

With sector-based work academies participants are referred to the programme by Job Centre Plus and remain on benefits during the course and are able to access financial support for travel and childcare costs through Job Centre Plus. The 'We Care' Academy also provide lunch vouchers for participants where applicable.

Recruiting to the programme

The Academy uses a robust values-based recruitment and selection process for entry to the programmes. They hold regular selection events where candidates' complete

- A values based case study which looks at free writing skills and values
- Literacy and numeracy assessments (minimum Entry 3 requirement)
- 'A Question of Care: a Career for YOU' which is an online, interactive profiling tool for people thinking about working in the care sector.

If a person is successful within each of these activities they are interviewed by a panel from Leeds City Council and/or JCP+ and Leeds City College. This interview is usually on the same day and has a strong focus on values, attitudes and behaviours that are in line with that of the care sector.

For those people not suitable for the programme, e.g. they do not have the right level of literacy or numeracy skills, JCP+ will work with their customers and refer for additional support, candidates not registered with JCP+ are sign posted to Leeds City College who will work with them, in their community if appropriate, to help them achieve Entry Level 3. At this point they are able to go through the process again, ensuring Leeds looses as few people as possible from the sector. Only if the person's values do not correlate with those of the sector are people rejected. This approach is based on the premise that you can teach people most things they need to know, but values are what makes the difference to a person's day to day life when they are being supported.

Leeds City Council ensures the candidate has an enhanced and portable DBS certificate and request references in line with employer requirements. The council collates this information and the person's employment history along with documents required under the Asylum and Immigration Act. All these documents are handed to the employer at such a point as the person is offered a job. Leeds have examples of people being offered a job on the Friday and starting on the Monday as a consequence of this approach. This combined with the supportive, people interventions, offered by the team ensure the maximum number of people move through the programmes into longer term employment.

As employment rates are increasing across Leeds the number of candidates available through Job Centre Plus have reduced. Leeds have looked at other ways of bringing people into the sector. This has included the development of a bite sized pre-employment course, 2 weeks in duration. This includes; Cache (Council for Awards in Care, Health and Education) Level 1 Award in Preparing to Work in Adult Social Care and Safeguarding Adults. This is delivered by Leeds City College. The 'We Care' Academy having tested and shaped this and are now delivering this on a monthly basis. The frequency of running the programme and the variety of providers now working with the Academy means people can flex around life issues, should they need to halt their programme for any reason it is easy for them to pick it up one or more months later. This programme is offered in community venues to increase engagement with people in their own place, it adds flexibility and relevance for candidates as vacancies are also targeted within these localities. It also acts as a strong branding message to the public "local jobs for local people, particularly in the economically poorer parts of the city

Work experience placement

The Sector Based Work Academy includes a 4 week work experience placement, the 2 week bite sized programme involves a one week placement. The purpose of this is to support participants in developing their skills and confidence while having the opportunity to work in the social care sector and understand more about the job role. When on placement, learners are seen as regular employees as far as possible with the acknowledgement that they will need ongoing coaching and supervision. This gives the candidate a clear picture of

what it is like to work in social care and provides the employer with an opportunity to assess the individuals' potential. The 'We Care' Academy matches the person, their values, their geographical location (no more than one bus ride) and their preferred area of work, e.g. residential or domiciliary care, to the available providers, where possible. Providers taking part in the programme are required to ring fence a vacancy for the individual, subject to a successful interview. Encouraging providers to offer vacancies to the programme has become less challenging over time, as many providers now come directly to the Academy for their staffing requirements. The Academy receives positive feedback from providers on the quality of staff they employ through this route.

The work experience element of the Sector Based Work Academy has additional challenges when working with the Personal Assistant (PA) market. Leeds have addressed these by having a team of individual employers prepared to provide work experience, but rather than a guaranteed interview the participants are supported to join the Centre for Integrated Living (CIL) register. This is a PA register that people in receipt of direct payments use to find PAs or list their vacancies.
Apprenticeships

The Academy delivers Apprenticeships through the Apprenticeship Levy and is supported by Leeds City College. These are for the Council internal staff and are also made available to social care providers through the councils levy transfer process. The 'We Care' Academy are also exploring different ways of using/sharing the council's Apprenticeship Levy and recently held an Apprenticeship Levy information day to engage and share information with non-levy paying providers.

Continual Personnel Development (CPD) and Upskilling

Leeds City Council provides bespoke programmes for local care providers to meet their workforce needs as well as CPD opportunities for professionally qualified staff through their endorsed Centre of Excellence Social Care Training Centre and the Leadership Academy.

Leadership and management

The Leeds City Council Leadership Academy brings together the learning and development opportunities that support leadership and management across the adult social care sector. All the training provided through the Centre is delivered through our Skills for Care Centre of Excellence, which means that it has to meet the rigorous quality requirements needed to achieve and maintain this status. This programme compliments, and sits alongside, the existing Leeds Adult Social Care training and development offer. Its overall aim is to raise the quality of care provided by supporting leaders, managers and aspirant managers.

Innovation

In order to support the Leeds City One Workforce' aspiration, Leeds City Council was a key partner, in conjunction with Health partners in the development of an integrated apprenticeship that included placements in both health and care. This programme is being reevaluated in order to ensure that successful candidates are able to secure suitable employment opportunities once they have completed the programme.

Partnerships

Alongside the partnership working with Job Centre Plus, Leeds City College and social care providers that exists to support the development of a high quality social care workforce, the 'We Care' Academy works with the newly formed Leeds Health & Care Academy to support the delivery of the Leeds Health and Wellbeing Strategy. This aims build 'one Leeds workforce,' where people employed in health and care can work as if they are one city-wide team. 'One workforce' is about better ways of working to benefit the people of Leeds, including those who work in health and care.

What makes it work?

- Working with partners and understanding each other
- Shared/common goal/ win-win
- Relationships
- Can Do attitude
- Problem solving approach
- Knowing the providers, the needs and the local area/context of care
- Targeting localities

What made it hard?

- We are a small team with lots of ideas and solutions to the issues we see
- Prioritising ideas
- Managing delays eg DBS. We have no control over this. However, making them portable helps people get into work quicker and move around the sector more freely
- When we first started it was hard convincing providers this could and would work, it's not an issue now and many providers have an open offer of vacancies with the academy.
- Building trust and credibility at the pilot stage

What is the impact?

Leeds understanding of the 'We Care' Academies impact is primarily through stories and through the relationships they have, particularly with providers and key stakeholders. As well as receiving positive feedback, the fact that providers come to them for staff means the system is working.
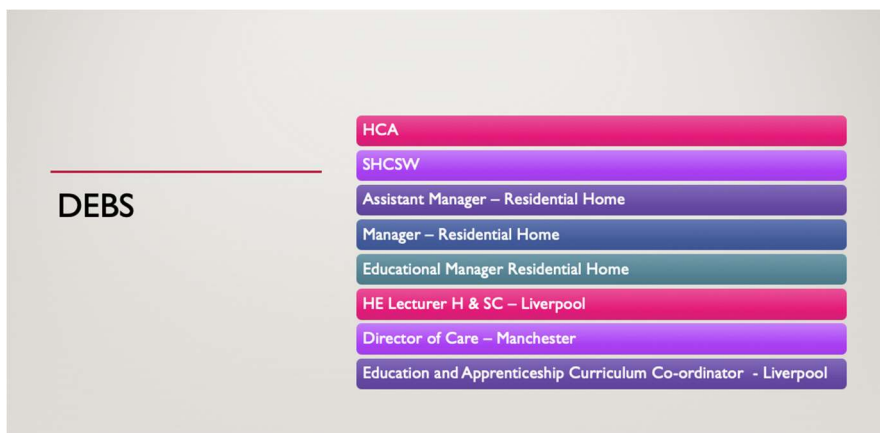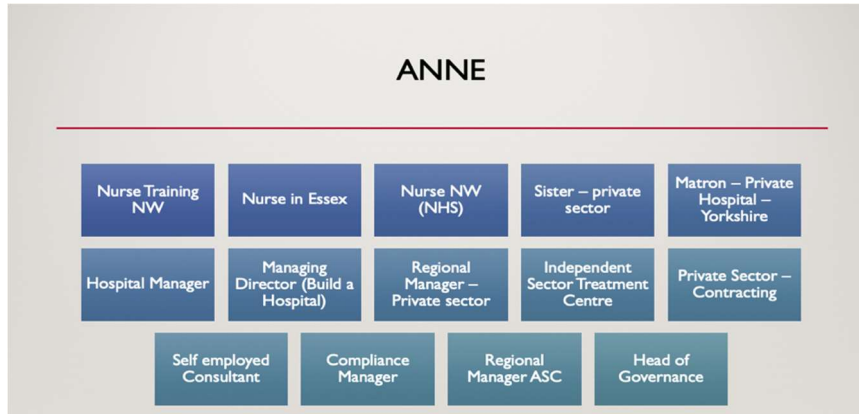
Follow-up indicates that previous candidates have stayed and some have progressed within the sector and some now becoming I Care… Ambassadors to support recruitment to the sector by sharing their journey into care.

Based on figures for the 'We Care' Academy, we had 80% of candidates into jobs within the care sector.
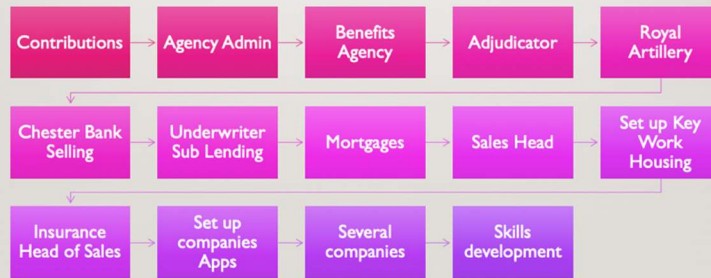
Under the umbrella of the 'We Care' Academy, we launched the Step into Care Programme in January 2019 (Seeing Potential – Skills for Care), this is aimed at people that may be

further away from the labour market/or face multiple barriers to employment. We have recruited 44 people into the care sector across the city under this programme. The people that we target through Step into Care can include but is not limited to those who may have health conditions (including mental health issues), long term unemployment or care leavers and carers.

Career Pathways

ANNE

Nurse Training NW	Nurse in Essex	Nurse NW (NHS)	Sister – private sector	Matron – Private Hospital – Yorkshire
Hospital Manager	Managing Director (Build a Hospital)	Regional Manager – Private sector	Independent Sector Treatment Centre	Private Sector – Contracting
	Self employed Consultant	Compliance Manager	Regional Manager ASC	Head of Governance

DEBS

- HCA
- SHCSW
- Assistant Manager – Residential Home
- Manager – Residential Home
- Educational Manager Residential Home
- HE Lecturer H & SC – Liverpool
- Director of Care – Manchester
- Education and Apprenticeship Curriculum Co-ordinator - Liverpool

LINDSAY

| Support worker LD | SW degree | 1st year work in support work | Baby | Qualified |
| Management | SW MCA | Project Manager | Commissioning officer | Integrated Commissioning Manager |

JEFF

Contributions →	Agency Admin →	Benefits Agency →	Adjudicator →	Royal Artillery
Chester Bank Selling →	Underwriter Sub Lending →	Mortgages →	Sales Head →	Set up Key Work Housing
Insurance Head of Sales →	Set up companies Apps →	Several companies →	Skills development	

NEIL

- Access to social work
- Mental SW
- Baby
- Community SW Team
- Hospital Team
- Senior
- Social DOLs Team
- Service Manager

CAROLINE

- HOUSING ADMIN
- PSYCHIATRIC NURSE
- SW TRAINING
- SOCIAL WORKER
- EDUCATION AND TRAINING
- **MANAGING DIRECTOR EDUCATION AND TRAINING**

MICHELLE

Youth Training Scheme
Admin Retail
Secretarial Education and Social Care Sector
Admin Manager Housing
Customer Services Contract Manager
IT Project Manager H & ASC
Programme Manager ASC

JOANNE

Youth Training Scheme
Industrial Supervisor QA
NHS Domestic
ASC-CSW/SSSW/CC
ASC Senior Manager

HONOR

NURSE TRAINING
NHS
PRIVATE CARE HOME
MANAGER CARE HOME
REGIONAL MANAGER
MANAGING DIRECTOR ASC

SARAH

- Admin Service
- Self Employed
- Supervisor Government Training Scheme
- ASC CSW
- ASC SSW
- Customer Centre Manager
- Registered Manager ASC

CHRIS

Lab Assistant → Agency Clerk → Financial Admin → B2 Admin NHS Mental Health → B3 Admin ↓

B6 Admin Manager ← GP Practice Manager ← Child health Manager ← H/C Manager ← Supervisor
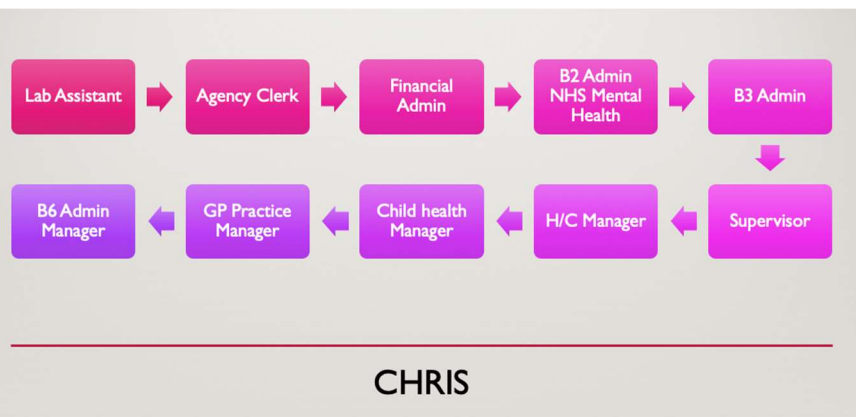
MICHELLE

- Council Clerk
- Nurse Training (Adult)
- Staff Nurse
- Specialist Training
- Senior Staff Nurse
- Degree
- Ward Manager
- M.Phil
- University Lecturer
- Principal Lecturer
- Head of Student Recruitment

SAM

- GARDENING
- SET UP KENDAL LGBT+
- SOUTH LAKES EQUALITY AND DIVERSITY PARTNERSHIP BOARD
- CUMBRIA LEARNING DISABILITY PARTNERSHIP BOARD
- DIRECT PAYMENT SUPPORT
- AMBASSADOR FOR LIFEWAYS
- MEMBER OF NATIONAL COPRODUCTION ADVISORY GROUP

ANNETTE

Potter	Barmaid	Assistant Manager	Licencee	Stay at Home Mum
Support Worker Mental Health	Nursery Nurse	Nursery Manager	School Health	Assessor
Project Manager	Workforce Development	Employment and Volunteer Service Manager	Quality Manager/Training Officer/IQA/ Lead IQA	

ANGELA

Housing Admin	Housing Estate Officer	Housing Estates Manager	Customer Services Manager
Lead Estate Manager	Area Housing Manager	Lead Government Officer	Housing Accounts Manager
SPT People Lead Officer	Deputy Commissioner ASC	DM LSC, PH, Comm, quality and safeguarding	AD Liverpool City Regions

ALAN

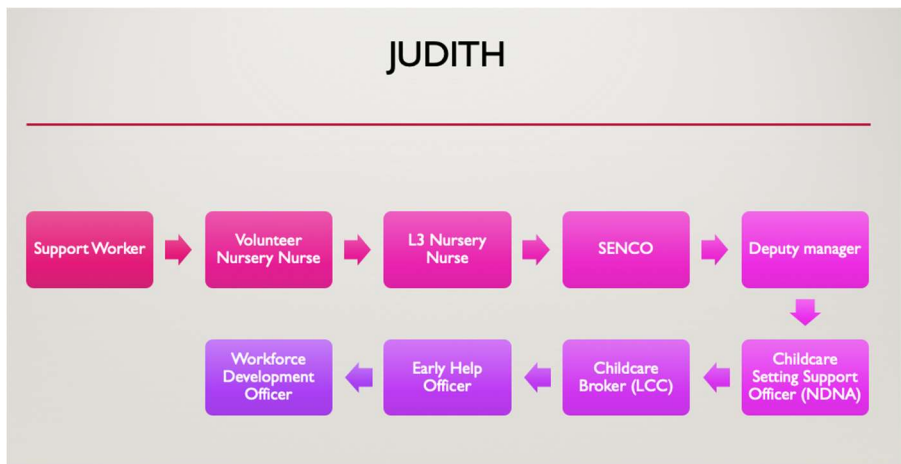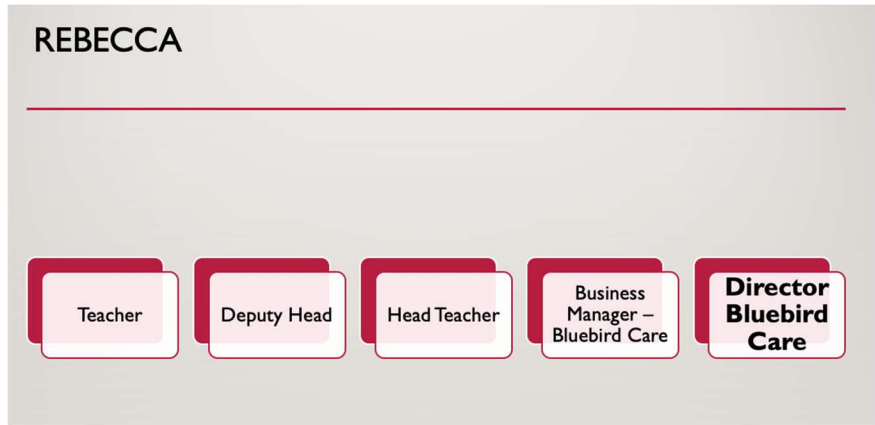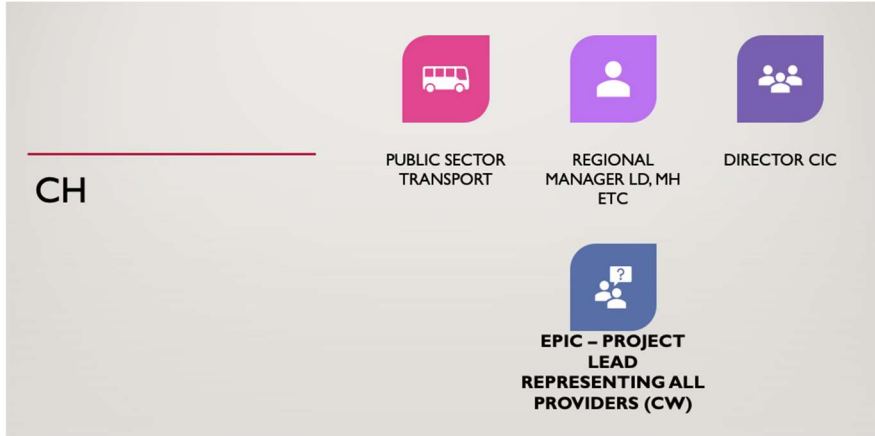| Joiner	Foreman	Site Manager	Contracts Manager
	Parent/Carer /PA	PA	PA

LORRAINE

- Domicilliary Care
- Degree
- NHS Informatics/IT Service Desk
- NHS Health Informatic Service (HIS) Desk
- NHS HIS Support Coordinator (Customer Services)
- NHS HIS Lead Coordinator (Customer Services)
- NHS Provider Clinical Service Coordinator (Ed)
- NHS CCG Quality Improvement Officer

COLETTE

- Retail & Admin
- Support Worker
- Senior Support Worker
- NHS Admin worker
- PA
- Social Worker
- 3rd Sector Community Development
- **Quality Improvement Officer**

CH

PUBLIC SECTOR TRANSPORT

REGIONAL MANAGER LD, MH ETC

DIRECTOR CIC

EPIC – PROJECT LEAD REPRESENTING ALL PROVIDERS (CW)

REBECCA

| Teacher | Deputy Head | Head Teacher | Business Manager – Bluebird Care | **Director Bluebird Care** |

JUDITH

Support Worker → Volunteer Nursery Nurse → L3 Nursery Nurse → SENCO → Deputy manager

Workforce Development Officer ← Early Help Officer ← Childcare Broker (LCC) ← Childcare Setting Support Officer (NDNA)

CAROL

Payroll Clerk

HR Assistant

HR team Leader

HR Lead Schools

HR Lead Children's Social Care

Senior HR Lead Adults Social Care & Health

Speed interviews

Speed dating careers interview

1. **What did you want to do when you grew up?**
   Gardening
   'Dunno'
   Lawyer
   Teacher
   Paediatrician
   Go to university
   Nurse
   Archaeologist (linked to interest in History)
   Social Worker because of aunt fostering
   Social Worker because of family influence
   Airline Pilot, Professional cyclist
   Vet
   A Vet nurse – something medical
   RAF – exams stopped
   Wanted to be a mum
   Midwife

2. **What attracted you to your first job in the sector?**
   Liked the outdoors
   Placement turned into a job
   Needs Must
   Taking part anyway
   I needed to find a job as didn't pass A Levels. Was a job I found – fell into it
   Being my own boss and had an in with partner
   Could do it! Confident
   Needed experience to do Social Work
   Nursing Times – pressure sore information
   Pay student debt/earn money, Support and encouragement from family
   Experience, thought about fostering so went forward with child services
   Not in the sector – moved around
   Wife was a RNLD
   Flexible hours, around childcare
   Liked long contact with the elderly & getting information from people
   Security, rewards & career ladder
   Wanted a caring role/hours/flexibility
   Wanted to be a nurse driven – to attain goal, no role model
   Necessity to change from Pub work (long hours) i.e. lifestyle change
   Mum worked in the sector – shared her experiences, sounded interesting
   Felt it would build transferrable skill learnt – offers opportunities

3. **What was your first job/what did you do?**
   Potato Grader
   Mental Health Support Worker
   Student Nurse
   Payroll clerk
   Business manager of home care provision
   Admin apprentice
   Psychiatric Nurse
   Care assistant in a hostel for adults with a Learning Disability
   Childcare assistant
   Paper Boy
   Hospice Support worker
   Domestic Care Assistant
   Laboratory assistant
   Apprentice joiner
   Staff Nurse
   Health Care Assistant
   Support worker in Old Persons Home
   Council Housing officer

4. **What made you stick with that job?**
   Closest job to horticulture – didn't stick with
   Good at it
   Money
   I didn't – took a drop-in grade. To move into HR as that is where I saw a career
   Making a difference to staff, creating a valued environment, to people supported
   Because as an outsider see new opportunities, ideas and could make changes
   Financial - not living at home, Felt suited to role
   12 month secondment then social work training. Gathered knowledge skills and behaviours
   Didn't stick with it – didn't feel I made a difference
   Money
   Felt like making a difference to people/families at the end of life
   Moved on after 18 months to get a difference and to get into NHS
   Interesting
   Good renumeration, outdoor and active
   Loved it! As I love caring and making a difference (helping people)
   Quite liked it. Lovely people to work with
   Loved the work, developed close relationships with residents and staff. Felt like making a difference
   Like working with people

5. **What was your next job and why did you apply for that?**
   Another gardening job – completed National Diploma in Horticulture – step up/progression
   Social Worker
   Landscape Gardener

Director
Move back north, Social Worker (more money)
Human Resources Assistant – it was what I wanted to do. From payroll I could see the HR side and I was interested. Working to help and support people/employees
Started own business with colleague/friend. Community events/live life well longer at home
Social Worker
Agency Nursing due to childcare
Person centred role – want to support others, Interest in working with women and children
Library service – encouraged to apply. Really enjoyed it
Contributions agency
Nursey Nurse – hours fitted with childcare at that time. Wanted to give children a positive experience
Complex needs – Health Care Assistant – renal nurse.
Agency Clerk - renumeration
Foreman – housebuilding. Driven to get into management
Teaching Nursing transferring knowledge into supporting individuals in their Continuous Professional Development
Training term time only job in school health, necessity after having a baby
NHS – Admin worker at the time. Moved out of the area felt that skills were transferable
Progression – step up in same kind of work

6. **Did you know what job you wanted to do in the end?**
No
No – fell into it
Social Worker
No
No
N/A
No Not at the end
Just wanted to make a positive difference in whatever I do
No – no plan – take opportunities/new challenges
No – career in nursing but own boss
Yes – volunteering and care assistant reinforced the wish to be a social worker
Coincidental, Family circumstances
No - still
Own business
No
Thought so – nursing but it wasn't for me due to workforce pressures
Climb the ladder in clerical
Didn't want to progress in construction. Unsure – fell into care through circumstances
No as I am still developing
No
Social worker at the time. I qualified as a social worker. 6 years in role

No

7. Was it the job you have now?
National Coproduction Advisory Group
Integrated Commissioning Manager
Managing Director
Social Worker – Ambassador to encourage others to become social workers care etc
Head of Area – Skills for Care
Economic Officer
Provider/Owner
Workforce Development Officer
Assessor/ facilitator in clinical and mental health
Admin manager
Personal Assistant – caring role
Quality manager – training organisation
Quality Improvement Officer
Assistant Director Commissioning

8. What would your perfect job be?
Doing things that I enjoy
Adult Social Care with Financial Freedom
Whatever felt right at the time
Setting up systems, Design commission buildings, Mobilising services
Airline pilot
Being a 'consultant' Quality and Monitoring manager for other home care providers
Professional networker & sign poster
Love what I am doing now
Own my own care business
Social worker – if you have time and resources
Challenge and change
Anything that has an impact on people
Mix business with professional
What I do now with the money and commitment to do what is needed
Progress more into teaching side – sciences
Admin manager
A challenge/rewarding/job satisfaction
I haven't as I am in education as I am passionate about developing careers within
Health & Social Care
Teaching/training in social care

9. Why have you stayed in social/health care?
It's what I do
Passion
To make a difference
Done different roles in Human Resources and Looked After services. Always been
attracted to Adults and Children's Social Care services and the support I can give.
Link everything I do to service users. Putting myself in other's shoes. Feeling of

achievement. Internal making a difference external qualifications learning from others life experiences.

Like older people. Want care roles to be recognised and not disparaged

Values, making a difference to people who use services and employed

Sense of purpose

Love the role, make a difference even with the smallest support, making relationships

Supportive Dad who encouraged me into care. Colleagues/managers/ others seeing potential

Like the work

Business perspective, tests every element of skillset. Calls on old skills and developed new skills

Have seen the positive impact it can have on individuals and communities

Because of experience gained

Enjoy it

Family commitments

Internal drive always wanted to do better. With qualifications came opportunities

Like the ethos of organisation.

Vital sector, growing need for support and something I care about

Job satisfaction in social care, opportunity to learn with employment

10. **What helps you to succeed/ keep going?**

Want to make a difference/ speak up for people who can't

Passion for good quality care and raising the profile

Tenacity

Management support/training

Qualifications, investing in self. Having ideas/embracing change. Good team player, communicator, problem solver.

Doing the right thing, Good mentors. Promotion. Good salesperson. Counselling

Know the impact of good care

Employing right people capable of independent thought and challenge

Being open minded to possibilities, supportive managers and developing confidence in my abilities

Being driven

Managers/ people who believed in me

Not being afraid of trying new things