



## Healthcare Support Staff: a strategy for recruiting, retaining and developing the talent

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July 2015

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*“Train people well enough so they can leave, treat them well enough so they don’t want to”* Richard Branson (March 2014)

### 1. Introduction

This aim of this strategy is to set out a framework for recruiting, retaining and developing healthcare support staff who work either directly delivering care for our patients or indirectly supporting those who do. It will identify the requirements needed for the Trust to meet the national priorities from Health Education England (HEE) Mandate 2014 – 2015<sup>1</sup> that are set out in the Talent for Care strategy (HEE November 2014)<sup>2</sup>. There will be an implementation plan to achieve this strategy (appendix 1).

### 2. Background and national NHS priorities

The majority of healthcare support staff work in NHS Agenda for Change Band 1-4 workforce and makes up approximately 40% of the 1.3 million workforce and deliver around 60% of the direct care to patients. However, only 5% of the national training budget for the NHS is allocated to this staff group. In UHS there are 3372WTE staff in Bands 1-4<sup>3</sup> which is 32% of the total workforce (38% of total non medical staff).

The Francis Report<sup>4</sup> highlighted the issue of poor care and the adverse effect of inadequate training and development of all staff, registered and non-registered, who are involved in delivery of high quality care that all our patients expect and deserve. One outcome of this report was the commissioning of a review of support worker training and development in health and social care by Camilla Cavendish. The Cavendish Review<sup>5</sup> outlined a number of recommendations, including the development of minimum training requirements and the introduction of a certificate of fundamental care; now referred to as the Care Certificate.

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<sup>1</sup> *Delivering high quality, effective, compassionate care: Developing the right people with the right skills and the right values.* A mandate from the Government to Health Education England: April 2014 to March 2015 [www.gov.uk/dh](http://www.gov.uk/dh)

<sup>2</sup> *The Talent for Care: a national strategic framework to develop the healthcare support workforce.* part of Framework 15, the Health Education England guide to action: October 2014 <http://eoe.hee.nhs.uk/our-work/1to4/> accessed November 2014

<sup>3</sup> Agenda for Change Bands 1-4 workforce figures taken from UHSFT Electronic Staff Record (ESR), January 2015

<sup>4</sup> *Report of the Mid Staffordshire NHS Foundation Trust Public Inquiry:* February 2013 <http://www.midstaffspublicinquiry.com/sites/default/files/report/Executive%20summary.pdf> accessed July 2014

<sup>5</sup> *Cavendish Review: An independent Review into Healthcare Assistants and Support Workers in NHS and Social Care Setting:* DH July 2013 [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/236212/Cavendish\\_Review.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/236212/Cavendish_Review.pdf) accessed July 2014

The Care Certificate is currently being piloted across the country and progression opportunities have now been included in the HEE mandate.

The HEE mandate identifies the development priorities for healthcare support staff:

- Robust career development
- Meeting Cavendish Review recommendations
- Doubling the number of apprenticeships in healthcare
- Supporting the progression of support workers and healthcare assistants who want to progress into nursing and midwifery careers
- Development of a national bridging programme to help career progression into professional training in health and social care
- Supporting flexible methods for entering employment and training

During 2014 Lord Willis undertook a review on behalf of HEE of the future education requirements of nurses and clinical support staff working in health and social care. In March 2015 the final report '*Raising the Bar, Shape of Caring: A review of the Future Education and Training of Registered Nurses and Care Assistants*<sup>6</sup> was published. This report refers to Talent for Care and includes the same principles for the development of support workers.

### **3. Not only clinical support staff**

When using a 'catch-all' such as Bands 1-4 it is easy to forget that staff who work in these roles are not all in the same occupations. In fact there are 28 different Band 1-4 job roles across UHS.

This is why we have chosen to use the term 'Healthcare Support Staff' within this strategy. As part of the culture change that is needed to make this strategy a success we need to move away from using the terminology Bands 1-4 and start using healthcare support staff. However, there are further differences. There are those who provide direct healthcare support, for example, healthcare assistants, assistant/associate practitioners, rehabilitation assistants and maternity care assistants, radiology assistants and porters. There are also indirect healthcare support staff which include, for example, ward clerks, administrative staff, finance support staff, materials management and pathology staff.

The training and development needs for all of these staff are equally diverse and equally important. This strategy will seek to support these differences, whilst also enabling staff from different occupations to learn together where this brings added benefits of improved understanding of their diverse job roles, communication and team working.

Although the biggest improvements in development opportunities in the last 10 years have been for the direct healthcare support staff, in particular nursing healthcare assistants, ongoing work has also improved career opportunities for other staff groups such as administrative staff. With this strategy we will continue with department leads and external partners to create equally robust career pathways for all our healthcare support staff.

#### **This strategy as part of other UHS strategies**

This strategy should not be seen in isolation to other service and workforce strategies. Representing one third of the total workforce, identifying and developing the talent of over 3000 people is going to be essential to help UHSFT become the world class organisation it aspires to be. Because of the traditional hierarchy of the NHS, support workers often feel

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<sup>6</sup> *Raising the Bar, Shape of Caring: A review of the Future Education and Training of Registered Nurses and Care Assistant*: March 2015 <https://hee.nhs.uk/work-programmes/shape-of-caring-review/>

their knowledge and experience is undervalued and under-utilised. This was borne out in the feedback that was received from the Talent for Care national consultation (August 2014)<sup>7</sup>.

Staff in support roles may lead complex personal lives outside work and to do this they may have developed personal organisational skills for themselves and in order to support their families, for example time and budget management etc. We need to maximise these capabilities, and capture and further develop this talent. Where they are given the support to develop and contribute fully as part of the team the benefits fed back into the service can be enormous.

### *Widening Participation and other UHS strategies*

The role these staff groups play in delivering direct care or support behind the scenes must be reflected in other UHS strategies:

- Education and Training Strategy – this strategy for Healthcare Support Staff will be a component part of the education and training strategy and the same aspirations to create and support excellent development opportunities provided in our high quality learning environments, both on the job and off the job will be offered to healthcare support staff in the same ways as our registered staff and those in leadership roles. This will include appropriate mentoring and supervision to enable them to fully maximise any development they undertake in their day-to-day practice.
- Workforce planning – when reviewing skill mix changes or developing new roles, the opportunity to maximise the skills and aspirations of the support workforce are a ready resource that should be considered.
- Recruitment and retention – the opportunity to recruit from entry level onwards, creating a pipeline of well trained staff will support longer term workforce planning. Utilising apprenticeships across a number of careers will allow us to maximise external funding for training and encourage staff retention.
- Equality and diversity strategy – providing access to careers from entry level to fully qualified roles will also allows us to develop local & social policies creating a home grown workforce .
- Service improvement – we often do not make the most of the experience and organisational knowledge these staff often possess. Many have been here for a significant amount of time and often have very sensible practical ideas and information but may be ignored or not encouraged to voice their opinion. We need to ensure that we broker the skills and confidence in these staff to make suggestions about ways we can improve services and patient care. Leaders need to ensure they fully include support staff in these changes.
- Leadership and management – leaders need to recognise the valuable asset they have in the support staff in UHS and create an inclusive environment which enables them to participate fully in the team including giving them responsibilities for appropriate parts of the service. Leaders should also play a part active role in encouraging and planning the development of the talent of support workers in their teams.

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<sup>7</sup> *The Talent for Care; Here's what you said* Feedback on consultation for development of the healthcare support workforce, August 2014. <http://eoe.hee.nhs.uk/wp-content/uploads/sites/477/2014/08/HEE-The-Talent-for-Care-Response.pdf>

## 4. Developing Healthcare Support Staff talent at UHS – the success so far

UHS has been a leader in enabling support workers to undertake training and creating career pathways. As an approved City and Guilds NVQ and now Apprenticeship Centre we consistently receive excellent reports. In addition we have been inspected by Ofsted and have also received positive comments and outcomes. Some of the good practice UHS has led or been involved in includes:

- commissioned research with University of Southampton into learning environments for porters<sup>8</sup>
- leading a project to increase young apprenticeships across the City of Southampton<sup>9</sup>
- helping design and develop new support roles
- recognition for best practice in adult and vocational education by Ofsted<sup>10</sup>
- participating in national groups helping to set the agenda for support worker training and development
- short listed as finalists for HSJ workforce awards (2012) and as a regional finalist for the National Apprenticeship Service awards (2012)
- in conjunction with Southampton Solent University developed Foundation Degree in Health and Social Care

We want UHS to continue to be leaders in best practice for the education and development of support staff and this strategy and the implementation plan sets out aspirations that, with the help of Trust managers, staff and our partners, we will ensure that we do this.

## 5. Talent for Care

The first national strategy for healthcare support staff, 'Talent for Care' has been developed through England wide consultation to implement the HEE Mandate deliverables described above. The Talent for Care strategy is set out under the following headings:

- **Get in** – widening participation into employment and education in the health sector
- **Get on** – information, advice and guidance and CPD of support workers in their roles
- **Go further** – career opportunities and pathways for support workers wanting to progress

## 6. Get in... widening participation into employment and education in the health sector

### Why is Widening Participation in employment and learning important to health?

The National Institute of Adult Continuing Education (NIACE) contribution to the Government's 2013 Spending Review, 'The Case for Investment in Learning for Adults'<sup>11</sup>

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<sup>8</sup> 'Learning at work' in the Portering Department Fuller, Alison, Laurie, Ian and Unwin, Lorna (2010) ISBN 9780854329144 University of Southampton

[http://eprints.soton.ac.uk/192409/1/Learning\\_at\\_Work\\_in\\_the\\_Portering\\_Department\\_.pdf](http://eprints.soton.ac.uk/192409/1/Learning_at_Work_in_the_Portering_Department_.pdf)

<sup>9</sup> 'The Southampton Skills Development Zone Apprenticeship: Research Report' Alison Fuller and Sadaf Rizvi, (July 2012) ISBN 9780854329557 LLAKES ESRC Research Centre

<http://www.llakes.org/wp-content/uploads/2013/01/SSDZ-Research-Report.pdf>

<sup>10</sup> 'Carefully designed vocational programme: University Hospital Southampton NHS Foundation Trust' Ofsted Good Practice Resource, 28 January 2014

<http://www.ofsted.gov.uk/resources/good-practice-resource-carefully-designed-vocational-programme-university-hospital-southampton-nhs-f>

looked at many different research studies and identified the following benefits of public investment in adult education:

### **Health and wellbeing benefits**

Research has shown millions could be saved from health budgets if adults undertake accredited courses. It increases the chances for smoking cessation by age 42 years by 14% and for women that achieve Level 2 qualifications the chances of developing depression by age 42 years decrease by 15%. In addition the sense of wellbeing of having sustainable work and earnings (to which the achievement of qualifications contribute) leads to a more active lifestyle with significant savings on health, social care, pensions and other benefits by upto 14%.

### **Employment and Social mobility**

There is recognition that education can support social mobility. Young people who are NEETs (not in employment, education or training) are likely to have reduced lifetime earnings and up to 36% of adults have not participated in learning since they left school. This can mean that they are more likely to continue to need state benefits to support them.

### **Community cohesion**

There is evidence that adults who undertake learning are more effective at supporting their children through school life and reduce the chances of those children ending up in poverty. In addition it been shown that even informal learning raises racial tolerance within a community.

### **Information advice and guidance (IAG)**

#### **Wider community**

In recent years the IAG provided in schools has changed and to a large extent reduced and therefore the giving of helpful career advice has diminished.

UHS has a good reputation around Southampton and the wider Hampshire area of supporting schools and colleges to deliver excellent career advice to students. We do this through visits to schools and hosting on-site visits in the hospital. An excellent example of this includes the Health Science career fair that is held at SGH and introduces students to the wide range of potential health science careers the NHS has to offer.

In addition 'teacher tours' are offered throughout the year to enable teachers to have a better understanding of the roles and careers available in health to help them to give better IAG to their own students.

The UHS Volunteer Services manages a large number of requests for work experience from both schools wanting work experience for students and from local charities supporting unemployed people into work who need this invaluable time to help with their CV and often their self-esteem. In addition UHS staff have been supporting the NHS on-line mentoring scheme<sup>12</sup> for young people (16-18 year olds) and NEETs. This is a 13 week programme to support young people to research and find information about possible healthcare career options.

#### **IAG for Trust staff**

UHS has a career support co-ordinator who provides personal IAG to any staff, regardless of role, who are looking for advice regarding the next steps in their career. Career advice is

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<sup>11</sup> 'The case for investment in learning for adults': A contribution to the 2013 Spending Review by the National Institute of Adult Continuing Education (NIACE: March 2013) [www.niace.org.uk](http://www.niace.org.uk)

<sup>12</sup> The NHS on-line mentoring scheme (2014) <http://www.thebrightsidetrust.org/>



also provided to those who are at risk during organisational change or where individuals may no longer be able to remain in their current role due to ill health. This enables the Trust to retain talent.

The Trust had IAG Matrix accreditation and is applying for re-accreditation. This national quality standard is often a requirement for national funding arrangements, particularly to access Skills funding Agency funds for apprenticeships.

### **Values based recruitment (VBR) and recruitment talent stream**

We will work with the local community to develop new ways to advertise support role vacancies and create a talent stream that will help us to recruit in a more structured way and enable us to fill vacancies quickly. UHS is moving to a VBR approach when recruiting staff and this will also include support staff in the future, starting with healthcare assistant roles.

### **Age diversity**

According to the Trust's Equality and Diversity Strategy (2014)<sup>13</sup> the 2011 census shows that about 13.09% of the Southampton population is aged between 20 and 24, (this includes the student population at the city's two universities). Children and young people under 20 years of age living in the city make up 24.11% of the population.

Comparing these figures against the Trust's healthcare support workforce, approximately 3% is made up of young people aged 16-20 years and approximately 13% of those aged 21-25 years. In addition we have an ageing healthcare support workforce with those aged 51-60 years in these roles making up approximately 27% of the total workforce. We are currently not recruiting enough young people to replace the number of staff who are likely to retire in the next 5 to 10 years.

The majority of our healthcare support staff live locally and we are unlikely to attract individuals from other parts of the country (or internationally) to relocate to Southampton to work in these roles. At the present rate of underemployment of young people in the Trust we will struggle to recruit enough of them locally to replace even those staff who will be retiring.

### **Pre-employment opportunities for young people and traineeships**

The employment or work experience for young people has often been difficult to achieve within the NHS overall. This has been largely a cultural issue because of the belief that recruitment of young people is not allowed. There has never been any directive over the

#### **Maryam Hayat, administration assistant who was a volunteer at UHS....**

*"I started volunteering so it could help me to decide whether I wanted to go to university or to get a job. Training was given to be a volunteer. I used to ask patients if they wanted to complete a survey. After this, I started doing administration and clerical tasks in various departments.*

*I enrolled into an interpreter's course as I like to try new things. The part which I enjoyed the most was working in the volunteers' office. All members of staff and volunteers were warm and welcoming. I enjoyed this, and this swayed me to find a job.*

*I was offered an administration job in a psychiatric hospital. I enjoyed my time there and this equipped me on how to understand individuals situations, how to deal with difficult situations. Now I have an administrator job working in the volunteer's office at UHS"*

<sup>13</sup> 'Equality and Diversity Strategy; 2014 – 2017'; November 2014, University Hospital Southampton NHS Foundation Trust,

lifetime of the NHS that specifically barred this age group from being employed and this belief has grown out of 'custom and practice'. UHS can no longer afford to restrict young people working in the NHS. However, we must properly support them and the staff who will be training them in the workplace to ensure a good experience. The result should be staff welcoming this age group into the workplace and giving young people a positive training and employment experience encouraging them to follow health careers.

The Traineeship is an initiative by the National Apprenticeship Service (NAS) to enable young people who are not in employment, education or training (NEETs) an opportunity to undertake pre-employment training and gain real work experience (up to a maximum of 6 months) as a precursor to applying for work or apprenticeships. These individuals often need greater support as they may have left school with few GCSEs and had little employment experience which means they are not ready to move straight into an apprenticeship.

As one of the largest employers in Southampton it is essential that UHS meets its social responsibilities through enabling young people who are not in employment, education or training (NEETS) and other long-term unemployed people to access work and training. As outlined at the beginning of this strategy this has social, health and economic benefits to us and the wider community. We will continue to work with local partners to ensure the Trust is actively working with all sections of the diverse local community to attract and retain local talent into health careers. This supports UHSFT's social responsibility to the local community by helping to reduce the City's unemployed youth and longer term unemployed adults into work.

### **UHSFT and the local community**

UHS has a good track record of working with local community partners and we will continue to build on this. We led and are involved in projects in the City. We have worked with partners such as Job Centre Plus to support unemployed local people of all ages to get into work or training. We have done this by offering structured work experience, pre-employment training (PET) and apprenticeships enabling them to be better placed to find work either with us or within the local economy.

Private employers are also increasingly looking to develop their business and attract the best local talent as can be seen in the Solent Local Enterprise Partnership (Solent LEP) "Skills for Growth Plan (2013)"<sup>14</sup>. We will therefore need to work hard to compete with other local employers to recruit talent from our local area, particularly to fill support roles. As it is unlikely we will be able to compete through pay incentives alone we need to be able to offer a career pathway so that individuals (and young people in particular) can see how they can potentially increase their income through career progression

### **Links to local colleges and schools to embed structured learning placements**

UHS has had exploratory discussions with a local college to work more closely with them to enable students undertaking health and social care courses to undertake structured learning placements (instead of work experience) at UHS. This would entail them spending time in a variety of settings over a period of several weeks during their course. The aim of this would be to give them an insight into the different occupations and professions that exist to help them make an informed choice about their future careers. This could include progression to pre-registration professional programmes or apprenticeships.

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<sup>14</sup> 'Skills for Growth Plan'; *Executive Summary*, Solent Enterprise Skills Zone, Solent Local Enterprise Partnership May 2013  
[http://solentlep.org.uk/uploads/documents/Solent\\_Enterprise\\_Zone\\_Skills\\_Plan\\_Executive\\_Summary\\_-\\_May\\_2013.pdf](http://solentlep.org.uk/uploads/documents/Solent_Enterprise_Zone_Skills_Plan_Executive_Summary_-_May_2013.pdf)



### **Initial assessment of numeracy, literacy and the use of technology**

The confident use of numbers and the ability to use the English language clearly, both written and verbally, are essential skills for all staff who work anywhere in UHS. Literacy and numeracy skills underpin effective communication between staff and with patients and relatives and ensure safe patient care and other workplace activities.

Being confident to use technology (not just IT keyboard and software skills) on-line systems, send email, browse the internet or data entry are essential skills not only in our work life but also our personal life. In fact these skills are necessary to check rotas, book annual leave, book onto a course, undertaken statutory and mandatory learning online or to claim overtime as many of our employment systems are becoming automated and more and more equipment becomes more technology based.

These skills are also essential for staff who wish to progress in their career as many course, including apprenticeships and undergraduate programmes, increasingly use on-line learning environments and e-portfolios. Improving and developing these underpinning personal skills will enable staff to study more effectively and with increasing confidence.

It is therefore essential that we ensure our support staff have the skills and confidence to use technology and have numeracy and literacy skills at a level that is appropriate for their role. As part of the recruitment and induction process we will check the skills our recruits already have in these areas and help them plan to improve these either as stand-alone development or combined with other study such as apprenticeships.

### **(Cavendish) Care Certificate<sup>15</sup>**

One of the outcomes of the Cavendish Review is the development of the new Care Certificate. This certificate is recommended as initial training for any support staff with direct patient contact. It forms part of the induction requirements for new healthcare assistants and we will have to provide assurance that our newly recruited healthcare support staff have met this. The Care Certificate was piloted during 2014 and formally launched nationally in March 2015. We will ensure that training programmes delivered in UHS for healthcare assistants are reviewed to support the implementation of the certificate. A review of the workplace support required to mentor staff as they complete the practical assessment of the certificate has been undertaken, and there will be ongoing publicity to ensure managers and staff are aware of what is required.

## **7. Get on... information, advice & guidance and CPD of support staff in their roles**

### **Apprenticeships and QCF awards**

In recent years there has been encouragement from Government for more employers, including the NHS, to increase the number of apprenticeships.

At UHS we have a City and Guilds Centre developing and delivering clinical apprenticeship programmes including health, pharmacy and peri-operative care. Clinical managers can contact the Centre to find out more. We also deliver apprenticeship programmes for housekeepers and porters.

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<sup>15</sup> Information and resources for the Care Certificate  
<http://www.skillsforhealth.org.uk/standards/item/216-the-care-certificate> (accessed April 2015)

Managers in non-clinical areas are encouraged to support apprenticeship training in their work area and UHS works in partnership with external training providers to ensure this training can be delivered flexibly in a cost effective way and is of high quality. Non-clinical apprenticeships and QCF awards that are currently offered include engineering, administration, finance and call centres.

To help UHS offer as many apprenticeships as possible we work in partnership as a sub-contractor with the National Skills Academy in Health to enable us to access Skills Funding Agency apprenticeship funding for some of our courses.

### **Apprenticeship Training Agency (ATA)**

An ATA is an organisation that recruits and manages apprentices on behalf of employers. The apprentices are then 'placed' with an employer for the duration of their apprenticeship. The ATA takes care of all of the recruitment and employment processes and pays the apprentices a salary (reclaimed from the employer) and will help employers source a suitable apprenticeship training provider. An example of this is the National Skills Academy for Health which runs an ATA.

Although apprentices trained using this route have no guarantee of a post at the end it does open up the opportunities for young people to gain valuable skills, work experience and a nationally recognised qualification. This puts them in a stronger position to apply for future jobs.

At UHS we will continue to investigate ways to use the ATA model to increase opportunities for young people to make a start in their careers in healthcare.

### **Continuing Personal Development (CPD)**

Although many healthcare support staff want to progress onto higher qualifications and roles we know many decide for various reasons to remain in their current position or move within the Trust into other job opportunities at the same pay band.

**Kasia Juzwiak is a healthcare assistant working in intensive care and has completed her apprenticeship, ...** *"I have worked in the hospital for more than 4 years now. First I started working as a ward hostess for Compass Group. After a year I left catering job and started working as a Healthcare Support Worker in General Intensive Care Unit.*

*Shortly after I started in Intensive Care my manager mentioned that it would be good opportunity for me to complete an advanced apprenticeship in clinical healthcare support.*

*The advanced apprenticeship included a lot of work and knowledge but with that I got a tremendous amount of support from my manager, my mentor, as well as, from my assessor in vocational skills centre. I found it challenging at times but it was worth all the hard work. Completing the apprenticeship has enabled me to develop my knowledge and my clinical skills a lot more than I could have imagined. This has helped me deliver more patient centred care.*

*My manager was then happy to support me in applying for a Foundation Degree the same year and I applied for and got a place to further my career on the Foundation Degree in Health and Social Care at Southampton Solent University.*

*Completing any work-based course is a very good opportunity to develop your knowledge, skills and become more experienced in your work place."*

*"All of this would not be possible without my hard work and people believing in me"*

We also know that many staff still wish to remain up-to-date or develop more in depth understanding of their role through continuous personal development. As a Trust it is in our best interest to support this. Some staff can use also use CPD to provide enough additional knowledge and skills to enable them to progress in their career. Staff at any level who have access to ongoing development are more motivated and able to fully engage with service delivery changes and offer new and innovative ideas on ways of working.

- **360 degree feedback**

The Trust has, for a number of years, recognised the importance of 360 feedback for staff development, but to date this has not been offered to staff in healthcare support staff, though a pilot has been undertaken. There are plans to review this pilot and revisit with the next FD in Health and Social Care cohort and then consider full rollout for other staff (linking in with appraisal training).

- **Mentoring, coaching, work shadowing and secondment opportunities**

There is now a robust mentoring and coaching strategy in place for managers and senior clinical staff. We will expand this offer to healthcare support staff as an effective way to support and encourage personal development and embed learning in the workplace. We will encourage the use of work shadowing and secondment opportunities in the Trust for healthcare support staff to expand knowledge and skills that can be taken back and used to enhance practice. This can also help staff to make career development decisions.

- **Direct care support worker master-classes**

In the last year we have run a number of master-classes for HCAs, SHCAs and Assistant Practitioners, led by Judy Gillow, OBE, Director of Nursing and OD. These were well attended and covered a number of subjects such as values and the 6Cs. We know this time to share experiences and discuss the quality of patient care is important to support staff and we will organise more of these.

- **Trust in-house courses**

There are many courses that are relevant for support workers that are available on the UHS Virtual Learning Environment (VLE). Staff should discuss with their manager at their appraisal if there are courses that would assist them to undertake their job more effectively or help prepare them for opportunities for career progression in the future. Individuals can then book themselves onto the course via the online booking process.

- **Accredited CPD opportunities – QCF, Foundation degree and Open University units**

Although many staff may not want to progress onto full academic courses that lead to qualifications there are still opportunities for staff to undertake some accredited learning in units. The benefit of these unit based courses is that individuals can learn new skills if they move into new clinical or job roles, They can also update themselves in the skills and knowledge they need in their current role and can often be accredited towards the full awards at a later date.

### **Foundation Degrees (Fd)**

A Foundation Degree in Health and Social care has been developed locally with Southampton Solent University creating a career pathway for clinical support staff in Bands 2 and 3 to progress to Assistant Practitioner at Band 4. This Fd has now also been included as a Higher Apprenticeship qualification for Assistant Practitioners on the national Apprenticeship Framework. This Fd enables staff from a wide variety of clinical areas to be trained including wards (adult and children), clinics, ITU, non-invasive cardiology, operating theatres and nuclear medicine. The core and option units in the award has created a flexible award that enable occupational roles with small staffing numbers, in particular healthcare

**Donna Matthews is a senior healthcare assistant who has completed her Foundation Degree in Health and Social care....** "I was working as a support worker in a nursing home before I joined UHS. My duties at the nursing home were providing personal care to service users, doing the same kind of work every day with little opportunity for personal development. I had gained a degree in Zoology from India in 2001 but had no qualifications in healthcare.

*After starting work in an acute cardiac ward as a HCA at UHS I was able to do my NVQ Level 2 in health and social care which helped me to improve my academic skills, including completing my numeracy at level 2 which definitely helped me when I later did the medicines management unit on the Foundation Degree.*

*Working in the acute setting and doing the Fd has helped me to enhance my clinical skills and deal with patients with different conditions. The Fd also helped me to improve my communication skills and I was able to meet people from different cultural backgrounds.*

*I feel I was privileged to do the Fd as it has helped me to recognise some hidden talents, such as presentation skills. It has also helped me to perform well in my current job and I have passed the first year of the Fd with flying colours and I feel proud of myself.*

*My plan is to finish the Fd. I have started to apply for Band 4 Assistant Practitioner posts at UHS. An AP post would enable me to enhance my practical skills. I am hoping to continue my studies after finishing the course and thus progress in my career."*

*"Without doubt the Fd has helped to bring out the best in me"*

science roles, to be trained for AP roles to meet our workforce plan.

Progression from this Foundation Degree into the Bachelor of Nursing (Hons) programme with local universities and the Open University has been agreed, with entrants able to start onto Year 2 of the course. We will work with SSU to liaise with other HEIs to agree progression pathways for other graduates of the Fd who may wish to move into other profession training programmes, such as the Healthcare Science Professional Training Programme.

The Trust also supports other staff to undertake Fds that are relevant to their role but are not available locally, for example Fd in mammography, some of which can be funded via Health Education Wessex.

A Foundation Degree in Health, Social Care and Administration has been developed by SSU and Southern Healthcare NHS FT for administrative staff in a health and social care setting. This provides another career pathway for administrative staff.

## **8. Go Further... career opportunities and pathways for support workers wanting to progress**

### **Bridging courses**

Many of our healthcare support staff have the desire to continue into academic study to open up career opportunities available to them. However, it is also recognised that the move from vocational training to academic study can be challenging. Southern Health NHS FT have developed a bridging programme (Bridging the Gap) to provide the academic learning skills needed to assist someone to move along a progression pathway from Diploma/Apprenticeship Levels 2 and 3 into academic study at Level 4 and above. The specific focus of this bridging programme is supporting progression to the Foundation Degree in Health & Social Care and the Foundation Degree in Business and Administration in a Health & Social Care Setting for staff in Healthcare Support staff. We are happy to support our staff attending this course and feedback from Southampton Solent University is that students who attend this course before starting the Foundation Degree are better prepared for the academic and personal learning skills required in higher education.

A new national bridging programme has been developed by Skills for Health which can be achieved alongside advanced apprenticeships and other Academic Level 3 courses (where there is agreement with the bridging programme provider and a partner university) can support entry into pre-registration nursing programmes from the apprenticeship.

### **Progression into pre-registration professional programmes and other undergraduate opportunities**

We enable support staff to apply for undergraduate programmes for nursing, health sciences and allied health professions. This includes seconding support staff to undertake the Open University pre-registration nursing degree programme and the diploma in operating department practice. We have examples of the career progression of some of these staff for example from healthcare assistant undertaking Level 2 and 3 NVQs in Health to Nurse team leader undertaking postgraduate modules.

The development of the Foundation Degree in Health and Social Care has created another route for staff who are hoping to progress into pre-registration and undergraduate programmes in nursing and, hopefully, some of the healthcare science professional training programmes (PTP).

We will continue to support these development opportunities and look to use these routes to grow our own workforce.

We will continue to work with Health Education Wessex as part of the access to higher education group with other HEW Trusts and local HEIs to explore and develop access opportunities for support staff who have completed Advanced Apprenticeships (or other acceptable Level 3 courses) to apply for pre-registration nursing courses and other undergraduate programmes such as the Healthcare Science Professional Training Programme (PTP) degree.

## **9. Infrastructure to implement the strategy**

### **Skills for Practice team**

The Skills for Practice team is responsible for co-ordinating the training and development of the clinical and non-clinical staff in the Trust. As an accredited City and Guilds apprenticeship and QCF centre they offer apprenticeships (intermediate and advanced) in clinical healthcare support, healthcare support services and pharmacy services, which is offered to UHS staff and for other health service employers locally.

The team also co-ordinates the apprenticeship delivery for non-clinical apprenticeships and QCF awards, such as business administration, with a local college.

The Skills for Practice team will also provide 'one-stop-shop' information more broadly about training and development opportunities that are available for all healthcare support staff and their managers. This may include signposting to external training providers or looking to develop in-house training in partnership with managers to meet a specific service need.

### **High quality learning environment and workplace support**

UHS has a good infrastructure for workplace education and training, including divisional education teams. The importance of the workplace element in developing the skills and knowledge of learners is clear and embedded for our registered staff groups. We need to replicate this support in all areas for the healthcare support staff.

In some departments such as Pharmacy they have invested in a training team to specifically support the apprenticeships that undertaken in support and technician roles. The department has recognised that the investment in this team has enabled them to train individuals, many of whom have been retained and progressed in their careers.

In addition we need to be innovative in how we enable support staff to have access to technology so that they can make the best use of learning through technology. Our staff use an on-line e-portfolio to gather evidence for their apprenticeship and QCF awards. This will help them if they chose to progress to higher education as many universities increasingly use technology in this way.



## Equality and diversity

UHS recruits many people from the local Black and Minority Ethnic (BME) community into healthcare support roles. We need to ensure that we continue to look at ways to recruit staff that are broadly representative of the diverse community we serve.

BME staff at UHS have been supported to undertake a variety of different training and development activities including apprenticeships, English for Speakers of Other Languages (ESOL) courses, numeracy and literacy, interpreter course and progression onto pre-registration programmes (The interpreter course, run by University of Southampton, enables staff to use these skills to provide a volunteer interpreter service for patients in the hospital).

We also need to recognise and improve our understanding of the needs of individuals who would like to work at UHS who have other protected characteristics. We have an assessment tool that we can use to establish if someone who applies for one of the clinical apprenticeships has dyslexia and if they need any educational adjustments. Our partner colleges and universities also provide support for people who may have learning needs to ensure individuals are not prevented from progressing in their studies.

The Trust's Equality and Diversity Strategy (page 30) states "take positive action to address the under-represented characteristics in the workforce to improve diversity". This strategy will seek to do this for healthcare support

### **Kirsty Turner a sister in the eye unit is a manager of a staff member who completed the foundation degree...**

*"Sarah joined us as a band 3 in 2009. She had completed her NVQ level 3 in a residential care setting. Moving to an acute hospital setting was initially a little over whelming but Sarah was determined and motivated and with support soon adapted to the new environment, taking on new skills achieving a lot in a short period of time.*

*With this in mind and the decision to have a Band 4 Assistant Practitioner (AP) in the team we decided to support her through her course, helping her to put into practice the knowledge she was gaining at Southampton Solent University.*

*Since completing the course Sarah's role has changed and continues to do so as this new AP role develops. Part of Sarah's role includes co-ordinating a small team and she is consolidating her knowledge gaining experience in problem solving, organisation and delegation skills. She has become a buddy to student nurses and is involved in a lot of training and supporting of new and existing team members.*

*We know the Assistant Practitioner role will continue to develop as changes occur in the Trust and our department and look forward to this role continuing to evolve. It is a real achievement to be the first assistant practitioner in the Eye unit and we are very proud of Sarah. The role has been so beneficial that in the future we may look to employ more in AP roles"*

staff, through recruitment and training and development in roles and careers.

We will work with the Trust protected characteristics groups to ensure that individuals are encouraged to apply for training to help them in their role at the Trust and also have equal opportunities to progress.

A large number of those who work as healthcare support workers are part-time and balancing work and home-life can be challenging enough. We need to continue to find ways to support these staff to take up and complete training and development opportunities so that they are not disadvantaged from applying for future roles and improving their lives and that of their families.

## **Communication, high quality appraisal and managerial support**

One of the key outcomes of the national consultation for the Talent for Care was that neither healthcare support staff nor their managers feel they are well enough informed about the training and career development opportunities available. This makes discussion about talent management as part of a personal development plan (PDP) during an appraisal difficult. We will find ways to ensure that managers and staff are better informed about where to find information and who they can contact when they need help. We will also work with department leads to ensure that the training and career pathways reflect the skills and knowledge they need for future roles and deliver changing services.

Another theme that emerged from the consultation was that while some managers were extremely supportive and worked hard to ensure their staff got the development opportunities they needed others were less so. We have seen this reflected at UHS. We need all managers to be equally supportive of staff development opportunities across the Trust and this cannot be a Divisional/department lottery. We will work with managers to help them find ways to enable their staff to get the training they need and provide examples of best practice where this exists.

## **Partnership working**

To ensure we are able to provide the wide variety of different training and development opportunities we work with many different partners locally and nationally.

- **Southampton City Council**

As a Trust we have a close working relationship with the City Council including that of skills planning and development, particularly around NEETs and apprenticeships. We will continue to work with them to play our part as a large key employer in the City to help improve skills and educational attainment for young people and unemployed people to enable them to move in and through employment.

- **Job Centre Plus and third sector organisations**

We already have connections with Job Centre Plus and the Prince's Trust and worked with them to support long term unemployed local people to find work or gain valuable work experience. We also work with third sector organisations whose remit is to support long term unemployed and/or young people into work. We will continue to work with them to help support these people into roles and training in UHS.

- **Health Education Wessex**

HEW is the Local Education and Training Board (LETB) for Hampshire, Isle of Wight, Dorset and Salisbury area. There is a HEW widening participation group that has representatives from across the area which shares ideas and practices about the development of healthcare support staff across the patch, and where appropriate some joint working. Much of the funding for apprenticeships and other training opportunities for

healthcare support staff is allocated from the information the Trust provides from our annual training needs analysis (TNA).

- **National Skills Academy for Health (NSAH)**

UHS and the NSAH partnership with the National Skills Academy for Health have been awarded Employer Ownership Pilot Funding from the Department for Business, Innovation and Skills (BIS). This is a national project to increase resources to NSAH and employer partners through the creation of six Excellence Centres across the country to help facilitate the learning and development of support workers. UHS will be the pilot Excellence Centre which will enable healthcare support staff to access more development opportunities, not only for staff in UHS but within other health and social care organisations locally by collaborating with other employer and education providers.

The NSAH also offers a wide variety of information and on-line learning opportunities that all staff (not just healthcare support staff) can access via the website <http://www.nsahealth.org.uk/>

- **FE and HE**

As the staff in clinical and non-clinical support roles are so diverse UHSFT has to work in close partnership with other training and education providers to ensure staff are trained for the job role they undertake.

The Trust has long standing working partnerships with local colleges such as Southampton City College, Totton College and Eastleigh College as well independent training providers such as SETA who provide our engineering apprenticeships and Kaplan who provide our Finance apprenticeship training.

Creating a sustainable and easily navigated career pathway for support staff in this Trust has been made possible through strong partnerships with our local universities. We will continue to work with Higher Education to build further career pathways for other support staff in the Trust.

- **Working with other health and social care employers**

We have good working relationships with other local health and social care employers through HEW and other networks. With an agenda for implementing more integrated health and social care services we will work with these partners to identify opportunities to train and develop the support worker workforce where this will help improve services for patients.

- **Joint Staff Side and Union Learning Representatives**

The joint staff side organisations in UHS have always been strong supporters of initiatives to improve the employment and development opportunities of support workers. We will seek to continue to work with staff side to enable us to implement this strategy. This will include embedding Union Learning Representatives (ULRs) across the Trust. ULRs play an important role by acting as workplace development 'buddies' encouraging staff to undertake development opportunities and where necessary acting as a link with the training department to help support where barriers to learning may exist.

## **Funding**

Funding for courses and other development comes from both the NHS (via Health Education Wessex) and other sources. To enable us to fund as many apprenticeships and QCF awards as possible the VSC has a sub-contract arrangement with Skills for Health enabling us to draw down funding from the Skills Funding Agency. We will continue to identify other funding opportunities, including where appropriate with other local

organisations, to ensure there are robust funding arrangements in place to benefit healthcare support staff.

## **Evaluation, quality assurance, reporting**

It is important that the right conditions are in place to support the training and development of all staff and students at UHS. As part of the integrated approach to training and development that exists in the Trust, all policies, processes and QA assurance processes will, where applicable, be the same for support staff as it will be for all other staff and students undertaking learning in the workplace and in the classroom.

Quality assurance of programmes and courses available for support staff includes:

- external QA visits to the VSC from City and Guilds and Ofsted. The training and assessment provision has received excellent reviews and few actions.
- Course and impact evaluations as part of the UHS Evaluation Strategy
- Skills for Health Quality Mark accreditation
- Matrix Accreditation for Information, Advice and Guidance

We will continue to work with the training and development education quality team to design, collect and report on the quality of the training and workplace support for healthcare support staff receives and we use this information to improve programmes.

We will also implement the new peer review process as being piloted by the Training and development department of individuals who teach on courses attended by our support staff to ensure there is consistent high quality delivery of training.

## **10. Conclusion and next steps**

This strategy sets out ambition expectations to improve recruitment, retention and development of healthcare support staff at UHS. The success of this strategy depends on the commitment of all to support these ambitions and work together to deliver the actions set out in the implementation plan (see appendix 1). This plan sets out what will be delivered over the next 5 years. A more detailed annual action plan will be developed by the Healthcare Support Staff Steering Group. The actions set will take the implementation plan forward and will allow this to be responsive to the ever changing workforce skills and roles that we will need to support the Trust to deliver the 2020 Vision.

Finally, this strategy is more than setting out a framework for better development of a part of the workforce we currently under utilise. It is about creating a culture in UHS where the healthcare support worker is valued in all departments, not just some, and is seen as an essential team member with many good ideas and the potential to offer more to the service we deliver if given supportive leadership and opportunities to develop their own hidden talent.

Anita Esser  
Head of Wider Healthcare Education  
2015

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## **Healthcare Support Staff: a strategy for recruiting, retaining and developing the talent**

### **Talent for Care Partnership Pledge and UHS Implementation plan 2015 - 2018**

*'Healthcare Support Staff: a strategy for recruiting, retaining and developing the talent'* is the UHSFT strategy for the recruitment, education and development of healthcare support staff who provide direct care or indirect care.

Direct healthcare support staff includes for example, healthcare assistants, assistant/associate practitioners, rehabilitation assistants and maternity care assistants, radiology assistants and porters. Indirect healthcare support staff include, for example, ward clerk, administrative staff, finance support staff, materials management and pathology staff.

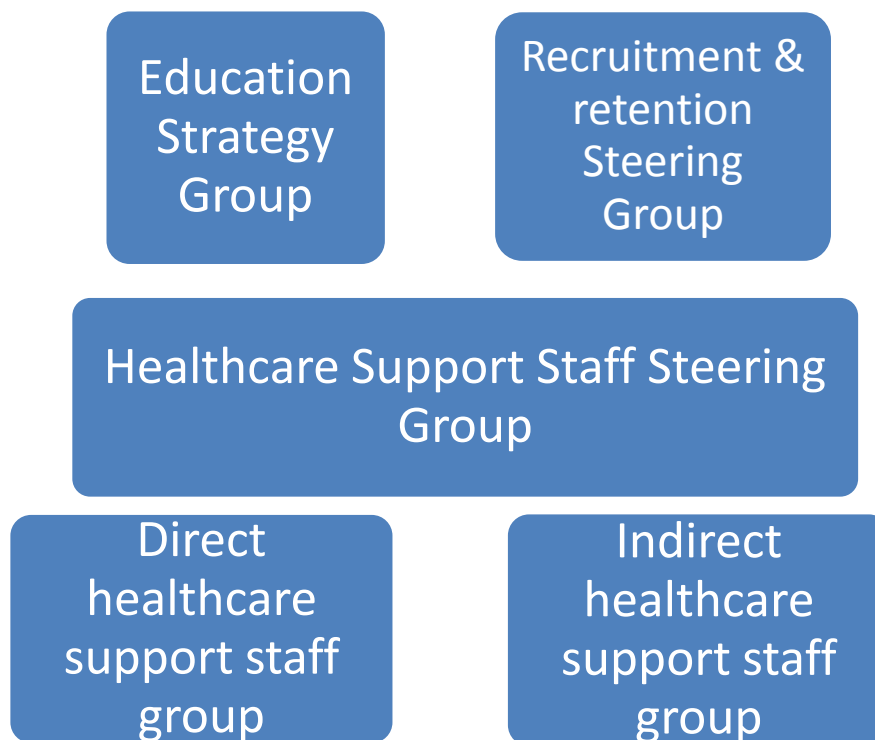
This implementation plan sets out the actions required to ensure the strategy is effectively implemented at UHS from 2015 to 2018.

This work will sit within Training, development and workforce and be led by the Head of Wider Healthcare Teams Education. To ensure the success of this strategy there will need to be strong support from senior leaders from Trust Board to individual team leaders as well as the divisional education leads. Support is also sought from our trade union partners. The support and commitment of health support staff themselves is also essential.

To deliver this plan a Trust steering group will be set up that will report to the Education Strategy group and the Recruitment and Retention steering group. As this strategy covers all healthcare support staff, whether they are directly or indirectly involved in the care of patients there will also be sub-groups that will focus on the needs of different occupational groups as necessary.



## The governance meeting structure



## Talent for Care and Widening Participation Partnership Pledge

*'University Hospital Southampton NHS Foundation Trust values its healthcare support staff who are critical in ensuring the high quality care of patients and delivery of services. We are committed to recruiting and developing our support workforce giving them new skills and competencies that will equip them for the future and provide real opportunities for those who wish to progress.*

*We support the national strategic frameworks Talent for Care and Widening Participation and will work in partnership to deliver its key strategic intentions through implementing the UHS Healthcare Support Staff: a strategy for recruiting, retaining and developing the talent (2015) and the associated implementation plan.'*

**Signed Chief Executive (Fiona Dalton):**

**Signed Chair of Staff Side (Tina Lanning):**

**Signed Director of Education and Workforce (Dr Jo Mountfield):**

**Date: 6<sup>th</sup> January 2015**

## Get in...widening participation into employment and education in the health sector

UHS will...	Essential input required from:	Achievements by 2018 will include:
<ul style="list-style-type: none"> <li>continue to work with local schools and colleges to promote careers in health by showcasing the success of our support staff who have progressed using the vocational route.</li> </ul>	<ul style="list-style-type: none"> <li>Career Support Co-ordinator</li> <li>Skills for Practice team</li> <li>Occupation experts (e.g. nursing, scientific, estates)</li> </ul>	<ul style="list-style-type: none"> <li>NHS Ambassadors have supported career events which are well evaluated</li> <li>Local schools have participated in the teacher tours and also other onsite careers events such as Healthcare Science &amp; Allied Health Professionals annual event.</li> <li>Evaluations show career support from UHS is helping students to make informed career decisions</li> </ul>
<ul style="list-style-type: none"> <li>develop careers ambassadors in the Trust, encouraging support staff who have undertaken an apprenticeship to go out to schools and colleges to promote the apprenticeship opportunities available at UHS.</li> </ul>	<ul style="list-style-type: none"> <li>UHS apprentices from different occupations</li> <li>Career Support Co-ordinator</li> <li>Skills for Practice team</li> <li>Divisional/dept managers</li> </ul>	<ul style="list-style-type: none"> <li>Each Division/dept has supported the development and release of staff to be NHS Ambassadors</li> <li>Ambassadors have been trained and have ongoing support in their role.</li> </ul>
<ul style="list-style-type: none"> <li>promote the Lifelab opportunities to local schools as a way to raise awareness of health careers and improve the lifestyle choices of young people.</li> </ul>	<ul style="list-style-type: none"> <li>Career Support Co-ordinator</li> <li>Lifelab manager</li> </ul>	<ul style="list-style-type: none"> <li>Local schools have participated in Lifelab activities</li> <li>Evaluations from school students show Lifelab activities have helped with career and lifestyle choices.</li> </ul>
<ul style="list-style-type: none"> <li>continue to provide career advice to support staff to enable them to develop their skills and progress in their careers.</li> </ul>	<ul style="list-style-type: none"> <li>Career Support Co-ordinator</li> <li>Skills for Practice team</li> </ul>	<ul style="list-style-type: none"> <li>Consistent high quality evaluation of the career advice service</li> </ul>

<ul style="list-style-type: none"> <li>• achieve Matrix re-accreditation to provide quality assurance to our IAG provision.</li> </ul>	<ul style="list-style-type: none"> <li>• Career Support Co-ordinator</li> <li>• Skills for Practice team</li> </ul>	<ul style="list-style-type: none"> <li>• Full Matrix accreditation</li> </ul>
<ul style="list-style-type: none"> <li>• create a recruitment pipeline for support workers to improve the way the Trust recruits from the local community.</li> </ul>	<ul style="list-style-type: none"> <li>• HR Recruitment team</li> <li>• Skills for Practice team</li> </ul>	<ul style="list-style-type: none"> <li>• More people from local community are employed in support roles from across diverse backgrounds</li> <li>• Recruitment into pure apprenticeship roles (fixed term contracts)</li> <li>• Recruitment from bespoke programmes such as Princes Trust, SSDZ.</li> </ul>
<ul style="list-style-type: none"> <li>• use of VBR for the recruitment of staff into healthcare support roles.</li> </ul>	<ul style="list-style-type: none"> <li>• HR Recruitment team</li> <li>• Skills for Practice Lead</li> </ul>	<ul style="list-style-type: none"> <li>• All support workers will be recruited using VBR</li> </ul>
<ul style="list-style-type: none"> <li>• continue to assess the numeracy and literacy skills of support staff and work with local training provider to support the development of these skills. We will develop an assessment tool to assess an individual's skills in using technology and support the development of these skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning Support team</li> <li>• Skills for Practice team</li> </ul>	<ul style="list-style-type: none"> <li>• Development of IT assessment tool and staff training provided to improve confidence when using technology required for their role.</li> <li>• More staff supported to achieve the level of numeracy and literacy required for their role</li> </ul>
<ul style="list-style-type: none"> <li>• work with a local provider to implement the use of traineeships.</li> </ul>	<ul style="list-style-type: none"> <li>• Local providers</li> <li>• Work Experience team</li> </ul>	<ul style="list-style-type: none"> <li>• Successful introduction of the use of traineeships as part of the recruitment pipeline for support workers in a variety of departments in UHS with progression opportunities for job and training available.</li> </ul>
<ul style="list-style-type: none"> <li>• build on the experience of the Prince's Trust and SSDZ PET activity and work with our community</li> </ul>	<ul style="list-style-type: none"> <li>• Career Support Coordinator</li> <li>• Skills for Practice team</li> </ul>	<ul style="list-style-type: none"> <li>• Regular programmes of pre-employment training are embedded as part of recruitment practice for support roles in the Trust.</li> </ul>

<p>partners, including Southampton City Council to ensure residents of Southampton see UHS as an employer of choice.</p>		
<ul style="list-style-type: none"> <li>continue to work with schools, colleges, JCP and voluntary organisations to offer meaningful work experience for students and the unemployed to help with career decision making and support future employment.</li> </ul>	<ul style="list-style-type: none"> <li>Career Support Coordinator</li> <li>Skills for Practice team</li> <li>Volunteer services</li> <li>Trust department managers and heads of professions</li> </ul>	<ul style="list-style-type: none"> <li>More students interested in careers in the health sector are able to access work experience as part of their career decision process.</li> </ul>
<ul style="list-style-type: none"> <li>Implement the Care Certificate from March 2015 for all clinical support workers as part of their induction to the Trust.</li> </ul>	<ul style="list-style-type: none"> <li>Skills for Practice team</li> <li>Divisional education leads</li> <li>Divisional Boards</li> </ul>	<ul style="list-style-type: none"> <li>All new healthcare assistants will complete the Care Certificate within the recommended time-scale.</li> <li>Accurate recording of Care Certificate completion is entered onto ESR to enable reporting to Trust Board.</li> </ul>

**Get on...information, advice & guidance (IAG) and continuing personal development (CPD) of support staff in their roles**

<b>UHS will:</b>	<b>Essential input required from:</b>	<b>Achievements by 2018 will include:</b>
<ul style="list-style-type: none"> <li>Continue to enable support staff in different occupations in the Trust to undertake apprenticeships as part of their career development.</li> </ul>	<ul style="list-style-type: none"> <li>Divisional Boards</li> <li>Line managers</li> <li>Skills for Practice team</li> <li>Career Support Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>More health support staff working across all occupations are undertaking apprenticeship (where an apprenticeship standard exists)</li> </ul>
<ul style="list-style-type: none"> <li>Develop the use of ATAs in the Trust to increase the number of young people we can support through apprenticeships in different occupations</li> </ul>	<ul style="list-style-type: none"> <li>HR Recruitment Advisors</li> <li>ATA provider partner</li> <li>Skills for Practice team</li> <li>Department team leaders/managers</li> </ul>	<ul style="list-style-type: none"> <li>More young people entering jobs in UHS via an ATA route and progressing onto apprenticeship programmes.</li> </ul>

helping them onto the career ladder.		
<ul style="list-style-type: none"> <li>Continue to offer robust CPD opportunities, both formal accredited courses and in-house programmes and masterclasses to improve in their roles and progress in their careers.</li> </ul>	<ul style="list-style-type: none"> <li>Skills for Practice team</li> <li>Department leads/managers</li> <li>Occupational subject specialists</li> </ul>	<ul style="list-style-type: none"> <li>More healthcare support staff are undertaking CPD activity (other than statutory and mandatory training)</li> <li>Impact evaluations of the CPD activity shows this development is improving skills in the workplace.</li> </ul>
<ul style="list-style-type: none"> <li>Continue to support staff to undertake Foundation Degree programmes.</li> </ul>	<ul style="list-style-type: none"> <li>IAG via Skills for Practice team</li> <li>Department leads/managers</li> <li>Divisional Education Leads</li> </ul>	<ul style="list-style-type: none"> <li>More support staff undertaking Fd programmes</li> <li>Managers are aware of and using Fds as part of workforce planning for Assistant/Associate Practitioner roles supporting effective retention as part of talent management plans.</li> </ul>

### **Go further...career opportunities and pathways for support workers wanting to progress**

<b>UHS will:</b>	<b>Essential input required from:</b>	<b>Achievements by 2018 will include:</b>
<ul style="list-style-type: none"> <li>Continue to work with our partner universities to support staff to undertake professional pre-registration programmes.</li> </ul>	<ul style="list-style-type: none"> <li>UHS Heads of Education for wider healthcare teams, Nursing, AHP and Healthcare Science</li> <li>Partner universities</li> <li>HEW commissioning managers</li> </ul>	<ul style="list-style-type: none"> <li>More support staff who apply for pre-registration programmes progressing onto these.</li> <li>Develop easier routes into these pre-registration programmes for support staff and then agreed with partners</li> </ul>
<ul style="list-style-type: none"> <li>Continue to enable support staff to undertake Bridging the Gap course to support progression to the Foundation Degree or equivalent higher education courses or higher apprenticeship. Programmes</li> </ul>	<ul style="list-style-type: none"> <li>Skills for Practice team</li> <li>Department managers</li> </ul>	<ul style="list-style-type: none"> <li>More support staff undertaking Bridging the Gap course prior to undertaking the Foundation Degree</li> <li>Support staff have academic skills to enable smooth transition into higher education programmes</li> </ul>

### **Measuring success...**

<b>UHS will:</b>	<b>Essential input required from:</b>	<b>Achievements by 2018 will include:</b>
<ul style="list-style-type: none"> <li>Undertake baseline measurements</li> </ul>	<ul style="list-style-type: none"> <li>HR data team</li> <li>Training and development teams</li> </ul>	<ul style="list-style-type: none"> <li>Improvement in data collection and analysis of recruitment and development activity for</li> </ul>

<ul style="list-style-type: none"> <li>- of:</li> <li>- Course completions (to include, apprenticeships, Fds, Bridging the Gap and other CPD)</li> <li>- Recruitment and turnover (retention)</li> <li>- Work experience information</li> <li>- Pre-employment activity</li> <li>- Progression to higher level qualifications</li> <li>- Promotion to higher Band roles.</li> </ul>		<p>healthcare support staff supporting cost effective recruitment practices and reduction in turnover.</p> <ul style="list-style-type: none"> <li>• Measurable increase on the baseline data to demonstrate progress of implementation of the Strategy.</li> </ul>
<ul style="list-style-type: none"> <li>• Undertake robust impact evaluation of courses and qualifications offered to healthcare support staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Training and development teams</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate impact of education and development of healthcare support workers in the performance of their roles.</li> </ul>

### **Making it happen...**

<b>UHS will:</b>	<b>Essential input required from:</b>	<b>Achievements by 2018 will include:</b>
<ul style="list-style-type: none"> <li>• Work with UHS Communications Team to find the best way to inform staff, managers and local community about the implementation of this strategy.</li> </ul>	<ul style="list-style-type: none"> <li>• Communication team</li> <li>• Head of Wider Healthcare Teams</li> </ul>	<ul style="list-style-type: none"> <li>• Trust staff are aware of the strategy and the training, development and progression opportunities available for healthcare support staff.</li> <li>• Publicise more widely the apprenticeship awards event and consider other celebration activity.</li> </ul>
<ul style="list-style-type: none"> <li>• UHS management and joint staff side have signed a joint pledge to implement <i>Healthcare Support Staff: a strategy for recruiting, retaining and developing the</i></li> </ul>	<ul style="list-style-type: none"> <li>• UHS Joint Staff bodies</li> <li>• Trust Board</li> <li>• Director of Education</li> </ul>	<ul style="list-style-type: none"> <li>• A clear pledge to UHS healthcare support staff that their development is seen as important.</li> </ul>



<p><i>talent health.</i></p>		
<ul style="list-style-type: none"> <li>• Actions on this implementation plan form part of the Training and Development annual objectives are reported to Trust Board via Education Strategy Group and summarised in the Training and Development annual report.</li> </ul>	<ul style="list-style-type: none"> <li>• Head of Wider Healthcare Teams Education</li> <li>• Director of Education</li> <li>• Training and Development management team</li> <li>• Education Strategy Group</li> </ul>	<ul style="list-style-type: none"> <li>• Trust Board are regularly kept informed of progress to implement this strategy linked to Talent for Care.</li> <li>• Trust staff side, staff and the wider public are informed about progress to develop healthcare support staff.</li> </ul>
<ul style="list-style-type: none"> <li>• Seek out best practice in the development of healthcare support workers to learn from other healthcare organisations and be open to share our best practice with others.</li> </ul>	<ul style="list-style-type: none"> <li>• Training and Development team, specifically Skills for Practice team and Head of Wider Healthcare Teams Education</li> </ul>	<ul style="list-style-type: none"> <li>• Improve support and practices to deliver high quality education and development at UHS</li> </ul>
<ul style="list-style-type: none"> <li>• Publicise examples of healthcare support staff development through case studies.</li> </ul>	<ul style="list-style-type: none"> <li>• Skills for Practice team</li> <li>• Healthcare support staff who have undertaken training and development</li> <li>• Managers who have supported staff to develop</li> </ul>	<ul style="list-style-type: none"> <li>• Increase and refresh case studies reflecting positive role model examples of the benefits of training, development and progression for all healthcare support staff groups.</li> </ul>

**Anita Esser**  
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**Teams Education**  
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