

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.

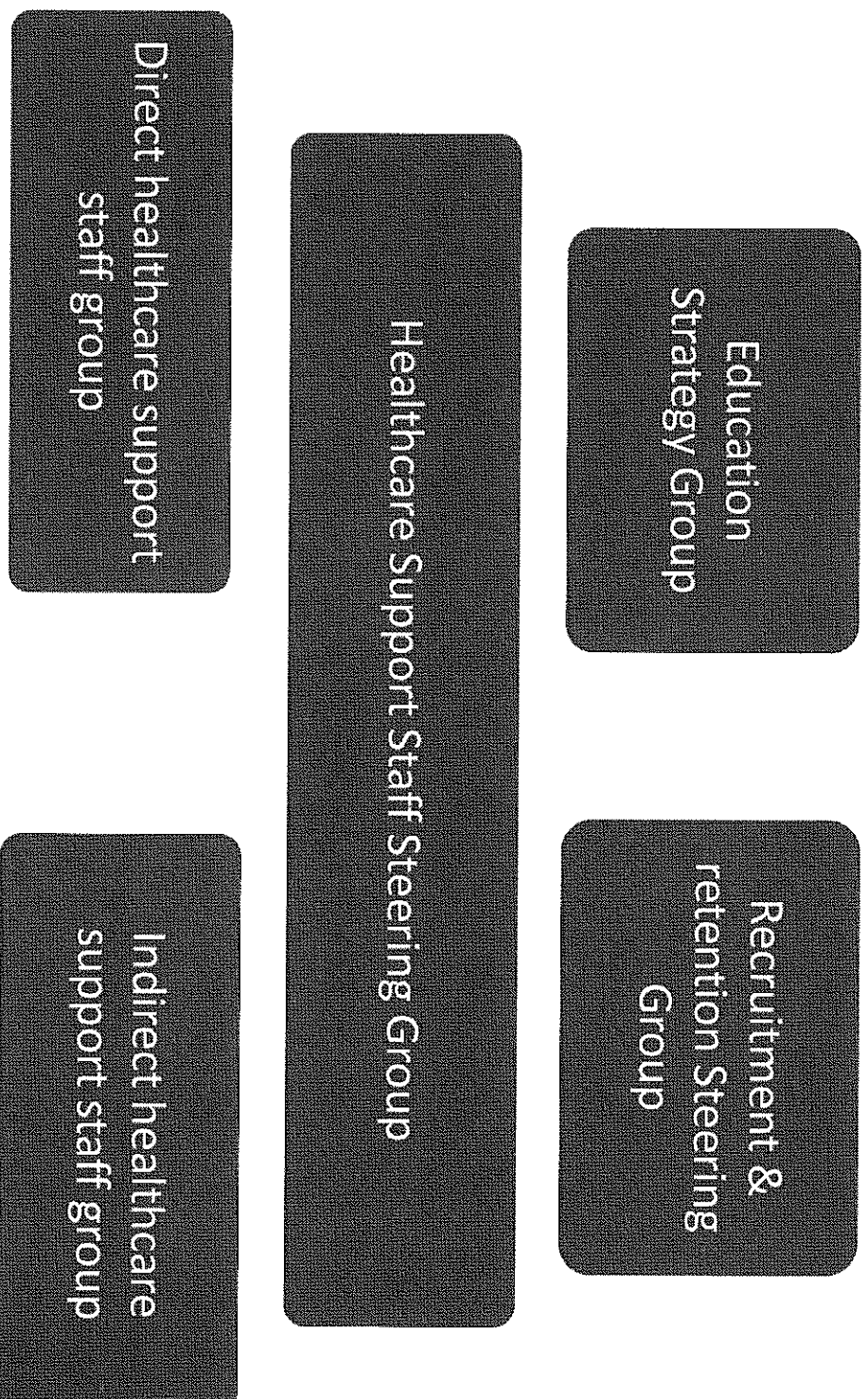
Direct healthcare support staff includes for example, healthcare assistants, assistant/associate practitioners, rehabilitation assistants and maternity care assistants, radiology assistants and porters. Indirect healthcare support staff include, for example, ward clerk, administrative staff, finance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



Date: 6th January 2016

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"> 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. 	<ul style="list-style-type: none"> Career Support Co-ordinator Skills for Practice team Occupation experts (e.g. nursing, scientific, estates) 	<ul style="list-style-type: none"> NHS Ambassadors have supported career events which are well evaluated Local schools have participated in the teacher tours and also other onsite careers events such as Healthcare Science & Allied Health Professionals annual event. Evaluations show career support from UHS is helping students to make informed career decisions
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> UHS apprentices from different occupations Career Support Co-ordinator Skills for Practice team Divisional/dept managers 	<ul style="list-style-type: none"> Each Division/dept has supported the development and release of staff to be NHS Ambassadors Ambassadors have been trained and have ongoing support in their role.
<ul style="list-style-type: none"> promote the Lifelab opportunities to local schools as a way to raise awareness of health careers and improve the lifestyle choices of young people. 	<ul style="list-style-type: none"> Career Support Co-ordinator Lifelab manager 	<ul style="list-style-type: none"> Local schools have participated in Lifelab activities Evaluations from school students show Lifelab activities have helped with career and lifestyle choices.
<ul style="list-style-type: none"> continue to provide career advice to support staff to enable them to develop 	<ul style="list-style-type: none"> Career Support Co-ordinator Skills for Practice team 	<ul style="list-style-type: none"> Consistent high quality evaluation of the career advice service

<p>their skills and progress in their careers.</p>		
<ul style="list-style-type: none"> • achieve Matrix re-accreditation to provide quality assurance to our IAG provision. 	<ul style="list-style-type: none"> • Career Support Co-ordinator • Skills for Practice team 	<ul style="list-style-type: none"> • Full Matrix accreditation
<ul style="list-style-type: none"> • create a recruitment pipeline for support workers to improve the way the Trust recruits from the local community. 	<ul style="list-style-type: none"> • HR Recruitment team • Skills for Practice team 	<ul style="list-style-type: none"> • More people from local community are employed in support roles from across diverse backgrounds • Recruitment into pure apprenticeship roles (fixed term contracts) • Recruitment from bespoke programmes such as Princes Trust, SSDZ.
<ul style="list-style-type: none"> • use of VBR for the recruitment of staff into healthcare support roles. 	<ul style="list-style-type: none"> • HR Recruitment team • Skills for Practice Lead 	<ul style="list-style-type: none"> • All support workers will be recruited using VBR
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Learning Support team • Skills for Practice team 	<ul style="list-style-type: none"> • Development of IT assessment tool and staff training provided to improve confidence when using technology required for their role. • More staff supported to achieve the level of numeracy and literacy required for their role
<ul style="list-style-type: none"> • work with a local provider to implement the use of traineeships. 	<ul style="list-style-type: none"> • Local providers • Work Experience team 	<ul style="list-style-type: none"> • 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.

<ul style="list-style-type: none"> • build on the experience of the Prince's Trust and SSDZ PET activity and work with our community partners, including Southampton City Council to ensure residents of Southampton see UHS as an employer of choice. 	<ul style="list-style-type: none"> • Career Support Coordinator • Skills for Practice team 	<ul style="list-style-type: none"> • Regular programmes of pre-employment training are embedded as part of recruitment practice for support roles in the Trust.
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Career Support Coordinator • Skills for Practice team • Volunteer services • Trust department managers and heads of professions 	<ul style="list-style-type: none"> • More students interested in careers in the health sector are able to access work experience as part of their career decision process.
<ul style="list-style-type: none"> • Implement the Care Certificate from March 2015 for all clinical support workers as part of their induction to the Trust. 	<ul style="list-style-type: none"> • Skills for Practice team • Divisional education leads • Divisional Boards 	<ul style="list-style-type: none"> • All new healthcare assistants will complete the Care Certificate within the recommended time-scale. • Accurate recording of Care Certificate completion is entered onto ESR to enable reporting to Trust Board.
<p>Get on...information, advice & guidance (IAG) and continuing personal development (CPD) of support staff in their roles</p>		
<p>UHS will:</p>		
<ul style="list-style-type: none"> • Continue to enable support staff in different occupations in the Trust to undertake apprenticeships as part of their career development. 	<p>Essential input required from:</p> <ul style="list-style-type: none"> • Divisional Boards • Line managers • Skills for Practice team • Career Support Coordinator 	<p>Achievements by 2018 will include:</p> <ul style="list-style-type: none"> • More health support staff working across all occupations are undertaking apprenticeship (where an apprenticeship standard exists)
<ul style="list-style-type: none"> • Develop the use of ATAs in the Trust to increase the 	<ul style="list-style-type: none"> • HR Recruitment Advisors • ATA provider partner 	<ul style="list-style-type: none"> • More young people entering jobs in UHS via an ATA route and progressing onto apprenticeship programmes.

<p>number of young people we can support through apprenticeships in different occupations helping them onto the career ladder.</p>	<ul style="list-style-type: none"> • Skills for Practice team • Department team leaders/managers 	<ul style="list-style-type: none"> • More healthcare support staff are undertaking CPD activity (other than statutory and mandatory training) • Impact evaluations of the CPD activity shows this development is improving skills in the workplace.
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Skills for Practice team • Department leads/managers • Occupational subject specialists 	<ul style="list-style-type: none"> • More support staff undertaking Fd programmes • 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.
<ul style="list-style-type: none"> • Continue to support staff to undertake Foundation Degree programmes. 	<ul style="list-style-type: none"> • IAG via Skills for Practice team • Department leads/managers • Divisional Education Leads 	
<p>Go further...career opportunities and pathways for support workers wanting to progress</p>		
<p>UHS will:</p>	<p>Essential input required from:</p>	<p>Achievements by 2018 will include:</p>
<ul style="list-style-type: none"> • Continue to work with our partner universities to support staff to undertake professional pre-registration programmes. 	<ul style="list-style-type: none"> • UHS Heads of Education for wider healthcare teams, Nursing, AHP and Healthcare Science • Partner universities • HEW commissioning managers 	<ul style="list-style-type: none"> • More support staff who apply for pre-registration programmes progressing onto these. • Develop easier routes into these pre-registration programmes for support staff and then agreed with partners
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Skills for Practice team • Department managers 	<ul style="list-style-type: none"> • More support staff undertaking Bridging the Gap course prior to undertaking the Foundation Degree • Support staff have academic skills to enable smooth transition into higher education programmes

programmes			
Measuring success...			
UHS will:	Essential input required from:	Achievements by 2018 will include:	
<ul style="list-style-type: none"> Undertake baseline measurements of: Course completions (to include, apprenticeships, Fds, Bridging the Gap and other CPD) Recruitment and turnover (retention) Work experience information Pre-employment activity Progression to higher level qualifications Promotion to higher Band roles. 	<ul style="list-style-type: none"> HR data team Training and development teams 	<ul style="list-style-type: none"> Improvement in data collection and analysis of recruitment and development activity for healthcare support staff supporting cost effective recruitment practices and reduction in turnover. Measurable increase on the baseline data to demonstrate progress of implementation of the Strategy. 	
<ul style="list-style-type: none"> Undertake robust impact evaluation of courses and qualifications offered to healthcare support staff. 	<ul style="list-style-type: none"> Training and development teams 	<ul style="list-style-type: none"> Demonstrate impact of education and development of healthcare support workers in the performance of their roles. 	
Making it happen...			
UHS will:	Essential input required from:	Achievements by 2018 will include:	
<ul style="list-style-type: none"> Work with UHS Communications Team to find the best way to inform staff, managers and local community about the implementation of this strategy. UHS management and joint staff side have signed a joint pledge to implement 	<ul style="list-style-type: none"> Communication team Head of Wider Healthcare Teams UHS Joint Staff bodies Trust Board Director of Education 	<ul style="list-style-type: none"> Trust staff are aware of the strategy and the training, development and progression opportunities available for healthcare support staff. Publicise more widely the apprenticeship awards event and consider other celebration activity. A clear pledge to UHS healthcare support staff that their development is seen as important. 	

<p><i>Healthcare Support Staff: a strategy for recruiting, retaining and developing the talent health.</i></p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Head of Wider Healthcare [Teams Education] • Director of Education • Training and Development management team • Education Strategy Group 	<ul style="list-style-type: none"> • Trust Board are regularly kept informed of progress to implement this strategy linked to Talent for Care. • Trust staff side, staff and the wider public are informed about progress to develop healthcare support staff.
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Training and Development team, specifically Skills for Practice team and Head of Wider Healthcare Teams Education 	<ul style="list-style-type: none"> • Improve support and practices to deliver high quality education and development at UHS
<ul style="list-style-type: none"> • Publicise examples of healthcare support staff development through case studies. 	<ul style="list-style-type: none"> • Skills for Practice team • Healthcare support staff who have undertaken training and development • Managers who have supported staff to develop 	<ul style="list-style-type: none"> • Increase and refresh case studies reflecting positive role model examples of the benefits of training, development and progression for all healthcare support staff groups.

Anita Esser
Head of Wider Healthcare Teams Education
January 2016