

WORKFORCE DIRECTORATE

INTRODUCTION AND BACKGROUND TO THE WORKING DIFFERENTLY PROGRAMME

INTRODUCTION

This briefing provides a reminder of the background to the Working Differently Programme as you prepare to consider the development of Assistant Practitioners in your organisation and participation in the Cumbria and Lancashire Assistant Practitioner Development Programme.

We all now recognise that to meet the workforce challenges of the future we will have to focus not just on “More Staff” – but on “More Staff Working Differently “ Meeting the current and future workforce challenges will require innovation, collaboration and transformation

Stakeholders in Cumbria and Lancashire recognised this back in 2003 when they commissioned the “Working Differently” Programme and appointed the dedicated Programme Director to support the above

The Working Differently Programme which supports the modernisation agenda and the CLHA Strategic Delivery Framework, is underpinned by a “Whole Systems” approach developing 3 key interlinked areas

- Working Differently
- Learning Differently
- Planning Differently.

The Working Differently Programme focuses on development of all staff groups, clinical and non-clinical to ensure the modern workforce required for the future.

One of the fundamental clinical areas of the Working Differently Programme is the enhancement of the support worker role and development of the new Assistant Practitioner role, in order to provide enhanced career opportunities and retain valuable support staff whilst freeing up professionals to enable them to enhance their role and enable the development of new advanced practitioners. A dedicated Assistant Practitioner Project Manager has been appointed to the Working Differently Team to lead this key initiative.

BACKGROUND TO THE WORKING DIFFERENTLY WHOLE SYSTEMS APPROACH

Modernising the Workforce developing new roles and new ways of working is not just about introducing a new role. A number of issues have to be considered for the new roles and new ways of working to be effective and sustained. This requires whole systems thinking (See diagram 1) i.e.,

- Integrated links with modern workforce planning
- Team engagement in role redesign activity and clarity re new ways of working and safe practice
- Modern education and development to prepare staff for new roles and on going succession planning linked to
- A clear competency based Career Skills escalator framework
- Commitment and willingness to sharing and learning from best practice
- High level integrated leadership, direction and support,
- INFLUENCED BY, AND INFLUENCING, SERVICE DELIVERY/DEVELOPMENT PRIORITIES.

ILLUSTRATIONS OF IMPACT OF WHOLE SYSTEMS APPROACH

Outcomes Delivered

- Education and training to support implementation of modern workforce planning
- 104 trained role redesign facilitators in service
- Education Programme for Assistant Practitioners
- Introduction of Assistant Practitioners in Radiology
- Recruitment of 47 trainees to 1st cohort of multi professional Assistant Practitioner programme accompanied by local role redesign activity.
- Testing of local skills escalator/career framework
- Provision of guidance and toolkit to support accreditation of work based learning towards future development.. Minimising impact of increased education demands of development of new roles. New ways of working.
- Launch of Working Differently Website from information and sharing nww.clha.nhs.uk
- Scoping exercise for Estates Services Apprenticeship Scheme.

Work Underway

- Scoping of Advanced Practitioner requirements
- LTC Workforce scoping and development exercise
- Role redesign exercise in pathology services
- Support for C&L Orthopaedic learning Set
- Provision of support to Mental Health Improvement Partnership
- Population of Working Differently Database
- National School Health Service Role redesign programme

Example of Future Work-plans

- Continued work integrating with Workforce Development Group Colleagues Strategic Delivery Teams, and local stakeholders
- Continuation of essential work on Assistant Practitioner and Advanced Practice roles and programmes to meet service needs and local workforce plans
- Initiatives and incentives to support local community employment (addressing equity and diversity and widening access)
- Additional clinical programmes to provide required mentors, supervisors and assessors to meet increased work based learning demands.
- Education to meet agreed long term conditions agenda
- Role out of surgical care practitioner training
- Integration of learning from School Health Workforce Development Programme

SUMMARY AND CONCLUSION

The Working Differently Whole Systems Approach is enabling practical progress to be made to meet our workforce challenges. The match between the service challenges and the Working Differently achievements / work-plan demonstrate the start of harmonisation and integration, brought about by the “WHOLE SYSTEMS THINKING” - MAKING THE CONNECTIONS.

The challenge for everyone is to build on the achievements over the last 18 months and ensure the Whole Systems approach is embedded at SHA, Trust Directorate and Team Level.

As stated earlier the development of Assistant Practitioners is fundamental to the modernisation of the clinical workforce and the focus of the contents of the rest of this resource pack is aimed at supporting organisations in the development and testing of these essential new roles.

I would like to thank all our stakeholders for their support in driving the Working Differently Programme to date and look forward to continuing to work alongside service colleagues to take this forward.

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WORKING DIFFERENTLY PROGRAMME DIRECTOR
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