

## **Sustainability proposal to WYLLN Board for 2010-11**

### **Health Social Care and Early Years Sector Group**

#### **Context**

Over recent years the Health, Social Care and Early Years Sector has been a rapidly changing landscape, with the implementation of numerous reforms affecting service delivery and workforce planning, eg:

- Workforce modernisation within NHS – new apprenticeships, development of support staff work-based learning routes, emergence of assistant practitioner roles
- Skills for Health work on nationally transferable roles
- Quality Innovation Productivity and Prevention(QIPP) – driving efficiency savings / review of workforce skill mix in health services
- Changes to service commissioning in health and social care services
- Integrated Service Delivery across Health, Social Care and Early Years – a demand for partnership working and enhanced leadership and management skills at all levels
- The transformation agenda in Social Care as it moves toward personalised provision
- The introduction of the IQF being developed by the Children’s Workforce Network due to be fully rolled out in 2010
- Emerging 14-19 agenda – Diploma in Society, Health and Development
- Continued staffing and skill shortages in Social Care and Health services

It is essential that higher education provision reflects these new ways of working and that institutions can respond quickly and effectively in order to secure business in a fast moving market. Indeed the emerging issues of the Sector make the work of the HSCEY Sector Group particularly timely in allowing HEI’s and FEC’s to collaboratively address employers skill development needs in a coherent way across the region.

#### **Rationale for a 4<sup>th</sup> year**

The Health, Social Care and Early Years Sector Officer post is located within the Escalate team at University of Bradford, which focuses on employer engagement and demand led provision for work-based learners, so WYLLN and the work of the HSCEY Sector Group is complementary and mutually beneficial. The new Escalate Centre also provides a state of the art venue for employer consultation and learning.

A range of government policy drivers (eg Leitch Review, Higher Ambitions etc) underpins the work of WYLLN, and the HSCEY Sector Group contributes to this. Working with employers, it develops work-based curriculum to support progression routes for vocational learners in the Health Social Care and Early Years sectors and to enable them to develop and apply higher level skills in the workplace.

The HSCEY Sector Group made a slower start than other sector groups during the WYLLN project timeline due partially to the delayed appointment of the Sector Officer (autumn 2008), however progress over the last 12 months has been significant:

- The development of 2 FD's in conjunction with the LMIE Sector Group has now come to fruition and delivery has started at one partner (30 learners) with 3 more to follow over the next 12 months. Participants would like to continue to work in partnership to develop associated learning materials – an open pool of resources for providers to use.
- Development of a further FD in Working with Children and Young People, now recruiting.
- Feasibility into the potential of an Employer Commissioning Forum for Children's Workforce development. The Forum will report into the Sector Group who will act as a steering group.
- Numerous smaller development activities have taken place or are in progress, eg development of single modules in professional skills, advocacy, domestic violence; bridging modules; online mentoring; and a review of the work-based element of the FD Health and Social Care which is delivered across a number of institutions.
- Consultation events with employers in the sector which have yielded significant new opportunities for development (survey feedback suggests there is a need for more of this).
- As a result of consultation, work has begun on a major project to develop a flexible framework for Health and Social Care, for which a steering group has now been established involving several NHS trusts, NHS Y&H, Skills for Health, Skills for Care, FE and HE. This will map existing flexible provision, identify needs by employers and build a framework for progression and credit transfer across institutions.

The Sector group has been successful in fostering collaboration and partnership between institutions in a highly competitive environment, enabling all partners who wish to participate to learn and benefit. Importantly, the Sector Group provides a forum for HE and FE to work together providing complete progression pathways and alternative learning environments.

The HSCEY sector covers a larger workforce than any other, creating many challenges in terms of recruitment and skill development, in other words there are great opportunities for education providers in professional/registered training, workforce development and CPD. The HSCEY workforce is also, by and large, highly regulated and inspected and as a result the demand from employers is for consistency and transferability, so collaborative development between institutions is viewed positively by employers as it brings coherence to provision offered.

Developing clear progression pathways is key to attracting potential recruits by demonstrating that there are career opportunities in the sector at all levels. However the sheer size of the workforce, the breadth of the roles and skills it covers and the complexity of the employing organisations affects the rate at which these opportunities can be developed.

The flexible framework is central to the reasons for continuation into a fourth year, being a complex and far reaching project which is intended to form the foundation for a wider seamless HE offer across health, social care and early years, and which has the potential to support development of a flexible, multi-disciplinary workforce for integrated service delivery. The development has the support of local employers, sector skills councils and the strategic health authority, and will initially address needs within the health and social care sectors, and then incorporate developments around the Integrated Qualifications Framework for the Childrens Workforce as they emerge.

The fourth year would allow the sector group to continue this development, which has the potential to deliver a lasting legacy in shaping a coherent provision across the region for the sector.

Developments such as the flexible framework will enable rapid response to employers learning and development needs, and recognise the value of work place experience in the learning process. In time, the demand for continued development of provision within the framework for new roles and competencies as they emerge could generate a self-sustaining momentum for the project.

The Health, Social Care and Early Years Sector Group is ideally placed to bring together institutions to make a unified response to the sectors' employers in this way, brokering new partnerships both with employers and between institutions – without it employers would need to negotiate with institutions individually.

*“The value of the HSCEY group to the adult social care sector lies in bringing together of employers' perspectives with HE and FE at a very important stage of change in the social care sector. The group provides a unique opportunity for learning together what is needed to transform workforce skills: supporting work based learning with person-centred approaches as core, flexibility of delivery around workplace conditions, assessing and recognising previous learning” (Barbara Mitchell – Skills for Care)*

HSCEY aims for the 4<sup>th</sup> year:

- Collaborative curriculum developments – build flexible framework / new developments
- Themed events, consultations and workshops on emerging issues (employers & academics)
- Investigate future funding possibilities and joint working to sustain the work of the group
  - Skills for Care - JIP / WYLL Partnership
  - NHS Y&H – Support Staff Development Fund
  - Skills for health – specific project development
- Joint bidding
- Map funding to support learning in the sector
- Brokerage of partnerships
- Central point of contact for employers and strategic bodies
- Establish a business model for the Sector group for the future

*“This work is only the beginning. The agenda for the LLN as a whole is large and complex and has always required more than 3 years to see any sustainable changes” (Sandra Rowan - Skills for Health)*

#### **Funding for 4<sup>th</sup> year:**

The University of Bradford, through its Escalate Programme, is strategically committed to employer engagement and vocational progression, and the further development of employer responsive, flexible work-related learning is a priority within its Corporate Strategy. Through the Schools of Health Studies and Social and International Studies (which incorporates social care), it recognises the extent and nature of the opportunities presented by the impending workforce reforms in the health, social care and early years sector.

The University also acknowledges that while the Sector Officer will have only been in post for two years by the end of the WYLLN funding period, it has received 3 years of funding.

A commitment has therefore been made to fund the Sector Officer post from July 2010 to March 2011, which will align with the end of the Escalate Programme funding period and the fixed term contracts of the rest of the Escalate Team. The future of the Sector Officer role beyond that time will be reviewed as part of the overall Escalate sustainability plan.

HSCEY Sector Officer - Alison Hedley  
20 November 2009

Appendix 1: **Sector Group membership:**

- FE colleges (Wakefield, Leeds City, Bradford, Calderdale, Kirklees, Joseph Priestley)
- HEI's (Bradford, Leeds, Huddersfield, Leeds Trinity, LMU)
- SSC's:
  - Skills for Care (active member of Sector Group and development activities)
  - Skills for Health (consultations and specific curriculum development activity)
  - CWDC (participation in specific curriculum development activity)
- West Yorkshire Learning Link Social Care – participates in Sector Group meetings and Sector Officer represents group on Partnership Board (includes LA's and independent sector)
- Employers – across sectors via consultation events, champions on Sector Group
- SHA (consultation and increasing involvement in specific curriculum development activity)

Attendance at Sector Group business meetings usually 12-20 attendees (mostly HE/FE representatives, SSC's and one or two employers);

Consultation events are circulated more widely and have been well attended by both employers and institutions.

## Appendix 2: HSCEY Sustainability Survey

10 network members responded to the survey representing a broad range of organisations: employers, sector skills councils, HE and FE.

- 100% of respondents found the group useful and thought it should continue for a 4<sup>th</sup> year
- 85.7% of respondents said they would recommend that their organisation contributed financially if the group were at risk of not being sustained through lack of resources.

The most useful aspects of the Sector Group were:

- Developing partnerships
- Information sharing
- Sector events
- Enhancing curriculum offer
- Employer engagement
- Links with SSC's and professional bodies
- Understanding the wider sector

Sample comments:

### What is useful and unique about the HSCEY Sector Group?

*"Employer perspective on bespoke learning, understanding of new skills requirements, collaborative approach to provision" (UoB-Escalate)*

*"opportunity for partnership development and improved understanding of educational issues and developments" (Bradford District Care Trust)*

*"Made useful professional contact locally and nationally, helpful debates on workforce developments, useful connections with adult Social Care activity" (Bradford District Metropolitan Council)*

*"Forum consisting of variety of stakeholders, good for large issues, good for getting information back on specific initiatives. Unique to this group as SSC's are involved together rather than separately" (Skills for Health)*

*"dialogue around care sector requirements with both Universities and HE colleges" (Skills for Care)*

*"Introduced me to a vital network for my new role. Multi-organisational mix of HE/FE/employer sector. Collaboration and sharing. The work of HSCEY not provided elsewhere" (UoH)*

*"Working jointly on projects. Sharing ideas/networking opportunities. Some of the staff development events have been excellent." (UoB-School of Health)*

### I see the value of the Health, Social Care and Early Years Sector Group to me/my organisation as being...

*"Pivotal in the continuation of collaboration between the education sector and employers particularly in the context of assistant practitioner roles" (UoH)*

*"A positive networking group bringing together various practitioners from the care and early years sector in developing professional qualifications" (Calderdale College)*

*"Giving a focussed arena for debate, consultation and getting a steer from the sector regarding current and future work/policy trends" (Skills for Health)*

*"A valuable forum to share ideas and initiate development across the area so avoiding duplication of resources. This improves the quality of worker/employee and therefore heightened patient care" (Bradford and Airedale Community Health Services)*

#### **Areas to focus on for 4<sup>th</sup> year:**

*"Addressing emerging but diverse and multiagency workforce in children's centres and extended schools, and supporting local response to IQF and QCF for those working with children and young people" (Bradford Metropolitan District Council)*

*"Accrediting work based learning, ensuring APEL and credit systems are in place and workable, developing flexible approach to learning including work based learning, bite sized learning and pick and mix models" (Skills for Health)*

*"Advanced/Assistant Practitioner development across the SHA linking with the work done in Leeds. Developing templates for induction/preceptorship/competences therefore career pathways. Look at quality tool for in-house education and accreditation to HEI" (Bradford and Airedale Community Health Services)*

*"credit recognition and links with employers" (Skills for Health)*

*"shell framework  
implementation on skills sector initiatives  
assistant practitioner roles" (UoH)*

*"Developing sustainable partnerships" (UoB-Escalate)*

#### **Argument for continuation:**

*"We are involved in developing new roles across our mental health services which will take time to be established and embedded and hopefully taken further, this is a slow process taking several years so on going support and direction is required" (BDCT)*

*"social care is changing very fast and employers and educators need to support each other in providing appropriate learning opportunities" (Skills for Care)*

*"Key sector with demand for workforce" (Joseph-Priestley College)*

*"To continue work in development and consolidate learning from good work already undertaken" (UoB-School of Health)*

*"To strengthen the transferability of education particularly in the context of assistant practitioner roles" (UoH)*

#### **What would you lose if the Sector Group were not to continue?**

*"Dialogue between sector and educators. Chance to develop more curriculum around changes in care with universities and colleges together" (Skills for Health)*

*"The momentum of work we are developing and the opportunity to meet other education providers and understand some of the changes coming up in future" (BDCT)*

*"The SHA focus on workforce development for employers" (BACHS)*