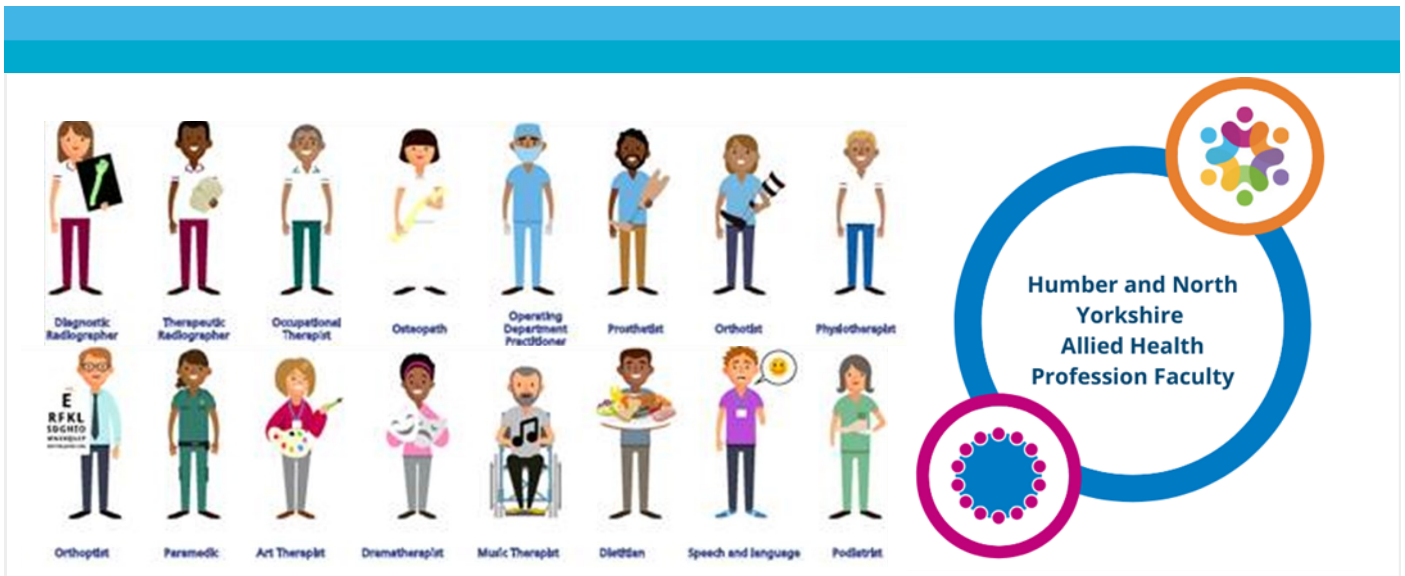


Case Study: Humber and North Yorkshire AHP Faculty Workforce Projects



Allied Health Professional (AHP) Faculties play a key role in helping shape the next generation of AHPs by coordinating activities to support their supply, education and training. In Humber and North Yorkshire, the Faculty worked on a number of initiatives, including International Recruitment, Careers Fayres, Retention, Support Workers, and marketing campaign 'Hear Our AHP Voice'.

International Recruitment

The faculty developed a private Facebook group (Appendix 1), [International Recruitment Support Booklet](#) and [International Recruitment Managers' Guide](#) (Appendix 2 and 3). These are available in PDF format and digital format.

These were all produced to fill identified gaps. The gaps were identified by questionnaires, forums, 1:1 meetings, collaboration and listening to webinars of lived experiences. In July 2023 the faculty hosted, in collaboration with West Yorkshire AHP Faculty, a Meet and Greet webinar to newly recruited international staff. These resources were shared and attendees heard from speakers including the NHS England International Recruitment (IR) Regional Lead, Deputy Chair of the North East and Yorkshire (NEY) Black, Asian and Minority Ethnic (BAME) network and a Freedom to Speak Up Guardian (Appendix 4).

Careers Fayres - Recruitment

Developed an AHP presentation to use when attending schools for a presented talk (Appendix 5). Acquired funding for pens, water bottles and bags, pull-out posters and a virtual reality (VR) set to attract students to the stall, along with leaflets, posters and information sheets to promote AHPs.

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Worked with the Physio stroke team in a project of promotion of roles, leaflets developed for distribution at careers fayres and 2 iPads with GripAble devices.

Designed a poster and distributed it to Job Centres (Appendix 6).

Developed a toolkit for return to practice (Appendix 7) as well as a suite of marketing materials and forms (Appendix 8, 9, 10).

Retention

Developed a preceptorship toolkit together with members from across the Humber and North Yorkshire system (Appendix 11).

Developed preceptorship webinars in collaboration with West Yorkshire to share the faculty's work and best practice across the North East and Yorkshire Region (Appendix 12).

Trained 6 AHPs in Action Learning Sets to support preceptors, preceptees, international recruits, support workers and retention. There will be up to 48 places through the faculty each year. 4 of the 6 will have the opportunity to progress to the train the trainer programme which also will be rolled out through the faculty.

Provide a weekly bulletin of continuing professional development (CPD) events, opportunities and information which is available to AHPs.

Support Workers

Developed a webinar for the North East and Yorkshire as part of a series of 4, centred around listening to what the support workers wanted to be included (Appendix 13).

Developed a private Facebook group (Appendix 1).

Chair a community of practice every 6 weeks for the support workers to come together for peer support and collaboration, to share best practice, promote review and share learning and to network and influence the wider regional and national agenda.

Developed staff: offered 56 places to learn Health Coaching to assist patient care in elective recovery, 20 places in personalised care and 10 in shared decision making.

Marketing Hear Our AHP Voice

- Weekly bulletins and quarterly newsletters
- Facebook and Twitter accounts
- A platform on FutureNHS
- A platform on the Humber and North Yorkshire Integrated Care Board (ICB) web page

Key Outcomes

These projects only started around a year ago, so results are hard to measure. The aim is that AHP recruitment and retention data will improve over five years.

International Recruitment

Organisations have reported they are using the resources developed by the faculty, as they had nothing directed at AHPs in place.

Careers fayres

There is anecdotal evidence and feedback that the faculty careers work has directed students to AHP career pathways.

Retention

The faculty has received emails of appreciation on the toolkit and webinars and they have been encouraged to use the resources.

A questionnaire was developed to assess the Action Learning Set (ALS) training and understand how participants feel prior to the ALSs and after them. ALS are starting in July 2023.

Engagement in webinars and CPD has been driven by the weekly bulletins and Twitter feeds and the information provided in them has increased the AHPs taking up these opportunities.

Support Workers

Feedback from the Health Coaching programme is that it has increased participants' confidence and awareness of the value of listening, and given them tools for supporting elective recovery.

Support workers have grown in confidence due to speaking in larger groups and sharing roles with other support workers, and reported that they feel their voice really does matter.

Background

The Humber and North Yorkshire AHP Faculty are a team of health, social, private, independent voluntary organisations (PIVO), education and training providers and arm's length bodies (ALBs) that formally work together across the Humber and North Yorkshire Integrated Care System (ICS), to support and deliver a collective approach to AHP workforce challenges. It is a forum to collaborate and share best practice to develop healthier communities with the delivery of outstanding patient-centred care.

Humber and North Yorkshire AHP Faculty covers the following NHS organisations:

- York and Scarborough NHS Trust
- Harrogate and District NHS Foundation Trust
- Humber Teaching NHS Foundation Trust
- Hull University Teaching Hospitals NHS Trust
- Northern Lincolnshire and Goole NHS Foundation Trust

Some NHS organisations may overlap with other regions, these include Rotherham Doncaster and South Humber NHS Foundation Trust and Tees, Esk and Wear Valleys NHS Foundation Trust.

Private organisations in Humber and North Yorkshire include Care Plus, Taycare, Haxby Group, Navigo, City Health Care Partnership and Steeper Group. This is not an exclusive list and other private organisations are available in the region.

The faculty also works with the voluntary, community and social enterprise (VCSE) sector and social care.



What led to this project being set up?

The AHP faculty model provides the infrastructure to facilitate system-wide working between health and care providers and HEIs. There are many benefits of working in this way, including ensuring AHP students have sufficient access to rich learning environments and creating sustainable and innovative recruitment and retention strategies so the pipeline of AHP professionals continues to thrive and grow.

The NHS Long Term Plan emphasised the need ensure enough staff are available to meet demand, by:

- increasing the number of people joining the AHP workforce
- reducing attrition in education and training
- improving retention of the workforce
- increased international recruitment

To help achieve the objectives HEE have invested in 24 AHP faculty 'test beds' across England, aligned to an STP/ICS footprint (or equivalent).

The COVID-19 pandemic has meant many student placements have ceased, leaving students behind on their clinical placement hours, delaying course progression which may ultimately disrupt and reduce the pipeline of future AHP practitioners. It has never been so important that systems work well together to develop their recovery plans alongside the need for growth of our AHP numbers. The majority of AHP faculty testbeds that were developed have concluded that this infrastructure provides a valuable vehicle in which to house these conversations and crucial work.

AHP faculties in many areas are becoming business as usual and there is also the potential for the development of new AHP faculties. There is a need for a robust communication plan around this work to showcase existing good practice and inspire others to adopt this model in their own systems.

Key Aims

- To grow a thriving, diverse and inclusive AHP workforce
- To communicate and promote the AHP value across all aspects of care
- To provide a voice for the AHP workforce, sharing our value and expertise and working collaboratively with our stakeholders
- To collaborate with the voluntary, community and social enterprise (VCSE) sector

Key Stages of Set-up

January 2021 – The HNY Faculty was set up with voluntary AHPs.

April 2022 – The HNY Faculty used funding from HEE to employ a full time Project Lead and 0.5 Project Officer.

April 2022 – The 5 large NHS organisations submitted their 18 month workforce projects, which identified gaps which the faculty aligned some of their projects to.

May 2022 – Presented and discussed at the AHP faculty on the summary of the reports (Appendix 14).

Identified priorities from the May 2022 Meeting were set at:

- Retention – Preceptorship, advance practice, ALS, promote the need for more education facilitators, chiefs in trusts and system level
- Support Workers – to engage, encourage and support
- Recruitment – careers fayres, RtP, LEAP
- International Recruitment – to provide support, network and plan inductions

June 2022 – Subgroups were developed for the task and finish projects.

How it works

The faculty's sub groups make sure it assesses the Equality, Diversity and Inclusion (EDI) of professions and organisations, and represents all staff. If representation is difficult, other options for review such as surveys, forums and directed meetings can be used. The faculty is part of the Integrated Care Partnership's EDI ambassadors' group where projects are reviewed and assessed for EDI issues. This is a new stage for the faculty.

Each sub group discusses what gaps the organisations have. The group then completes a project initiation form which is submitted to the Council and discussed at the Governance meeting for approval.

All projects are updated at a monthly faculty meeting for discussion about any challenges the task and finish group are facing.

Once projects are developed, they are shared on the faculty's FutureNHS page, sent out in the bulletin and to the relevant stakeholders for awareness.

Resources

First 12 months - Bid for money from Health Education England/ NHS England for the roles within the faculty, training for the support workers and merchandise for careers fairs.

12-24 months - Received money for the roles within the faculty from the ICB, which came from Health Education England/ NHS England originally.

Key Challenges

Communication and Engagement

Throughout the faculty, engagement at all levels has been the challenge. This was overcome by increasing communication streams and using different social media platforms and trust communications. Sending the bulletin out on the same day each week so stakeholders know to expect it and all the information is in one place. A promotional tour of the hospitals and AHP departments, providing them with posters for promotion. A newly set up communication and engagement group is used to discuss these challenges and how we can do better.

Sustainability of the Faculty

The aim is to move away from temporary funding to enable a focus on long term projects.

A business case for the sustainability of the faculty has been produced to address these issues.

Key Learning

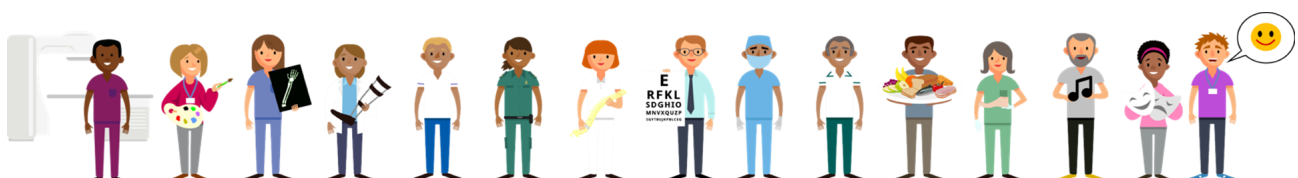
The faculty is developing and learning lessons all the time.

Key learning includes:

Don't presume – identify gaps but scope the gaps on what is actually needed, don't make decisions for stakeholders, they need to be involved and look at all ways for engagement.

Scope if this work is actually needed, or if the work exists somewhere else to avoid duplicating work and time wasted.

Engage with your ICB colleagues, work



Sustainability

The faculty is growing in stakeholders and is quickly becoming the focus point where stakeholders turn to for information and where information is given for dissemination. It is becoming a focus point for AHPs across HNY. The AHP voice is becoming louder and more active due to the AHP faculty. Stakeholders can see actions are being completed and therefore demonstrating its worth and are becoming increasingly open to have the faculty embedded in their every day practice, reporting challenges sharing ideas and best practice and contributing to projects that they have not got time to develop solely.

Next Steps

To gain sustainability for long term projects.

Realigning sub groups to all pathways to recruitment (university, careers fayres, return to practice, international recruitment and apprenticeships), workforce development (advanced practice, enhanced practice, support workforce development), Retention (flexible working, development opportunities, stay conversations, preceptorships, ALS) and communication and engagement (communications and EDI).

Build on preceptorships and support the implementation of preceptorships across the system for AHPs.

Build resources for work experience/ T-levels

Scope the potential work with HEIs and colleges to provide simulated work experience.

Develop work experience resources and a potential virtual experience.

Continue Meet and Greet webinars throughout the year for international recruits.

Published August 2023

Work with the Calderdale framework team to train facilitators to make sure we have the right skills in the right place at the right time.

Deliver a presentation in September on a regional approach to present the value to support workers attending the Community of practice webinars.

Supporting Material

Appendices:

1. Facebook poster
2. International Recruitment Booklet
3. International Recruitment Managers' Guide
4. HNY and WY Meet and Greet presentation
5. AHP Presentation for schools
6. AHP and AHP support workers poster
7. AHP Return to Practice Quick Guidance for Managers
8. Allied Health Professions Application form for Return to Practice placement
9. Introductory meeting / interview for AHP Return to Practice placement
10. Allied Health Professions Evaluation of Return to Practice placement
11. Allied Health Professional Local Preceptorship Competency Toolkit
12. Preceptorship Webinar
13. Support Worker Regional Webinars
14. Summary of Findings across the ICS presentation

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