

Neville workshop presentations

North of England health Visitor: Celebrate, Share and Learn Event

Workshop - System Leadership in Action - Leading and Learning Together... Improving Services for Children & Families

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Caroline Kurt

Truda McNevin



Health Education North West



Welcome and Aims of the workshop

- Share with delegates the learning from a year long leadership programme for managers and team leaders of Health Visitors and School nurse
- How these system leaders developed their leadership and business skills to support them in implementing A Call for Action
- Give an overview and share good practice the improvement projects that the leaders worked on collectively to improve services for their children and families
- Share the evaluation of the programme, which demonstrates the individual and collective learning



About the programme

- The design of the programme has been developed post a robust diagnostic that you may have been involved in
- Questionnaires, focus groups, deep dive in 3 organisations
- Diagnostic report
- Steering group commissioned an extensive programme based on what you outlined would help
- Linked to the NHS Leadership framework
- Application process with support from a sponsor
- More applicants than places



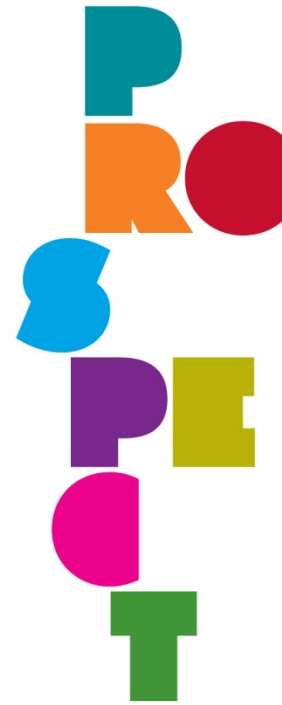
Aims of the programme

- The aim of the programme is to create a pool of leaders that will champion the role and function of health protection by
- Identify system wide improvements and creating local action plans to support changes required within 'A call for Action' implementation plan
- Build on and develop leadership development in participants
- Develop a cohort of system wide leaders (champions) to enable the service and system redesign required



Style of the programme

- Evidence based theory and frameworks
- Participative, action orientated with opportunities for reflection
- Build on the knowledge, talent and experience of the group
- Respond to range of learning styles
- Facilitated and co-coaching techniques
- Provide participants with tools & techniques to add to the existing tool kit



Ten month programme Northwest wide – based on 3 cohorts



Challenges.....

- Understanding system leadership
- Time of significant change...
- Time to come to the programme
- Attrition approx 20%, redundancies, time , retirement and sickness
- The initiation of the project sets



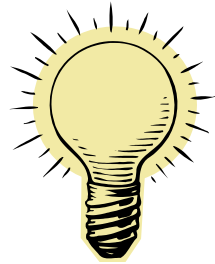
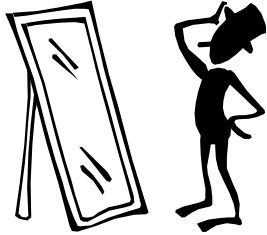
Slides from the team

- Julie Acton – Team Leader School Nursing Service : CWP
- New territory, new challenges to face
- Re-commissioning of a 5-19 service
- Transitional period for a new service – what will this involve ?
- Next steps – what have I got to offer ?



Our experience...in pictures

Caroline Kurt and Truda McNevin.



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“GOLDEN NUGGETS...”



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My Leadership Journey

What have I learnt from the Leadership course



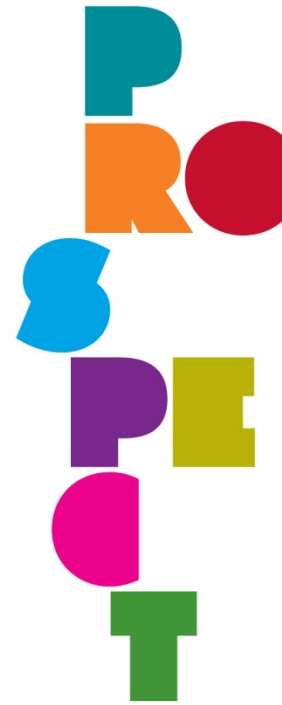
What has it given me?

- More Confident
- Politically aware
- Kinder to self
- Better understanding of the regional health economy
- Mindfulness



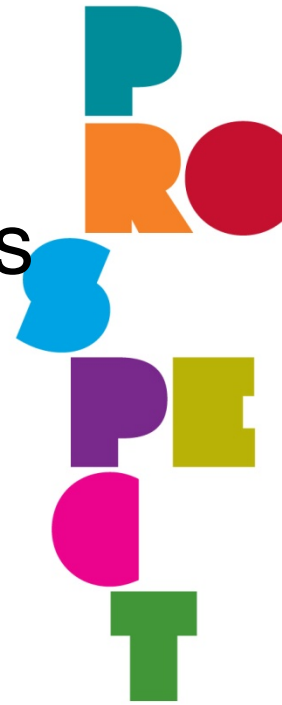
What did I enjoy most?

- Emotional intelligence
- Psychological contract
- Proxy's
- Political awareness
- Negotiating
- Networking with colleagues
- Time out of day job to think



Action Learning Set

- Quality Indicators
- Link service delivery to outcomes
- Support staff in KPI's
- Greater understanding for stakeholders
- Example of good practice across Merseyside

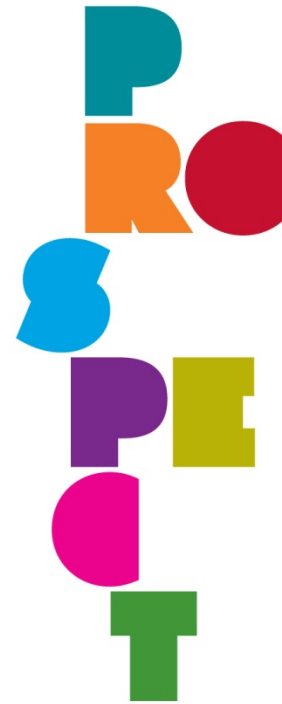


Evaluation

- Kirkpatrick model based on level 1-3
- Methods based on questionnaires, individual learning, interviews with managers

Eight key themes identified:

- 1. Changes in leadership behaviour /confidence**
- 2.Changes in skills**
- 3. How delegates are using the skills**
- 4. Tools and techniques gained from the Leadership Programme**
- 5 Benefits of networking**
- 6 Links to appraisal / PDP /objectives**
- 7 Supports from the Organisation**
- 8 Other comments**



Evaluation

Participant

- *"The programme was one of the best programmes I have ever been on"*

Managers:- "

- *I'd like to send all my current and future leaders, including some Band 6s!"Is there a waiting list yet?"*

Manager:

- *"(Shows) a calm confidence and authority in presenting their case to team and partners"*

Participant:

- *"The programme included a variety of theories and application to the workplace - excellent!"*

Participant:

- *I now have "a toolkit of skills, knowledge and practical tools"*

Manager:

- *"I see a definite difference in the leadership from those who have been on the course"*

Participant:

- *"I have used influencing and negotiation effectively in a number of ways, within my team and also strategically with commissioners"*

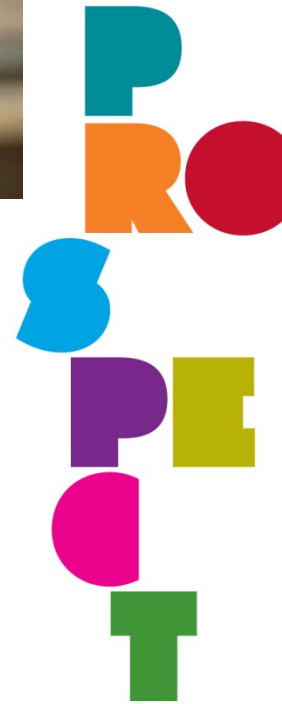
Manager:

- *"They are more focussed. Step back to develop and use a structured plan for action"*



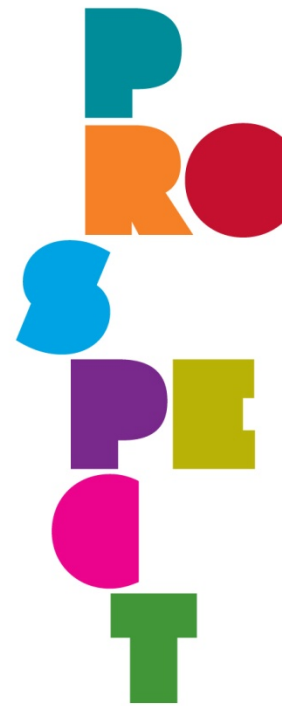
What we are proud of

- System leadership in action....
- Learning together, sharing practices across the geographical areas
- Networks created, still meeting and sharing to support best practice
- Leadership, resilience, business skills



Questions and Answers





‘It’s all in the teamwork!’

Jackie Barringer – Senior Consultant

Caroline Kurt – Project Manager

Margaret Bennett – Public Health Nursing
Team Leader

Wendy Gardener – Health Visitor



Aims of the workshop

- Share with delegates the unique competency framework for teams who provide children's services™
- Share with delegates how the teams across Bridgewater Community Healthcare NHS Trust used the competency framework to assess their team competence, supported an increase in effective team working, and improved the care provided to their children and families
- Outline the benefits and outcomes of using the Prospect Children's competency framework™
- Discuss the evaluation of the pilot and how the Prospect children's competency framework can be used in other organisations
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About the Prospect Childrens Competency Framework™

- The competency framework that is unique tool which supports 'service providers to ensure the services being delivered by the workforce has the relevant competences to meet the individual and community needs. The framework has been designed around the service model as part of a Call to Action
- Based on Team Competencies / along with the individual practitioners
- Currently no such framework in the NW- hence the interest by HENW and others organisations
- Firstly developed across Yorkshire and Humberside SHA where Prospect was involved in developing the framework tool

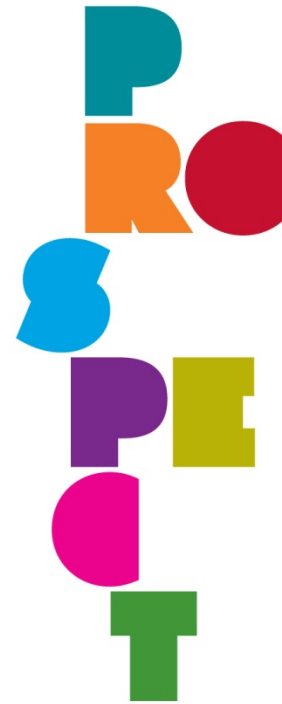


The framework

The Skills



The frequency of the skill demonstrated



The pilot project

- Prospect tool – the pilot was sponsored by Integrated workforce team / **Health Education North West**
- Pilot with Bridgewater to try out and see if a viable tool to develop teams and individual competency
- Piloted in Bridgewater Community Healthcare Trust with over 70 individuals in 5 teams (HV/ SN- 0-19 integrated teams)
- Supported provided by Prospect
 - Project management and ongoing support
 - Train the Trainer for the team leaders to within their teams
 - Toolkit to support implementation
 - Support for assessments / peer review
 - Evaluation



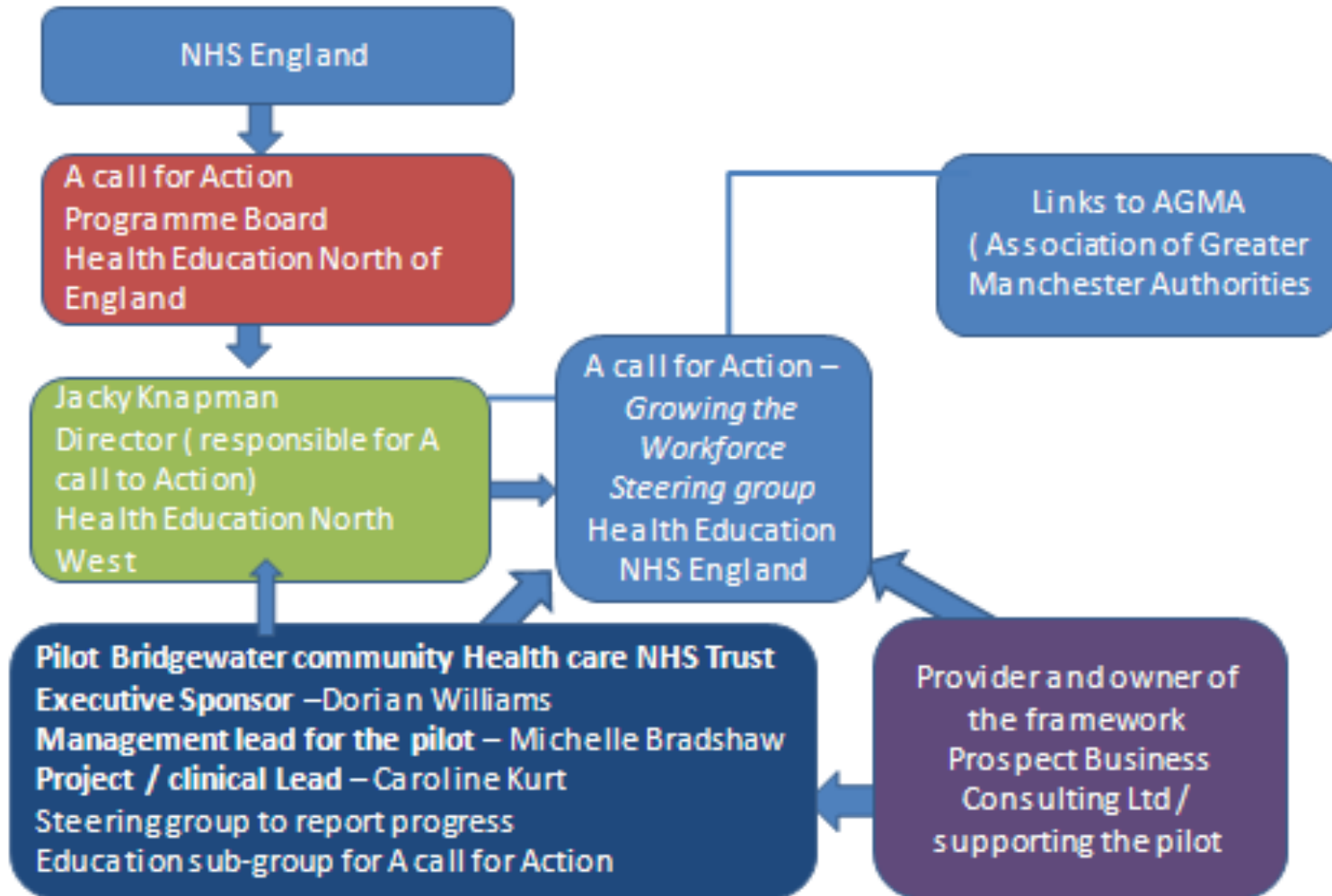
Outcomes of the Pilot

- **The framework is being used successfully within teams and there is an increase of skills and competencies**
- **There are clear structured development plans indicating individual and team strengths and development areas.**
- **An introduction of Peer feedback review**
- **The development and implementation of the supporting tool kit linked to the core offer and supporting the workforce to use the framework**
- **To support the review of skill mix and the utilization of skill mix.**
- **Individual assessments link to their core offer, PDR and objectives**

outcome



Reporting mechanism for the pilot of the Childrens Competency Framework



PROSPECT

What are the stages in the pilot ?



Briefings with staff, stakeholders and others



Team assessments



Development plans and monitoring of progress



Peer reviews across the teams



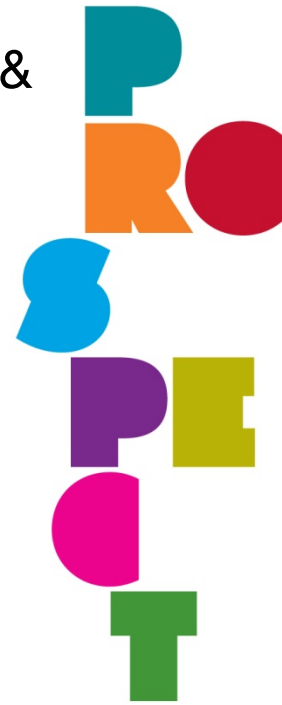
Review, evaluation and learning



Benefits for Staff

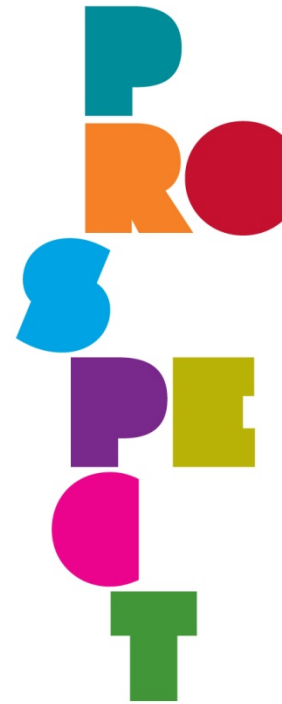


- Benchmarking for skills and competencies
- Demonstrate our competencies
- Support additional education & training needs
- Support professional development
- Career progression
- Team development
- Staff appraisals/PDR's
- Commissioners
- CQC



Benefits for Children & Families

- High quality care
- Better outcomes
- Quality Service



Our 0-19 team

- 1 Team Leader
- 2 School Health Advisors
- 10 Health Visitors
- 2 Community Staff Nurses
- 4 Nursery Nurses
- 1 clinic support worker



How we approached it

- Briefing session with team
- Day 1 – Team Competencies Framework
- Day 2 – Action Plan
- Peer Review
- Feedback



Briefing Session



- Short presentation during allocation meeting
- Focussed on benefits to team and service users
- All members given copy of Team Competencies Framework
- All members to complete individual assessment



Day 1

- Full day out of practice
- Different location
- Room set up
- Treats on table
- Clear Aims & Objectives
- Lunch out as team
- Informal approach with a formal backbone
- Group work
- Discussion



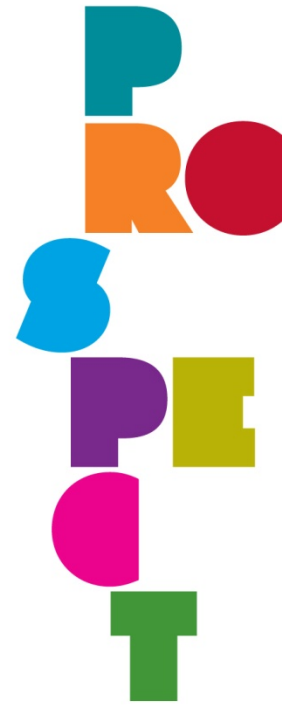
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Day 1 – Aims & Objectives

- To undertake as a team, a team assessment using the Children's Health Competency Framework
- To develop an evidence file
- To start developing an action\development plan for the team
- Be able to understand how we have reached the competency scores we have identified
- To identify evidence for competencies



Group exercise....now it's your turn!

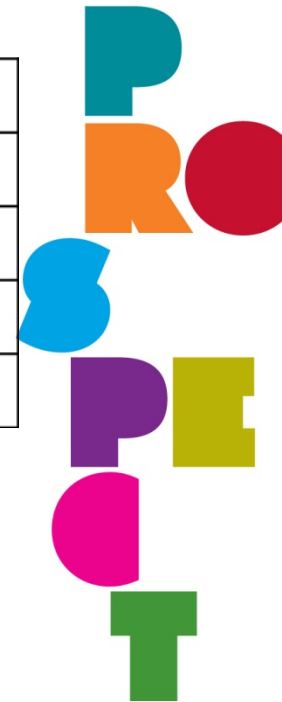


Group work 1

Core Competences: The Children's Health Competence Framework	Childrens services
1. Supporting Health and Wellbeing	<ul style="list-style-type: none"> Leading the Healthy Child Programme for a population

1	The team/I do(es) not demonstrate competence against this competence descriptor (hardly ever)
2	The team/I demonstrate(s) competence intermittently against this competence descriptor (sometimes)
3	The team/I regularly demonstrate(s) competence against this competence descriptor (often)
4	The team/I demonstrate(s) competence on a very frequent basis against this competence descriptor (nearly always)
5	The team/I demonstrate(s) competence at all times against this competence descriptor (always)

Support for parenting and family environment	Identify vulnerable families and those in need of extra support	Please circle only one 1 2 3 4 5
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Our results

- We scored ourselves as a 5 and a 4
- Evidence pre-birth visits, A&E notifications, all universal contacts – mental health, Well Baby Clinic, School entry packs, development checks, High school drop in's, Triage
- Gaps – Training, Capacity, Evidence
- Action Plan – Triage documentation, staffing



Day 2 – Aims & Objectives

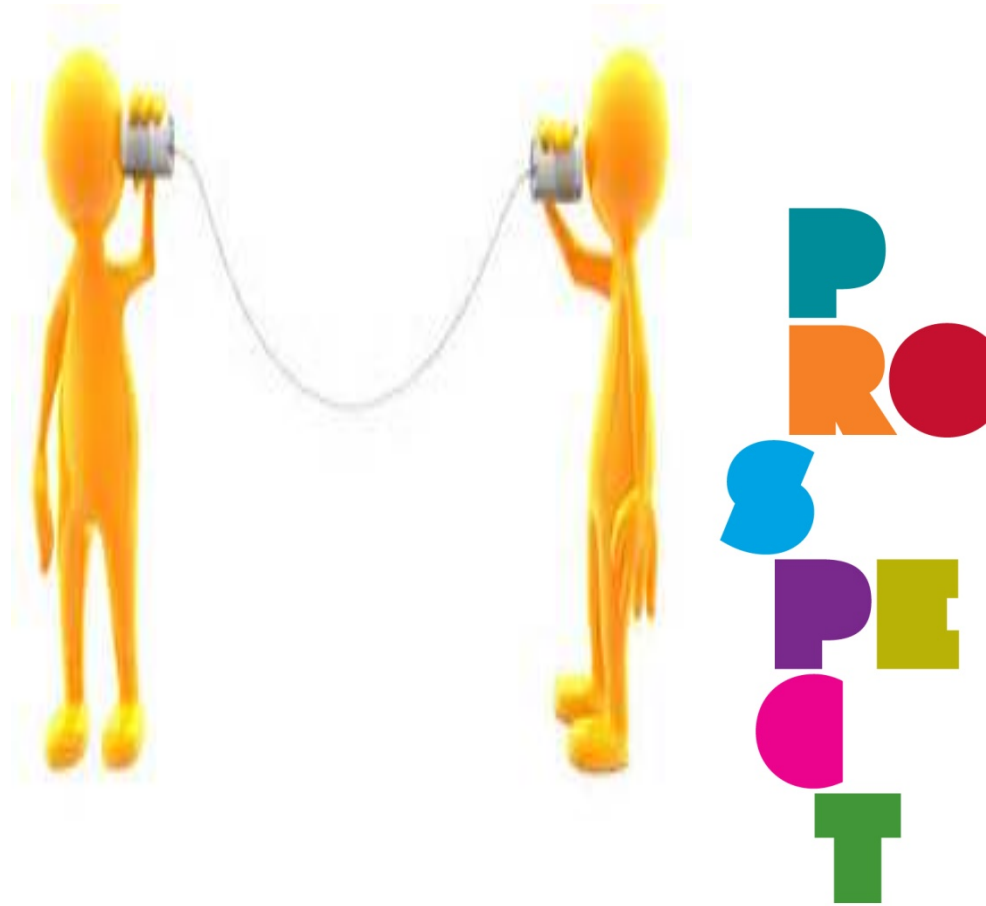


- To look at the action plan developed following the team competency assessment day
- To start some work, as a team, towards the action plan
- To identify staff willing to take on specific short term roles
- To complete some task & finish groups
- To discuss some of the relevant action plans



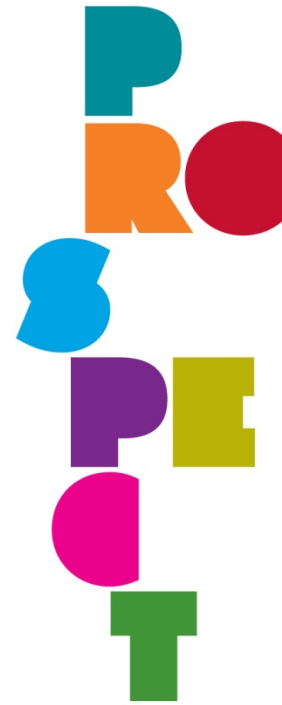
What we did!

- Commenced a Community File
- Identified staff for clinical supervision
- Discussed improving communication with midwives (HV's) and allocation of workload (SHA's)



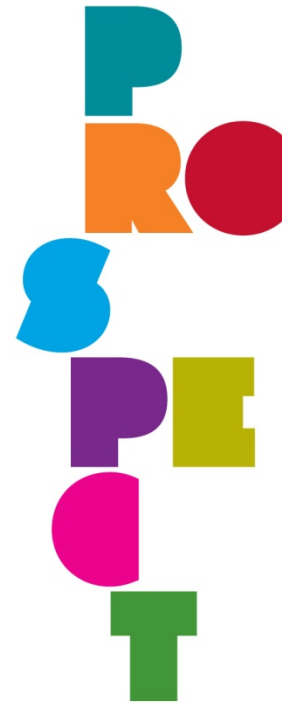
What we did!

- Triage documentation – task & finish group
- Measurement & Analysis of packages of care – discussion and group work
- Wider Community Working - discussion

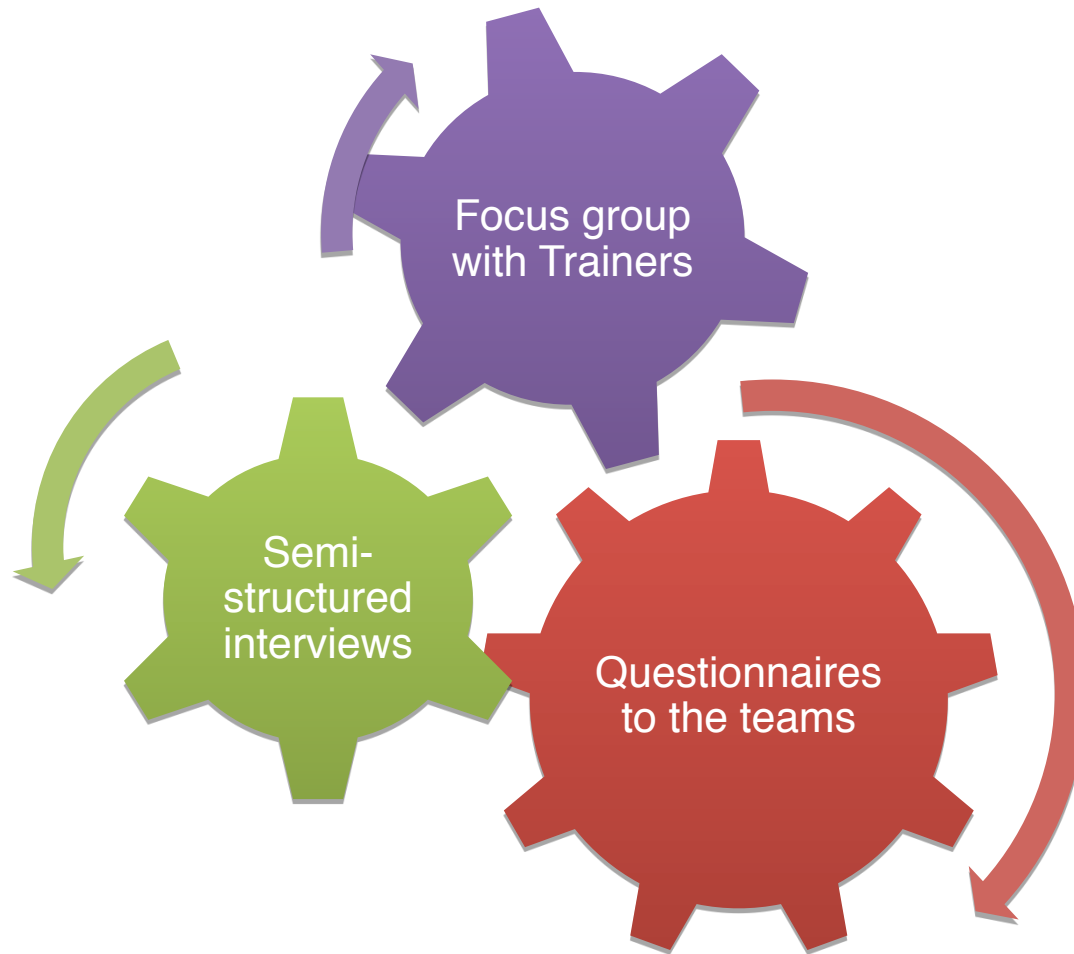


Benefits

- A solid evidence portfolio
- Team morale
- Team motivation
- Improved tools
- Allowed us to acknowledge our strengths and weaknesses



Evaluation....



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Results

The Value of team assessment

- 92% strongly agreed or agree that the team assessment using the framework allowed them to understand the gaps in our knowledge and areas in need of development (skills and competencies) as both individuals and as a team
- 84% strongly agree that the team assessment using the framework has allowed them to look at ways to improve team workings

Team actions post-assessment

- 95 % strongly agree or agree that an action plan has been developed that outlines their actions
- 86 % strongly agree that the team has taken ownership of these actions
- 74% strongly agree or agree that since the assessment they have discussed the actions and the outcomes of the assessment undertaken as part of their team meetings



Value of peer-review

- The majority of team scores remained the same after peer-review except for one team
- The team leaders see the peer-review as having been critical in the pilot and desirable in full implementation. It gave assurance and also cross team learning
-

How the tool provided evidence of competency and quality

- 88% strongly agree or agree that using the competency framework has allowed them to provide evidence on the quality of their services
- 84 % agree that using the framework has allowed them to improve our services for the children and families
- Team leaders very clearly see the tool supporting them to evidence practice, ensure consistency and support commissioning processes. It shows us all the evidence base for what do/need to do.
- Perceived corporately that team leaders and staff now make better links between underpinning quality aspects and the KPIs



Results

- **Ease of using the tool**
 - 86% strongly agree or agree that the framework was easy to complete as an individual or a team
 - Some teams spent a full day for assessment and others 3-4 hours. This partly related to team sizes
 - Team leaders perceived it would benefit in the initial assessment to have a full day and potentially link in other team activity
 - Some have suggested that some wording is explained and more guidance is given in the tool



Results- some comments

- ***‘It was really good to come together as a team and discuss all the skills available within the team at each banding. It gave a positive re-enforcement of some of the team’s achievements’***
- ***“Helped to develop team cohesion and developed an action plan to support outcomes to allow motivation to continue”***
- ***‘We could identify gaps in training and skills and how we work together’***
- ***‘Engaged with other colleagues within the Trust and learnt new ideas and ways of working’.***
- ***‘It was very motivational for the team and has developed a strong sense of ownership of the actions’***
- ***‘Tool is really good to inform TNA as its picking up areas we may not have picked up ‘***
- ***‘Getting so much more than what we expected’***
- ***‘Given us common language’***



Next steps

- HENW linking with HEE to look at how the framework can be used with other organisations
- Continued discussions with Bridgewater to look at roll-out to other teams



Any Questions?



- To find out more about the Prospect Childrens Competency Tool™
- jackie@weareprospect.com





Reducing unintentional injuries
amongst children and young people

presentation bought on the day,
please contact

Rosemary.Acton@lancashirecare.nhs.
uk

for more information