NHS

Evidence Brief: Career Development and Talent Management

Contents

Produced by the Knowledge Management team Evidence Briefs offer an overview of the published reports, research, and evidence on a workforce-related topic.

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UK: Workforce, Training and Education Knowledge Management Team

There may have been an update to this Evidence Brief - to check you are reading the most current version please see the links below:

- Complete Evidence Brief list – link for Workforce, Training and Education staff
- Complete Evidence Brief list – link for External staff

Key publications – the big picture

NHS Long Term Workforce Plan
Source: NHS England
Publication date: June 2023
The first comprehensive workforce plan for the NHS, putting staffing on a sustainable footing and improving patient care. It focuses on retaining existing talent and making the best use of new technology alongside the biggest recruitment drive in health service history.

See p. 50 Apprenticeships

p. 59 "In addition to this Plan, the recent deal agreed between government and the NHS Staff Council sets out a further programme of work through DHSC and the NHS Staff Council to support the workforce and aid retention of NHS staff. It outlines a series of commitments on career development and building a workforce for the future. This includes, but is not limited to, reviewing the support newly qualified staff receive and ensuring existing NHS staff, who have agreed development plans in place through apprenticeships, are not financially penalised."

pp. 82-83 "Locally employed doctors (LEDs) are another rapidly growing group. The number of SAS doctors and LEDs on the GMC's medical register has increased at six times the rate of GPs.207 LEDs are a huge asset to the NHS. They generally undertake more junior roles, requiring direct or indirect supervision. Despite their considerable input to the medical workforce, we have limited data on their experience, skills, ethnic diversity and geographical distribution, and they have few structured career development options outside specialty training. We are committed to working with partners to review medical career pathways and identify ways to better support postgraduate career progression for LEDs, including routes to progress their careers into high demand specialties such as cancer."

p. 94 "Within NHS specialist services, advanced practice can increase capacity in areas with a limited workforce and offer career development opportunities, for instance, within community diagnostic centre teams. Advanced practitioners are making a real difference to the support patients receive – for example, pre and post cardiac surgery – and are proving vital for the delivery of quality care for patients."

pp. 96-97 "Support workers, both clinical and administrative, are an important part of wider multidisciplinary teams, enabling more effective and efficient working. They contribute to addressing critical workforce capacity constraints while providing high quality, personalised care to patients. These include assistant practitioner and technician roles, such as occupational therapy assistants, which can be key integrators across health and social care. There will be a continued focus on supporting the recruitment and retention of these groups, including:
• maternity support workers through the Competency, Education and Career Development Framework226
• AHP support workers, through growth of apprenticeships and the development of a Competency, Education and Career Development Framework227
• healthcare support workers, through the NHS England programme228 (recruitment, induction and career pathways)
• cancer support workers, through the ACCEND (Aspirant Cancer Career and Education Development) programme.229"

p. 100 "There are also opportunities to pool more specialist workforces across systems and providers to support workforce and training capacity for the whole system; for example, for specialist services for long-term conditions including cancer or multiple sclerosis, and in imaging networks. Over the 22 imaging

networks, workforce plans and strategies are being developed to leverage skills mix and support career development opportunities.2"

Talent Management Hub
There has been an emerging aspiration for the NHS to adopt a more systematic and coordinated approach to managing its talent in light of the current economic and social context in which we now operate.
- Talent Management Toolkit
- Talent management guides
- Talent management evidence and research

Talent Management toolkit
Source: NHS Health Education England Knowledge and Library Services
The first step of the talent management toolkit covers definitions, why we need talent management and how you can strengthen the workforce through inclusivity.

Supporting in-work progression
Source: NHS Employers
Publication date: 4th April 2023
Supporting staff to progress in their careers, achieve their potential and earn more can be transformational and support with increasing living costs.

'Growing your own' – a focus on internal staff development to grow the workforce
Source: NHS Employers
Publication date: 24th January 2023
Encouraging staff to upskill as learning disability nurses leads to further initiatives to develop and retain staff.

Inspire, attract and recruit toolkit: resources and guidance to support your workforce supply
Source: NHS Employers
Publication date: 22nd December 2022
This resource has been developed for NHS HR professionals, recruitment teams and managers to help inspire, attract and recruit your future workforce.

Leadership for a collaborative and inclusive future
Source: Department of Health & Social Care
Publication date: 8th June 2022
In October 2021 the government announced a review into leadership across health and social care, led by former Vice Chief of the Defence Staff General Sir Gordon Messenger and supported by Dame Linda Pollard, Chair of Leeds Teaching Hospital Trust. As outlined in the terms of reference, the review focused on the best ways to strengthen leadership and management across health and with its key interfaces with adult social care in England. Following extensive stakeholder engagement, the review has now completed with the following seven recommendations: Targeted interventions on collaborative leadership and organisational values; positive equality, diversity and inclusion (EDI) action; consistent management standards delivered through accredited training; a simplified, standard appraisal system for the NHS; a new career and talent management function for managers; effective recruitment and development of non-executive directors (NEDs); and encouraging top talent into challenged parts of the system. All seven recommendations have been accepted by the government and publication of the report will be followed by a plan committing to implementing the recommendations.

See Recommendation 5 – A new career and talent management function for managers

Improving staff retention
Source: NHS Employers
Publication date: 2nd March 2022
This guide supports line managers and employers to consider the key areas that affect workforce retention.

See Chapter on "Development and career planning"

Integrating additional roles into primary care networks
Author: Baird et al.
Source: The King's Fund
Publication Date: 2022
Abstract: This report examines the extent to which Additional Roles Reimbursement Scheme (ARRS) roles have the potential to make a significant contribution to the quality of patient care in general practice and represent a significant investment in the future sustainability of general practice. The Additional Roles Reimbursement Scheme (ARRS) was introduced in England in 2019 as a key part of the government's manifesto commitment to improve access to general practice. The aim of the scheme is to support the recruitment of 26,000 additional staff into general practice. This represents a huge scale of ambition and requires the implementation of significant and complex change across general practice. While primary care networks (PCNs) have swiftly recruited to these roles, they are not being implemented and integrated into primary care teams effectively. This study focuses on four roles - social prescribing link workers; first contact physiotherapists; paramedics and pharmacists - to examine the issues related to the implementation of these roles, looking at the experiences of working in these roles and of the people managing them. We found a lack of shared understanding about the purpose or potential contribution of the roles, combined with an overall ambiguity about what multidisciplinary working would mean for GPs. Successful implementation of the scheme requires extensive cultural,

organisational and leadership development skills that are not easily accessible to PCNs. We found examples of good practice and positive stories of implementation, but to ensure successful implementation of the roles we make recommendations including: a clearer, shared vision for a multidisciplinary model of care; a comprehensive package of support for implementation of the scheme including improved support for clinical and managerial supervision; streamlining and communicating current guidance and roadmaps in different ways that make them more accessible and practical for PCNs, practices and professionals to understand and implement; a focus on future sustainability, including funding, estates strategy and career progression; leadership and management skills development embedded in GP specialist training.

Talent management factsheet
Source: CIPD
Publication date: October 2022
Talent management seeks to attract, identify, develop, engage, retain and deploy individuals who are considered particularly valuable to an organisation. To be effective, it needs to align with strategic business objectives. By managing talent strategically, organisations can build a high-performance workplace, foster a learning climate, add value to their employer brand, and improve diversity management. For these reasons, people professionals consider talent management to be a key priority. The CIPD Profession Map also recognises talent management as one of the special knowledge areas within the people profession and sets out the expected standards to follow.
This factsheet looks at the changing context of 'talent management' and its compelling benefits.

Work local: unlocking talent to level up
Source: Local Government Association
Publication date: May 2022

The Government is right to put skills, retraining and job creation front and centre of its levelling up agenda, recognising that talent is everywhere, but opportunity is not. Investment and interventions to achieve this must connect up at a local level and for all places if they are to support people of all ages – learners, unemployed people, career changers – as well as businesses and other employers of all sizes – progress. A joined up and locally responsive employment and skills offer is critical to this. This is not happening for all areas; we believe it should. That's why the LGA is delighted to present Work Local: Unlocking talent to level up.

Developing staff career pathways to support workforce supply
Source: NHS Employers
Publication date: 30th March 2022
Read about how different NHS organisations are using staff development opportunities to recognise, retain and nurture staff.

Optimising attraction, recruitment, support and career development for new healthcare support workers
Source: NHS Employers
Publication date: 26th July 2021
NHS Employers surveyed newly appointed healthcare support workers (HCSWs) in the North East and Yorkshire Region.

SAS doctor development guide
Source: NHS Employers
Publication date: 18th September 2020
Download this guide to support the development of specialty and specialist (SAS) doctors in the NHS in England.

NHS Long Term Plan
Source: NHS
Publication date: January 2019
See Chapter 4 Section 7 – Leadership and Talent Management

Developing People – Improving Care: a national framework for action on improvement and leadership development in NHS-funded services
Source: NHS Leadership Academy
Publication date: 2016
This evidence-based national framework aims to guide action on improvement skill-building, leadership development and talent management for people in NHS-funded roles. The framework focuses on helping NHS and social care staff to develop four critical capabilities: systems leadership for staff who are working with partners in other local services on 'joining up' local health and care systems for their communities; established quality improvement methods that draw on staff and service users' knowledge and experience to improve service quality and efficiency; inclusive and compassionate leadership, so that all staff are listened to, understood and supported, and that leaders at every level of the health system truly reflect the talents and diversity of people working in the system and the communities they serve; and talent management to support NHS-funded services to fill senior current vacancies and future leadership pipelines with the right numbers of diverse, appropriately developed people.

Talent management: developing leadership not just leaders
Author(s): Sarah Massie
Source: The King's Fund
Publication date: 2015
This guide, part of our Leadership in action series, looks at the key aspects of a holistic talent management and succession planning approach. We offer our knowledge and learning based on current research into collective leadership and our work at all levels of the health service. Drawing on this experience, the guide focuses on the three core pillars of implementing a talent management strategy – recruitment, development, retention and deployment – before looking at succession planning. This guide

will enable board members and senior leaders to challenge their current thinking on managing talent and succession planning. It will help them to decide which processes and systems need to be in place to support the recruitment, development, retention and deployment of a future agile and mobile workforce.

Introduction to the Talent Management Framework
Source: University Hospitals Birmingham NHS Foundation Trust
Talent management is proactively understanding and supporting the development and career aspirations of our workforce. It enables us to support individuals to be their best selves and encourages career mobility and development, while ensuring we have a workforce that is empowered to meet the current and future workplace needs and demands.
Talent management helps to:
- identify the skills and competencies required to support the delivery of our services
- enable us to develop individuals to help them progress within the Trust
- identify and develop our future leaders
- increase employee engagement and retain key talent
- have plans in place to meet future workforce demands and ensure continuity

Career progression tips
Source: Royal College of Nursing
With services under pressure, tighter budgets and a struggle for resources, nurses often report feeling neglected or stunted when it comes to their professional development.
The success to career progression often depends largely on adopting a pro-active approach and, "putting yourself out there." This may seem daunting at first, but the RCN Careers Service has some advice to help get you started.

Case Studies

Supporting in-work progression
Source: NHS Employers
Publication date: 4th April 2023
Supporting staff to progress in their careers, achieve their potential and earn more can be transformational and support with increasing living costs.

See Emerging practice and case studies from:
- West Midland Ambulance Service University NHS Foundation Trust
- Derbyshire Community Health Services NHS Foundation Trust and Derbyshire Healthcare NHS Foundation Trust
- Bradford District Care NHS Foundation Trust
- University Hospitals Plymouth NHS Trust

Expanding volunteer support in the allied health professions to start an NHS career
Source: NHS Employers
Publication date: 13th February 2023
Bradford District Care NHS Foundation Trust used volunteers to support their allied health professionals, offering a first step into an NHS career.

Career development and pathways case studies
Source: NHS England
Care makers: Wrightington, Wigan and Leigh NHS Foundation Trust
The trust identified a need to provide additional support to the nursing and allied health professional (AHP) workforce during the Covid-19 pandemic and so responded by introducing the pilot for the Care Maker role. Care Makers required no previous healthcare experience and were largely recruited from

the local community. As the pilot was coming to an end, the trust identified the potential to convert some Care Makers into Healthcare Support Workers (HCSW). This not only allowed the trust to reduce their vacancy rate but also feed their 'grow your own' pipeline. The trust has seen an influx of applicants, including the 'younger people' – one of the goals of the broader HCSW Programme.

Developing Healthcare Support Worker roles: Aintree University Hospital
The trust agreed a significant investment in its nursing workforce, of 120 whole-time equivalent Healthcare Assistants, expecting this would reduce reliance on agency HCAs. The trust undertook several initiatives such as engaging with its local community through apprenticeship open days to raise awareness of employment opportunities. Promoting nursing as a career with local schools and colleges by attending careers events and hosting 'pride in nursing' events. Also engaging with its current workforce –to ask staff what they liked about working at Aintree, identify the development opportunities they would like, and raise current staff awareness that the trust could offer them a career pathway for life.

Ait to care: Hampshire and Isle of Wight Integrated Care System
Hampshire and Isle of Wight ICS has developed a specific career framework for ex-cabin crew from the airline industry who wish to make the most of their customer service and first aid experience by joining the NHS. Following initial mandatory training – either face-to-face or using the eLearning for Health (eLfH) 'Cabin Crew Supporting the Delivery of Patient Care' module – staff can be deployed as Healthcare Support Workers. Following completion of the Care Certificate they can progress to nurse associates and onward to registered nurses (or equivalent) with further training.

Delegations of insulin injections to Healthcare Support Workers: Sheffield Teaching Hospitals NHS Foundation Trust
Traditionally, insulin injections are carried out by a community nurse when a diabetic patient struggles to manage their condition autonomously. The trust was seeing an increasing case load of patients that were getting older and requiring insulin administration and having to deal with these increasing pressures with no additional staff. To mitigate this, the trust instigated a pilot project which would allow HCSWs to administer insulin. HCSWs were required to undergo a one-and-a-half-day intensive programme which had been designed and delivered by a series of experts. All HCSWs involved in the training were paired with a mentor who would follow them through the training and into the community setting. Before being signed off HCSWs were required to carry out a minimum of 5 observed injections. The 'Insulin Programme' has been rolled out across Sheffield and has been built into HCSW CPD and new staff are offered the opportunity to receive the training. The trust is also rolling out a similar scheme with Dalteparin injections.

Embedding volunteer pathways: The Royal Wolverhampton NHS Trust
As a result of Covid-19, the trust lost hundreds of volunteers due to shielding and individuals not feeling comfortable in the environment. The trust needed to establish a support network for their substantial staff during the pandemic, whilst also finding a way to manage the outpouring of support from the local community. To mitigate this, the trust decided to recruit a new cohort of volunteers and advertised the position on social media and through local school contacts. The campaign was exceptionally successful, and the trust received 145 volunteers who were placed into Ward Support roles. Trust data shows that 49% of their new volunteers were between the ages of 16 and 21, which has inspired additional funding and investment in a youth volunteering programme. The trust has gone on to recruit

an additional two cohorts of volunteers and hope to continue to expand their volunteering programme. In addition, the trust has been having career conversations with recruits during monthly welfare sessions to strengthen their "homegrown HCSW" pipeline.

New to care: University Hospital Plymouth NHS Foundation Trust
The aim was to develop a workforce strategy providing a clear career pathway to enable progression. The trust utilised apprenticeship pathways, a push to value the Healthcare Support Worker role, developed a flexible educational model to enable staff to begin 'new to care', and offered opportunities to existing staff to continue their educational journey to nurse registration. The trust's retention rate has improved from 49% to 93% with the introduction of the new level 2 programme.

Nursing associates at Chesterfield Royal Hospital NHS Foundation Trust
Source: NHS Employers
Publication date: 1st December 2022
Maxine Simmons, head of practice and professional development, talks to us about developing nursing career pathways with the nursing associate role.

The apprenticeship pathway boosting young people's recruitment
Source: NHS Employers
Publication date: 25th November 2022
Coventry and Warwickshire Partnership NHS Trust has supported 240 young people through a pre-employment programme focusing on apprenticeships.

Recruiting young people into the ambulance service with the Prince's Trust
Source: NHS Employers

Publication date: 17th November 2022
Learn how one ambulance trust has worked with The Prince's Trust to prepare young people to successfully apply for roles within the organisation.

Diversifying GOSH's apprenticeships programme
Source: NHS Employers
Publication date: 10th October 2022
Read how Great Ormond Street Hospital (GOSH) diversified their apprenticeships programme and became an inclusive recruiter in the local area.

SAS doctors in leadership
Source: NHS Employers
Publication date: 12th October 2022
North Cumbria Integrated Care Trust developed a medical directorate development faculty to support the SAS workforce and SAS leadership positions.

Hidden talents: refugee and asylum seeker community recruitment
Source: NHS Employers
Publication date: 1st June 2022
The charity Growing Points worked with The Leeds Teaching Hospitals NHS Trust to help refugees and asylum seekers into work.

Nursing apprenticeship pathway: Cambridge University Hospitals NHS Foundation Trust
Source: NHS Employers
Publication date: 10th November 2020
Read how the trust has used apprenticeships to increase its nursing supply by more than 100 nurses per year and decreased agency spend.

Get Into Hospitals programme: The Prince's Trust
Source: NHS Employers
Publication date: 16th September 2022
Read how East Lancashire Hospitals NHS Trust (ELHT) partnered with The Prince's Trust to run the Get Into Hospitals programme.

Recruiting young people from care into NHS careers
Source: NHS Employers
Publication date: 19th May 2022
A unique programme at Northern Care Alliance NHS Foundation Trust (NCA) is providing career opportunities for young people with a background in care.

How North Tees and Hartlepool NHS Foundation Trust created a new route into NHS careers
Source: NHS Employers
Publication date: 10th May 2022
Read how North Tees and Hartlepool NHS Foundation Trust identified a gap in the workforce and a new pathway into NHS careers.

The importance of board-level support to achieve nursing oversupply
Source: NHS Employers
Publication date: 20th September 2021
This case study looks at how HUTH achieved an oversupply of nurses and how it attracts young people to new types of roles.

Developing aspirant ethnic minority nursing and midwifery leaders: NHS England and NHS Improvement Midlands
Source: NHS Employers
Publication date: 2nd August 2021

This pilot programme aims to provide holistic, bespoke clinical leadership support for aspiring ethnic minority nursing and midwifery leaders.

Improving retention at all stages of nurses' careers: United Lincolnshire Hospitals NHS Trust
Source: NHS Employers
Publication date: 11th August 2020
Read how one trust focused its retention activity across all stages of a nurse's career and developed an action plan to reduce turnover rates.

How the NHS is benefitting from employing Cadet Force Adult Volunteers
Source: NHS Employers
Publication date: 13th March 2020
In this blog, Amanda Male talks about her role as a Cadet Force Adult Volunteer (CFAV) and how this enhances her career within the NHS.

Strengthening your nursing supply: Barking, Havering and Redbridge University Hospitals NHS Trust
Source: NHS Employers
Publication date: May 2018
Barking, Havering and Redbridge University Hospitals NHS Trust has committed to strengthening its nursing supply, through the introduction of new roles, such as nursing apprenticeships, and mapping out career pathways so that staff can identify how they can develop their careers from apprentice through to chief nurse. The case study looks at how the trust has diversified its workforce and introduced new roles and education routes to support staff development and increase skills, staff experience and retention.

The Star for workforce redesign

More resources and tools are available in the Star

Statistics

You can find relevant statistics on the Health and Care Statistics Landscape under **"Health and Care"** and use the **"Workforce"** filter

National Data Programme

Workforce, Training and Education staff can look at the National Data Warehouse (NDL) SharePoint site to find out more about datasets and Tableau products.

Published Peer Reviewed Research

Advanced Practice

Nationwide evaluation of the advanced clinical practitioner role in England: a cross-sectional survey
Item Type: Generic
Author: Fothergill, Lauren Jade, Al-Oraibi, Amani, Houdmont, Jonathan, Conway, Joy, Evans, Catrin, Timmons, Stephen, Pearce, Ruth and Blake, Holly
Publication Date: 2022
Publication Details: BMJ open, 12, (1) pp.e055475. , England:
Abstract: BACKGROUND AND STUDY OBJECTIVE: In response to growing pressures on healthcare systems, the advanced clinical practice (ACP) role has been implemented widely in the UK and internationally. In England, ACP is a level of practice applicable across various healthcare professions, who exercise a level of autonomy across four domains, referred to as the four pillars of practice (education, leadership, research and clinical practice). A national framework for ACP was established in 2017 to ensure consistency across the ACP role, however current ACP governance, education and support is yet to be evaluated. This study aimed to analyse data from a national survey of the ACP role to inform the development and improvement of policies relating to ACP in the National Health Service (NHS) in England., DESIGN: A cross-sectional survey with free-text comments., SETTING: The survey was distributed across primary and secondary levels of care to three distinct groups in England, including individual ACPs, NHS provider organisations and Trusts and primary care settings., PARTICIPANTS: A total of 4365 surveys were returned, from ACP staff (n=4013), NHS provider organisations and Trusts (n=166) and primary care organisations (n=186)., RESULTS: Considerable variation was found in role titles, scope of practice, job descriptions and educational backgrounds of ACPs. Differing approaches to governance were noted, which led to inconsistent ACP frameworks in some organisations. A further challenge highlighted included committing time to work across the four pillars of advanced practice, particularly the research pillar. ACPs called for improvements in supervision and continuing professional development alongside further support in navigating career pathways., CONCLUSIONS: A standardised approach may support ACP workforce development in England and enable ACPs to work across the four pillars of practice. Due to the wide uptake of ACP roles internationally, this study has relevance across professions for global healthcare workforce transformation.

Characterising the outcomes, impacts and implementation challenges of advanced clinical practice roles in the UK: a scoping review
Item Type: Generic
Author: Evans, Catrin, Poku, Brenda, Pearce, Ruth, Eldridge, Jeanette, Hendrick, Paul, Knaggs, Roger, Blake, Holly, Yogeswaran, Gowsika, McLuskey, John, Tomczak, Philippa, Thow, Ruaridh, Harris, Peter, Conway, Joy and Collier, Richard
Publication Date: 2021
Publication Details: BMJ open, 11, (8) pp.e048171. , England:

Abstract: OBJECTIVES: In response to demographic and health system pressures, the development of non-medical advanced clinical practice (ACP) roles is a key component of National Health Service workforce transformation policy in the UK. This review was undertaken to establish a baseline of evidence on ACP roles and their outcomes, impacts and implementation challenges across the UK., DESIGN: A scoping review was undertaken following JBI methodological guidance., METHODS: 13 online databases (Medline, CINAHL, ASSIA, Embase, HMIC, AMED, Amber, OT seeker, PsycINFO, PEDro, SportDiscus, Osteopathic Research and PenNutrition) and grey literature sources were searched from 2005 to 2020. Data extraction, charting and summary was guided by the PEPPA-Plus framework. The review was undertaken by a multi-professional team that included an expert lay representative., RESULTS: 191 papers met the inclusion criteria (any type of UK evidence, any sector/setting and any profession meeting the Health Education England definition of ACP). Most papers were small-scale descriptive studies, service evaluations or audits. The papers reported mainly on clinical aspects of the ACP role. Most papers related to nursing, pharmacy, physiotherapy and radiography roles and these were referred to by a plethora of different titles. ACP roles were reported to be achieving beneficial impacts across a range of clinical and health system outcomes. They were highly acceptable to patients and staff. No significant adverse events were reported. There was a lack of cost-effectiveness evidence. Implementation challenges included a lack of role clarity and an ambivalent role identity, lack of mentorship, lack of continuing professional development and an unclear career pathway., CONCLUSION: This review suggests a need for educational and role standardisation and a supported career pathway for advanced clinical practitioners (ACPs) in the UK. Future research should: (i) adopt more robust study designs, (ii) investigate the full scope of the ACP role and (iii) include a wider range of professions and sectors. Copyright © Author(s) (or their employer(s)) 2021. Re-use permitted under CC BY-NC. No commercial re-use. See rights and permissions. Published by BMJ.

An examination of Advanced Clinical Practice: Qualitative insights from therapeutic radiography advanced and consultant practitioners based in England Full text available with NHS OpenAthens account*
Item Type: Generic
Author: Khine, R. N. M. and Stewart-Lord, A.
Publication Date: 2021
Publication Details: Technical innovations & patient support in radiation oncology, 17, pp.97-101. , England:

Abstract: INTRODUCTION: Therapeutic radiographers play a vital and changing role in the delivery of radiotherapy services treating patients with cancer. Advanced Practitioners (AP) and Consultant Practitioners (CP) in radiotherapy have developed advanced clinical skills and specialisms, enhancing the ability of the profession to offer a greater depth of cancer services and ease pressure elsewhere in the system. The aim of this study was to define the opportunity and potential for Advanced Clinical Practice (ACP) roles in oncology services. Specific objectives were to explore local profiles, role development and opportunities for standardisation of ACPs in therapeutic radiography and to determine resource requirements to roll out

and ensure continuation of the existing and new roles., MATERIAL AND METHODS: The research was addressed through a qualitative study design using focus groups. Convenience sampling was used to recruit therapeutic radiography advanced and consultant practitioners (N=36) from the respective radiotherapy departments in England to participate in regional focus groups. Four regional areas were identified for inclusion. Data generated was analysed thematically., RESULTS: The findings are presented in four themes: ownership of professional identity, desire for standardisation and guidance, drivers of role development and self-directed educational routes., CONCLUSION: Key findings from the focus groups indicated the need for standardisation in job descriptions, roles and responsibilities and a key understanding of career progression. The professional identity of the AP is acknowledged by independent, autonomous working; however, this can only be facilitated if the correct training is undertaken and the necessary support structures are in place to enable career progression. Challenges associated with role development are 1) lack of career and pathway guidance, 2) lack of clear educational routes, 3) lack of standardised roles. Copyright © 2021 The Authors.

Workforce experience of the implementation of an advanced clinical practice framework in England: a mixed methods evaluation
Item Type: Generic
Author: Lawler, Jessica, Maclaine, Katrina and Leary, Alison
Publication Date: 2020
Publication Details: Human resources for health, 18, (1) pp.96. , England:
Abstract: BACKGROUND: This study aims to understand how the implementation of the advanced clinical practice framework in England (2017) was experienced by the workforce to check assumptions for a national workforce modelling project. The advanced clinical practice framework was introduced in England in 2017 by Health Education England to clarify the role of advanced practice in the National Health Service., METHODS: As part of a large-scale workforce modelling project, a self-completed questionnaire was distributed via the Association of Advanced Practice Educators UK aimed at those studying to be an Advanced Clinical Practitioner or who are practicing at this level in order to check assumptions. Semi-structured phone interviews were carried out with this same group. Questionnaires were summarised using descriptive statistics in Excel for categorical responses and interviews and survey free-text were analysed using thematic analysis in NVivo 10., RESULTS: The questionnaire received over 500 respondents (ten times that expected) and 15 interviews were carried out. Advanced clinical practice was considered by many respondents the only viable clinical career progression. Respondents felt that employers were not clear about what practicing at this level involved or its future direction. 54% (287) thought that 'ACP' was the right job title for them. 19% (98) of respondents wanted their origin registered profession to be included in their title. Balancing advanced clinical practice education concurrently with a full-time role was challenging, participants underestimated the workload and expectations of employer's training. There is an apparent dichotomy that has developed from the implementation of the 2017 framework: that of advanced clinical practice as an advanced level of practice within a profession, and that of Advanced Clinical Practitioner as a new generic role in the medical model., CONCLUSIONS: Efforts to establish further clarity and structure around advanced clinical practice are needed for both the individuals practising at this level and their employers. A robust evaluation of the introduction of this role should take place.

Allied Health Professionals (AHPs)

[Retention of radiographers in the NHS: Influencing factors across the career trajectory](#)
Item Type: Generic
Author: Nightingale, J., Sevens, T., Appleyard, R., Campbell, S. and Burton, M.
Publication Date: 2023
Publication Details: Radiography (London, England : 1995), 29, (1) pp.76-83. , Netherlands:
Abstract: INTRODUCTION: In order to meet the rising demands for imaging and radiotherapy services, the chronic workforce deficits experienced in many countries must be addressed. Improving workforce retention is essential; factors influencing radiographer attrition from the NHS have been previously reported as challenging working patterns, lack of flexibility in working patterns and lack of timely career progression and CPD. This article explores how these influencing factors for radiographers to leave the NHS change at different stages of the career trajectory., METHODS: A qualitative research design using framework analysis explored via semi-structured telephone interviews (n = 44) the perspectives of radiography managers, radiographers who have left the NHS, and those considering leaving. Purposive sampling ensured representation across radiography disciplines, geographical and organisational diversity, and stages of career., RESULTS: The application of Generation Theory revealed how the emphasis on the influencing factors to leave or remain within the NHS changes across the working life of radiographers. Early career radiographers were found to be a more transient workforce leaving for increased career opportunities, mid-career radiographers were more likely to leave due to the lack of progression and CPD and late career radiographers due to the inflexibility of working patterns and conditions. It is imperative managers consider the needs and requirements of each
generation of radiographers to improve radiographer retention., CONCLUSIONS: The different needs between the generations of radiographers should be viewed in terms of the strengths that they may bring to the workplace, rather than the challenges that they may pose. This generational timeline does not stand still and the learning is a continuous process., IMPACT ON PRACTICE: Recommendations are presented which will be a catalyst for sharing of best practice between radiology and radiotherapy centres. Copyright © 2022 The Author(s). Published by Elsevier Ltd.. All rights reserved.

[Workplace learning and career progression: qualitative perspectives of UK dietitians](#) Abstract only*
Item Type: Generic
Author: Boocock, R. C. and O'Rourke, R. K.
Publication Date: 2018
Publication Details: Journal of human nutrition and dietetics : the official journal of the British Dietetic Association, 31, (5) pp.704-711. , England:
Abstract: BACKGROUND: Post-graduate education and continuous professional development (CPD) within dietetics lack clearly defined pathways. The current literature primarily focuses on new graduate perceptions of workplace learning (WPL). The present study raises issues of how CPD is sustained throughout a National Health Service (NHS) career, how informal learning might be made more visible and whether the workplace withholds learning opportunities., METHODS: Qualified dietitians participated in focus groups (n = 32) and a nominal group technique (n = 24). Data from audio recordings were transcribed and triangulated. Thematic analysis took an interpretative approach., RESULTS: One size for WPL for dietetics and, likely, other allied health professionals (AHPs) did not meet the learning needs of everyone. The informal implicit learning affordances often went unrecognised. A greater emphasis on teaching, picking up on the strong preference for discussion with

others voiced in the present study, may improve recognition of all WPL opportunities. Better scaffolding or guided support of entry level dietitians may ease the transition from study to workplace and challenge any perception of 'clipped wings'. Where development and career progression proves difficult for experienced dietitians, mentoring or stepping outside the NHS may revitalise by providing new communities of practice., CONCLUSIONS: WPL cannot be understood as a unitary concept. Dietitians engage with WPL differently across their careers. Future visions of WPL, especially explicit post-graduate career and education frameworks, must accommodate these differences to retain the highest calibre dietitians. The implications of a period of learning 'maintenance' rather than CPD among experienced dietitians offers a topic for further research, particularly as the workforce ages. Copyright © 2018 The British Dietetic Association Ltd.

Clinical academics

Developing a clinical academic career pathway in a Community and Mental Health NHS Trust Abstract only*
Item Type: Generic
Author: Bernhardt, Lizelle, Baillon, Sarah, Corr, Susan M. and de Vries, Kay
Publication Date: 2023
Publication Details: Journal of research in nursing : JRN, 28, (1) pp.72-84. , England:
Abstract: Background: Despite growing evidence of the impact that clinical academic (CA) staff have on patient care and clinical practice, there are disproportionately low numbers of nurses, allied health professionals (AHPs) and other healthcare professionals in CA joint roles, compared to their medical colleagues., Aim: To describe the initial development of a CA career pathway for nurses, AHPs and other healthcare professionals in a Community and Mental Health NHS Trust.,

Methods: Kotter's 8-Step Change Model was used to expand opportunities and research culture across an NHS Trust., Results: A variety of capacity and capability initiatives at different academic levels were created to support CA development and to complement those available externally. These opportunities were underpinned by a research and development strategy, senior leadership buy-in, manager and clinical staff support, and targeted organisation-wide communication., Conclusion: The ongoing development of innovative CA opportunities in the Trust, alongside greater support for staff interested in pursuing CA careers, has resulted in a growing number of individuals successful in developing as CAs. This has led to a growth in research culture in the organisation and a greater understanding of what CA staff can bring to patient care, the clinical service and the wider organisation. Copyright © The Author(s) 2023.

Enablers and barriers to progressing a clinical academic career in nursing, midwifery and allied health professions: A cross-sectional survey
Item Type: Generic
Author: Avery, Miriam, Westwood, Greta and Richardson, Alison
Publication Date: 2022
Publication Details: Journal of Clinical Nursing, 31, (3-4) pp.406-416. , England:
Abstract: AIMS AND OBJECTIVES: This study aimed to understand the routes by which nurses, midwives and allied health professionals (NMAHPs) pursue and sustain a research career and the enablers and barriers to career progression., BACKGROUND: Robust evidence is central to practice and professional decision making of NMAHPs, with generation and translation of research arguably best led by those clinically active. Whilst countries like the UK and USA have fellowship schemes to support research career development, anecdotal reports suggest barriers exist in translating these opportunities into sustainable clinical academic careers., DESIGN: Online

survey., METHODS: An online questionnaire addressing career choices, facilitators/barriers and support was emailed to 1074 past applicants (doctoral and post-doctoral) to National Institute of Health Research fellowship schemes (awarded and rejected) in England between March and May 2017; 231 responded (25.6%). Study reporting adheres to STROBE checklist., RESULTS: Overall, 134 doctoral and 96 post-doctoral applicants participated; two-thirds were from allied health professions. Most were early in their research career. Interest in research was most frequently sparked by interaction with people in research positions. Nearly half had their first research experience during their BSc project; though less often for nurses/midwives/health visitors (37.5%) than other NMAHPs (51.6%). The award of a fellowship resulted in higher likelihood of being research-active (doctoral level). Nearly three quarters pursuing a clinical academic career indicated 'clearer career paths' and 'greater integration across clinical and academic departments' were desirable. Most common barriers related to research roles, availability of positions and funding., CONCLUSIONS: Fellowship schemes are important to NMAHPs' research careers, but there are serious challenges to establishing and sustaining a career., RELEVANCE TO CLINICAL PRACTICE: Lack of a clear model of career progression, at national and local level, and barriers to creating joint posts impacts on capacity of clinical academics to strengthen integration of research with practice. Copyright © 2021 The Authors. Journal of Clinical Nursing published by John Wiley & Sons Ltd.

What impact has the NIHR Academic Clinical Fellowship (ACF) scheme had on clinical academic careers in England over the last 10 years? A retrospective study
Item Type: Generic
Author: Clough, Sally, Fenton, James, Harris-Joseph, Helen, Rayton, Leesa, Magee, Caroline, Jones, David, Cotterill, Lisa Ann and Neilson, James

Abstract: OBJECTIVES: The Academic Clinical Fellowship (ACF) was introduced to support the early career clinical and research training of potential future clinical academics in England. The driver for the model was concern about falling numbers of clinical academic trainees. This study examines the impact of the ACF model, over its first 10 years, in developing clinical academic careers by tracking the progression of ACF trainees., DESIGN: Retrospective analysis of National Institute for Health Research (NIHR) ACF career progression. This was performed using mixed methods including routine data collections of career destination, analysis of application rates to doctoral level fellowships and supplemented by survey information that captured the perceived benefits and challenges from previous ACFs and their current career activities., PARTICIPANTS: 1239 NIHR ACFs who completed or left their posts between 2006 and March 2015., RESULTS: ACFs are perceived by the candidate population as attractive posts, with high numbers of applications leading to high fill rates. Balancing clinical and academic commitments is one of the reported challenges when completing an ACF. We have found that undertaking an ACF was shown to increase the likelihood of securing an externally funded doctoral training award and the vast majority of ACFs move into academic roles, with many completing PhDs. Previous ACFs continue to show positive career progression, predominantly in translational and clinical research. The knowledge acquired during the ACF continues to be useful in subsequent roles and trainees would recommend the scheme to others., CONCLUSIONS: The NIHR ACF scheme is successful as part of an integrated training pathway in developing careers in academic medicine and dentistry.

otherwise expressly granted.

Clinical scientists

[Clinical scientists' early career choices and progression: an exploratory mixed methods study](#)
Item Type: Journal Article
Authors: Smith, Megan;Patel, Jaimini;Gay, Sandie;Davison, Ian and Buckley, Sharon
Publication Date: 2021
Journal: BMC Health Services Research 21
Abstract: BACKGROUND: Understanding the influences on healthcare professionals' career choices and progression can inform interventions to improve workforce retention. Retention of health professionals is a high priority worldwide, in order to maintain expertise and meet the needs of national populations. In the UK, investment in clinical scientists' pre-registration education is high and the need to retain motivated scientists recognised. METHODS: We conducted a mixed methods study to investigate the career choices and progression of early career clinical scientists. First job sector and salary of trainees who completed the UK pre-registration Scientist Training Programme (STP) between 2014 and 2019 were analysed using descriptive statistics and Chi-Squared tests. Semi-structured interviews conducted with volunteer practising clinical scientists who completed the programme in 2015 or 2016 were analysed thematically and reviewed for alignment with theories for understanding career choice and workforce retention. RESULTS: Most scientists who completed the STP between 2014 and 2019 obtained a post in the UK National Health Service (NHS) and achieved the expected starting salary. Life scientists were more likely to work in non-NHS healthcare settings than other scientific divisions; and physiological scientists less likely to achieve the expected starting salary. Experiences during training influenced career choice and progression zero to three years post qualification, as did level of integration of training places with workforce planning. Specialty norms, staff turnover, organisational uncertainty and geographical preferences influenced choices in both the short (zero to three years) and longer term (5+years). Interviewees reported a strong commitment to public service; and some could foresee that these priorities would influence future decisions about applying for management positions. These factors aligned with the components of job embeddedness theory, particularly that of 'fit'. CONCLUSIONS: Training experiences, personal values, specialty norms and organisational factors all influence UK clinical scientists' early career choices and progression. Job embeddedness theory provides a useful lens through which to explore career choice and progression; and suggests types of intervention that can enhance the careers of this essential group. Interventions need to take account of variations between different scientific specialties. Abstract]

Culture

[Paradigm lost? Reflections on the effectiveness of NHS approaches to improving employment relations](#)
Item Type: Generic
Author: Kline, Roger
Publication Date: 2023
Publication Details: BMJ leader, , England:
Abstract: The National Health Service in England has largely relied on a human resources trilogy of policies, procedures and training to improve organisational culture. Evidence from four interventions using this paradigm-disciplinary action, bullying, whistleblowing and recruitment and career progression-confirms research findings that this approach, in isolation, was never likely to be effective. An alternative methodology is proposed, elements of which are beginning to be adopted, which is more likely to be effective. Copyright © Author(s) (or their employer(s))

Equality, Diversity, and Inclusion

[Gender expectations, socioeconomic inequalities and definitions of career success: A qualitative study with university students](#)
Item Type: Generic
Author: Fernandez, D. P., Ryan, M. K. and Begeny, C. T.
Publication Date: 2023
Publication Details: PLoS ONE, 18, (2) pp.e0281967. , United States: Public Library of Science.
Abstract: Higher Education (HE) is seen as a tool to create job opportunities and enhance individuals' quality of life. Research demonstrates that students' expectations of career success in HE are an important predictor of their motivation and academic attainment. However, there is a lack of clarity about how career success is defined and whether individuals perceive that their experiences (e.g., gender) may be associated with these definitions. In online written interviews with 36 university students in the United Kingdom, we examine how students define career success and how they perceive their identity (gender, socioeconomic status) experiences underpinning these definitions. We analysed three main definitional themes: (a) career success as personal development, (b) career success as individual mobility, and (c) lack of clarity about what career success is. Findings suggest that gender and socioeconomic experiences had an important role in students' understanding of career success, especially for students from disadvantaged backgrounds. Indeed, in the intersection of gender and socioeconomic status, inequalities persist: female students anticipated difficulties in terms of work-life balance and gender stereotypes that constrained their career success definitions. Moreover, family experiences were important to understand students' definitions of career success, particularly for disadvantaged socioeconomic groups. The current research sheds light on an important paradox in HE organisations: while students tend to define career success in relatively individualistic ways, such as individual mobility, financial success, or personal development, it was clear that their social identities (e.g., gender, socioeconomic status) and related experiences played an important role in creating definitions of career success. This further implies that when universities encourage a perception of career success as individual mobility, for example, having better job opportunities, or by espousing the belief that higher education and/or professional sectors are truly meritocratic-this will not always align with, and may create tension for, students from disadvantaged groups. Copyright © 2023 Fernandez et al.

[Melting the Snowy White Peaks: The needs, expectations and experiences of Black, Asian and minority ethnic student nurses to support equitable nursing education and career progression](#)
Full text available with NHS OpenAthens account*
Item Type: Generic
Author: Williams, Emily D., Cox, Anna, Onih, Jemima, Rolle, Kylie, Adams, Maria N., Caudle, Heather and Maben, Jill
Publication Date: 2023
Publication Details: Nurse education today, 128, pp.105897. , Scotland:
Abstract: BACKGROUND: There is an under-representation of Black, Asian and minority ethnic nurses in senior positions within the UK's national healthcare system., OBJECTIVES: To understand student nurses' perspectives on the role of race and ethnicity on career expectations, course learning and delivery, and areas for additional training and skill development for all nurses in understanding structural inequalities in healthcare.,

DESIGN: Qualitative study involving semi-structured interviews., SETTINGS: University in south-east England, UK., PARTICIPANTS: 15 nursing students (14 women, one man) from a range of ethnic backgrounds, age-groups and nationalities., METHODS: Interviews lasting 30-60 min were conducted with nursing students and thematic analyses undertaken., RESULTS: Four inter-related themes were constructed: altered career expectations, lack of understanding, absent discussion of racism and missing representation. Experiences of racism were not uncommon for students from Black, Asian and minority ethnic backgrounds and these experiences affected these students' career expectations. Students described a lack of understanding about racism and that it was a taboo topic on their course and in placements., CONCLUSIONS: Findings highlight an urgent need for universities to challenge existing nursing curricula to ensure inclusive, anti-racist educational provision that works equitably for all future nurses. The importance of representation was highlighted among those who deliver courses, in the content of nursing curriculum through inclusive education, decolonised curricula and with student voices embedded to enable the development of culturally-competent nursing graduates. Copyright © 2023. Published by Elsevier Ltd.

'It is difficult to think about becoming what you have never seen': Black students' reflections around a career in academic dentistry Full text available with NHS OpenAthens account*
Item Type: Generic
Author: Coelho, Catherine, Ukoha, Obioma, Onamusi, Vivien, Ogunleye, Rachel, Oduwole, Yewande, Tredwin, Christopher, Watson, Helen and Hanks, Sally
Publication Date: 2022
Publication Details: British dental journal, 232, (3) pp.142-146. , England:
Abstract: This opinion piece considers the national

representation of the Black population in the United Kingdom in an academic career in dentistry and draws on engagement with Black dental students to see what their perceptions of this are. Black people are under-represented in dentistry as a whole and the number of Black academics who teach dentistry to an increasing number of aspiring young Black dental students is exceedingly low. Black dental students do not see themselves represented by their teachers and therefore 'it is difficult to think about them] becoming what they] have never seen'. Black dental students themselves have started initiatives to establish a strong support network of aspiring and qualified Black dentists. Dialogue with them showcases that while there are pathways into an academic career in dentistry, these appear unclear to them. This piece is intended to raise awareness of these issues, in the knowledge that with mentoring, role modelling and dialogue, pathways may become clearer, opportunities may arise that were previously not considered and the national picture may one day change. Copyright © 2022. The Author(s), under exclusive licence to the British Dental Association.

Diversity in NHS clinical leadership: Is better talent management the route to gender balance? Full text available with NHS OpenAthens account*
Item Type: Generic
Author: Gilmartin, M., Woods, N., Patel, S. and Brummell, Z.
Publication Date: 2020
Publication Details: BMJ Leader, 4, (2) pp.45-47. , United Kingdom: BMJ Publishing Group.
Abstract: Methodology Through interviews with seven senior female clinical leaders, insights were gained regarding the importance of and need for gender diversity in leadership. These interviews looked at the skills, access and opportunities required to ensure that gender diversity exists and is successful in senior clinical leadership positions. Conclusion Gender diversity in leadership can be enhanced through the combination of several

measures; Increased mentorship, talent management, training and network opportunities, improvements to advertising, interview panel diversity and succession planning. Copyright © Author(s) (or their employer(s)) 2020. No commercial re-use. See rights and permissions. Published by BMJ.

British South Asian male nurses' views on the barriers and enablers to entering and progressing in nursing careers
Item Type: Generic
Author: Qureshi, Irtiza, Ali, Nasreen and Randhawa, Gurch
Publication Date: 2020
Publication Details: Journal of nursing management, 28, (4) pp.892-902. , England:
Abstract: AIM: To ascertain British South Asian male nurses' views on the barriers and enablers to entering and progressing in nursing education and careers., BACKGROUND: There is a shortage of men from Black, Asian and Minority Ethnic groups in the National Health Service nursing workforce. There is a dearth of evidence on the views of British south Asian men on this subject., METHODS: A qualitative interpretative intersectional approach was used to carry out one-to-one interviews (n = 5) with British South Asian male nurses using a semi-structured topic guide. Interviews took place between July 2018 and February 2019, across England. A framework analysis approach was used to analyse the interview transcripts., RESULTS: The main themes emerging as barriers were as follows: poor pay and conditions; negative immediate, extended family, community views; and a lack of knowledge and awareness of the nursing profession. The main themes emerging as enablers were as follows: personal circumstances (including role models) and ethnicity (including the role of religion and masculinity)., CONCLUSION: Findings suggest that the intersection between ethnicity and gender presents as an important enabler, as well as inhibitor, for British South Asian men. Nursing careers and salient barriers exist at a systemic level and include institutional

racism., IMPLICATIONS FOR NURSING MANAGEMENT: Managers review policies and practice on unconscious bias and institutional racism in the recruitment, retention and progression of British South Asian men. Employers provide continuous professional development including mentoring support to help career progression for these men. Human resources colleagues develop culturally specific interventions to reduce the stigma associated with the nursing profession in the British South Asian community. Nurse recruitment colleagues consider places of worship as venues for delivery of these interventions when promoting nursing. Copyright © 2020 The Authors. Journal of Nursing Management published by John Wiley & Sons Ltd.

Drive to progress NHS careers of black and minority ethnic staff
Abstract only*
Item Type: Generic
Author: Kleebauer, A.
Publication Date: 2014
Publication Details: Nursing standard (Royal College of Nursing (Great Britain) : 1987), 28, (49) pp.13. , United Kingdom:
ISSN/ISBN: 2047-9018 (electronic); 2047-9018
Healthcare providers in the NHS will need to demonstrate they are improving career opportunities for black and minority ethnic (BME) nurses, under measures announced for consultation by NHS England.

Health trainers

The career journeys of health trainers in two health trainer services in England Full text available with NHS OpenAthens account*
Author: Rahman, E. and Wills, J.
Publication Date: 2013
Publication Details: Perspectives in Public Health, 133, (4) pp.207-212. , United Kingdom: SAGE Publications Ltd (E-

mail: info@sagepub.co.uk).

Abstract: Aims: This study follows the career journeys of health trainers and explores their reasons for becoming a health trainer, their experiences of being a health trainer and where and what they go on to. Method(s): The study used biographical research methods to explore the experiences of seven individuals in two health trainer services. Individual maps were drawn up to preserve the uniqueness and individuality of each biographical story within its social context. Semistructured interviews explored their journey using a narrative approach, focusing on the stages of becoming, being and moving forward as a health trainer. Thematic analysis of these interviews identified common themes and differences in the experience. Result(s): The start of each health trainer's journey is different but there is a remarkable similarity in the experience of being a health trainer. Being a health trainer affirmed the participants' values about 'giving back' to their community. It resulted in improved confidence as well as improved status in the community. All expressed a similar desire to progress within a health field but expressed frustration at being unable to develop a career. Conclusion(s): This study explored the motivations for lay people to become health trainers using the concept of career anchors. It shows how the role strengthens desires to continue working within a health-related field thus creating a potential future public health workforce. However, the lack of progression routes for individuals creates an obstacle for them to progress. This study raises implications for how policy makers, commissioners and workforce planners can appropriately support this public health workforce. © 2013 Royal Society for Public Health.

Health visitors

Building the English health visitor workforce as a result of the Health Visitor Implementation Plan 2011-2015: a survey study of career progression and retention for newly qualified health visitors Full text available with NHS OpenAthens account*

Item Type: Generic

Author: Brook, Judy, Thurtle, Valerie and Murray, Joy

Publication Date: 2019

Publication Details: Primary health care research & development, 20, pp.e128. , England:

Abstract: AIM: This study aimed to explore the extent to which health visitors who trained and qualified in both Greater London and the South West of England between September 2011 and January 2016 were employed in health visiting posts and have remained in the profession., BACKGROUND: In 2011, the UK Government launched the Health Visitor Implementation Plan 'A Call to Action' (Department of Health, 2011) to develop the health visitor workforce by training 4200 health visitors over a four-year period. By April 2015, 4000 additional health visitors were trained, but the total workforce has since fallen back to pre-Implementation Plan size., METHODS: Data were collected using a survey, completed online by participants. All participants had undertaken a health visitor education programme at one of two participating universities. The survey was distributed in January 2017 and completed by 180 individuals. Quantitative data were analysed using SPSS; association was assessed using individual chi-square tests or Fisher's exact test. Free-text responses were thematically analysed., FINDINGS: Most (153; 87%) participants were still working as health visitors. Length of time spent working in the community prior to completing health visitor training was associated with staying in the role ($chi2$ (with Fisher's exact test = 7.998, P = .027). Current pay was associated with attrition from the health visitor workforce ($chi2$ (with Fisher's exact test) = 67.559, P < .001.). The majority who had left the health visitor role were on higher pay bands in their new post compared to those that had stayed (12; 60%). Bronfenbrenner's (1979) theory of socio-ecological development was used as a framework to interpret the results. While participants made an active choice to join the profession, leaving

was influenced more by factors outside their control. To influence health visitor retention, both local and strategic changes are required.

Leadership

[Developing a leadership programme for junior nurses](#) Abstract only*
Item Type: Generic
Author: James Makepeace, Antony
Publication Date: 2023
Publication Details: Nursing management (Harrow, London, England : 1994), 30, (1) pp.33-41. , England:
Abstract: Lifelong learning is an expectation of all nurses and nursing associates. However, after preceptorship there is limited guidance on how junior nurses can progress in their careers. Formal training programmes were limited by pressures associated with the coronavirus disease 2019 (COVID-19) pandemic, as well as long-term financial and resource restrictions across the NHS. Nurses' expectations of professional development and well-being have also been affected by their experiences during the pandemic. This article explores how nurses in management positions can create professional development opportunities for nurses, particularly in leadership. The author identifies how leaders can support their staff to broaden their skills and knowledge despite pressures on staffing and resources.

[Time to get serious about distributed leadership: lessons to learn for promoting leadership development for non-consultant career grade doctors in the UK](#) Abstract only*
Item Type: Generic

Author: Lagunes Cordoba, Emmeline, Shale, Suzanne, Evans, Rachel Clare and Tracy, Derek
Publication Date: 2022
Publication Details: BMJ leader, 6, (1) pp.45-49. , England:
Abstract: COVID-19 has exposed the National Health Service (NHS) to the greatest challenge in its existence, highlighting the need for nimble, reactive and inclusive leadership. It is set against a backdrop of a workforce recruitment and retention crisis predicted to worsen in coming years. There is a need to do things differently in healthcare, including better diversity and distribution of leadership. We make the case for senior non-consultant doctors, in the UK more usually referred to as specialty and associate specialist or locally employed doctors. These skilled, experienced medics have much to offer yet are frequently overlooked, with little guidance or support from central organisations and medical colleges or within NHS Trusts themselves. In this commentary, we suggest ways this workforce might be better tapped into, to the benefit of patients and healthcare systems, as well as the doctors themselves.

[Leadership development in health care: the role of clinical leaders](#)
Item Type: Journal Article
Authors: Kyriakidou, Niki;Aspasia, Goula;George, Pierrakos;Anastasios, Sepetis and Marios, Adamou
Publication Date: 2021
Journal: Journal of Human Resource and Sustainability Studies 9(2), pp. 231-249
Abstract: AIM: This paper presents evidence on the impact of leadership development programmes on developing key competencies of clinical leaders in the European Health Sector. METHODS: An International Leadership Development

Programme has been used as a pilot to assess effectiveness on skills development and leadership styles. A longitudinal pre and post-test design was used, with a sample of clinical professionals attending the programme within three years. A control group provided a method of isolating the impact of the programme. RESULTS: We found that participation in health leadership programmes has a positive impact on health professionals' leadership potential; leadership styles and talent management. However, leadership qualities are also influenced by other factors such as national and organisational culture, structure and team dynamics. CONCLUSION: The European cases presented in this paper reveal that the higher the contribution of clinicians in management roles, governance, and administration is, the more efficient and productive their healthcare systems become. Abstract]

Developing nursing leadership talent-Views from the NHS nursing leadership for south-east England Abstract only*
Item Type: Generic
Author: Cabral, Ana, Oram, Charlotte and Allum, Sally
Publication Date: 2019
Publication Details: Journal of nursing management, 27, (1) pp.75-83. , England:
Abstract: AIM: This article explores the views of current nursing leaders in the National Health Service on the actions and resources that are required to develop and maintain nursing leadership talent., BACKGROUND: Although there is considerable talent and expertise within the nursing leadership community, numerous unfilled vacancies and gaps have been identified in competence and capability, with a national analysis indicating that nearly a third of National Health Service director posts are filled by interim appointments or are vacant. Nursing director posts are amongst those vacant for the longest periods., METHOD: Semi-structured interviews were conducted with NHS directors of nursing, chief nurses, directors of quality and their

deputies in south-east England to explore the characteristics of their roles, development needs, barriers to applying for posts or staying in their posts, future talent identification, and support networks., RESULTS: Nursing leadership roles are perceived as demanding, poorly remunerated, isolating, and representing a major increase in responsibility and career risk. Too much development is currently informal., CONCLUSIONS: Talent identification and support need to be timely, structured, experientially based, and focused on building resilience and confidence. Coaching, mentoring, and support networks are considered crucial., IMPLICATIONS: Nursing leadership talent needs to be formally identified, developed and supported within organisations and networks should be maintained to reduce professional isolation and counter negative perceptions.
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The Improving Global Health fellowship: a qualitative analysis of innovative leadership development for NHS healthcare professionals
Item Type: Generic
Author: Monkhouse, Alexandra, Sadler, Leanne, Boyd, Andrew and Kitsell, Fleur
Publication Date: 2018
Publication Details: Globalization and health, 14, (1) pp.69. , England:
Abstract: BACKGROUND: The importance of leadership development in the early stages of careers in the NHS has been highlighted in recent years and many programmes have been implemented which seek to develop leadership skills in healthcare professionals. The Improving Global Health (IGH) Fellowship scheme is one such programme, it provides a unique leadership development opportunity through an overseas placement with a focus on quality improvement work. This evaluation examines the impact of completing an IGH Fellowship on the career and leadership development of participants, who

are referred to as Fellows., METHODS: Fellows who had returned from overseas placement between August 2008 and February 2015 were invited to complete an anonymised online questionnaire, which collected information on: demographic details, motivations for applying to the programme, leadership development and the impact of the IGH Fellowship on their career. Fifteen semi-structured interviews were conducted to further explore the impact of the programme on Fellows' leadership development and career progression. Interview transcripts were manually coded and underwent thematic content analysis., RESULTS: The questionnaire had a 67% (74/111) response rate. The number of fellows who self-identified as a leader more than doubled on completion of the IGH Fellowship (24/74 pre-fellowship versus 58/74 post-fellowship). 74% (55/74) reported that the IGH Fellowship had an impact upon their career, 35 of which reported that the impact was "substantial". The themes that emerged from the interviews revealed a personal development cycle that consolidated the fellows' interests and values whilst enhancing their self-efficacy and subsequently impacted positively upon their career choices. Three interviewees expressed frustration at the lack of opportunity to utilise their new skills on returning to the United Kingdom (UK)., CONCLUSIONS: The IGH Fellowship successfully empowered healthcare professionals to self-identify as leaders. Of the 45/74 respondents who commented on the impact of the IGH Fellowship on their career, 41/45 comments were positive. The fellows described a process of experiential learning, reflection and evolving cultural intelligence, which consolidated their interests and values. The resultant increase in self-efficacy empowered these returned fellows in their choice of career.

The snakes and ladders of National Health Service management in England Abstract only*
Item Type: Generic

Author: Powell, Martin
Publication Date: 2014
Publication Details: The International journal of health planning and management, 29, (3) pp.260-79. , England:
Abstract: This article explores managerial careers in the National Health Service (NHS) through the lens of talent management, particularly focusing on how managers view barriers (snakes) and facilitators (ladders) to career progression. There is a significant literature on enablers and barriers to career progression, but much of this focuses on specific groups such as black and minority ethnic and female workers, and there is relatively little material on the general workforce of the NHS. The research design is a mixed method quantitative (questionnaire) and qualitative (interview and focus group) approach consisting of a quasi-probability element that focuses on a maximum variety sample and a purposive element that seeks policy views at central and strategic health authority level, and examines talent management in high-performing NHS organisations. Ladders are identified as follows: volunteering, secondment, networking, mentoring, academic qualifications, development, good role models/managers and appraisal/personal development plan. Snakes are identified as managing expectations; identity and cognitive diversity; location; sector; NHS toxic and favouritism culture; poor talent spotting; credentialism; exclusive approach to talent; and sustainability. It concludes that while previous conceptual and empirical work is fairly clear on any ladders, it is less clear on snakes. Copyright © 2013 John Wiley & Sons, Ltd.

New roles (Physician and Nursing associates)

Career Development Needs of Physician Associates in the United Kingdom: A Qualitative Study Abstract only*
Item Type: Generic
Author: Carey, Frances and Newton, Philip M.
Publication Date: 2023

Abstract: INTRODUCTION: The physician associate (PA) profession is relatively new to the United Kingdom (UK) with the first UK-trained PAs graduating in 2008. Unlike other UK health professions, there is currently no well-established career framework after graduating as a PA. This pragmatic research aimed primarily to provide useful information for the future development of a PA career framework that will best support the career development needs of the PA profession., METHODS: The current study used qualitative 1:1 interviews to understand senior PAs' aspirations, postgraduate education, career progression, development opportunities, and perceptions for a career framework. Where are they now? What are they doing? What are their expectations for the future? What subsequent changes do senior PAs think a career framework might bring to the profession?, RESULTS: Most PAs support a career framework and the opportunity to highlight and facilitate the PA's unique ability to transfer specialties; both generalist and specialized PA experience should be recognized. All participants supported a postgraduate standardization of PA practice citing patient safety and equal opportunities for the PA workforce. Furthermore, although the PA profession was introduced to the UK with lateral rather than vertical progression, the current study demonstrates the existence of hierarchical roles within the PA workforce., DISCUSSION: A postqualification framework is needed in the UK, one that supports the current flexibility of the PA workforce. Copyright © 2023 Physician Assistant Education Association.

Training and development experiences of nursing associate trainees based in primary care across England: a qualitative study Full text available with NHS OpenAthens account*
Item Type: Generic

Author: King, Rachel, Laker, Sara, Alden, Sarah, Ryan, Tony, Wood, Emily, Tod, Angela, Senek, Michaela, Taylor, Bethany and Robertson, Steven

Abstract: BACKGROUND: The nursing associate role was first deployed in England in 2019 to fill a perceived skills gap in the nursing workforce between healthcare assistants and registered nurses and to offer an alternative route into registered nursing. Initially, trainee nursing associates were predominantly based in hospital settings; however, more recently, there has been an increase in trainees based in primary care settings. Early research has focussed on experiences of the role across a range of settings, particularly secondary care; therefore, little is known about the experiences and unique support needs of trainees based in primary care., AIM: To explore the experiences and career development opportunities for trainee nursing associates based in primary care., METHODS: This study used a qualitative exploratory design. Semi-structured interviews were undertaken with 11 trainee nursing associates based in primary care from across England. Data were collected between October and November 2021, transcribed and analysed thematically., FINDINGS: Four key themes relating to primary care trainee experiences of training and development were identified. Firstly, nursing associate training provided a 'valuable opportunity for career progression'. Trainees were frustrated by the 'emphasis on secondary care' in both academic content and placement portfolio requirements. They also experienced 'inconsistency in support' from their managers and assessors and noted a number of 'constraints to their learning opportunities', including the opportunity to progress to become registered nurses., CONCLUSION: This study raises important issues for trainee nursing associates, which may influence the recruitment and retention of the nursing associate workforce in primary care.

Educators should consider adjustments to how the curriculum is delivered, including primary care skills and relevant assessments. Employers need to recognise the resource requirements for the programme, in relation to time and support, to avoid undue stress for trainees. Protected learning time should enable trainees to meet the required proficiencies.

Nursing associates 6 years on: A review of the literature Full text available with NHS OpenAthens account*
Item Type: Generic
Author: Thurgate, Claire and Griggs, Chloe
Publication Date: 2023
Publication Details: Journal of Clinical Nursing, , England:
Abstract: AIM: This paper reviews the empirical research evidence relating to the nursing associate (NA) role since its implementation in England in 2017., BACKGROUND: The NA role arose from the findings of the Raising the Bar: Shape of Caring Review (Willis, 2015). The roles' aim is to bridge the gap between healthcare assistant and registered nurse as part of the nursing team, working with people of all ages in a variety of health and social care settings. NAs must successfully complete a trainee programme (usually a Foundation Degree) which, for many, has been completed as an apprentice while remaining in their place of work., METHODS: A literature search was performed using the British Nursing Index and CINAHL Plus, along with Google Scholar. Exact key words were 'Nursing Associates' and papers were refined to primary research only. Data restrictions were applied from 2017 to the end of September 2022. Each paper was critically appraised to assess the robustness and validity of the search processes and then thematic analysis was undertaken using Braun and Clarke's (Qualitative Research in Psychology, 3, 2006 and 77) six stages of analysis., RESULTS: Nineteen papers were identified; six key themes emerged: lack of support from others; career development; organisational readiness; resilience in the face of adversity; cost; and worker and learner identity., CONCLUSION: The NA role is allowing career progression for those who would have historically been prevented from accessing the nursing workforce because of entry qualifications and financial limitations. There is a need for organisational readiness to ensure trainee nursing associates (TNA) are supported during their training, that they have equal opportunities to learn, and they are given the status and recognition as a learner. Organisations need to raise awareness among staff to allow the nursing team to understand the NA role., RELEVANCE TO CLINICAL PRACTICE: This literature review has relevance for those who employ Nursing Associates or who are considering introducing the role., NO PATIENT OR PUBLIC CONSULTATION: Due to being a literature review no patient or public consultation took place; however, local employers identified the need for a review of the literature pertaining to the Nursing Associate role. Copyright © 2023 The Authors. Journal of Clinical Nursing published by John Wiley & Sons Ltd.

A tale of two bridges: Factors influencing career choices of trainee nursing associates in England: A longitudinal qualitative study
Item Type: Generic
Author: King, Rachel Louise, Taylor, Bethany, Laker, Sara, Wood, Emily, Senek, Michaela, Tod, Angela, Ryan, Tony, Snowden, Sally and Robertson, Steven
Publication Date: 2022
Publication Details: Nursing open, 9, (5) pp.2486-2494. , United States:
Abstract: AIM: The nursing associate role has created a new second-level nursing role and provided an alternative route into registered nursing. For some, this provides a previously inaccessible opportunity for career progression. The aim of the study was to understand the factors that influence career choices of trainee nursing associates., DESIGN: A longitudinal qualitative

study of trainee nursing associate motivations, experiences and career aspirations., METHODS: Semi-structured interviews with trainee nursing associates from across England, UK, in February 2020 (N = 14) and March 2021 (N = 13). Diary data were also collected. Interview and diary data were analysed thematically. Reporting has followed COREQ guidelines., RESULTS: Nursing associate training was viewed by some as a bridge into registered nursing. Role ambiguity led several to seek perceived security offered by the Registered Nurse profession. Those preferring to remain as nursing associates were keen to embed the bridging role between healthcare assistants and Registered Nurses, valuing a positive workplace culture. Copyright © 2022 The Authors. Nursing Open published by John Wiley & Sons Ltd.

Nursing

Evaluation of the feasibility of an Education-Career pathway in Healthcare for Older People (ECHO) for early career nurses
Item Type: Generic
Author: Naughton, Corina, Hayes, Nicky, Ezhova, Ivanka and Fitzpatrick, Joanne M.
Publication Date: 2023
Publication Details: International journal of older people nursing, 18, (2) pp.e12526. , England:
Abstract: BACKGROUND: Rapid population ageing is driving demand for qualified gerontological nurses. Yet, early career nurse attrition and limited focus on retention in the speciality limits supply., OBJECTIVES: To test the feasibility and acceptability of an Education-Career pathway in Healthcare for Older People (ECHO) intervention for early career nurses to improve retention and capability in gerontological nursing. ECHO is a multicomponent intervention with integrated education, career planning and coaching components, tested over two 6-month cycles., METHODS: A feasibility study with a pre-post design using a multi-methods evaluation. Twenty-nine early

career nurse participants were recruited from eight NHS acute and community care Trusts in England. ECHO participants completed online questionnaires at baseline (Time 1), 6-month (T2, end of intervention) and follow-up at 18 months from baseline (T3). Outcome measures were career intention, self-reported knowledge, career planning confidence, and burnout using the Maslach Burnout Inventory. Qualitative interviews were undertaken with participants (n = 23) and organizational stakeholders (n = 16) who facilitated ECHO. Data analysis used descriptive statistics and non-parametric tests for paired data and thematic analysis for qualitative data., RESULTS: Overall, 19 of 29 participants (65%) completed all aspects of the intervention. The evaluation was completed by 23 participants. ECHO was well received by participants and stakeholders. At T3, the 23 participants were working in the speciality, though two had changed organizations. There was a significant improvement in self-reported gerontological knowledge, pre 87 (IQR 81-102), post 107 (IQR 98-112) p = 0.006, but no significant changes in other outcomes. In qualitative data, participants and organizational stakeholders held similar views, presented under four main themes: intended outcomes (personal and professional development, raise gerontological profile, expand horizons); nurse retention-a double-edged sword, ECHO logistics, and sustainability., CONCLUSION: Education-Career pathway in Healthcare for Older People was feasible and may positively impact early career nurse retention, capability and socialization into gerontological nursing. ECHO requires further refinement and piloting, but learning can contribute to retention strategies., IMPLICATIONS FOR PRACTICE: Attracting and retaining early-career nurses to the gerontological speciality requires greater innovation, organizational and senior nurse leadership. Copyright © 2023 The Authors. International Journal of Older People Nursing published by John Wiley & Sons Ltd.

Continuing professional development in children's nursing: identifying needs and delivering quality assured activities
Abstract only*
Item Type: Generic
Author: Latter, Karine Anne, Reilly, Lesley and Boardman, Rachel
Publication Date: 2022
Publication Details: Nursing children and young people, 34, (4) pp.26-32. , England:

Abstract: Continuing professional development (CPD) for nurses is intrinsically linked to quality improvement, improved patient safety and outcomes, career progression, and recruitment and retention, as well as being integral to nurses' lifelong development. However, despite these advantages, there is no framework to develop, accredit, deliver and measure the outcomes of CPD in the UK. This article outlines the elements of a CPD framework for excellence for children's nurses that was developed by the lead for excellence in nursing practice at Nottingham Children's Hospital, England, in collaboration with lead educators and facilitators of CPD activities. To develop the framework, they scoped existing CPD activities and mapped the content to a quality standards framework. Each of the 39 CPD activities identified were then submitted to the Nottingham University Hospitals NHS Trust Institute of Care Excellence for accreditation, with the aim of providing quality assurance. The framework for excellence aims to support the delivery of credentialed high-quality, evidence-based information that meets the needs of children's nurses, with the future capability to measure learning outcomes. Copyright © 2021 RCN Publishing Company Ltd. All rights reserved. Not to be copied, transmitted or recorded in any way, in whole or part, without prior permission of the publishers.

A service improvement project of a legacy nurse programme to improve the retention of late career nurses

Item Type: Generic
Author: Haines, S., Evans, K., Timmons, S. and Cutler, E.
Publication Date: 2021
Publication Details: Journal of Research in Nursing, , United Kingdom: SAGE Publications Ltd.

Abstract: Background: A Nottingham Legacy Nurse Programme was developed in response to the reducing supply of new nursing registrants and an ageing workforce. The programme comprised components of focussed mentorship, knowledge transition, support and development of new learners in practice. Aim(s): The work-based development programme aimed to improve the retention and experience of late career registered nurses. Method(s): The programme was informed by the evidence base and co-produced with late career registered nurses (aged 55 years or over, approaching retirement). A small pilot programme (n = 6) was evaluated through a mixed-methods approach. Refinements and recommendations were proposed in response to findings of a scoping search of the literature, feedback from participants and stakeholder groups across the NHS Midlands and East regions (n = 238). Result(s): A Legacy Nurse programme has potential to address nurses' individual career development needs, valuing and retaining them in the workforce, enabling them to share professional knowledge and skills within clinical teams and offers a cost-effective solution to improving retention of late career nurses. Conclusion(s): Addressing the needs of late career registered nurses is required to improve retention, job satisfaction, quality-of-care provision and facilitate knowledge transfer. The programme requires evaluation in other care settings and should be considered as part of an integrated approach to nurse retention, inclusive talent management and workforce planning, alongside financial and careers advice. Copyright © The Author(s) 2021.

Career development for all ages Abstract only*
Author(s): Sam Foster

Sam Foster, Chief Nurse at Heart of England NHS Foundation Trust, considers the issues around career progression and staff retention and how they differ between generations

[Applying talent management to nursing](#) Abstract only*
Abstract: To deliver the chief nursing officer for England's vision for compassionate care and embed the 6Cs effectively, the NHS must attract, develop and retain talented nurses with a diverse range of skills. This is particularly important given the predicted shortage of nurses and evidence that NHS providers need to increase skill mix ratios to deliver safe patient care. "Talent management" is increasingly discussed within the health service; we recently asked nurses and student nurses to identify their priorities for talent development. They highlighted the importance of strong ward leadership, effective personal appraisal, clearer career pathways, increased staff engagement and involvement in decision making, as well as a need for greater emphasis on the recognition and reward of nursing achievements. We concluded that these factors are crucial to attracting, retaining and developing talent in nursing. Nurse leaders can learn approaches to developing talent from business and wider healthcare settings.

Pharmacists

[Structured block placements of hospital pre-registration trainee pharmacists in primary care medical practices across the United Kingdom: Lessons from a pilot scheme](#) Abstract only*
Abstract: BACKGROUND AND PURPOSE: There is increasing demand for suitably trained pharmacists to undertake clinical roles in primary care general practices across the United Kingdom. This necessitates development of sustainable training opportunities to both better prepare future registrants for such roles and raise awareness of the new career pathway. Educational activity and setting: Hospital pre-registration trainee pharmacists undertook four or eight-week placements in general practice as part of their training year. Trainees attended an introductory session and received educational support tools six weeks prior to their placements. Each trainee had an allocated clinical supervisor in general practice and maintained communication with their hospital tutor. On completion of all placements, trainees and general practice staff were asked to share perceptions and outcomes via online questionnaires., FINDINGS: Most trainees reported that the clinical supervision arrangements were satisfactory and found the placement workbook useful for guiding daily activities. Key benefits from the placements included enhanced understanding of the patient journey across healthcare sectors, increased confidence, and raised awareness of general practice as a career option. Main limitations included restricted opportunities to engage in patient-centred activities and lack of integration with general practice teams. All trainees stated that the presence of a general practice pharmacist was essential for learning support., SUMMARY: This model demonstrated the feasibility of structured block placements of trainee pharmacists in general practice with identified benefits for trainees and pharmacy workforce requirements. Future research:Identified key limitations to this model need further investigation, to improve the design of future

Rural

[Recruitment and retention of staff in rural dispensing practice](#)
Item Type: Generic
Author: Cross, Rosina, McDonagh, Sinead, Cockcroft, Emma, Turner, Malcolm, Isom, Matthew, Lambourn, Robert, Campbell, John and Clark, Christopher E.
Publication Date: 2023
Publication Details: Rural and remote health, 23, (1) pp.8156. , Australia:
Abstract: INTRODUCTION: Rural General Practice (GP) surgeries often struggle to employ and retain multidisciplinary team members. Existing research into rural recruitment and retention issues is limited, and usually focussed on doctors. Rural practices often rely on income from dispensing medications; little is known about how maintaining dispensing services contributes to the recruitment and retention of staff. This study aimed to understand the barriers and facilitators to working and remaining in rural dispensing practices, and to explore how the primary care team value dispensing services., METHODS: We undertook semi-structured interviews with multidisciplinary team members of rural dispensing practices across England. Interviews were audio-recorded, transcribed and anonymised. Framework analysis was conducted using Nvivo 12., RESULTS: Seventeen staff members (including GPs, practice nurses, practice managers, dispensers and administrative staff) from 12 rural dispensing practices across England were interviewed. Personal and professional reasons for taking up a role in a rural dispensing practice included perceived career autonomy and development opportunities, and preference for working and living in a rural setting. Key factors impacting retention of staff included revenue generated by dispensing, opportunities for staff development, job satisfaction and the positive work environment. Perceived challenges to retention were the balancing of the required skillset of dispensing with the wages available for the role, lack of skilled job applicants, travel difficulties and negative perceptions of rural primary care practice., DISCUSSION: These findings will inform national policy and practice with the aim of providing further understanding of the drivers and challenges of working in rural dispensing primary care in England.

Support Workers

[How did we get here? Explaining the persistent barriers NHS clinical support workers can face in England](#) Abstract only*
Item Type: Generic
Author: Griffin, R.
Publication Date: 2023
Publication Details: British Journal of Healthcare Assistants, 17, (1) pp.12-19. , United Kingdom: MA Healthcare Ltd.
Abstract: Despite being the employees who often have the most direct contact with service users, NHS clinical support workers, such as healthcare assistants and maternity support workers, have long experienced a range of barriers to their effective deployment and development. These include a lack of standardised entry requirements, inconsistent task deployment and truncated career progression pathways. These have a detrimental impact on service delivery, including patient satisfaction. The degree to which local employers are able to determine the recruitment, deployment and development of support workers is a key reason why these issues endure; however, this article suggests that a deeper reason is the existence of a segmented labour market in the NHS, with support workers existing in a secondary market. This duality resides in the socio-economic differences between registered and non-registered staff. Recent NHS support workforce strategies present an opportunity to finally address the issues

support staff face. Copyright © 2023 MA Healthcare Ltd. All rights reserved.

Sustainability

Securing a sustainable and fit-for-purpose UK health and care workforce
Item Type: Generic
Author: Anderson, Michael, O'Neill, Ciaran, Macleod Clark, Jill, Street, Andrew, Woods, Michael, Johnston-Webber, Charlotte, Charlesworth, Anita, Whyte, Moira, Foster, Margaret, Majeed, Azeem, Pitchforth, Emma, Mossialos, Elias, Asaria, Miqdad and McGuire, Alistair
Publication Date: 2021
Publication Details: Lancet (London, England), 397, (10288) pp.1992-2011. , England:
Abstract: Approximately 13% of the total UK workforce is employed in the health and care sector. Despite substantial workforce planning efforts, the effectiveness of this planning has been criticised. Education, training, and workforce plans have typically considered each health-care profession in isolation and have not adequately responded to changing health and care needs. The results are persistent vacancies, poor morale, and low retention. Areas of particular concern highlighted in this Health Policy paper include primary care, mental health, nursing, clinical and non-clinical support, and social care. Responses to workforce shortfalls have included a high reliance on foreign and temporary staff, small-scale changes in skill mix, and enhanced recruitment drives. Impending challenges for the UK health and care workforce include growing multimorbidity, an increasing shortfall in the supply of unpaid carers, and the relative decline of the attractiveness of the National Health Service (NHS) as an employer internationally. We argue that to secure a sustainable and fit-for-purpose health and care workforce, integrated workforce approaches need to be developed alongside reforms to education and training that reflect changes in roles and skill mix, as well as the trend towards multidisciplinary working. Enhancing career development opportunities, promoting staff wellbeing, and tackling discrimination in the NHS are all needed to improve recruitment, retention, and morale of staff. An urgent priority is to offer sufficient aftercare and support to staff who have been exposed to high-risk situations and traumatic experiences during the COVID-19 pandemic. In response to growing calls to recognise and reward health and care staff, growth in pay must at least keep pace with projected rises in average earnings, which in turn will require linking future NHS funding allocations to rises in pay. Through illustrative projections, we show that, to sustain annual growth in the workforce at approximately 2.4%, increases in NHS expenditure of 4% annually in real terms will be required. Above all, a radical long-term strategic vision is needed to ensure that the future NHS workforce is fit for purpose. Copyright © 2021 Elsevier Ltd. All rights reserved.

Talent management

Developing a talent management support network for nurses and midwives Abstract only*
Item Type: Generic
Author: Thomas, Vinice
Publication Date: 2023
Publication Details: Nursing management (Harrow, London, England : 1994), , England:
Abstract: Effective talent management is vital to retain skilled and experienced nurses and midwives in the NHS. In 2019, a group of NHS organisations in London set up a talent management support network (TMSN) aimed at helping specific groups of nurses and midwives facing challenges in fulfilling their professional potential. The network started by supporting nurses and midwives from minority ethnic backgrounds, later also

offering the programme to dental nurses across England and to healthcare workers in Brazil. The network uses the power of action learning and networking in a framework that nurtures staff's talents. This article describes the London TMSN team's experience of setting up and running the network. It also explains how nursing and midwifery managers and leaders can create a business case for the development of a similar network in their setting. Copyright © 2023 RCN Publishing Company Ltd. All rights reserved. Not to be copied, transmitted or recorded in any way, in whole or part, without prior permission of the publishers.

A qualitative study exploring the influence of a talent management initiative on registered nurses' retention intentions
Item Type: Generic
Author: Fisher, Nicola, Bramley, Louise, Cooper, Joanne, Field-Richards, Sarah, Lymn, Joanne and Timmons, Stephen
Publication Date: 2022
Publication Details: Journal of nursing management, 30, (8) pp.4472-4479. , England:
Abstract: AIM: The aim of this study is to explore the influence of a talent management scheme in an English National Health Service (NHS) Trust on registered nurses' retention intentions., BACKGROUND: The retention of nurses is a global challenge, and talent management initiatives can play a role in improving retention. Talent management in its broadest sense is a way in which an organization recruits and retains the workforce that it needs to optimize the services it delivers., METHODS: In this qualitative study, eight in-depth semi-structured interviews were conducted with registered nurses who had participated in a talent management initiative, at an English acute NHS Trust. Data were collected in July 2019., RESULTS: The talent management initiative influenced positive retention intentions. Retention of nurses was facilitated by the creation of networks and networking., CONCLUSION: Networks and networking can be viewed as a form of social capital, which was a facilitating factor for positive retention intentions for nurses., IMPLICATIONS FOR NURSING MANAGEMENT: Talent management initiatives for nurses should be developed and directed to include the building of networks and networking to enable development of social capital. Although this talent management scheme is within the NHS, the issue of nursing retention is global. Application of learning from this paper to other health care systems is possible. Copyright © 2022 The Authors. Journal of Nursing Management published by John Wiley & Sons Ltd.

Career frameworks, pathways, and maps

Career pathway, core cancer capabilities and education framework (ACCEND)
Source: Health Education England
Publication date: January 2023
This new framework will support the development of the cancer workforce by providing guidance on routes into working in cancer care and career progression, and a detailed capabilities and education framework. It offers the opportunity for the workforce at all levels, from pre-registration to advanced and consultant level roles, to develop and evidence their knowledge and capabilities, which will support the highest standards of practice as well as providing a structure for career and role development within specialist cancer services.

Healthcare support worker programme
Source: NHS England
The term healthcare support worker (HCSW) is an umbrella term which covers a variety of health and care support roles, including healthcare assistant (HCA), nursing assistant, theatre support worker, maternity support worker and more.

Healthcare support workers play a vital role in providing excellent care to patients across all NHS care settings. They can help patients with social and physical activities, personal care, mobility, meal times, booking appointments etc. They may also take observations of patients, including temperature, pulse, respiration and weight. HCSWs can work in hospitals, GP practices, people's own homes or in the community; roles can vary depending on the environment in which they work. They can work with many different patient groups, of all ages, including those receiving acute care, people with learning disabilities, physical disabilities or mental health conditions, and in maternity services. The HCSW role can also lead to a range of career opportunities. With the right support, those who exemplify the skills and core values essential to delivering high-quality, compassionate care could, and can, go on to become our future nurses, nursing associates and midwives.

Developing career pathways for diagnostic imaging support worker roles: guidance on roles and responsibilities
Source: Society of Radiographers and Health Education England
Publication date: 2022
Health Education England (HEE) has published this guidance in collaboration with the Society of Radiographers to maximise the contribution of the diagnostic imaging support workforce to deliver safe and effective care. This guidance sets out the roles and responsibilities that diagnostic imaging support workers, including assistant practitioners, can perform at four career levels. It provides additional, profession-specific competencies that complement the AHP Support Worker Competency, Education and Career Development Framework. Workforce planning and task allocation need to be considered across the whole diagnostic radiography workforce – from the entry-level clinical support worker to the advanced clinical practitioner. This guidance aims to help services maximise the contribution of their diagnostic imaging support workforce, and create clear career

progression routes for support staff. At all levels, staff should be appropriately educated, trained and supervised, with appropriate delegation processes in place.

Primary Care and General Practice Nursing Career and Core Capabilities Framework
Source: Health Education England and Skills for Health
Publication date: May 2022
The framework was developed by Health Education England (HEE) and Skills for Health and was commissioned by NHS England and Improvement. The work was commissioned as part of the GPN Ten Point Plan to develop confidence, capability and capacity for general practice nurses.
The role of general practice nurses has evolved to meet changes in both service demand and clinical care. The career and core capability framework will help to promote and support nurses, employers, and workforce planners to understand the knowledge, skills and attributes that the nursing profession can provide in primary care, which meet the needs of the population. The Career Framework identifies six career levels within primary care and will support the sustainability and growth of the workforce and provide a clear career structure for staff.
The Core Capabilities Framework sets out the skills, knowledge and behaviours that the Nursing workforce in primary care and general practice will need to apply in order to deliver high quality, personalised, compassionate care.

MDRS Careers Strategy 2021
Source: Health Education England
Publication date: 2021
The purpose of this document is to advise best practice and priorities for careers development within the UK medical and dental workforce. Although it is clearly recognised that doctors form only part of the health care workforce, this is detailed guidance to maximise the potential of this group of healthcare

professionals. It is also understood that multi professional working will be key in maximising benefits to patient care.

Allied Health Professions' Support Worker Competency, Education, and Career Development Framework: realising the potential to delivery confident, capable care for the future
Source: Health Education England
Publication date: 2021
Health Education England (HEE) has published this AHP Support Worker Competency, Education and Career Development Framework to maximise the contribution of the AHP support workforce to delivering safe and effective care.

Mental Health Nursing: Competence and Career Framework
Source: Health Education England
Publication date: November 2020
This national core competence and career framework for mental health nursing across England has been developed to ensure a more consistent approach to career development, and to reduce variation in post-registration learning and development. It should also enable everyone to realise the contribution that mental health nurses make to the delivery of high-quality services, to the experience of individuals and to wider society.

Allied Health Professionals' Careers
Source: NHS England eLearning for Healthcare
Allied health professionals (AHPs) provide treatment and help rehabilitate adults and children who are ill, have disabilities or special needs, to live life as fully as possible. They work across a wide range of different settings including the community, people's homes and schools, as well as hospitals. They often work in the independent sector and for charities. If you are looking for a career that combines a challenge, an excellent employment package and the reward of doing something really

worthwhile, the allied health professions offer a wide range of opportunities.
On this page you will find two resources:
- Supporting you to become an AHP
- Career development opportunities for qualified AHPs

Career map for the Psychological Professions
Source: Psychological Professions Network
This map is all about career opportunities in the NHS psychological professions. Choose the character that best describes you or the qualification you are working towards. You can see what careers might be open to you. Find out more about any of the careers by clicking on the psychological professions.

Maternity Support Worker Competency, Education and Career Development Framework
Source: Health Education England
Publication date: 2019
On 27 March 2018, the Secretary of State for Health and Social Care announced an intention to develop and professionalise the Maternity Support Worker (MSW) role. Ahead of this, in 2017, Health Education England (HEE) commissioned the Royal College of Midwives (RCM) and Kings College London to undertake a scoping review of the deployment of maternity support roles in England, the education and training they receive and career development opportunities available to them (Griffin, 2017). Together, these drivers led to HEE establishing this project: creating opportunities to work with key partners and stakeholders across the system to develop a nationally defined and standardised maternity support worker role in England, including the development of a national competency, education and career framework. This work aims to strengthen the role of the MSW as a key part of the maternity workforce and provide opportunities for aspiring and existing maternity support workers to develop their careers. The project, once complete, will enable

employers to attract skilled new entrants to the role, invest in targeted development of current MSWs, and deliver the vision outlined in 'Better Births'.

First Contact Practitioners & Advanced Practitioners – Roadmaps to practice
Source: Health Education England
The First Contact Practitioners and Advanced Practitioners in Primary Care: Roadmaps to Practice are supportive documents that provide a clear educational pathway from undergraduate to advanced practice for clinicians wishing to pursue a career in primary care.

Career development framework for health protection nurses
Source: NHS Education Scotland
Health protection nurses wishing to develop higher levels of responsibility, knowledge and skills (vertical progression) or to remain at the same level of the career framework but build on existing knowledge and skills or focus on a particular career pathway, may find this career development framework useful to support them. The framework can be used to support you to benchmark practice, to access and use opportunities for educational and professional development and assist you in identifying and providing evidence for personal development planning and NMC revalidation.

*Help accessing articles or papers

Where a report/ journal article or resource is freely available the link has been provided. If an NHS OpenAthens account is required this has been indicated. It has also been highlighted if only the abstract is available. If you do not have an OpenAthens account you can self-register here.

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