

Developing Our Future Workforce

Pre-Registration Capability for Improved and Safer Care

"It is clear that the NHS is continuing to deliver ever - improving services for patients on whatever level you look at it - patient satisfaction, performance data for access and health outcomes data...

...We need to get much better at identifying what matters to staff, patients and the public, and communicating what the NHS 'offer' is to them, and how the changes we are introducing will help better meet their needs."

Extract from the NHS Chief Executives Annual Report 2006/07



How we aim to develop the future NHS Workforce

A priority of the NHS Institute for Innovation and Improvement is to develop capability for a self-improving NHS. One current stream of work is a partnership with local universities (Higher Education Institutions - HEIs) and local NHS employer organisations, to develop short courses on improvement, applicable to anyone at undergraduate level. The principle is that the responsibility for improvement needs to be embedded in the initial stages of education and training with the message that everyone, whatever discipline or grade, has a contribution to make to provide better, safer healthcare.

Our plan of action

In 2006 the NHS Institute commissioned three HEIs to each develop and pilot short courses designed to enable students undertaking their initial clinical training, to develop an understanding and practical knowledge of service improvement, before taking up their roles in the NHS.

Although different in their design and delivery, each approach includes an introduction to the four equally important and interconnected, fundamentals of improvement (Clark et al 2004, Penny 2002):

- public and patient involvement
- personal and organisational development
- process and systems thinking
- initiating, delivering and sustaining improvement and innovation.

Feedback from the evaluation of this first phase showed that students and staff in the HEIs & the NHS, found it an extremely powerful, useful and enjoyable experience:

'I have been involved in improvement work for some time...it was an opportunity to raise our game... and the Chief Executive of the (NHS) Trust was very keen that that we should go for it.' Participating NHS Service Partner

'as a student placement provider, this opportunity helped us to build on other projects that we had been working on with the local HEI. Participating NHS Service Partner

'...taking time to consider each client as an individual – listening rather than just hearing.' Participating student

'...quite a significant impact on my feelings about my responsibility as an individual to facilitate and initiate change in the NHS. I felt beforehand as if I'd be more of a cog in a wheel - I definitely feel more empowered now.' Participating student



'I have always been aware of the various government and local policies and improvement plans, but until I had attended this module I was not really aware of my role or how I could influence or become involved in these plans. I feel I can now play an active part...' Participating student

'One of the main aims of this is to develop relationships.' Participating HEI

'It has established excellent relationships.' Participating HEI

'We piloted the module on staff, which was very enjoyable and brought staff on board – they've shared experiences with their students.' Participating HEI

Students commented in the evaluation on the advantage of working in multidisciplinary groups, *'as service improvement requires collaboration between different parts of the NHS'* and that it *'helps with multidisciplinary collaboration'*. This fits the goal of interprofessional education of developing *'health professionals who leave their training programmes as competent collaborative patient-centered practitioners'* (Oandasan, Reeves 2005)

Phase Two in action, 2007-2008

During 2007 and 2008, the NHS Institute is continuing to work with their three original partner universities and have recruited 6 new consortia, each comprising a HEI and one or more NHS partners, who will rollout these short courses within their pre-registration programmes. The aim is to test further the feasibility and effectiveness of incorporating this improvement into a higher education institution's curriculum for undergraduate training. Ultimately, we are seeking to develop a future workforce that has the mindset to challenge and be challenged on the way that health care is delivered, together with the skills to make the necessary improvements.

'People assume it takes managers to make improvements but small changes by practitioners can greatly improve patient experiences' Participating student

For more information go to: <http://tinyurl.com/37khfx>

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References

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