

TEACH TOO LOCAL PROJECT

A case study on the Teach Too local project in East Surrey and the surrounding area aligning to the Surrey & Sussex Healthcare Trust footprint for the delivery of healthcare services, including East Surrey, North-east West Sussex, and South Croydon.





Project overview

This project was delivered in East Surrey and the surrounding area aligning to the Surrey & Sussex Healthcare Trust footprint for the delivery of healthcare services, including East Surrey, North-east West Sussex, and South Croydon.

The health and social care challenges are identified in the Health Education England Facing the Facts, Shaping the Future: A draft health and care workforce strategy (2017). Health Education England's ten year forward view shows that if no action is taken to reduce demand through prevention or service transformation, the NHS will need to grow by 190,000 clinical posts by 2027. The national audit office also identified shortfalls in workforce provision with vacancy rates at 5.9% (2014).

The national picture is reflected at a local level. SASH sits within the Sussex and East Surrey sustainability and transformation programme (STP) footprint. This STP includes 24 organisations working collaboratively to provide healthcare services. The STP is responsible for developing a local area strategy to drive service transformation incorporating workforce strategy. The STP identified that to provide patient centred care nearer to home, new skills and an increased use of technology are required. For example, East Surrey has an ageing population, therefore many individuals have multiple healthcare conditions needing complex care.

The STP has also identified the need to attract more young people, and a requirement to provide information on the range of careers available to encourage health and social care to become a 'career of choice'.

The new 'skills for health' apprenticeships allow the sector to recruit young people into entry level roles with clear development opportunities to graduate level positions and beyond. We therefore aspire to provide courses at further education level to enable young people to have a clear line of sight into the healthcare workforce and into senior roles within organisations.

A Care Academy (consisting of 12 organisations) was established between East Surrey College and the health and Social Care sector in 2017 to enable effective collaboration. This project has helped to accelerate the next stage of the Academy's development in making a real difference to this sector. East Surrey College, Sussex and Surrey Healthcare Trust (SASH), Health Education England (HEE), collaborated on this Teach Too Project 2019, to prioritise key areas that could make the most impact in addressing the issues that contribute to poor retention and recruitment in this sector, using the principles of Teach Too to help structure a framework. Our Care Academy can apply this framework to further modules after the initial project period to support additional STP priorities.

The approach of Teach Too, of the co-design and co-delivery of teaching by sector professionals will give stakeholders more relevant and up to date skills and experience to facilitate their transition from further education into the workplace. Students, teachers, healthcare practitioners, parents, career advisors and cross sector employers can feel inspired by the diversity of choice in careers within the healthcare sector.

Project aims

- Meet the needs of local employers by delivering a new module 'care of the older person' as part of the BTEC health and social care level 3 course.
- Jointly develop curriculum resources, learning activities, patient narratives and videos to enable students to apply learning to real life scenarios. These resources will be designed so that they can be used within other modules and mapped across to the BTEC HSC level 1, 2 and 3 courses.
- SASH to co-teach with ESC staff, the selected modules utilising the materials developed
- A joint review and evaluation of teaching materials which will create a framework that can be applied to other course modules
- SASH to provide CPD opportunities and access clinical training to upskill East Surrey College teaching staff to support inspirational teaching and learning in the classroom.
- Undertake a review of curriculum needs linked to the BTEC programmes with other Care Academy employers to identify further development and priority areas of focus linked to skills needs.
- Delivery of information, advice and guidance to students, careers advisers, Coast to Capital Enterprise Advisors, Teaching staff and other care organisations on career pathways and job roles.

- Cascade this project across other organisations and stakeholders, and roll this out into another key sector areas using the final blueprint model.

Positive impact and expected outcomes

Co-Design and planning

The opportunity to work together on the care of the elderly module in the BTEC level 3 suite of modules has enabled two members of our care academy employers, insight into the learning activities of the students on the course and what form of educational opportunity might be of most value. The learning objectives of the course are quite challenging for students who have not previously focussed on this area of learning. They are therefore constructing their personal models of knowledge and understanding from scratch and trying to adapt it to their own life experiences. Some of the objectives are a little dry and theoretical and therefore the opportunities to make links with previous knowledge are absent. We asked the clinicians to use the objectives to select patient narratives from their personal experience and effectively use storytelling to allow the students to make new links enabling them to deepen their understanding and then have the opportunity of interaction with an experience clinician to test and refine their understanding. Our clinicians were additionally able to exemplify the potential for a managed or curated career in the NHS due to their specialised roles which we suspect looked unlike a generic nursing role that the students may have expected. These sessions were received enthusiastically but took time out of the classroom sessions available for the students to pursue their continuously assessed work. Our reflections on this student-related time constraint have informed our future plans for the course.

We achieved most from our masterclasses when the students had had chance to prepare themselves for the session by covering the theoretical objectives which then informed their interaction with the clinician. A session on legislation preceding an interactive session on palliative care choices was a great example of this.

The clinicians learned that the speed of module progression tailored to student needs and so the pre-determined lesson plans might happen sooner or later than anticipated. This clearly benefits the students but meant that the masterclass sessions did not always match the flexibility of the lesson plans. We are producing some videoed short masterclasses which the tutors may use at appropriate times in the course to overcome this potential mismatch.

CPD & Networking

Winter pressures in the NHS led to a change in our plans around a bespoke CPD event for the faculty and it would have been difficult for

the whole team to attend on one day. We therefore looked at potential CPD options that were already taking place in the trust and arranged for the faculty team to join timetabled modular sessions at their convenience. This meant that they joined a group of relatively junior clinicians for workshops allowing them both access to the content of the course but also valuable contact with a peer group of clinicians. The faculty found this very helpful and the SASH workshop facilitators felt that the college faculty members had enriched the discussions during the workshop by introducing their own points of view as non-clinicians.

This has given us confidence to open up opportunities for college staff to attend future events both inside and external to the Trust, as their became an apparent and significant two way learning experience that hadn't been considered at the early stages of planning CPD outputs.

CPD will be planned a year in advance with the college across the Care Academy to focus on priority areas of the curriculum that are most challenging for students and staff, to bring these aspects of the curriculum stimulus in applying the co-practitioner models to.

East Surrey College has an Upskilling day for staff each year, where staff spend a day with employers focusing on their area of interest, promising skills gaps and bringing themselves up to date on various sectors. Moving forward this annual activity will be more personalised around key themes working with co-practitioners to enhance one of the key themes this project has prioritised.

Health Education England also looked at how the CPD opportunities across the Health Care Academy for a localised solution, and much wider across the UK, could be a shared model with education providers using a similar model of access and promotion and best practise. A model that could provide access to a portal of CPD online training could be a good way to sharing training and careers. This is being currently looked into in encouraging businesses and colleges to work together and share the resources that exist in as two way CPD programme.

Careers, Advice and Guidance

We have created opportunities for students to hear about healthcare careers directly from clinicians at organised events which have included students from other organisations. The range of careers in health and social care led us to seek opportunities beyond these events to upskill members of the college's career coaching team and so a document outlining many of the 350 roles in the NHS was created outlining routes into different careers, the day to day activities of healthcare workers and career progression opportunities. This document was underpinned by signposting career coaches to a wealth of further information from numerous sources.

Careers incorporating the Gatsby principles for FE providers is crucial in ensuring that careers are part of the whole student journey and is visible throughout the duration of the student course. This includes talks by practitioners promoting every career and job role in the NHS, including clinical roles, ICT, marketing, Creative design, administration, facilities management, chartered management and so on. Every faculty in the college has become more aware of the diversity of job roles, and this project has helped faculties such as Reigate School of Art, both in terms of staff and students, get involved in this sector, which might not have been a natural partnership working together on business projects, prior to Teach Too. This has helped bring together the various pathways into work for students and staff, from work experience, T Levels, Apprenticeships, Higher Education and Traineeships and how they fit work readiness and their learning journey.

Social Media

We have attempted to provide a social media commentary around our activity and interestingly the clinicians themselves posted comments around their co teach sessions which led to a really positive response from colleagues expressing interest in becoming involved. It has also generated interesting numbers of viewers across various organisations and amongst a diverse group of stakeholders. For example our Careers Event during National Apprenticeship Week for Health and Social Care students and employers, generated 408 views, our LinkedIn advert posting a picture of HEE and SASH in the studios of Reigate School of Art, filming the Teach TOO video, generated over 400 views.

This has been very encouraging and demonstrates active engagement of this sector, and has generated a buzz amongst the LinkedIn community. We will continue to post case studies, comments and thoughts, activities and best practise through this forum as it has captured a social media interest in Health and Social Care activity, so early into our use of social media in this way. So much can be promoted across the themes of this project through this channel of communication.

Future activity

The work will undoubtedly continue but following reflection upon our experience it will be adapted to add most value to students. The programme needs to be spread across further modules in order to reduce the impact upon the continuously assessed work from any one module. This will open up opportunities for clinicians across other specialties to have contact with students such as health promotion, children's services and caring for those living with disabilities.

We will continue to seek out opportunities to highlight our work

across the healthcare landscape in Surrey Sussex and Kent.

Our focus is our key themes, and to roll this out across the Care Academy and wider where possible. The College would also expect to use this footprint across the other sectors including Construction and Engineering, Art and Design, Business, Finance and Management, Digital and ICT to help address similar concerns around the gaps in skills needs and recruitment found in the Health Care sector.

Recommendations for developing local collaborative arrangements

We have a significant narrative to share about our experiences with this module which should be meaningful to other organisations. Every organisation in healthcare is struggling with recruitment as we outlined at the start. Many organisations invest time in career work in schools but we are not aware of organisations in our regions who are co-teaching health related material.

We have achieved our aims in this project at the height of winter pressures, during a College merger and a CQC inspection. This suggests, that our experiences may be reproducible across other organisations, allowing students access to experienced clinicians who can bring their study subjects to life with patient stories, and support their faculty tutors to continue using their stories throughout the modules.

We also believe it is important to look at the key priority areas and to keep your targets achievable. Much can be achieved through collaborative arrangements, but we feel keeping it simple, measurable and lead by employers and staff, will keep the longevity and sustainability of outcomes that is desperately needed to manage the shortage of skills locally and nationally. At the heart of this project is the community, who are not fully aware of the exciting and vibrant careers on offer and how to access them.