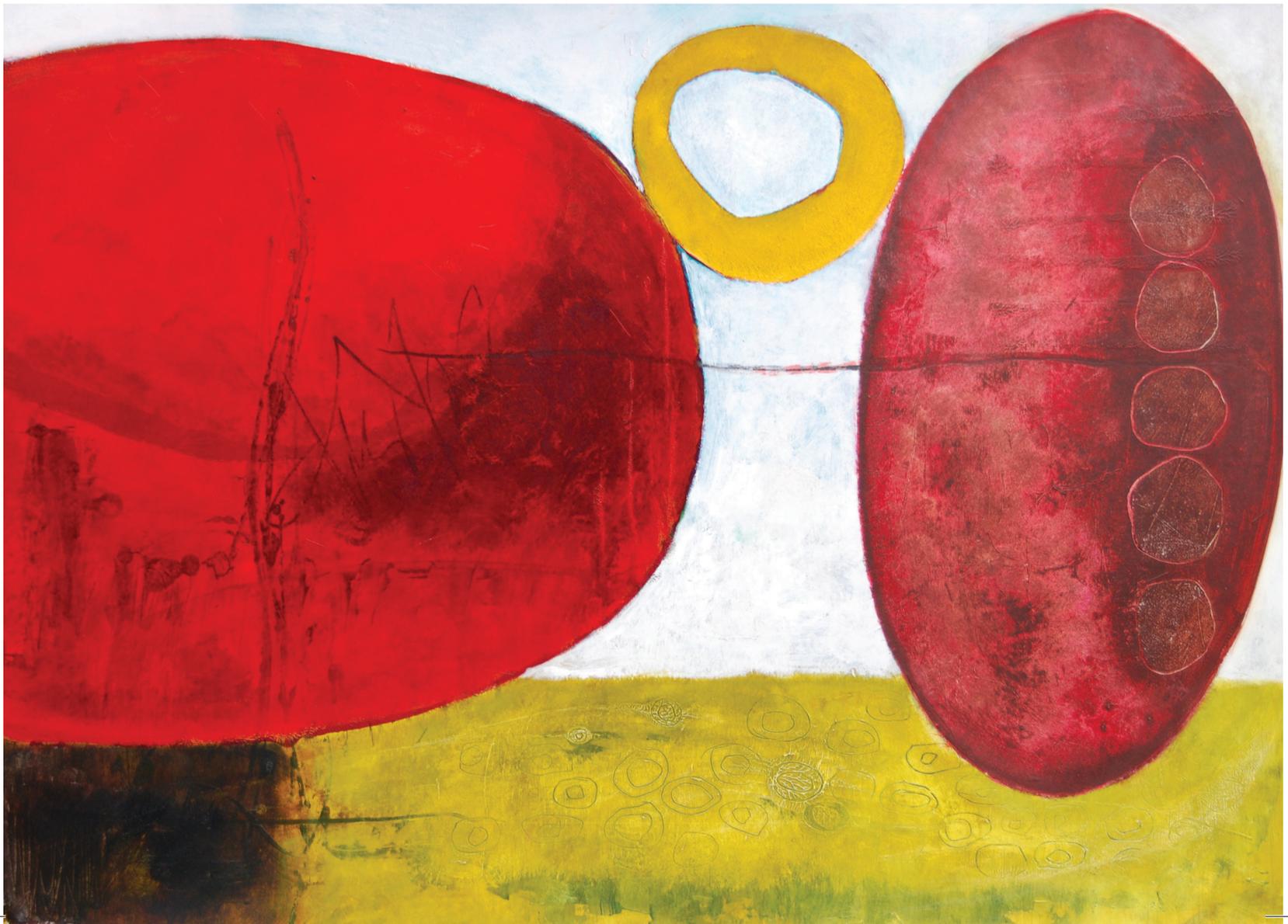




The Tavistock and Portman
NHS Foundation Trust

National Workforce Skills Development Unit
Annual Report | 2017/2018 and 2018/2019



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Message from Health Education England

I am really pleased to be able to work with the National Workforce Skills Development Unit (the unit). The unit are supporting the Mental Health Programme Board in addressing some of the more complex challenges facing the NHS workforce by bringing people together from across the system. I have been really happy to be involved in the innovative, collaborative and impactful work undertaken by the unit and I am looking forward to agreeing a new portfolio of work for the coming year.

Lynne Hall,
National Mental Health and Learning Disability Programme Manager
Health Education England

Message from the Director

I am very pleased to be able to present our first annual report.

The National Workforce Skills Development Unit is commissioned from The Tavistock and Portman NHS Foundation Trust by Health Education England (HEE) as part of HEE's national contract with the Trust.

The unit was established to help meet the workforce challenges in healthcare with a focus on mental health and the mental health of the wider care workforce.

The sustainability and underlying success of the NHS is, in every sense, in the hands of its staff. Our people are our most important resource and our task is to ensure that this precious resource is valued and sustained.

The unit comprises a small team who work collaboratively with experts across health, social care, health care policy and education. The talent, expertise and creativity of these experts is brought to bear on a range of 'wicked' problems to co-produce positive, measurable and sustainable improvements to the NHS and wider care workforce. Working in partnership with HEE the unit seeks to address the mental health workforce issues facing health and care services in England.

I hope that this report will give you an insight into the unit and the focus of our work to date, as well as our emerging ways of working.

Dr Chris Caldwell
Director of the National Workforce Skills Development Unit

The Tavistock and Portman

The unit draws on the distinctive features of the Tavistock and Portman NHS Foundation Trust in its projects' work.

The Trust is a specialist mental health trust using psychological, social and developmental approaches to understanding and treating emotional disturbance and mental ill health. The Trust is a centre of excellence for training in mental health and psychosocial disciplines and is committed to promoting mental health. Since 1994 the organisation has held a national contract to provide training to the NHS with Health Education England. The unit has been established within this existing contract.

For almost 100 years, the Tavistock and Portman clinics have embodied a distinctive way of thinking about and understanding mental health. Working with children, families and adults, its approach brings together psychoanalytic, psychodynamic and systemic theory and practice, along with other approaches, to understand the unconscious and conscious aspects of a person's experience. This places the person, their relationship and social context at the centre of its practice. The unit draws on these distinctive features of the Tavistock and Portman in its projects' work.

The Trust's creative and skilled staff continue to build on these approaches, welcoming new ideas and developing innovative interventions, services and models of care which respond to contemporary challenges. The Trust's goal is that more people should have the opportunity to benefit from its approach. The Trust spreads its thinking and practice through devising and delivering high quality clinical services, the provision of training and education, research, organisational consulting and influencing public debate.

National Workforce Skills Development Unit

The unit was established in April 2017 by HEE as part of the Trust's national training contract. The unit responds to HEE strategic priorities such as those set out in the *Five Year Forward View for Mental Health, Stepping Forward to 2020/21 the mental health workforce plan for England*, and now also, the *NHS Long Term Plan*. The unit helps develop mechanisms to build workforce capability to enhance mental health and learning disabilities care across the healthcare system. The unit delivers national projects with a focus on mental health and the mental health of the workforce in England.

The unit brings together expertise and thought leadership from across the care system and generally works through a series of expert reference groups to facilitate and co-produce solutions to issues and focus areas identified with Health Education England.

National Mental Health Workforce Development Collaborative

The unit facilitates and is able to draw on the substantial knowledge and experience of the National Mental Health Workforce Development Collaborative (known as the Collaborative). This is a voluntary collaboration of seven mental health trusts across England:

1. Avon and Wiltshire Partnership Trust
2. Birmingham and Solihull Mental Health NHS Foundation Trust
3. Lancashire Care NHS Foundation Trust
4. Mersey Care NHS Foundation Trust
5. Nottinghamshire Healthcare NHS Foundation Trust
6. Oxford Health NHS Foundation Trust
7. Tavistock and Portman NHS Foundation Trust

Drawing on each members' engagement with their own local constituencies, the unit is able to use the collaborative to establish a national perspective on the mental health workforce, gather intelligence on workforce issues in mental health and learning disabilities and sense check project scoping to ensure the work of the unit resonates and has relevance across England.

More information about the Collaborative can be found at <https://nmhwdc.nhs.uk/>

The work of the unit 2017 to 2019

Each year the unit agrees a portfolio of projects with HEE seeking to untangle complex issues and provide innovative solutions to workforce issues facing mental health and learning disabilities services across England. The unit works collaboratively across the system to shape projects to best meet the needs of HEE and the care workforce.

The unit is responsible to HEE Workforce Delivery Group which governs its activity. Each individual project is 'sponsored' by a member of the national mental and learning disabilities team.

The board have responsibility for agreeing next steps for completed projects including hosting, circulation and publication. To contact the HEE Workforce Delivery Group email mentalhealth@hee.nhs.uk.

Perinatal mental health

The very first project undertaken by the unit was the development of a national competency framework for the perinatal mental health workforce to support the expansion of perinatal mental health services set out in the *Five year forward view for mental health plan*.

The unit established a national perinatal mental health expert reference group drawing on existing regional networks.

The *Five Year Forward View for Mental Health* set out a recommendation of investment to ensure that by 2020/21 '...at least 30,000 more women each year have access to evidence-based specialist mental health care during the perinatal period'. The unit was subsequently commissioned by HEE to conduct a training mapping exercise. It aimed to survey existing and planned perinatal mental health training across England, against the competencies in the perinatal competency framework. Input was collected from expert reference group and perinatal network leads.

The report, submitted in September 2017, summarised:

- an overview of the education and training delivered to the perinatal mental health workforce in 2016/2017 across England.
- training networks plans for 2017/2018, if resources are available, and
- competencies covered in training sessions and gaps

The competency framework has been widely used by teams to expand and skill up the workforce where new funding has been provided, to develop and enhance specialist community services, grow and establish new mother and baby units and raise awareness about mental health issues in the perinatal period. The competency framework has contributed to increasing the numbers of mothers, babies and families who now have access to appropriate services across England.

The competency framework can be found at:

<https://perinatalcompetency.e-lfh.org.uk/>

Psychological stress and systemic resilience

One of the biggest challenges facing the NHS is workforce stress, capacity and wellbeing. Key issues such as recruitment and retention of staff are reflected in publications such as the HEE draft health and care workforce strategy; *Facing the Facts, Shaping the Future* and the 2019 *NHS Long Term Plan*. With this in mind, HEE commissioned the unit to think differently about the problems facing the NHS workforce and how to support the workforce.

The unit commissioned the Mental Health Foundation to review interventions used for workforce wellbeing and the associated evidence. It became clear that there are numerous interventions available with varying degrees of evidence for efficacy but that a systematic and strategic approach to using these effectively was lacking.

The unit convened an expert reference group, including representation from NHS Improvement, the London Ambulance Service, The Kings Fund, NHS Employers, the Royal Colleges of Nursing and Psychiatrists and NHS trusts to shape and review the evidence report. The group developed a draft framework, *Workforce Stress and the Supportive Organisation*, based on the idea that positive staff mental health and wellbeing underpins organisations achieving their organisation goals.

The framework moves away from the notion of personal resilience, instead focusing on the responsibilities organisations should have for caring for and supporting their staff to reduce the need for personal resilience. The framework emphasises the need for time and space to properly think about issues really facing organisations via a series of reflective concepts and questions. This provides an

innovative and empathic way for organisations and the people within them to think about their own experience, how that might make them feel and how that impacts on care.

Following the completion of the draft framework, HEE agreed that the unit should undertake proof of concept testing with a number of NHS organisations to ensure it is fit for purpose. The framework has been tested with Norfolk Community Health and Care NHS Trust, Dorset Healthcare, East Kent Hospitals University NHS Foundation Trust, Barts Health NHS Trust, North West Ambulance Service, Mersey Care NHS Foundation Trust and the Tavistock and Portman NHS Foundation Trust. Following the testing phase changes will be made to the framework to reflect feedback and it will be submitted to HEE in March 2019.

Transforming care workforce

The children and young people transforming care workforce project focused on those children with severe learning disabilities and/or autism who also displayed challenging behaviour. As part of the Transforming Care Programme, this was in response to recommendations 5 and 10 of the Dame Christine Lenehan; *These Are Our Children*:

Recommendation 5: to clarify the responsibilities of medical and other professionals for children and young people with a mental health condition, autism, challenging behaviour and/or a learning disability and develop jointly owned guidance.

Recommendation 10: to identify skill gaps in respect of caring for children and young people with a mental health condition, autism, challenging behaviour and/or a learning disability.

It was agreed with the expert reference group that there would be two key outputs:

- the development of a skills matrix underpinned by an agreed set of values
- the agreement of a set of recommendations for next steps.

A report containing these was submitted to HEE and the Children and Young People transforming care steering group in May 2018 following a period of consultation. London Southbank University were commissioned to conduct a review of the evidence and literature relating to workforce issues for this population group. The subsequent report was then used as source material for an expert reference group chaired by Mark Lovell Consultant Child and Adolescent Intellectual Disability Psychiatrist and Royal College of Psychiatrists. The group brought together experts from the NHS, parents, carers and families, social care, and education.

The views of parents, carers and families were a key part of this project and in addition to a presence on the expert reference group, the Challenging Behaviour Foundation were commissioned to seek their views more widely through a series of workshops. The Challenging Behaviour Foundation produced a synthesis report. This significantly informed the work of the expert reference group and was summarised in the final report submitted to HEE. The resulting skills matrix set out the skills and level of skill required for this population group across health, education and social care. This was then illustrated by a series of fictional case examples deemed representative by the expert reference group.

The recommendations identified further work to be undertaken, largely focusing on skills gaps and education and training needs.

System leadership in learning disabilities

One of the key recommendations in the 2017/18 *Children and Young People Transforming Care Workforce* report developed by the unit for HEE was around the need for cross system leadership in children and young people's learning disability services. In partnership with NHS England and the Department for Education, the unit is piloting an approach to address this by providing two cross system leadership conferences in Cumbria and Essex.

The two conferences draw from the established group relations approach which the Tavistock and Portman uses in other areas. Due to the multifaceted nature of leadership, it can often be difficult to develop effectual methods of improving and training staff. The complex, multi-agency nature of work in learning disabilities can create further challenges.

The group relations approach provides in depth exploration and problem solving of the issues preventing systems from working as effectively as they could. In this project, the unit is delivering experiential learning courses to staff working with children and young people with learning disabilities. In each session, staff will be able to explore in detail the systems they work in and build an understanding of how their interactions shape the way services work with each other.

NHS framework for harmful sexual behaviour

Around a third of child sexual abuse in the UK is carried out by other children or young people according to the National Society for the Prevention of Cruelty to Children's Harmful sexual behaviour framework. Harmful sexual behaviour can range from 'sexting' to aggressive sexual behaviour. Despite increasing evidence on the scale, nature and complexity of the problem, service provision across the UK remains patchy and relatively uncoordinated. Working with children displaying harmful sexual behaviour can be challenging for NHS staff and awareness on the issue is often minimal.

To address the issue, the unit worked with the National Society for the Prevention of Cruelty to Children (NSPCC) to develop a framework supporting NHS staff in dealing with the issue as well as raising awareness on the topic. The NSPCC had already developed a framework used mainly by social care professionals and this project aimed to make this relevant to health staff. To understand the needs of the healthcare sector. In addition to a framework, the unit also commissioned the NSPCC to put together an online resource including guidance for health practitioners which was launched in February 2019. Alongside, the NSPCC is running an awareness campaign to promote these resources and raise awareness of the issue. The harmful sexual behavior online resource can be found here: <https://learning.nspcc.org.uk/research-resources/2019/harmful-sexual-behaviour-framework/>

Reflective practice and frequent attenders

Paramedics, GPs and A&E staff in regular contact with patients who frequently or inappropriately attend services, can find themselves feeling conflicted and unsure how to best provide care. Working in partnership with the Royal Colleges of Psychiatrists and GPs, the unit have developed E-learning materials for staff in regular contact with frequent attenders. Reflective practice is an important tool in healthcare for enhancing care, compassion and competence, in professional practice, and for building resilience to withstand the pressures of professional practice. The e-learning module demonstrates how reflective practice can be used to improve patient outcomes and support staff resilience, which in turn supports workforce retention.

The module is available in the UK through the e-Learning for Health platform at: <https://www.e-lfh.org.uk/programmes/managing-frequent-attenders/>

Mental health careers and psychology graduates

The NHS has made mental health one of its priorities and has acknowledged parity with physical health. To ensure that mental health issues are addressed adequately, *The Five Year Forward View for Mental Health* has outlined a series of recommendations and actions to be implemented. The recruitment of high quality mental health staff across areas is central to the achievement of these goals. In addition to new recruitment, retention and development of existing staff are essential to meet workforce requirements. An added difficulty to these objectives is that existing NHS mental health careers pathways are often complex to understand. It is likely that this has an impact on recruitment of new staff as well as staff retention.

In addition, psychology graduates are increasingly seen as a key population group who may be keen to begin mental health careers and that it is important to understand their career aspirations and any barriers they might perceive in joining the workforce.

To gain a better understanding of these two interlinked elements the unit is working with a number of key stakeholders to develop a map of mental health careers and produce a report to better understand psychology graduate career pathways. This is one of the key outputs identified by the HEE Psychology New Roles Task and Finish Group and the unit is using this group to guide and steer the project.

An expert reference group has been convened bringing together mental health trusts, the British Psychological Society, universities, the Royal Colleges of Nursing and Psychiatrists and other experts across the system. The group is currently developing the mapping exercise and is helping to shape the research specification for the psychology graduate work stream.

The unit is also pulling together a number of other projects in this area ensuring there is no duplication, expertise is maximised and resources are pooled.

While the unit is maintaining flexibility to best be able to respond to the HEE task and finish group, current project timelines forecast a draft report for consultation in June 2019 with a final report submitted to HEE in September 2019.

Developing good practice in new workforce roles

There has been a proliferation of new workforce roles in recent years in an attempt to meet the challenges posed by the ambition of government policy and to mitigate local issues identified. Nursing Associates, Physicians Associates and Children's Wellbeing Practitioners are a few examples of these. A wide range of reports have identified a need to modify, add to and create new workforce roles as well as identifying both examples of good practice and areas in need of development. The *Five Year Forward View for Mental Health* and the emergence of apprenticeships provide good examples of the changing demand on the workforce and some of the new roles needed to meet them. To help with workforce planning and to ensure sustainability and the avoidance of future issues, the unit is developing best practice guidance on the development of new roles.

The unit has engaged with a number of workforce planning experts from HEE and NHS trusts and established an expert reference group to do this. As part of this project, the unit will be working to find examples of good practice in workforce role design and extracting key themes to develop a step by step tool for workforce planners. The best practice guide will be submitted to HEE in March 2019.

Primary care mental health training

The majority of mental health patients are treated in primary care. There is significant work ongoing throughout the country to better meet the needs of these patients, showcasing the ability of NHS professionals to adapt and come together. Working with key primary care stakeholders such as the Royal Colleges of Nursing and GPs, MIND and NHS England, we will map the range of primary care mental health training available.

To do this an expert reference group has been convened and will assist in the development of a primary care mental health skills matrix. Training will then be mapped against this matrix and gaps identified. In addition, the unit will produce a tool that allows staff and organisations to assess their own skill range and identify areas where training may be needed to fill gaps. Recognising the importance of the views of staff on the ground, the tool will be tested and developed with a consultation group drawn from a range of primary care staff volunteers. areas where training may be needed to fill gaps. Recognising the importance of the views of staff on the ground, the tool will be tested and developed with a consultation group drawn from a range of primary care staff volunteers. The unit is accountable to the Trust through the Director, as Senior Responsible Officer.

Operating model and governance

The unit is overseen by a Programme Delivery Committee, reporting to the Trust Education and Training Committee, and through that, to the Trust Board. Each project has an internal project advisor to ensure Tavistock and Portman approaches are applied to the work.

The work programme is agreed each year via the National Workforce Skills Development unit Steering Group led by HEE. The Steering group is composed of Workforce Delivery Group staff, the national training contract manager at HEE, and representatives from the unit team at Tavistock and Portman NHS Foundation Trust.

Project plans are signed off for delivery by the Workforce Delivery Group. All projects have an external project sponsor from HEE to help guide and shape the work. Most projects are supported by an expert reference group and/or Consultation Group. These groups include representatives from professional bodies, professional organisations, educational institutions, charities and other organisations who may have a stake and interest in the project. The unit commission research as necessary to enable the work of specific projects.

The National Workforce Skills Development Unit



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