

# Working with Children

Developing the Multi-Agency Workforce to support Children with Life Limiting and Life Threatening Conditions



← PREVIOUS

NEXT →

**Skills for Health**, the Sector Skills Council for health, helps ensure there is a skilled and flexible workforce available to provide high quality healthcare throughout the UK. Key roles include profiling and understanding the UK workforce, identifying and addressing skills gaps and shortages, improving productivity and performance, developing national workforce competences, and considering the availability and relevance of education and training. [www.skillsforhealth.org.uk](http://www.skillsforhealth.org.uk)

**Royal College of General Practitioners** is the professional membership body for family doctors in the UK and abroad. [www.rcgp.org.uk](http://www.rcgp.org.uk)

**ACT** is the only organisation working across the UK to achieve the best possible quality of life and care for every life-limited or life-threatened child or young person and their family.

To achieve this they:

- Campaign for the development of children's palliative care services.
- Work with professionals to develop best practice.
- Empower and support families.

ACT supports a membership of families and children's palliative care professionals across the UK and provides a national helpline and information service. ACT produces a range of publications and resources and also offers flexible children's palliative care training and consultancy.

ACT takes a lead on lobbying and campaigning for sustainable children's palliative care services and plays a key role in ensuring that the needs of all affected children and their families are heard.

Find out more about ACT and how to become a member at: [www.act.org.uk](http://www.act.org.uk)

# Contents

<b>Foreword</b>	<b>4</b>
<b>Introduction</b>	<b>5</b>
<b>Background</b>	<b>6</b>
<b>The ACT Care Pathway</b>	<b>7</b>
Figure 1: ACT Care Pathway for children with life-limiting and life-threatening conditions	7
<b>ACT Pathway to Workforce Requirements</b>	<b>8</b>
Identifying the Workforce Functions Process	8
<b>Using the ACT Pathway Workforce Functional Map</b>	<b>9-10</b>
Who should use this framework?	9
Commissioners	9
Employers/Providers of Services	9
People employing their own carers	9
Leaders and Managers	10
Health and Social Care Staff	10
Education and Training	10
<b>Understanding the Workforce Functional Map</b>	<b>11-12</b>
Figures 2-8	11
Figure 2: Core Workforce Functions required throughout the Pathway	12
<b>ACT Pathway Workforce Functional Map</b>	<b>13-22</b>
Figure 3: Stage One	13
Figure 4: Stage One. First Standard	14
Figure 5: Stage One. Second Standard	15
Figure 6: Stage Two. Third Standard	16
Figure 7: Stage Two. Fourth Standard	17-20
Figure 8: Stage Three. Fifth Standard	21-22
<b>Additional Resources</b>	<b>23-24</b>
<b>Next Steps</b>	<b>25</b>
<b>Project Contributors</b>	<b>26</b>

## Foreword

I am pleased to present this jointly developed work that addresses and simplifies the complexity of the workforce challenge encountered by all those receiving and delivering care for children and young people with life limiting and life threatening conditions.

Our work aims to provide a mechanism, through the use of a functional competence based approach to identify an integrated team around the child, crossing organisational and professional boundaries in the interests of delivering seamless care. The functional workforce map is based on the Association for Children's Palliative Care (ACT) multi-agency care pathway and we are grateful to ACT for their support with this work.

In addition we have worked collaboratively with a range of agencies, statutory and professional bodies and organisations, all with an interest in promoting and delivering the very best experience of care for children and young people with profoundly challenging health and social care needs.

This work provides an opportunity to challenge established thinking on the shape of service delivery and offers an approach to real transformation of services and the health and social care workforce, set against a backdrop of recognised and transferable National Occupational Standards. Ensuring consistency and quality are central to this approach.

At a time of opportunity and challenge, I anticipate that this work will be both a catalyst and a direct tool for those engaged in the commissioning, provision and development of these important child and family centred services.

As Chair of the Royal College of General Practitioners, it gives me great pleasure to support this key initiative which will develop and enhance a seamless system of care for young people and their families facing life limiting and life threatening conditions.



**Dr Clare Gerada**  
**Chair of the Royal College of General Practitioners**

## Introduction

This document brings together the work of a jointly led project between the Royal College of General Practitioners (RCGP), Skills for Health (SfH) and UK children's palliative care charity ACT. It aims to identify the workforce functions<sup>1</sup> required to develop an effective integrated team around the child or young person with a life limiting (LL) or life threatening (LT) condition. ACT was invited to join as a project partner as the charity represents the breadth of agencies and individuals engaged in delivering children's palliative, as well as all life-limited/life-threatened children and their families. Through this work ACT has developed a family and child centred care pathway approach to planning and delivering care and support throughout the child's journey. This care pathway approach has been integrated into the joint *Working with Children* resource. Additionally, a range of Skills for Health resources that support this workforce approach are described.

The range of services available to children with LL and LT conditions and their families are diverse and provided from across a number of sectors, including community health care, acute health care, social care, education and the broader voluntary sector. As the numbers of children are relatively small but the range of service inputs required are diverse, multiple and complex, it is difficult for service commissioners and providers to plan and provide sustainable services for these children and their families.

The RCGP and SfH recognise that service commissioners and providers need a way to define the workforce requirements to support children with LL and LT conditions and their families, that could be used to develop innovative, flexible, new ways of working regardless of the service location; at the same time maintaining the essential elements of providing high quality, integrated, and cost effective services with the child and their families at the centre.

Skills for Health has pioneered an approach to workforce development that asks two simple questions – what do I need my workforce to do, and what is the standard of competence I need my workforce to demonstrate? By identifying the workforce functions and then mapping

to the specific National Occupational Standards (NOS) required to care for children with LL and LT conditions, it is possible to develop and implement a service and workforce vision that are not constrained by professional and organisational boundaries or location.

Everyday, people who work with children with LL and LT conditions are asked to carry out numerous activities. Each activity must be carried out effectively and consistently, no matter who is doing it or wherever they are in the UK. Using workforce functions and competences can ensure this happens. The document gives an outline of how that can be done. Further information, advice and support links are also provided.

The workforce functions necessary to support children with LL and LT conditions are based on the nationally agreed best practice [ACT integrated multi-agency care pathway for children with life limiting and life threatening conditions](#).

This work supports the Transforming Community Services initiative and specifically relates to [Transforming Community Services for Children, Young People and their Families](#).

It is recognised that there is a strong overlap between services required by children and young people suffering from LL and LT conditions and those with other complex disabilities. Although this piece of work concentrates on children with a LL or LT condition it is envisaged that the workforce functional map could be used as a basis from which to develop the workforce requirements for other specialised pathways of care looking at a range of different disabilities and clinical conditions affecting children and young people.

1. Workforce functions are activities and tasks that are done at work. They can be broken down into specific competences\* (National Occupational Standards or NOS) which describe performance as the outcomes of a person's work. NOS focus on what the person needs to be able to do, as well as what they must know and understand to work effectively. They are designed to allow people to assess and be assessed against them.

\*When referring to competences throughout this document we are referring to National Occupational Standards which are nationally developed and approved.

## Background

When discussing Life-limiting and Life-threatening conditions in children and young people the following definitions have been used:

Life-limiting (LL) conditions are those for which there is no reasonable hope of cure and from which children or young people will die. Some of these conditions cause progressive deterioration, rendering the child increasingly dependant on parents and carers.

Life-threatening (LT) conditions are those for which curative treatment may be feasible but can fail, such as cancer. Children in long term remission, or following successful curative treatment are not included.

Palliative care for children and young people with LL conditions is an active and total approach to care, embracing physical, emotional, social and spiritual elements.

Source: [A Guide to the Development of children's palliative Care Services \(3rd Edition\)](#). ACT. Bristol.

Children with LL and LT conditions and their families want to live their lives as fully as they can, in their own communities, having access to family-centred, high quality and sustainable care delivered by a competent and confident workforce.

There is no doubt that the workforce providing care for this group of children and their families is the essential building block for developing reliable, responsive and sustainable services to enable the delivery of care and provide the support that these children and families need, where and when they need it.



A number of national documents including [Better Care: Better Lives](#) (DH 2008) [Palliative Care Services for Children and Young People in England](#) (DH 2007), [Right People, Right Place, Right Time](#) (ACT/Children's Hospices UK 2009) [Living and Dying Well](#) (Scotland), The Sugar Report on Palliative care provision in Wales (June 2008) and [Developing Services to Children and Young People with Complex Physical Healthcare Needs](#) acknowledged the need to develop the workforce in order to deliver the vision where:

“Every life limited child regardless of race, religion, age, or, where they live, has access to sustainable holistic family-centred high quality palliative care.”

A Rapid Evidence Review of 3045 articles by the Evidence Centre in 2009, further supported the need for workforce development and in particular highlighted the key issues facing children's community services as:

- Retention and recruitment of both specialist and generalist staff.
- Providing integrated, seamless care to children and their families.
- The need for extra skills to support children with complex needs, long term conditions, palliative care needs and mental health issues.

# The ACT Care Pathway

The ACT Care Pathway was developed as a tool to help professionals plan appropriate care for children with LL and LT conditions and their families, and co-ordinate the various services and individuals that will play a part in a child’s care. It concentrates on the needs of the children and their families at key points along their journey and places the child and their family at the centre of the planning process.

The pathway consists of:

**Stage 1: Diagnosis or recognition of a life limiting condition**

- First Standard      Breaking news
- Second Standard    Preparing for going home

**Stage 2: Living with a life-threatening or life-limiting condition**

- Third Standard      A multi-agency assessment of the family’s needs
- Fourth Standard    A multi-agency care plan

**Stage 3: Recognition of end of life and bereavement**

- Fifth Standard      An end of life plan

**Figure 1: ACT care pathway for children with life-limiting and life-threatening conditions**



## ACT Pathway to Workforce Requirements

### Identifying the Workforce Functions and Competences (NOS)<sup>2</sup>

To develop the workforce supporting children with LL and LT conditions it is essential to think differently about how that workforce is made up. Taking a function and competence based approach to workforce analysis and development enables service commissioners and providers to identify innovative ways of improving the quality and productivity of the workforce, whilst at the same time ensuring through the use of competences (NOS) that patient safety is assured.

This work has concentrated on identifying the workforce functions required to develop an integrated Health and Social care team that meets the needs of children with LL and LT conditions and their families. The team around the child can then be developed based on the functions and competences required to support the care needs of the child and their families and not be artificially limited by historical traditional professional groups or boundaries. This approach is not about starting with a blank piece of

paper, although in an ideal world that can be done, rather it is about identifying the skills and competences of the existing workforce and ensuring they are organised and delivered in a way that places the child first.

### Process

A multi disciplinary working group mapped and identified the workforce functions required to deliver the ACT care pathway. These were then validated via reference groups. Skills for Health have developed a suite of [Competence Application Tools](#) which can be used to map the functions identified to the specific competences required by the workforce in delivery of the ACT pathway.

To find out more about how Skills for Health can support the implementation of your workforce vision using functions and competences or to access a list of indicative competences that we have mapped to the workforce functions in this resource, contact the [SfH Regional Director](#) in your area.



2. National Occupational Standards (NOS) describe performance as the outcomes of a person's work. They focus on what the person needs to be able to do, as well as what they must know and understand to work effectively. They are designed to allow people to assess and be assessed against them.

\*When referring to competences throughout this document we are referring to National Occupational Standards which are nationally developed and approved.

## Using the ACT Pathway Workforce Functional Map

### Who should use this framework?

#### Commissioners

Service commissioners are required to ensure that contracts for the delivery of services for children with LL and LT conditions include the workforce requirements. By using the functional map this can be clearly expressed to actual and potential providers in terms of workforce functions and the range of linked competences (NOS). This will ensure service providers understand the workforce requirement but maintains the flexibility to identify innovative ways of providing the service whilst at the same time, ensuring that patient safety and the quality of services are identified, established and assured.

This framework enables you to:

- develop sustainable services for children with LL and LT conditions
- develop services that are relevant and based on an understanding of local needs
- specify required quality and outcomes for service provision
- support an integrated approach to planning, contracting and monitoring of service delivery across health and social care
- support the development of services and the workforce required to provide more care closer to home, avoiding inappropriate delays and the costs associated with unnecessary Accident and Emergency attendances and in-patient hospital stays
- support the commissioning and delivery of more nationally equitable provision of services (workforce requirements based on NOS ensures standards and supports transferability of the workforce).

#### Employers/Providers of Services

As an employer it is essential to ensure that all staff (registered and non registered, clinical and non clinical) have the necessary skills and competences required to provide quality services for children with LL and LT conditions.

A framework of functions and specific competences (NOS) can:

- be used in the review and development of the workforce, ensuring viable, sustainable and quality services are developed using the identified range of competences as building blocks
- support better quality of care provision
- review employees' current skills and competences against those required along the pathway and identify specific training and educational needs to support individual and team development
- be used to commission or purchase bite size units of learning that are relevant to the children's needs and employer requirements
- be embedded in corporate policies and governance frameworks
- be used as a basis to work with statutory, independent and voluntary sector partners, (as well as children with LL and LT conditions and their families) to develop, provide and evaluate a local integrated workforce strategy with a focus on raising knowledge and skill levels and providing career development opportunities
- develop capacity and capability within local communities
- audit service delivery and monitor service improvements as experienced by children with LL and LT conditions and their families.

#### People employing their own carers

People employing their own carers can use them to:

- design the support or care arrangements that best suit their specific needs
- embed them in their requirements of carers
- recruit staff with the necessary knowledge and skills
- monitor the service they are receiving.

## Using the ACT Pathway Workforce Functional Map

### Leaders and Managers

Sustained leadership and drive is needed both nationally and locally to ensure that appropriate actions are taken to support workforce and service development.

The framework of functions and specific competences can:

- ensure services are consistent with what children with LL and LT conditions and their families need
- help address the personalisation agenda for health and social care services
- provide benchmarks of best practice
- provide a framework for staff development and service improvement
- support new ways of working and the development of truly child focused integrated services.

### Health and Social Care Staff

All staff in health and social care, including those working in the independent sector, require some preparation and training to ensure they are able to work effectively with children with LL and LT conditions.

The functional map in this document can be used to describe the specific competences (NOS) required to deliver the appropriate care along the pathway. By mapping to the specific competences (NOS) required Health and Social Care staff will be able to:

- increase job satisfaction by helping staff meet individuals' and carers' needs and expectations
- support development of truly personalised care plans which individuals own and control and provide a framework to support self evaluation
- support ongoing professional development.

Competences can be used to:

- ensure skills development is built into both personal and team objectives
- review your own and your team's competences to ensure they are relevant

- discuss the skills and knowledge with supervisors and/or line manager to ensure shared understanding of the implications for job roles and working practices
- challenge practice which is not consistent with the principles and the specific competences identified to support children with LL and LT conditions.

### Education and Training

Competences (NOS) should be an integral part of all education and training for staff working in, or aspiring to work in health or social care in settings or circumstances where they may be dealing with children with LL or LT conditions. Education and training providers are able to review training in relation to the workforce functional map and the range of specific competences identified.

The framework of competences can:

- feature within units of learning which can be included on the Qualifications and Credit Framework
- provide shared and agreed benchmarks of best practice
- be used to address what children and their families who use services tell us they want from health and social care services
- reflect what employers want their staff to be able to do and provide evidence of effective care.

They can be used to:

- commission education and training to address workforce development needs
- help providers and employers working in partnership with people who use services and carers to develop and evaluate workforce development programmes
- develop under-graduate, post-graduate training and work based learning and assessment programmes
- design in-service training and assessment programmes for the existing workforce.

## Understanding the Workforce Functional Map

### Figures 2-8

The following pages document the ACT pathway and the associated functions.

In figure 3-8 the ACT pathway is described along the left hand side of the page and the relevant workforce functions listed along the right hand side of the page. To obtain details of specific competences (NOS) that we have mapped to the workforce functions for this pathway and to find out how SfH can support you with mapping the workforce functions to competences for your specific service, please contact the [SfH Regional Director](#) for your area.

For a number of functions there are multiple relevant competences, this multiplicity enables the identification of the right competence for the particular context and role, so that the right skills and knowledge can be identified for the very specific delivery of a function.

Throughout the pathway, the Children's Workforce Development Council's (CWDC) Common Core Skills and Knowledge areas of expertise have been identified on the functional map. This is indicated in **figures 2-8** by an **'\*CC'** and a number which relates to one of the six areas of expertise.

The six areas of expertise are:

1. Effective communication and engagement with children young people and families
2. Child and young person development
3. Safeguarding and promoting the welfare of the child or young person
4. Supporting transitions
5. Multi-agency and integrated working
6. Information sharing

Competences (NOS) can be accessed and explored via the [Skills for Health website](#), where there is a comprehensive range of [competence application tools](#) to support the use of competences in workforce design and development and in service redesign.

## Understanding the Workforce Functional Map

This section is designed to explain each of the figures included within the functional map so that it can be more easily interpreted and used.

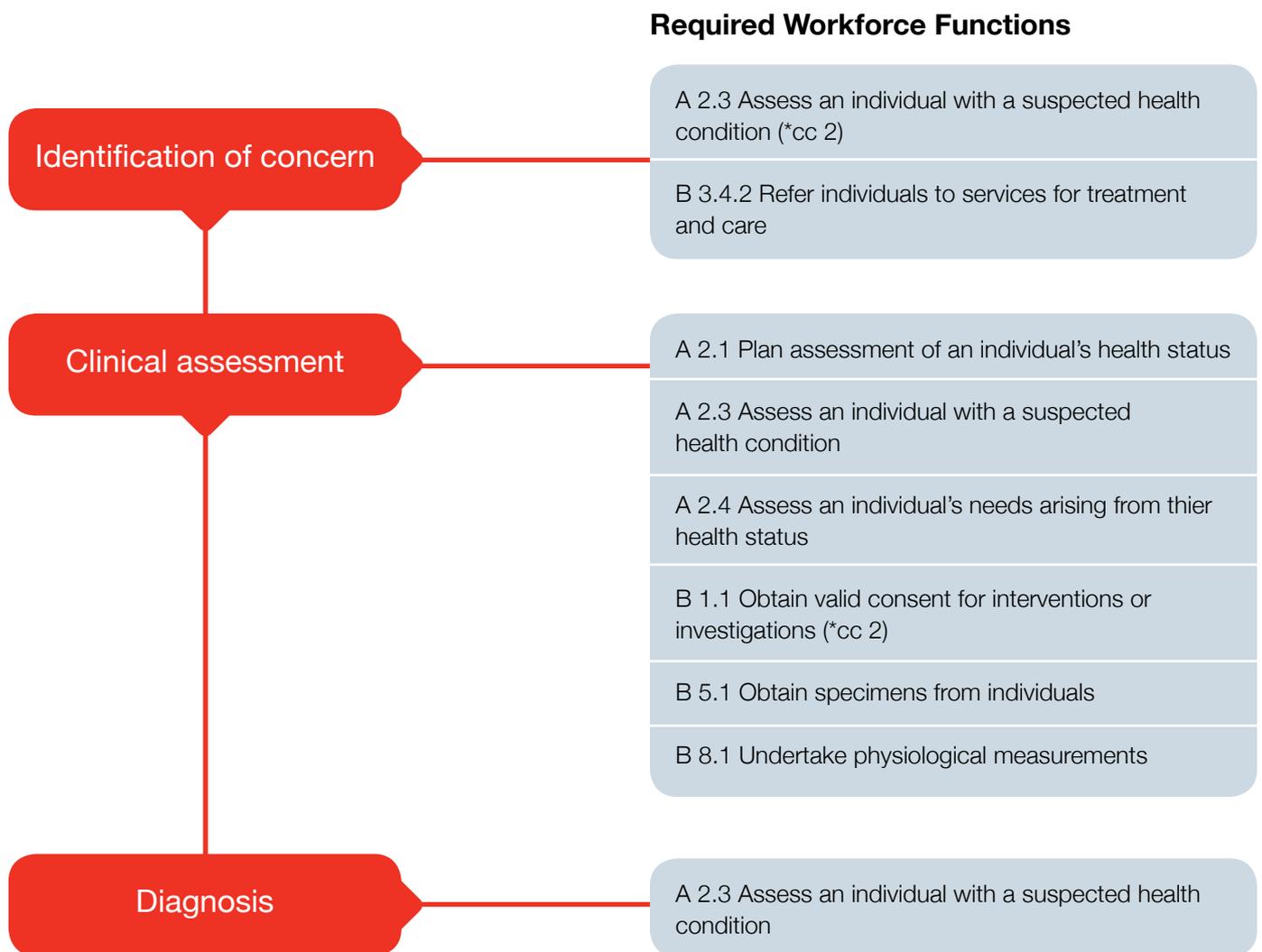
**Figure 2** lists core workforce functions that are relevant to the entire health and social care workforce who care for children with LL and LT conditions regardless of profession, grade or locality. These functions are required throughout the entirety of the pathway and should be identified in all job roles associated with caring for these children and their families.

### Figure 2: Core Workforce Functions required throughout the Pathway

1.2	Communicate effectively (*cc 1)
1.4	Develop relationships with individuals (*cc 1)
2.1.2	Reflect on your own practice
3.5.1	Ensure your own actions reduce risks to health and safety
3.5.2	Protect individuals from abuse (*cc 3)
5.1.1	Act within the limits of your competence and authority (*cc 3)
6.1	Ensure your own actions support equality of opportunity and diversity (*cc 3)
B 2.1	Obtain information from individuals about their health status and needs (*cc 3)
B 17	Work in collaboration with carers in the caring role
H 1.3.1	Contribute to the effectiveness of teams (*cc 5)

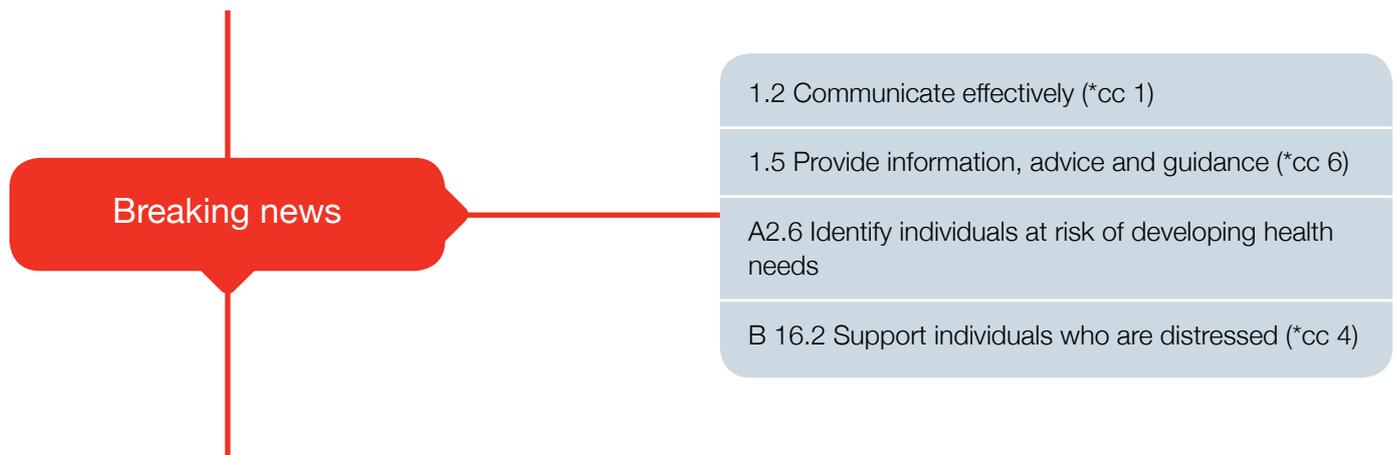
# ACT Pathway Workforce Functional Map

**Figure 3: Stage One**  
**Diagnosis or recognition of a life limiting condition**



# ACT Pathway Workforce Functional Map

**Figure 4: Stage One**  
**First Standard: Breaking news**



# ACT Pathway Workforce Functional Map

**Figure 5: Stage One**  
**Second Standard: Planning for going home**



## Required Workforce Functions

\*The 2nd and 3rd Standard could occur simultaneously using the Common Assessment Framework

- 1.5 Provide information, advice and guidance
- A 2.1 Plan assessment of an individuals health status (\*cc 5)
- B 3.1.1 Plan activities, interventions or treatments to achieve specified health goals
- B 3.1.2 Enable individuals to make health choices and decisions (\*cc 6)
- B 3.2.5 Arrange services and support with other healthcare and service providers
- B 3.4.2 Refer individuals to services for treatment and care
- B 3.5.1 Prepare a discharge plan
- B 3.5.2 Carry out actions from a discharge plan
- B 14.2 Implement care plans/programmes
- B 15.8 Support individuals to self medicate
- B 16.4 Support individuals to retain, regain and develop the skills to manage their lives and environment
- B 17 Work in collaboration with carers in the caring role
- F 4.1 Determine the learning needs of individuals to enable management of their health and wellbeing (\*cc 6)
- H 1.3.3 Manage multi-agency collaborative working (\*cc 5)

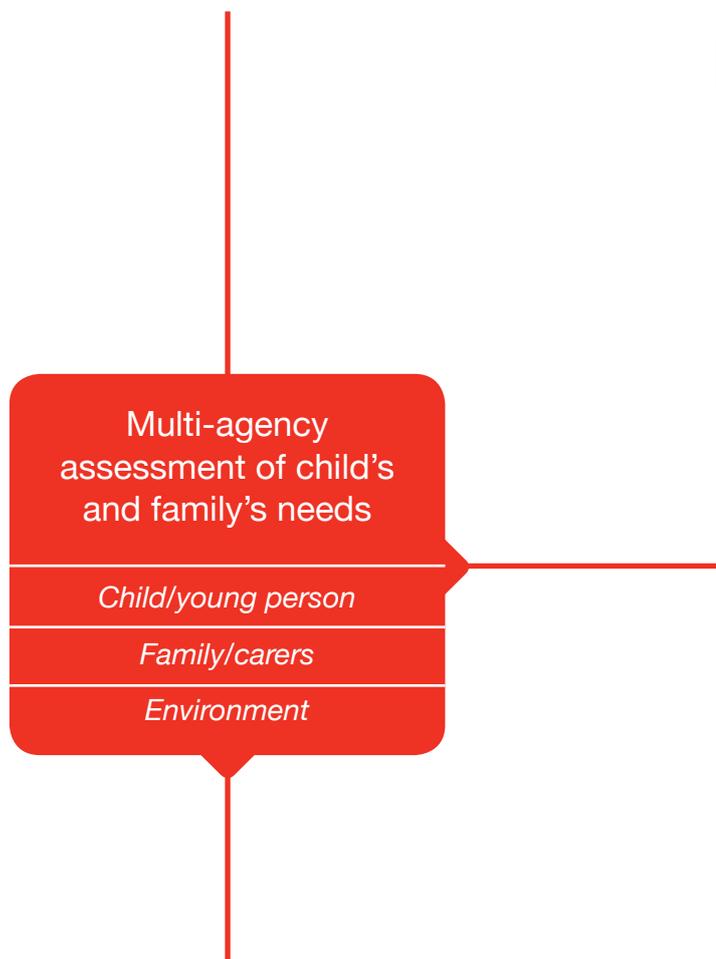
# ACT Pathway Workforce Functional Map

## Figure 6: Stage Two

### Third Standard: A multi-agency assessment of a child’s and family’s needs

#### Required Workforce Functions

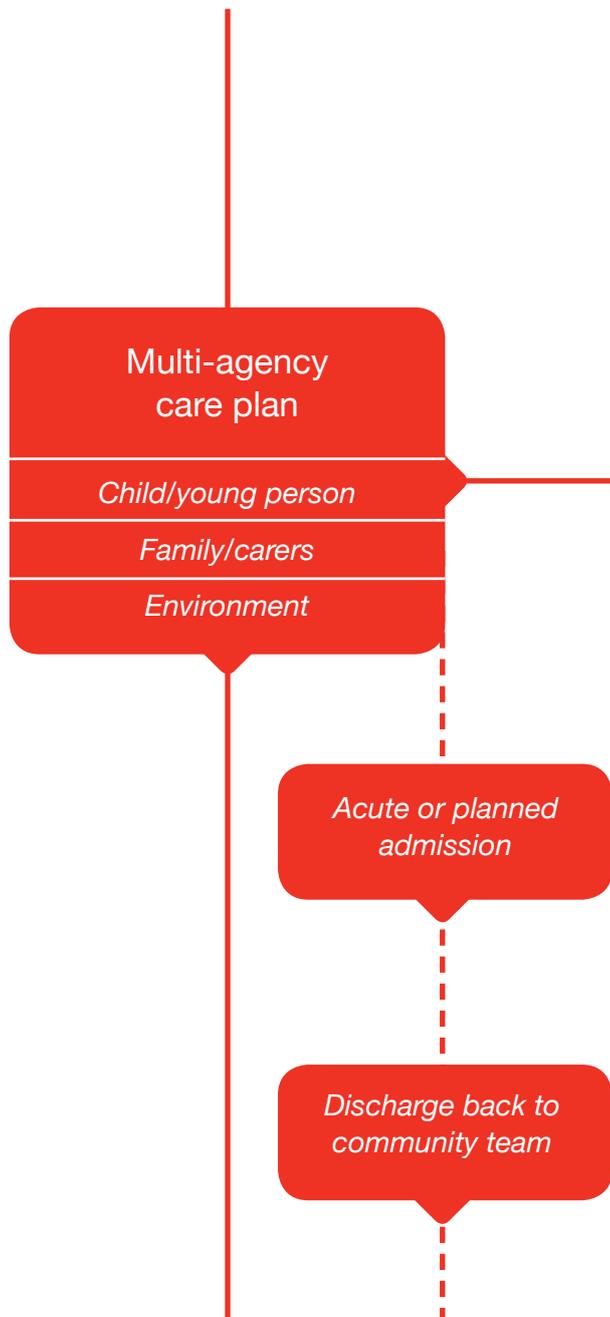
\* The 2nd and 3rd Standard could occur simultaneously using the Common Assessment Framework



- A 2.1 Plan assessment of an individual’s health status
- A 2.3 Assess an individual with a suspected health condition (\*cc 2)
- A 2.4 Assess an individual’s needs arising from their health status
- A 2.5 Agree courses of action following assessment
- A 2.6 Identify individuals at risk of developing health needs
- B 3.1.2 Enable individuals to make health choices and decisions (\*cc 6)
- B 17 Work in collaboration with carers in a caring role
- F 4.1 Determine the learning needs of individual’s to enable Management of their health and wellbeing (\*cc 6)

# ACT Pathway Workforce Functional Map

**Figure 7: Stage Two**  
**Fourth Standard: A multi-agency care plan**



## Required Workforce Functions

- 1.5 Provide information, advice and guidance (\*cc 6)
- A 2.4 Assess an individual's needs arising from their health status
- B 3.1.1 Plan activities, interventions or treatments to achieve specified health goals
- B 10.2 Provide first aid to an individual
- B 10.4 Manage emergency situations
- B 11.1 Insert and secure medical devices to enable administration or drainage of fluids/air/other substances
- B 11.2 Maintain fluid levels and balance in individuals
- B 11.3 Establish and maintain pain relief
- B 13.5 Remove healthcare resources/materials
- B 14.1 Co-ordinate the implementation and delivery of care plans
- B 14.2 Implement care plans/programmes
- B 14.3 Deliver therapeutic activities
- B 14.4 Undertake personal care for individuals
- B 15.6 Administer medication to individual's
- B 15.8 Support individuals to self-medicate

# ACT Pathway Workforce Functional Map

**Figure 7: Stage Two**  
**Fourth Standard continued: A multi-agency care plan**

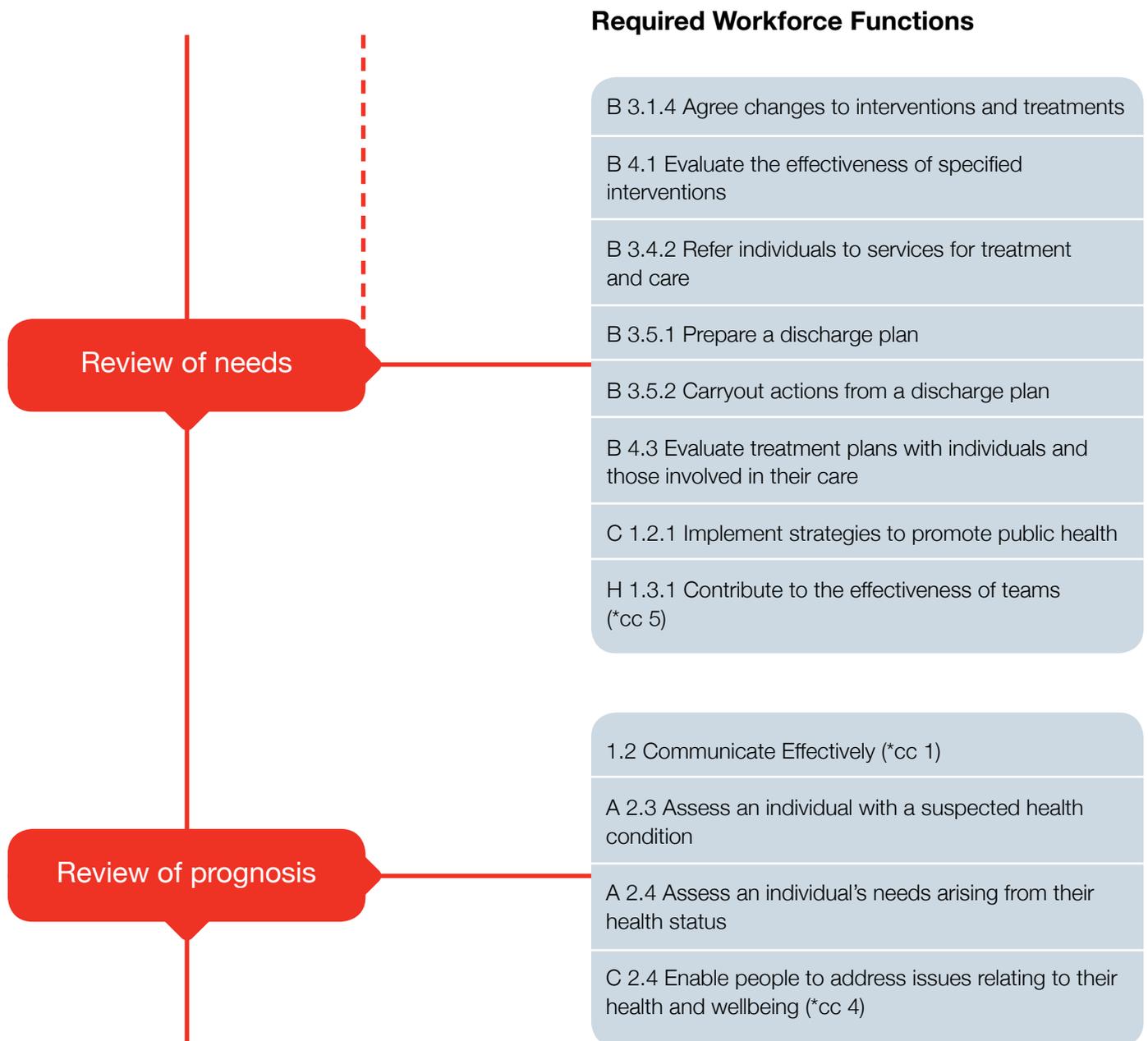
## Required Workforce Functions



- B 16.1 Support individuals during and after clinical/therapeutic activities
- B 16.2 Support individuals who are distressed (\*cc 4)
- B 16.3 Assist individuals in undertaking activities
- B 16.4 Support individuals to retain, regain and develop the skills to manage their lives and environment
- B 16.5 Support individuals and carers to cope with the emotional and psychological aspects of healthcare
- B 17 Work in collaboration with carers in the caring role
- C 2.4 Enable people to address issues relating to their health and wellbeing (\*cc 4)
- F 4.4 Enable individuals to develop the knowledge and skills to manage their own health needs
- G 3.6 Set up equipment, medical devices and products
- G 4.1 Maintain equipment, medical devices and products

# ACT Pathway Workforce Functional Map

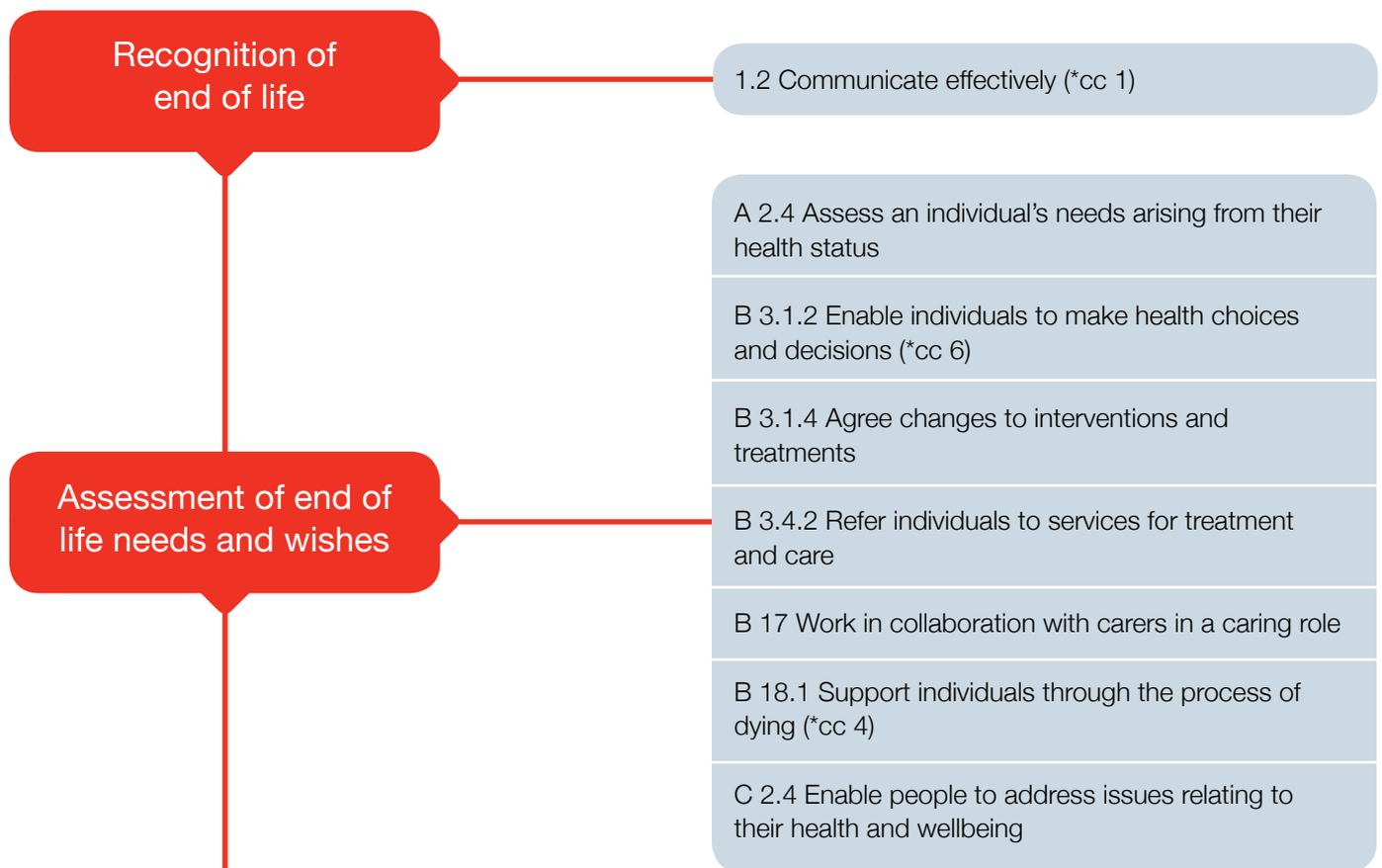
**Figure 7: Stage Two**  
**Fourth Standard continued: A multi-agency care plan**



# ACT Pathway Workforce Functional Map

**Figure 7: Stage Two**  
**Fourth Standard continued: A multi-agency care plan**

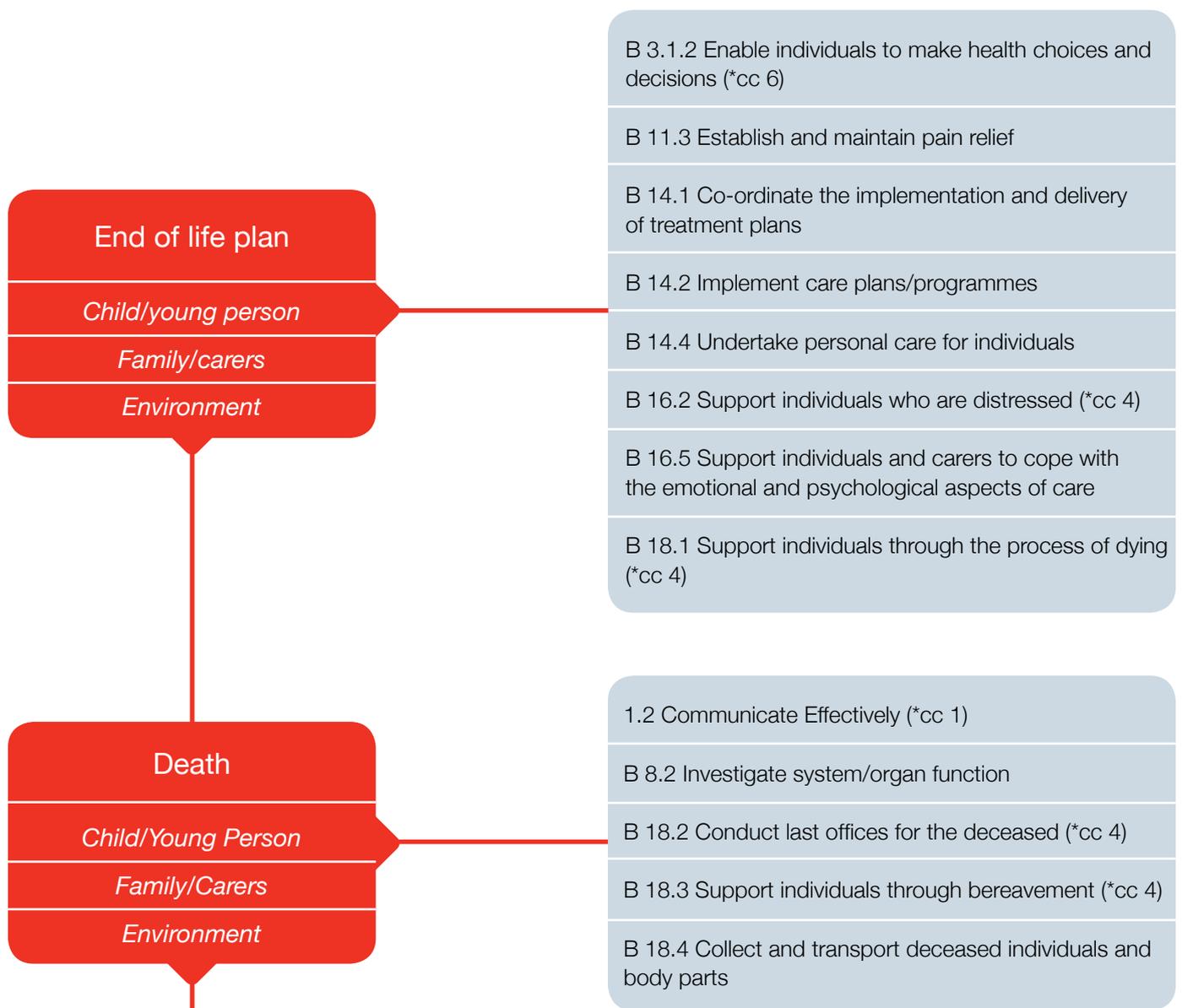
## Required Workforce Functions



# ACT Pathway Workforce Functional Map

**Figure 8: Stage Three**  
**Fifth Standard: An end of life plan**

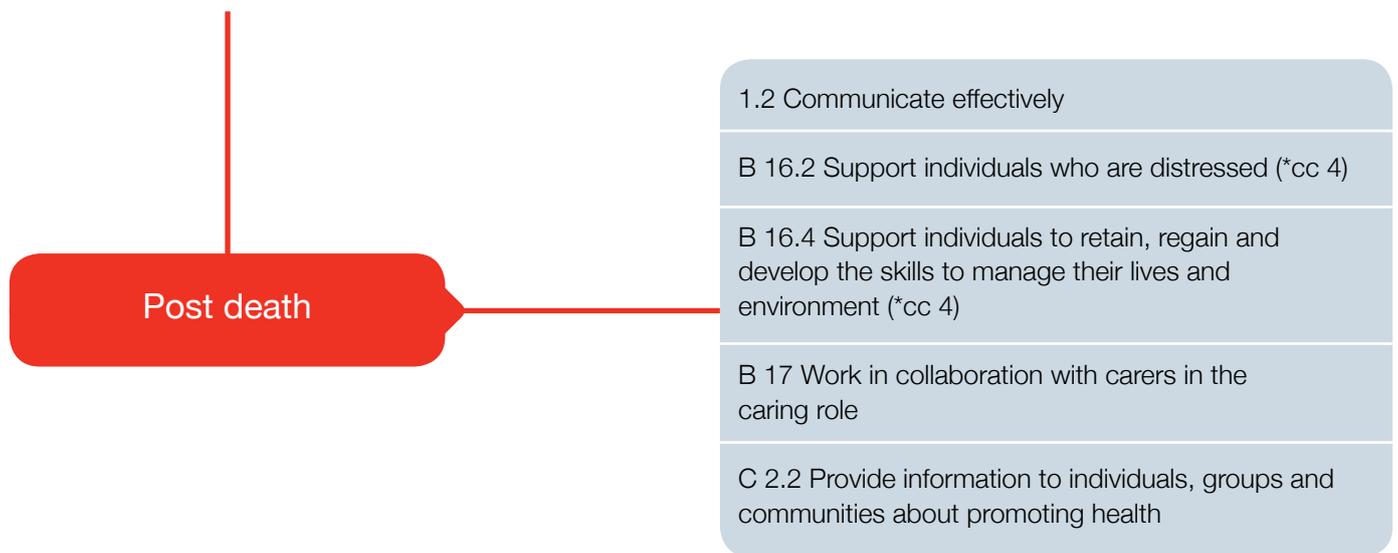
## Required Workforce Functions



# ACT Pathway Workforce Functional Map

**Figure 8: Stage Three**  
**Fifth Standard continued: An end of life plan**

## Required Workforce Functions



## Additional Resources

[Skills for Health \(SfH\) offers a range of products and services](#) to support workforce development based on this framework to support the development of the Health and Social Care Workforce Working with Children with LL and LT Conditions.

### **Do you need to rethink roles to improve the efficiency and quality of the people working with children with LL and LT conditions?**

- SfH competence-based approach to workforce design and planning allows you to break down traditional role boundaries to deliver seamless, efficient services that deliver better quality patient experience at less cost – use this framework as your workforce gold standard.
- SfH solutions help you analyse your services, and identify areas where new roles can be created that promote patient focus and flexible working. They also help you to put them in place and so deliver tangible benefits for children, your services and your staff – use the framework for bench marking.

### **Using SfH products, you can define and analyse new and existing roles, and create new job descriptions to deliver more efficient services based on the required competences identified in the framework.**

- SfH can provide a range of bespoke workshops offering a systematic, tested approach to workforce development and service redesign tailored to the context you are working and the workforce challenges you are facing.

### **Do you need to identify the right training, development and qualifications for the workforce and ensure it is delivered cost effectively?**

- SfH can help you build better skilled, more productive teams through robust competence-based analysis of your skills mix. We have developed a [team assessment tool](#) that provides a fast and powerful way to analyse your team's skills mix against that of your ideal team. By mapping existing skills against desired competences the tool shows you where your skills gaps lie and which competences are met and by whom.
- SfH can help identify, design and access the training you need. We offer guidance and resources to help you get the best training to meet your future needs rather than yesterday's – from pinpointing the precise need to securing funding. SfH Learning Design Principles enable you to shape the education and training of staff, giving you the skills your services need and the access staff want.
- SfH has developed a [TCS Transformational Attributes Implementation Guide](#) to help you identify how the workforce attributes described in the [TCS Children's Guide](#) can translate into people's roles and responsibilities at work using functions and competences. These can provide a concrete description of what people need to be actually doing, the skills and knowledge they need and how that can be applied, measured and developed.

### Do you need to develop workforce planning capacity and capability?

- SfH have developed a Six Steps methodology to integrated workforce planning which provides a systematic practical approach that supports the delivery of quality patient care, productivity and efficiency. Effective workforce planning ensures you will have a workforce of the right size, with the right skills, organised in the right way within your budget, delivering services to provide the best possible care for children with LL and LT conditions. There are a range of [workforce planning tools](#) and training workshops available to enable you to build up your internal capacity and capability to deliver effective workforce planning.

### Are you looking to grow and develop your own workforce talent to support children with LL and LT conditions?

- Using the SfH [Career frameworks](#) can support efficient workforce planning. It aids workforce flexibility, providing a common currency to map employees' competence portfolios, and to identify areas of transferability to other job roles. This allows progression in directions which may not have been identified through traditional routes.
- SfH's Employability Skills Matrix for the Health Sector aims to help staff identify the personal skills, qualities, attributes and behaviours needed for each career level of the [career framework](#). It will help individuals to see where they must develop skills and knowledge, help them to seek information and advice about possible development and training and, contribute to the appraisal process.



- SfH can provide [E-learning courses for essential core skills](#). These programmes give employers a framework within which to assess and deliver mandatory skills. The courses are a flexible and very cost-effective way of helping staff to train, as e-learning can be done anytime.

For additional information on any of the products and services mentioned above and a number of additional workforce development associated resources please visit the SfH website at [www.skillsforhealth.org.uk](http://www.skillsforhealth.org.uk) or contact your [Regional Director](#).

## Next Steps

Having identified the workforce functions and competences (NOS) required to care for children with LL and LT conditions, it is possible to develop and implement a vision for these services that are not constrained by professional, organisational boundaries or location. This work now needs to be progressed, used in practice and shared across teams. It is suggested the next steps could include:

- The mapped pathway being piloted by a health and social care economy to review, design and develop an integrated team around the child based on competences.
- The workforce functional map being trialled in sections to review the workforce requirements to deliver that particular part of pathway regardless of who is involved or where the care is provided.
- A multi-disciplinary team using the pathway to identify specific workforce development requirements. The results of a competence based training needs analysis can then be used with local partners in education to design and develop bespoke education and training packages based on competences (NOS). SfH has a range of resources to support this type of activity. Contact us to find out more.
- Further analysis of the mapped workforce requirements, to identify whether the development of new roles within the workforce could further enhance the effective delivery of care for these children and their families.

If you want to use the Functional Pathway to underpin the development of your workforce supporting children with LL and LT conditions and are looking for expert support and assistance, then Skills for Health can help. We have access to a range of specialist resources, including the list of indicative competences that have been mapped to the workforce functions, as well as personnel to support you with workforce development and service redesign using the functions and competence based approach described in this document. SfH offers tailor made packages ranging from providing advice, guidance and training in the various elements of workforce development and planning (so that you can progress your work yourselves) through to, working with and for you on specific workforce development programmes and projects as required.

Contact the [SfH Regional Director](#) in your area to discuss your requirements.

## Project Contributors

The project has brought together a diverse group of professionals and practitioners from the statutory and voluntary sectors. We would like to thank everyone who has contributed to the project.

### Project Strategy Group

Dr Clare Gerada (chair) – Royal College of General Practitioners  
Fiona Smith – Royal College of Nursing  
Rachel Cooke – Royal College of Nursing  
Liz Morgan – Department of Health  
Chris Humphrey – Department of Health  
Dr Simon Lenton – NHS Bath and North East Somerset  
Katrina McNamara-Goodger – ACT (Association for Children's Palliative Care)  
Hilary Ellam – Childrens Workforce Development Council  
Candace Miller – Skills for Health  
Andrea Watwood – Skills For Health  
Pam Truman – Skills For Health  
Debbie Dean – Skills for Health

### Project Reference Group

Kath Evans – NHS Institute for Innovation & Improvement  
Helen Hipkiss – NHS West Midlands  
Dr Amy Volans – NHS Newham Childrens Community Team  
Dr Mark Whiting – Hertfordshire Community Health Services  
Anne Harris – Rainbow Trust Childrens Charity  
Anita Adams – Childrens Workforce Development Council  
Dr Linda Maynard – East Anglia Childrens Hospice  
Marie Hazell – Heart of Birmingham Primary Care Trust  
Karen Davies – Skills for Health  
Sheila Hawkins – Leicester, Leicestershire and Rutland Workforce Team  
Elise Shepherd – Skills for Health  
Chris Lawson – Right Care, Right Here (Sandwell PCT)

### Virtual Reference Group

David Frith – Heart of Birmingham PCT  
Barry Nixon – Wrightington, Wigan & Leigh NHS Foundation Trust  
Denise Boulter – DHSSPS N. Ireland  
Emma Aspinall – Acorns Children's Hospice  
Francis Edwards – NHS Grampian  
Liz Denny – NES Scotland  
Liz Jamieson – NES Scotland  
Lorraine Quail – Northern Ireland Children's Hospice  
Mary Boyle – NES Scotland  
Paul Nash – Birmingham Children's Hospital  
Dr Richard Hain – Cardiff and Vale University Health Board  
Alan Tate – Training & Development Agency

Better **skills** | Better **jobs** | Better **health**

Skills for  
Health

**Skills for Health (Head Office)**

Goldsmiths House  
Broad Plain  
Bristol  
BS2 0JP

**Tel:** 0117 922 1155

**Fax:** 0117 925 1800

**Email:** [office@skillsforhealth.org.uk](mailto:office@skillsforhealth.org.uk)

**Website:** [www.skillsforhealth.org.uk](http://www.skillsforhealth.org.uk)