

# The Patient and Learner Journey



**Donna Poole**



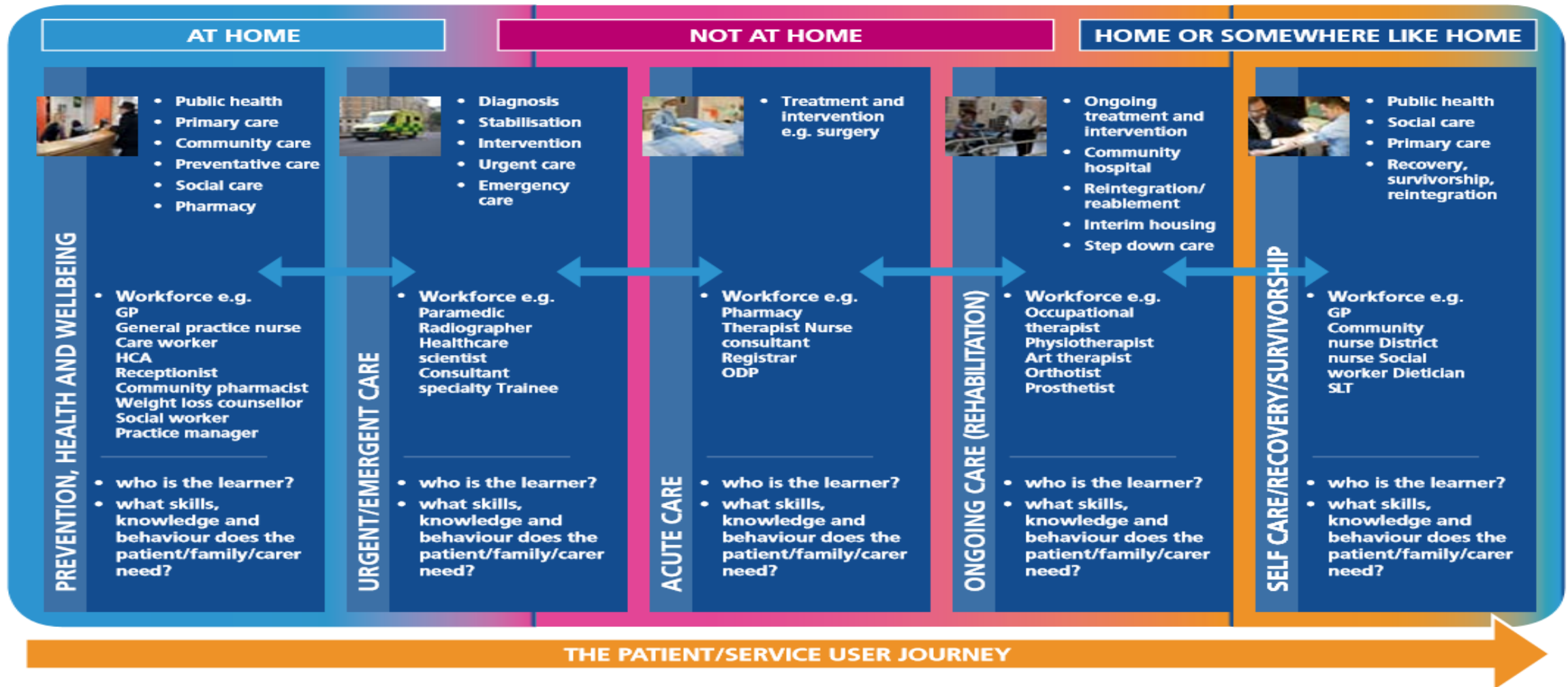
# Patient Journey

- Is a conceptual map
- Its use is intended to help enable visualisation of the "patients" journey across services and systems
- The "patients'" needs come first- what does the "patient" need from the service? What does their journey look like?
- The "patients'" pathway can be mapped so that their care needs can be seen holistically rather than in a fragmented way.
- It enables the “zoom out” view of what that journey may be like in an integrated way across primary, community and secondary care, and what impact it has on the patients needs and experience.

# Its use is intended to help in situations when-

- Deciding when to support and invest in new roles or whether to upskill existing workforce
- Thinking about how to support the implementation of the LTP and People plan, elective recovery for example
- Looking at deploying the workforce creatively and across organisational boundaries on the basis of capabilities and levels of practice for maximum impact on the patient or service user journey
- Anticipating the education and training needs of the current and future workforce
- Thinking about outcomes and impacts- for the person using the service

# The patient/service user journey



# Transition zones

- There are zones of transition in this journey where it may be crucial to, for example:
  - change the direction of the journey or location of intervention and care e.g. frailty, mental health, children with complex needs
  - think about the skills, knowledge, behaviours and capabilities of the workforce in those zones e.g. ACP, NA, AP
  - the relationship with the person and their experience e.g. care navigation or co ordination, MSK first contact

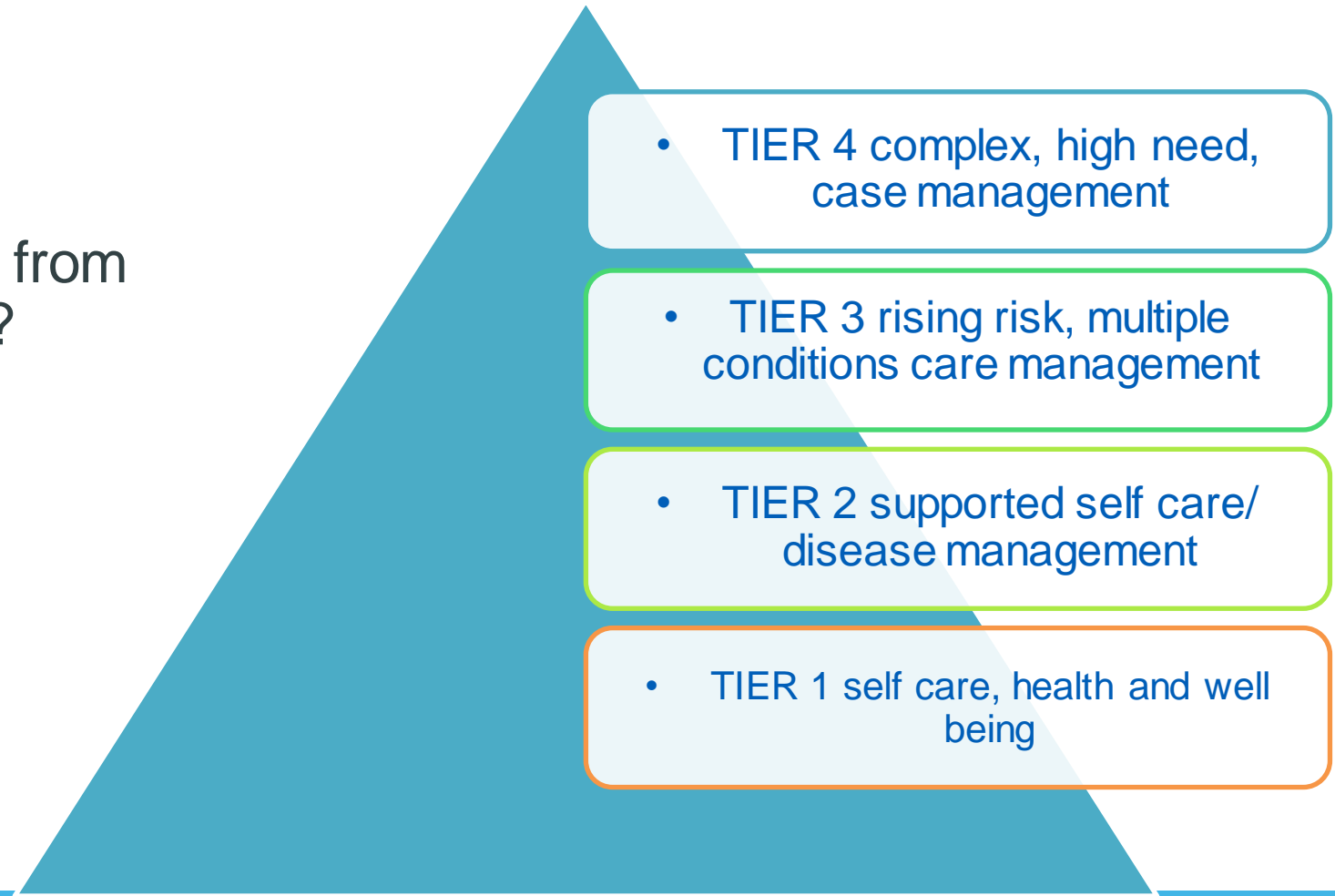
# What knowledge skills and behaviours or capabilities are needed for which bit of the workforce?

- Core capabilities including general awareness
- Specific capabilities
- Person centred approaches- engage, enable, collaborate
- Mapping Competency or capability frameworks
- Consider learning from others...don't reinvent the wheel, share learning across professions, other frameworks



# Population health risk stratification

- What does the population need from health and social care services?





# Workforce – who?

- What do we need to know and be able to do?
- Think of the wider workforce, formal and informal
- Build social capital and connections with community e.g. frailty

A SMALLER GROUP OF PEOPLE THAT may need **specific expert clinical knowledge and skills capability for people living with frailty**

**frailty regular focus and contact**

Health promotion, self care behaviours, education and supports

**At key accessible points in pathway**

• **A RANGE OF PEOPLE THAT NEED GREATER KNOWLEDGE AND UNDERSTANDING AND SKILLS**

a range of specific knowledge and skill in relation to people living with frailty amongst other skills and knowledge

Health promotion, **self care behaviours, education and supports**

in contact with people living with frailty

**A LOT OF PEOPLE WITH SOME KNOWLEDGE AND SKILL**

a broad general understanding and awareness with some use of knowledge and skills relating to frailty

Public health and prevention and awareness of frailty as a long term condition

# Patients' journey and the Learners' journey

- Also enables visualisation of workforce and workforce needs in a different way.
- Using the learner journey and mapping it against the patient/service user one enables visualisation of all elements of the workforce as learners at every point in the patient /service users journey.
- In this journey there are also transition zones where experience, support or career advice is crucial to continuation on that journey or moving to another zone



# The learner journey

## GETTING IN

### Exposure and awareness

- Work experience volunteers
- Education and FE colleges
- Health and social care and Assistant Roles
- Apprenticeships
- careers events, careers promotion, pre-employment, traineeships, summer schools, pre-reg nursing opportunities and sector based work academies

## GETTING ON

### Access and support

- Career advice, selection and recruitment
- vocational routes such as workplace experience, apprenticeships, developing values and behaviours, practice and theory integration, skills and knowledge attainment.
- undergraduate or post graduate access to Professional programmes with
- educational support and development such as academic levels attainment APL, APEL and support, preparation study skills eg numeracy and literacy scanning

## GO FURTHER

### Practice, support and development

- Employment, recruitment and retention strategies and options
- preceptorship, foundation
- career progression and pathway advice
- rotations and work shadowing across sectors, new roles, extension of roles, internships, scholarships, appraisal
- ongoing development personal and professional within roles
- higher level apprenticeships

## AND FURTHER

### Development of practice, mastery and capability

- Ongoing careers pathway advice and options
- Post graduate study, Higher level apprenticeships, CPPD-shared learning, study days, rotations, shadowing, coaching, mentoring, scholarships
- Advanced clinical practice, academic or research or management or leadership
- Bridging programmes for career changes

LEADERSHIP

EDUCATION

RESEARCH

SKILLS AND KNOWLEDGE (COMPETENCE)

# Learner Journey

- Who is our workforce now?
- Who is our workforce of the future?
- What do they have in terms of knowledge skills and behaviours already?
- How do we/they assess gaps in knowledge?
- How do we top them up?
- How do we build it into learning pathways and development plans

# For each step of the "patient" journey there is a whole workforce of learners at all stages and levels.....

What are the core capabilities, skills and knowledge that are needed for each part of the "patient" journey?

What do you offer already that could tie it together and be built in to a solution?

I.e. undergraduate support and development, induction and preceptorship programmes, ongoing education, coaching, mentoring, shadowing, rotation opportunities.

- Same roles but enabled to work in a different part of the pathway?
- Think about using the workforce in a different way in a different place to enable that journey to change it for the better, e.g. not into acute but treat in community such as frailty

**What would that learner need to be able to work in a different zone of the journey?**

**Would you like to develop more generic capabilities and skills and knowledge or specific ones to work in specialties?**

**How could potential to work in and across different parts of the "patient" journey be built in along the learners' journey of development in a career pathway? To start to build exposure to learning opportunities and knowledge skills and behaviours attainment? across the 4 pillars?**

- Development of career pathways to attract high quality staff, this may include research opportunities and evaluation of service?
- What technology and shared learning tools can you utilise in your solutions?
- Technological advances that may affect new ways of working E.g. simulations- could that be used/ offered more broadly/widely across professions?
- What about genomics?

- How to build confidence to work in a different system across different systems? i.e. acute to community or primary care based on the patients' needs. What would help enable that?
- Think about not only supply but supply of what knowledge skills and behaviours and capabilities, what have you got already? What could upskilling enable? What about new models of care? New ways of working? In a different place on the journey? In a different way? Which learners or part of the workforce could support this? Do you need new roles or existing roles working differently or in a different way? What are the possible impacts intended and unintended? What leadership is required at what part of the workforce? How do we enable that and build it at all points in a learners journey across the patients journey? Where is it needed most?
- Consider analysis of education and training required to support the workforce with new ways of working, impact on undergraduate and postgraduate formal education and training pathways, any requirements for change in curriculum, educational placements –maybe experiences following the patients' pathway instead throughout training etc. Thoughts about future workforce required may be substantially different from current capability.



# HEE Star

- <https://hee.nhs.uk/our-work/developing-our-workforce/hee-star>



## HEE Workforce Transformation Star: Definitions





# Computerised Tomography (CT) Competence Mapping

- Conversations held with Sussex Cancer Alliance regarding diagnostics imaging workforce challenges.
- Engagement with clinicians lead to a spotlight being shone upon the CT pathway.
- Help was requested to support clinicians to consider how to utilise the skills and competences of the workforce to optimise delivery of the CT pathway.
- The most appropriate intervention for the challenge appeared to be a patient pathway and learner journey mapping exercise.
- Focus was upon how the CT pathway could be delivered across Sussex, what competences would be required to deliver it, at what level and what education would be needed to develop the required competences.

# Computerised Tomography (CT) Competence Mapping

The exercise identified potential for the following actions:

- Supporting the introduction or spread of new roles across the diagnostics workforce.
- Positively increasing skill mix.
- Supporting upskilling.
- Increasing access to education and training opportunities for members of the workforce.
- Promoting consistency of roles across the diagnostic imaging workforce, including development of consistent job descriptions.
- Supporting development of a competence framework for the diagnostic workforce.



# Patient Learning Journey

## The Maternity Transformation Programme in Kent Surrey & Sussex

**By Kim Everett**



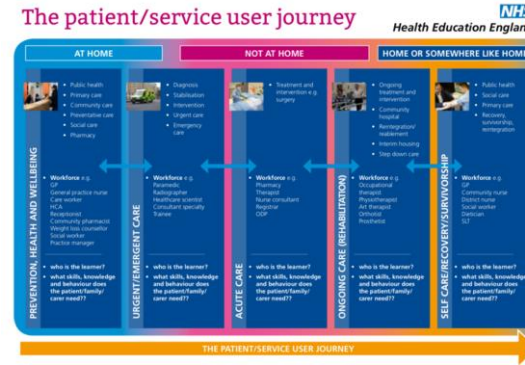
# Patient Learner Journey .....

- Maternity Workforce leads engaged with HEE to develop a PLJ workshop for KSS LMSs
- Focussed around service user experience – KaSSandra – improving outcomes
- Recognised benefit of MSW role development





# Mapped antenatal, intrapartum & postnatal pathways



## Patient Journey



## Learner Journey

# Led to .....



KSS MSW Star  
Workshop



KSS MSW Conference

Sussex LMS  
MSW  
Development  
Programme



# Influencing System thinking



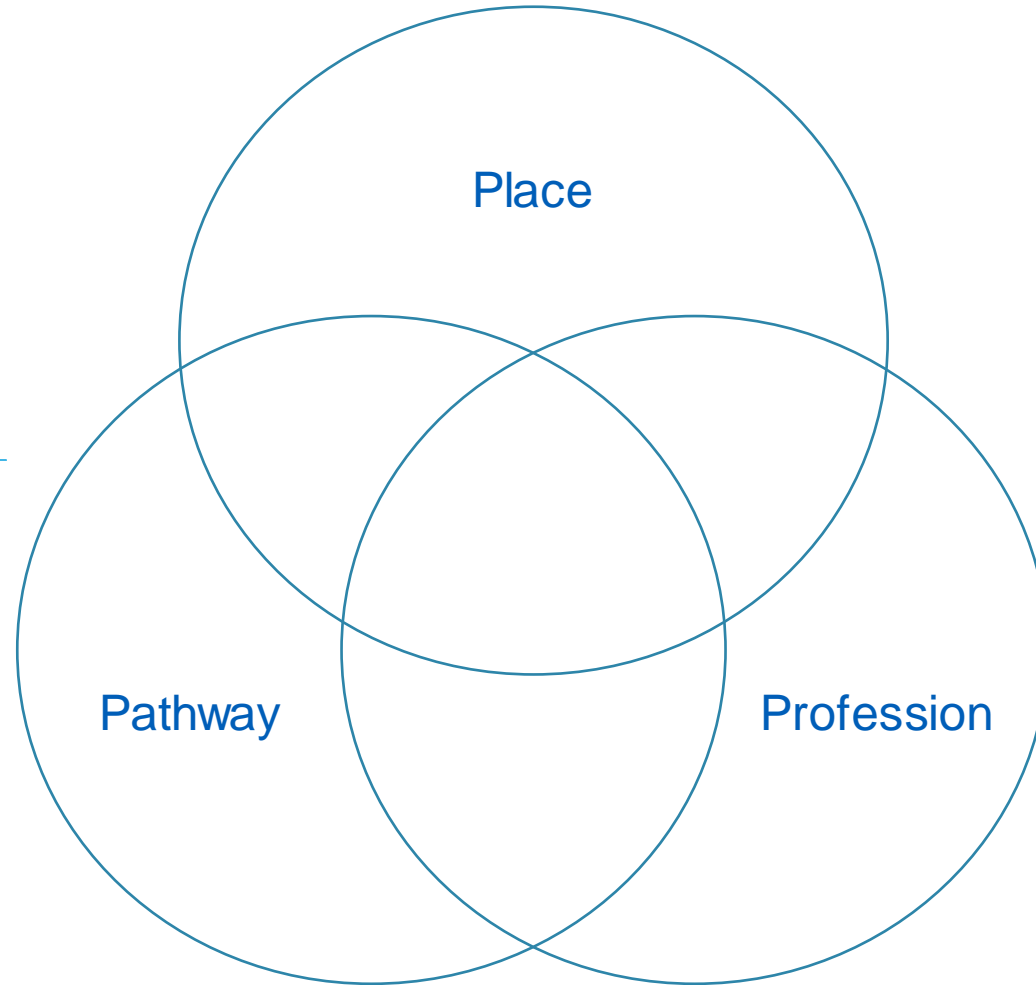
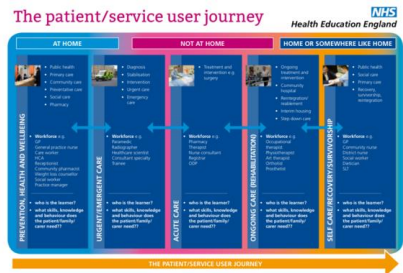


# Influencing System Thinking

- Supporting systems in workforce transformation is a journey in making what is currently ours (HEE's), theirs...
- Fishing Rods not Fish...
- Continual process of zooming in (to individual jigsaw pieces) and zooming out (to the picture on the box)...
- It helps if you can make the complex easily understood and applied...



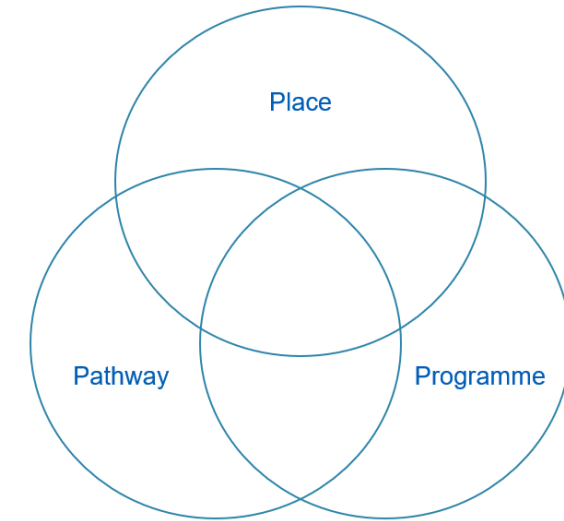
# Organising lenses...



## Transformation 'Potentiators':

- Independent Prescribing
- Advanced Practice
- Consultant level practice
- Placements
- New roles
- One Workforce
- Apprenticeships
- Widening Participation
- Workforce Planning
- Redistribution of Medical training places
- Etc

# Influencing System Thinking



Education Collaboratives

Informal conversations

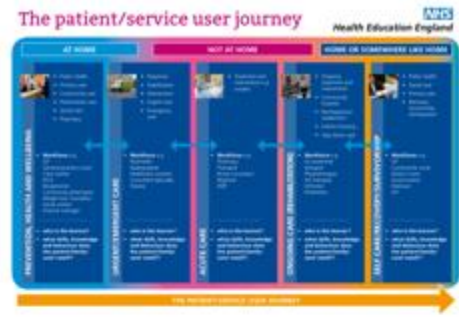
Working Groups

People Board

HEE Star Workshops

ICS-led Workshops

Emerging ICS People Strategy





ICS

Social Care

Local  
Government

VCSE

NHS

## Six Levers for Change

- Modernise and Integrate Recruitment
  - Unite recruitment efforts with talent sharing, top-class labour market analytics, and diverse and effective recruitment channels



- Build our Pipeline
  - Health & Care Academy for learning & education. Strategic education and training partnerships. Focus on skills and values.



- Develop fulfilling Careers
  - Integrated, attractive careers across care and health. Introduce career guarantees, with 2 job offers in 1.



- Establish a **System** Offer



- Level up experience. Innovation in incentives & retention to build productivity, satisfaction and cost control.

- Enable the **OneWorkforce** team



- One governance vehicle. Mobility across partners, systems access and shared spaces to connect. Digital enablement and new team design.

- Build our Expertise



- Leading expertise in workforce development and management