

“ we identify new and
innovative ways of
working ”

Developing the Workforce to Meet People's End
of Life Care Needs

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skills for care...

- part of the sector skills council
- engaged with employers and key stakeholders at a national, regional, sub regional and local level
- responsible for the implementation of the Sector Skills Agreement
- working very closely with Department of Health to deliver *Putting People First – working to make it happen*

Core Activities

- we provide robust data about the social care workforce
- We help develop new ways of working and delivering services
- we create a flexible qualifications framework that underpins workforce development, learning and training
- we help improve the image and status of the social care workforce
- we are the employer voice on emerging Government policy

The Common Core principles for End of Life Care should be used by:

- Service managers**
- Workforce leads**
- Education and training providers**
- Supervisors**
- Workers**
- Commissioners**
- Specialist palliative care practitioners**
- Individual workers**

The main areas that the competencies cover are:

- **Communication Skills**
- **Assessment and Care Planning**
- **Symptom management – maintaining comfort and well-being.**
- **Advance Care Planning**

The seven key principles 1-3

1. Choice and priorities

- The choices and priorities of the individual are at the centre of all end of life care planning and delivery.

2. Communication

- Effective, Straightforward, Sensitive and open communication between individuals, families, friends and workers underpins all planning and activity. Communication reflects an understanding of the significance of each individual's beliefs and needs.

3. Collaborative partnership working

- High quality End of Life Care is delivered through close multi disciplinary and interagency working. Through partnership working the needs of the individual are articulated, shared, understood and reviewed. By developing and utilising networks the right resources and support are identified and utilised.

The seven principles 4 - 6

4. Sufficient information to facilitate involvement with own advanced care plans

- Individuals, their families and friends are well informed about the range of options and resources available to them to enable them to be involved in the planning, developing and evaluating of End of Life Care plans and services.

5. Person centred service delivery

- Care is delivered in a sensitive, person-centred way that takes account of the circumstances, wishes and priorities of the individual, their family and friends.

6. Continuity of service for all

- Care and support are available to, and continue for, anyone affected by the end of life, and death, of the individual.

Principle seven

Working in a learning organisation

- Workers are supported to develop knowledge, skills and attitudes that enable them to initiate and deliver high quality End of Life Care or, where appropriate, to seek advice and guidance from other colleagues
Workers recognise the importance of their continuing professional development, and take responsibility for it.

Learning organisations:

- Thrive on change and embrace creative tension
- Are clear about organisational goals and use learning to achieve them
- Encourage experimentation
- Communicate success and failure, using failures to contribute to continued learning
- Provide continuous learning opportunities, facilitating and rewarding learning
- Are clear about goals
- Have clearly articulated purpose, values, culture and patterns of practice
- Recognise learning as an integral task of the organisation.

The principles of workforce redesign:

1. Take a whole systems view of organisational change
2. Recognise how people organisations and partnerships respond differently to change
3. Nurture champions, innovators and leaders
4. Engage people in the process-acknowledge and value their experiences
5. Be aware of the ways adults learn
6. Change minds and change systems
7. Develop workforce strategies that support transformation and recognise the shape of resources available in the local community

Shaping Education developing your workforce

- Investment in staff development and staff potential is key to delivering service change and new ways of working.
- It will directly support the aims of building a learning environment.
- Promoting wider goals for lifelong learning.

Department of Health Autumn 2001

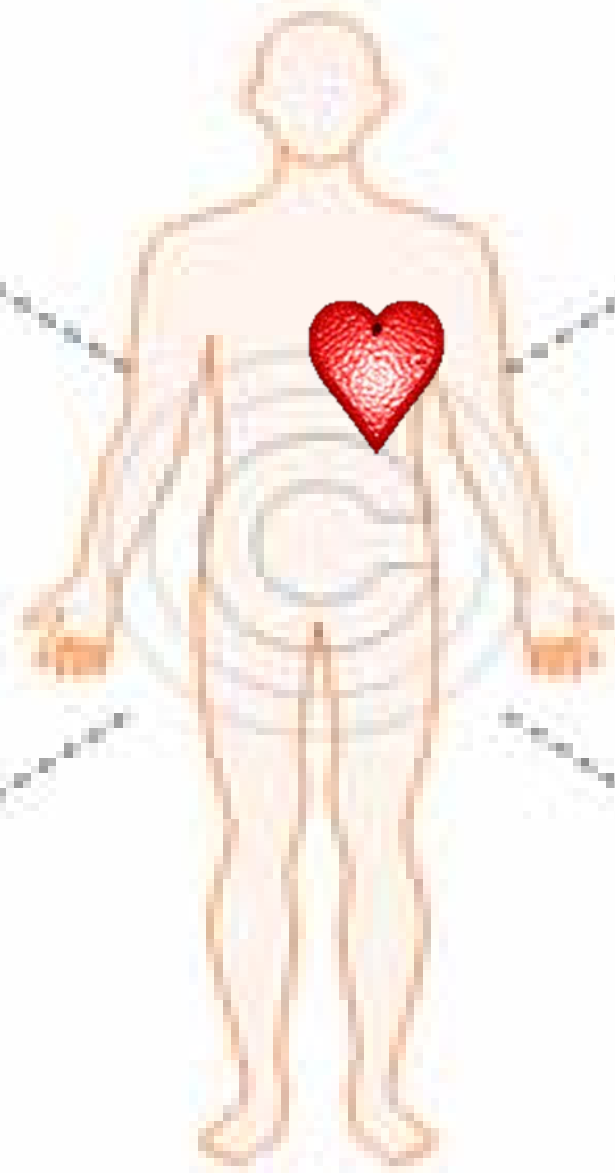
What is the **National Dignity Challenge?**

High quality services that respect people's dignity should:-

- Have a zero tolerance to all forms of abuse.
- Support people with the same respect you would want for yourself or a member of your family.
- Treat each person as an individual by offering a personalised service.
- Enable people to maintain the maximum possible level of independence, choice & control.
- Listen & support people to express their needs and wants.
- Respect people's right to privacy.
- Ensure people feel able to complain without retribution.
- Engage with family members & carers as partners.
- Assist people to maintain confidence & self esteem.
- Act to alleviate people's loneliness & isolation.

• (SCIE 2006)

Human body - general - anterior



What's Next?

- Linking the Competencies and Principles into Knowledge and Skills Framework
- Embedding into the Qualification & Credit Framework
- Launching elearning materials.
- Communication! Communication! Communication!
- Making sure that learning in the context of end of life care is linked to other strategies such as dignity, dementia care, carers and personalisation.

Put dignity at the heart of all you
do



www.skillsforcare.org.uk

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