Southampton, Hampshire, Isle of Wight and Portsmouth (SHIP) Transforming Care Partnership (TCP)

Recruiting personal assistants: model and guidance

April 2017

Contents

Background

Across the SHIP footprint there's a shortage of personal assistants (PAs), especially those who are trained to work with people with complex needs and behaviour that challenges. The retention of PAs is also an issue in the area. Although there are currently PA Networks established within three of the four areas of SHIP, the number of PAs doesn't meet the current or future need.

NHS England has set targets for each area to increase the number of personal health budgets (PHBs) by March 2019. When we started to developed plans to meet the targets we discovered that if we increased the number of PHBs we wouldn't have the number of PAs to support those people.

To increase the number of PAs in SHIP we worked with the University of Portsmouth and University of Southampton to promote the PA role to students, particularly attracting PAs to work with people with complex needs and behaviour that challenges.

We used Skills for Care funding to test what works best in promoting the PA role and used this evaluation to provide best practice recommendations to support future work with other universities, schools and colleges across SHIP to promote the role.

We produced best practice guidance to support the future roll out of this work.

We:
- delivered presentations to students by an experienced PA and a psychology student who did a placement as a PA and has stayed as a bank PA
- attended events such as fresher's week and recruitment fairs e.g. Purple Door.
- promoted vacancies on the University internal websites and included information in newsletters to students and staff
- worked with local amenities which have a large foot fall of young people to promote the PA role, such as using our video's in local cinemas as part of their advertisements before films start and displaying our posters in local shops
- worked with University staff to raise awareness of the PA role and encourage them to promote it to students
- joined up and promoted the three PA network's across SHIP so it was easier to find jobs
- developed resources to support these activities:
  - shared a PA case study video developed by the Claire Patricia Steeples Trust (CPST), to promote the PA role to students

- produced a video detailing the personal experience of a student who did a work placement as a PA with CPST and has stayed as a bank PA while studying
- produced other promotional materials such as leaflets and posters to be displayed around the campus
- began to design a training course for PA's so that they have a recognised qualification and are trained to a high standard in partnership with universities, schools and colleges.

We co-produced the resources with people with lived experience to understand what they require from a PA, and with PAs to ensure we fully explained the role and the opportunities available to them.

We also hoped this project would encourage partnership working across health, social care and education; the TCP includes health and social care organisations working with University of Portsmouth and University of Southampton. We also wanted to contact other educational facilities regarding future roll out.

We met with various colleagues across SHIP to understand the challenges of recruiting PAs, and here are some of the challenges we found:
- the role of PAs isn't well publicised
- people don't understand what the role of a PA involves, lots of people think it's just personal care
- it's not clear what training is available to PAs
- there's no clear career progression.

We therefore decided that increasing awareness about the PA role was the first step in increasing the number of PAs.

Aims

The aim of this project was to increase awareness of the PA role and career opportunities, to increase the number of people who want to become a PA – and we'd do this by targeting young people and those in education.

We aimed to talk to roughly 400 students with a view that at least 40 would become a PA, and wanted to develop resources to support PA recruitment. The outputs from the project would be:
- inspirational and promotional videos
- promotional materials
- joined up PA networks across SHIP
- the number of talks completed
- the number of visits to events.

To deliver the project we wanted to work initially with two local universities that attract a large number of students from across SHIP and wider areas, with a view to rolling this out across other local educational facilities.

We chose to work with the University of Portsmouth and University of Southampton to promote the PA role to all health and social care students, including relevant courses such as psychology, who may be looking for paid work while they study or a placement as part of their course. We hoped this would give students a taster of what the role would entail if they should choose becoming a PA as a career.

We asked CPST trustee Jenny Steeples to be fully involved in the project as she has years of experience employing PAs for her daughter Claire, and understands the challenges involved. She'd also previously had discussions with the Head of School, Chris Markham, PhD, FHEA, MHCPC and with Dr Julie Udell, Senior Lecturer and Placements Coordinator at the University of Portsmouth.

To measure the success of the project we compared the number of PAs at the start of the project to the number at the end – if the number had increased we'd attribute this to successful promotion. We also measured the number of fairs attended and talks delivered – the greater the number the higher the success.

What did we do: an overview

We developed a project plan that included the milestones, finances and stakeholder list to ensure that we had all the information in one place. This ensured all tasks were completed to meet the project aims.

You can read the full project plan here and the tasks included:
- understanding the current need for PAs
- developing and producing promotional materials including video case studies
- making contact with PBS4 to discuss the development of the PA agency
- make contact with universities to organise presentations with students
- make contact with university fair organiser's
- develop an outline for a training course and enquire how to get this certified
- distribute promotional materials
- evaluate and discuss how we take this work forward after the funding has finished.

The project mostly went to plan but we had to review and change some of the tasks to meet these challenges.
- The video development costs were an additional £600 which Skill for Care funded.
- The University fairs were too expensive for us to attend – they were £500+ plus VAT which we hadn't accounted for and therefore couldn't attend. Instead we attended a school fair to see if there was any interest but unfortunately this was the wrong audience in terms of people applying for roles.
- Poor response from universities even though we contacted a large number of stakeholders and worked with Health Education Wessex to provide contacts within the universities.

From talking to colleagues this project has increased the profile of PAs across the SHIP TCP. It's clear that increasing the number of PAs is a long term goal but this project has given us the learning we need to take this forward. The SHIP TCP has agreed that it will form a PAs in care work stream, which will take the learning and resources from this project to develop a project plan for 2017/18 to enable us to further develop our approach to PA recruitment.

What we did

We met with our communications team to discuss previous recruitment campaigns, to understand what worked well and which resources were effective. We used this intelligence to develop resources that were co-produced with people with lived experience and other professionals.

We developed a range of resources to support promotional activity.

You can see these resources in appendix one.

- Inspirational promotional video describing what it is like to be a PA from a student's perspective. Watch the video.

- Promotion poster and flyer (we developed one which included PA salary and one without). Download the poster and flyer.

- Promotional badges and pens.

- We also signposted people to Skills for Care's information hub for individual employers and PAs to find more information, including other PA case studies.

Promotional material	Reason for developing	How it was used
A4 poster	- To display in various locations - To catch people's eye to make them want to know more about the PA role - To capture audiences that we might not reach through traditional recruitment methods	- Displayed in GP practices and at universities - Sent to stakeholders for sharing - Shared via social media
A5 flyer	- To display in various locations - To catch people's eye to make them want to know more about the PA role - To capture audiences that we might not reach through traditional recruitment methods	- Handed out to students at events - Handed out to stakeholders - Handed out at schools, colleges and universities - Used at careers events and fairs

	▪ To give to students to take away ▪ To be easy to pick up and distribute	
Banner Stand	▪ To display in various locations ▪ To catch people's eye to make them want to know more about the PA role ▪ To capture audiences that we might not reach through traditional recruitment methods	▪ Used at displays with professionals ▪ Used at careers events and fairs ▪ Left in locations to aid promotion e.g. GP practices
Pens	▪ To raise awareness of the PA role ▪ To give to students to take away ▪ To be easy to pick up and distribute	▪ Given to colleagues and professionals ▪ Given to students and university staff ▪ Given out at careers events and fairs
Badges	▪ To raise awareness of the PA role ▪ To give to students to take away ▪ To be easy to pick up and distribute ▪ To be worn to promote by professionals and those within the profession	▪ Given to professionals to wear ▪ Given to teachers and careers advisors to wear ▪ Given to students
Video	▪ To inspire students ▪ To inform students about the role and that you can be a PA while studying	▪ Shared via Twitter ▪ Link emailed to a wide range of stakeholders ▪ Shown as part of talks ▪ Shown on careers stands

We delivered activities across SHIP to promote the PA role.

- We attended a range of careers events at local universities, schools and colleges.

Date	Time	Area/ event	Who attended	Audience
27/09/2017	Evening	Wyvern College Careers Fair	Louise, Jenny and Jonathan	School and college students
11/10/2016	16:00 and 18:00	Portsmouth University	Jenny and Caroline	Students
09/11/2016	9.00 – 10.50		Jenny and Caroline	2nd year psychology students
26/01/2017	All Day	Gosport Job Fair	Jenny	Job seekers
27/01/2017	All Day	Fareham Job Fair	Jenny and PBS4	Job seekers
24/03/2017	10.30-12.00	IAG Consortium INSET Conference, HCC schools and colleges careers event	Louise, Jenny and Jonathan	School and college students and careers advisors
22/03/2017	13.00	Portsmouth University	Jenny and Caroline	BN nursing students

To engage with universities we did these activities.

- Wrote a letter to lecturers explaining our project and what we wanted to do (see appendix two).
- Contacted the lecturer of the student we have been working with by sending her the letter and video as well as asking for further contacts.
- Asked Health Education England for their contacts with Southampton and Portsmouth universities health and social care department and sent them the letter and video.
- Contacted the student affairs and careers fair links at universities to discuss attending careers fairs (we found these on their websites).
- Liaised with those who responded to our letter to arrange to meet them or discuss further over the telephone.
- Arranged a date to speak with students.
- Ensured that our presentation was aimed at the right audience by testing it out on a student before delivering.
- Took Caroline (student in the film) to the talks to inspire others from her own experience.

To engage with schools and colleges we did these activities.

- Met with the Hampshire schools and college careers link to discuss the project.
- Sent out information around the PA role and our video to careers advisors across Hampshire.
- Presented at the Careers Advisor Consortium to raise awareness of the PA role and gave them the opportunity to ask questions.
- Made contact with schools and colleges at careers fairs we attended.
- We sent the promotional resources to stakeholders for them to send out to their contacts (see appendix three for a list of stakeholders).
- We used social media (Facebook and Twitter) to promote the resources, particularly the videos (see below for examples).
- We sent posters to all GP practices across Southampton, Hampshire and Portsmouth to display in their practices, with an explanation letter (see appendix four).
- We sent the poster and other information about what a PA is to all Hampshire school and college careers advisors to ask them to promote the role when talking to students.
- We made contact with Winchester City Councillor to display in the Wickham village noticeboard. The poster was also displayed in the village café, arcade of shops and in Wickham Community Centre. They also put an advert in the

Wickham village magazine and the parish magazine in January 2017 which goes to all village residents.

- We engaged with the Integrated Personalised Commissioning (IPC) Team from NHS England to share the work we've done with their team – everyone took away a badge to wear and viewed the video.

Examples of social media posts:

We also developed an outline of a **training course** for PAs to support them in their role. This would ensure consistency and quality amongst PAs. (See appendix five)

Moving forward we'll work with colleges to develop the course and hope that one college will accredit and pilot it before we roll it out further.

Our top tips

Here are some of our top tips from the project.

We found that when engaging with universities, schools and colleges it's important to explain what you're trying to achieve, how you can support them and how you can inspire students.

We provided lots of information and links to further websites, including Skills for Care's information hub for individual employers and PAs (www.skillsforcare.org.uk/iephahub).

We found it worked well to have a PA talking about their experience of the role; this seemed to really engage students.

Top tips on delivering talks

When holding talks it's important that you:

- ensure your presentation is aimed at the right level
- provide videos and experiences to make it real
- have someone who the audience can engage with and relate to
- provide things to take away such as leaflets
- make sure you're clear and constant in the messages you're delivering
- interact with the audience rather than talk at them.

Top tips on attending careers fairs

When attending fairs it's important that you:

- have all the information available for people to look at
- have a banner stand or big signage to catch people who walk by
- have freebees and flyers for people to take away
- make sure your stand looks professional and neat; having a table cloth helps this image
- ensure there are enough people to do shifts manning the stand as fairs are usually all day
- catch people as they walk by and pull them to the stand as people might not stop if they aren't sure what you are promoting.

Top tips to support PAs into work placements as part of their course

When thinking about supporting students into PA work placements, make sure the university, college or school support it, and you have employers who'll offer work placements; they can sometimes see the risks and insurance as a barrier.

Remember, students over the age of 16 can work as PA bank staff, so they can get paid and learn on the job. However you'd need to check that paid work counts towards a work placement.

Top tips to promote and join up local PA networks

When promoting and joining up local PA networks, it's important to consider these points.
- Use of social media.
- Adapt your promotion channels and style depending on your target audience.
- Ensure you work with workforce experts, people with lived experience and communications experts to develop a plan for promoting the role.
- Remember this is a slow process and it's about drip feeding the message.
- Promote big and wide; could something be done nationally?
- Understand what's out there already and use it to your advantage.
- Share and learn from each other.
- Work on good relationships and work together.

What did we achieve

At the beginning of the project we identified some expected outcomes. The table below details the expected outcomes and whether they had been achieved:
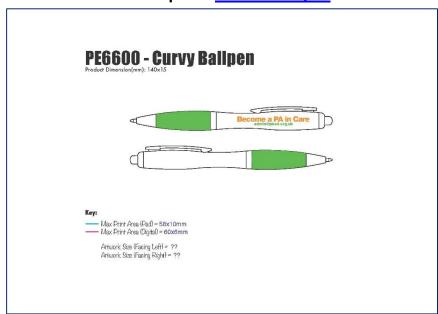
Expected outcomes	Achieved	Comment
More people choosing to become a PA	Uncertain	We're unable to provide evidence that any increase in PAs is due to our project. We believe that with time we'd be able to provide evidence that supported this outcome. However, because we haven't spoken with as many students as we set out to, we can't detail that we have achieved this outcome. As with all recruitment approaches, it'll take time for the results to be evident.
Raised awareness of the career opportunities for a PA	Yes	From discussions with colleagues it's clear that we've raised awareness of the PA role and we'll continue to do so in future work. We held an event in January to review the SHIP TCP after year 1 and conversations suggest that PA roles are high on the agenda for many people.
Better understanding of what a PA role entails	Yes	After talking to the people we've engaged with we feel there's a better understanding of the PA role. We'll continue to provide people with a better understanding in order to promote the role in our future work.

Appendix one: promotional materials

Are you looking for a fulfilling career? Download the [A4 poster](#) and [A5 leaflet](#).

Promotional material pen – [download spec](#).

Promotional material badge – download spec.

Becoming a personal assistant in care video – watch it.
Created by: Paul Roe, Design Junkie Limited

Appendix two: Letter sent to universities

NHS
West Hampshire
Clinical Commissioning Group

Dear

Southampton, Hampshire, Isle of Wight and Portsmouth (SHIP) Transforming Care Partnership (TCP)

For a minority of people with a learning disability and/or autism, it has been said that we remain too reliant on inpatient (hospital) care. As good and necessary as some inpatient care can be, people are clear they want homes, not hospitals.

To implement this change, on Friday 30 October 2015 NHS England, the Local Government Association (LGA), and the Association of Directors of Adult Social Services (ADASS) published **Building the right support** and a **new service model.**

NHS England has asked local authorities, Clinical Commissioning Groups (CCGs) and specialised commissioners to come together to form Transforming Care Partnerships (TCPs). The aim of these partnerships is to build up community services and close unnecessary inpatient provision over the next three years.

In December 2015 the Southampton, Hampshire, Isle of Wight and Portsmouth (SHIP) Transforming Care Partnership (TCP) was formed. We have already submitted a three year plan to NHS England which outlines how we aim to provide a better life experience for people with learning disabilities in the least restrictive care environment that is possible. This plan has been given a green rating from NHS England

We are starting implementation at the moment, engaging with people who use services to ensure that our approach is patient and carer-led, and will make a real difference for those living with a learning disability.

I am currently working with Jenny Steeples, a Parent/Carer of a lady who has complex needs, to increase the awareness and successful recruitment of Personal Assistants (PA's) in Care, to support people with a learning disability, complex needs and possible behaviours' that could challenge. We have been successful in a bid for funding to support this work from 'Skills for Care'.

Our project includes working with Southampton and Portsmouth Universities to promote being a PA in Care, to support training and placements and to provide first-hand experience of what it is like to be PA's. We are in the process of completing a short film of/by a student who has become a ''Bank' PA, whilst continuing to study and who undertook this role as part of normal "Placement" and who has demonstrated how this might well lead to a rewarding Career post studies. We would also like to deliver talks to students about the specific role and more about Career development.

We are genuinely excited at any moves to promote this Project and the valued field of work and would welcome any opportunity to discuss this further with you, particularly if this subject is something you could be interested in. Please contact me via email louise.osborne@westhampshireccg.nhs.uk

Yours sincerely,

Louise Osborne
Project Manager

Appendix three: List of stakeholders

Name	Area	Organisation
Carol Reeves	National	Skills for Care
Caroline Munro	SHIP	Skills for Care
Anne Clarke		Skills for Health
Gail Doran	South	Health Education England for Wessex
Marie Lancett	National	Health Education England
Dr Teresa Moran-Hewitt	National	Health Education England
Tim Devanney	National	Health Education England
Vic Trimble	Wessex	NHS England
SHIP TCP Leadership Board Members	SHIP	Various across SHIP
SHIP TCP Steering Group Members	SHIP	Various across SHIP
Dame Philippa Russell		
Simon Stockton	Regional	NHS
Dr Dominic Slowie	England	NHS England
Martin Cattermole	National	Personal Health Budget Team
Di Dominico	National	Personal Health Budget Team
Dr Jean O'Hare	NHS	Kings Health Partners
James Sanderson	National	NHS England
Sam Bennett	National	NHS England
Rebecca Tempest	National	NHS England
Nicola Gitsham	Regional	NHS England
Baroness Hollins		
Amanda Tickle	Isle of Wight (IoW)	People Matter
Terri Baker		People Matter
Graham Drudge		People Matter
Sue Lightfoot		IoW CCG
Kate Dench	Southampton	Southampton CCG/CC

Name	Area	Organisation
Tania Emery		
Matt Harrison		
Michael Grimmett		Spectrum
Alex Iles		MENCAP
Dominic Dew	Portsmouth	Portsmouth CCG/CC
Niamh Dalziel		Portsmouth CC
Roland Bryant		
Ciara Rogers	Hampshire	Hampshire 5 (Health)
David Barry		Hampshire 5 (Health)
Suzie Dobson		Hampshire 5 (Health)
Bev Meeson		West Hampshire CCG
Sue Thomas		Hampshire CCG/CC
Alison Froude		Hampshire CC
Simon Cartland		
Matthew Flye		
Adrian Clyne		
Katie Matthews		
Lloyd Meredith-Chapman		
Emily Yeats		Fareham & Gosport CCG/ South East Hampshire CCG
Dr Jennifer Dolman		Southern Health
Nicky MacDonald	Southampton & Hampshire	
PBS4		
Jonathan Beebee	SHIP	PBS 4
Anna Hunter		PBS 4
People with lived experience		
Jenny Steeples	Hampshire	CPST
Caroline Larkins		CPST
Robert Steeples		CPST

Name	Area	Organisation
Ann Baty		Hampshire Parent Carer Network
Gail Bedding		
Anne Meader		Carers Together
Janet Chierchia		
Alison Flack	Southampton & Hampshire	Choices Advocacy
Helen Dayson	Hampshire	Kingsley Organisation
Kim Hill	Southampton & Hampshire	Partnerships in Care
Tracey Black	Southampton, Portsmouth and IoW	National Probation Service
Universities		
Christine Firkins	Portsmouth	Portsmouth University- Fairs
Julie Udell		Portsmouth University
Christine McCann		
Chris Penney		
Chris Markham		
Isobel Ryder		
Gilly Mancz		
Christine McCann		Purple Door
Victoria Thompson	Southampton	Southampton University - Fairs
Therese Allan		Southampton University
Allyson Marchi		
Professor Sarah Stevenage		
L Stopa		
Yvonne Middlewick- Nursing		
Chris McLean- Nursing		
J Pearce		

Name	Area	Organisation
David Raper	Winchester	Winchester University
Schools and Colleges		
Vicky Hall	Hampshire	Hampshire County Council, Careers Employability and Participation Adviser
Alistair Lambon	Gosport, Hampshire	St Vincent College
Libby Moore		

Appendix five: Letter sent to GP Practices with poster

NHS
West Hampshire
Clinical Commissioning Group

Headquarters
Omega House
112 Southampton Road
Eastleigh
Hampshire
SO50 5PB

Tel: 023 8062 7444
Direct line: 023 8062 7869

Dear Practice Manager,

Southampton, Hampshire, Isle of Wight and Portsmouth (SHIP) Transforming Care Partnership (TCP)

For a minority of people with a learning disability and/or autism, it has been said that we remain too reliant on inpatient (hospital) care. As good and necessary as some inpatient care can be, people are clear they want homes, not hospitals.

To implement this change, on Friday 30 October 2015 NHS England, the Local Government Association (LGA), and the Association of Directors of Adult Social Services (ADASS) published **Building the right support** and a **new service model.**

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In December 2015 the Southampton, Hampshire, Isle of Wight and Portsmouth (SHIP) Transforming Care Partnership (TCP) was formed. We have already submitted a three year plan to NHS England which outlines how we aim to provide a better life experience for people with learning disabilities in the least restrictive care environment that is possible. This plan has been given a green rating from NHS England.

We are starting implementation at the moment, engaging with people who use services to ensure that our approach is patient and carer-led, and will make a real difference for those living with a learning disability.

I am currently working with Jenny Steeples, a Parent/Carer of a lady who has complex needs, to increase the awareness and recruitment of Personal Assistants to support people with complex and challenging behaviours. We have been successful in bidding for funding to support this work from Skills for Care.

We would really like it if you could support our project by displaying the enclosed poster in your waiting rooms. I can also provide an electronic version for you to display on your electronic boards if required.

Alternatively if you would like to know more about the work we are undertaking across Southampton, Hampshire, Isle of Wight and Portsmouth please feel free to contact me via email louise.osborne@westhampshireccg.nhs.uk

Yours sincerely

Louise Osborne
Project Manager

Appendix five: PA training course (draft)

Southampton, Hampshire, Isle of Wight & Portsmouth (SHIP) Transforming Care Partnership

Personal assistants (PA's) in care qualification
February 2017

1.0 Background

The Southampton, Hampshire, Isle of Wight and Portsmouth (SHIP) Transforming Care Partnership (TCP) were successful in bidding for funding from Skills for Care in order to develop an approach to PA development. As part of this project we wanted to look at developing a qualification for PAs to undertake in order to ensure high quality training as well as providing a qualification. We also wanted to look at how we could get this qualification accredited. The idea for this work came from a conversation on of our partners and mother to a lady with complex needs, Jenny Steeples had with a college previously.

This document details what we would like to include in the qualification and details on how to get the qualification accredited.

2.0 Qualification Content

This content has been adapted from the Personal Assistant Induction Workbook developed by Independent Lives and Skills for Care.

- **Introduction to the course**
    - Course contents
    - Expectations of you on the course
    - Developing your own one page profile

- **Becoming a personal assistant in care**
    - What the role entails
    - What the career opportunities are
    - What the expectations of a personal assistant in care are
    - How can this role make an impact

- **Personal development**
  - Competence in your own work role
  - Reflective practice
  - Evaluation your own performance
  - Producing a personal development plan
  - Using learning opportunities and reflective practice to contribute to your personal development
  - Creating a CV
  - Applying for PA roles

- **Role of the health and social care worker**
  - Responsibilities and limits of your relationship
  - Working in ways that are agreed with your employer
  - The importance of working in partnership with others
  - Be able to handle information in agreed ways

- **Communication**
  - Importance of effective communication in the work setting
  - Meeting the communication and language needs, wishes and preferences of individuals
  - Overcoming difficulties in promoting communication
  - Understand principles and practice relating to confidentiality

- **Equality and inclusion**
  - The value and importance of equality and inclusion
  - Working in ways that are agreed with the employer
  - The importance or working in partnership with others

- **Principles for implementing duty of care**
  - Understand how duty of care contributes to safe practice
  - Know how to address dilemmas that may arise between an individual's rights and the duty of care
  - Know how to recognise and handle comments and complaints
  - Know how to recognise and handle adverse events, incidents, errors and near missies

- **Principles of safeguarding in health and social care**
  - Recognising signs of harm or abuse
  - Ways to reduce likelihood of abuse
  - Responding to suspected or disclosed abuse
  - National and local context of protection from harm and abuse

- **Person centred support**
  - Promote person centred values in everyday work
  - Working in a person centred way
  - Recognising possible signs of dementia
  - Supporting active participation
  - Supporting an individual's rights to make choices
  - Promoting spiritual and emotional well being

- **Health and safety in an adult social care setting**
  - Roles and responsibilities relating to health and safety in the work setting
  - Health and safety risk assessments
  - Moving and positioning
  - Responding to accidents and sudden illness
  - Agreed ways of working regarding medication and health care tasks
  - Handling hazardous substances
  - Preventing the spread of infection
  - Promoting fire safety in the work setting
  - Security measures in the work setting
  - Managing stress
  - Food safety, nutrition and hydration

3.0 Regulating qualifications

To regulate the training programme an application would need to be submitted using this link: www.gov.uk/guidance/apply-to-have-your-qualifications-regulated

4.0 Next steps

As part of the ongoing workforce workstream under the SHIP TCP, we'll look to work with colleges to develop, regulate and implement the training detailed above.