ImpACT GROUP

UEA University of East Anglia | SCHOOL OF HEALTH SCIENCES

ImpACT Research Group

Strategic Objectives and Milestones November 2020-July 2022

AIM: By the end of 2 yrs. (2020-2022) milestones have been achieved through:

1. ImpACT research group's contribution to transformation is acknowledged and supported at Regional level (e.g. STPs, HEE, CCGs, UEA HSCPartners, County Councils/Local Government).
2. ImpACT is well positioned to submit bids for large funding with collaborative partners nationally/internationally.
3. All partners and stakeholders using the evidence generated (i.e. REF impact publications/programme outcomes).
4. Secured ImpACT funding for ongoing sustainability and growth (nationally and internationally).

Strategic Objective	Bullets to inform milestone thinking and development	SMART Objective	Timeframe	Linked collaborators
1. Develop an integrated Impact Framework that will enable joined up, co-designed and co-owned practice and system transformation, development and evaluation	1.1. Regional single impact framework (quality, innovation, WFD etc) **Lead facilitator: Kim** Links to 1.3	1.1.1. Agree funding with each STP across EoE for developing a single impact framework[1] for health and social care through co-creating collaborative impact indicators in relation to: a) W**orkforce:** • CPD, career progression and staff retention • High performing teams, with effective cultures[2] • Venus workforce capabilities[3] • Knowledge translation and improvement (includes QI) • Clinical academic pathways • Advanced Practice / Clinical Leadership b) **Health and social care (HSC) services**: • System wide pathways wrapped around the patient/citizen 1.1.2 Run stakeholder workshops to co-create the impact indicators across each STP (This would be either ourselves with current systems leaders or new systems leaders) or a) workforce and b) HSC services. 1.1.3 Implement and pilot the impact framework to identify the strategies that work, completing evaluation and report to inform subsequent commissioning cycle.	December 2020 March-April 2021 May-June 2021 July 2021-March 2022	All STPs + HEE
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[1] Making central, inclusion and diversity
[2] Workplace teams accredited through the ACER accreditation programme
[3] Venus 5 key skill sets for person centered sustainable transformation across the system: Practice Development, Facilitation, Leadership, Culture Change, Improvement

1.Develop an integrated Impact Framework that will enable joined up, co-designed and co-owned practice and system transformation, development and evaluation	1.2. CPD metrics developed, implemented and evaluated **Lead Facilitator Carrie** Links to 1.1.1	1.2.1 Gather stakeholders with interest in CPD together nationally and regionally to hold an initial workshop to develop CPD metrics across HSC and Education (building on work to date). 1.2.2 Identify and apply for funding to support a collaborative project with four phases: - Updated Literature review - Expert consensus panels - Pilot of metrics in CPD programmes and with HSC providers - Evaluate impact reporting back to funders (Cross ref to 1.1.1 so can be integrated with overall impact framework) 1.2.3 Develop paper for publication, conference presentation and recommendations for UEA, regional workforce education leads, HEE and Council of Deans for Health.	December 2020 February- July 2021 July 2021	Course Directors at UEA, Commissioners of CPD and HSC Providers, CPD students, HEE east, STP workforce education leads, Royal Colleges, professional bodies, CoD for Health, County councils, local government.
	1.3. Develop and support a cohort of systems leaders identified to work on collaborative programmes of transformation **Lead Facilitators: Jonathan and Carrie** Links to 1.1.1 and 1.1.2, 1.2 and 1.3, 1.4, 2.1	1.3.1 Work with STP leaders to identify a cohort of systems leaders and consultant practitioners across the region who are doing or aspiring to system leadership role. 1.3.2 Gain funding to run a systems leadership programme to support the development of the cohort (based on practice development). 1.3.3 Run a pilot systems leadership programme for the identified cohort and as part of the programme build in measurements of impact on: - transformation projects or workstreams they are leading on; - self as systems leader; - team they are working in; - Organisation and system priorities. 1.3.4 Submit an impact report to funders and a succession plan for developing capacity and capability across the system linked to objective 1.1.	November-December 2020 January-February 2021 April-October 2021 November 2021	STPs, CCGs, HEEoE Heads of professions in Acute, Community and Primary Care. UEA Masters course directors for Advanced Practice, UEA business school, UEA Research Directors
	1.4. Evaluate the implementation of the Venus model across the system. **Lead Facilitators Kim and Carrie** Links to 1.1, 2.6.5	1.4.1 Hold 3 workshops to identify how Venus can help to support workforce development. (one internal UEA, one external regional/national stakeholders, one international stakeholders (IPDC). 1.4.2 Develop a corporate facilitation team in each of the acute NHS Trust sites with the full skill set required for integrated improvement 1.4.3 Undertake 12-month implementation and evaluation of Venus model in identified programmes/collaborative sites - Undergraduate programmes - CPD programmes (Incl. Advanced practice programmes) - PD Schools - Advanced Facilitation Schools 1.4.4 Write and submit impact report to funders and make recommendations to UEA, regional, national and international partners.	February –April 2021 April-May 2021 June 2021-May 2022 November 2021 and June 2022 (6 monthly report)	UEA staff, HEEoE, Workforce Education Leaders, Collaborators in other Universities (UK), IPDC members Advanced practitioners, Consultant practitioners and Council of Deans. Medical education. Fellows

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2. Facilitate system wide approaches focussed on: purpose, structure, processes and patterns of behaviour.	**Transformation Architecture** **2.1.** Establish Regional Transformation Academy as the centre responsible for facilitating all collaborative programmes of work for workforce development, practice development research and innovation **Lead Facilitators Carrie and Sally** Links to 1.1, 2.2	2.1.1 Co-creation of a Transformation Academy (formerly known as Clinical Excellence Academy) with collaborative partners across the region to drive improvements across HSC based on shared governance and the Venus Model. This will be achieved through a series of regional workshops to identify the purpose and function of the Transformation Academy and map out its key strands of work for: • Workforce development • Practice Development Research • Innovation • Systems transformation • Set up a cadre of critical companions around Venus stems 2.1.2 Apply for regional funding to support the action plan for the Transformation Academy underpinned by the integrated impact evaluation framework in 1.1 (regional, national, international) 2.1.3 Recruit an expert advisory board to work with ImpACT and the Transformation Academy.	January 2021- March 2021 April 2021- September 2021 March 2021 May 2021	STPs, CCGs, HEE, Chief Nurses, Heads of Professions, UEA, National and international partners, County Councils, Public Sector Transformation leaders, and social enterprises, IPDC. County councils, local government

	2.2 Communities of Practice
	i) Transforming maternity services through establishing a Community of Practice, regionally then nationally and internationally
	
	Lead Facilitator Kim
	
	ii) Transforming Learning Disability and Autism support services through an EU LD Community of Practice
	
	Lead Facilitator Sally
		2.2.1. Identify key systems facilitators for maternity transformation work, enabling maternity teams to nominate key transformation co-ordinators for each maternity team across the region
		
		2.2.2. Hold workshop/virtual conference to co-create a Community of Practice across the region with women and their families linked with the Transformation Academy (Can use the same process we used for LD initially)
		
		2.2.3. Work with the impact framework, readiness factors and ACER achievement to enable maternity teams to access themselves
		
		2.2.4 undertake innovative education, research and practice changes that stimulate recognition and interest in the value of learning disability nursing as a contemporary career that changes people's lives
		  - Student webinars
		  - Student Positive Choices Conference
		  - Staff collaborations across four countries – in collaborative research, education, curriculum design, etc
		  - Increased student recruitment in LD nursing (at Undergrad and Post Grad levels)
		
		2.2.5 Host an EU LD Collaborative workshop that creates a manifesto for inclusion and identifies 2 key funding proposals for research and education.
		2.2.6 Co-produce a series of specialist LD related academic papers – for special editions in Journals.
			January 2021
			
			April 2021
			
			May-September 2021
			
			February 2021
			
			July- Dec 2021
			
			December 2021
				Prof Kenda Crozier Midwifery Transformation Leads (regional) Students Global Village Midwives International Fellows
				
				EU LD Collaborative members UEA academics HEE Professional bodies Charities

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2. Facilitate system wide approaches focussed on: purpose, structure, processes and patterns of behaviour.	2.3 Obtain funding for joint appointments across the system • systems leadership, • clinical academic, • education-practice; • social care and implement a support programme **Lead Facilitators Sally and Carrie** Links to 1.1, 1.1.2 and 2.1	2.3.1	Co-create a business case with costings for regional funders to identify the need for integrated systems leaders' roles across the region bringing together education, research and practice. (Linked to what can be achieved in 1.1.2)	December 2020-February 2021	ImpACT team HEEoE STPs, CCGs, Chief Nurses, Heads of Professions, Transformation Leaders across the region, UEA Programme directors in Research, leadership (Business), education (CIPP), HEE Leadership Academy, Centre for Advancing Practice, national systems leaders Critical companions IPDC
		2.3.2	Identify 2 <u>different</u> priority client groups[4] with each STP for developing systems-wide pathways (so they complement each other across EoE)	March 2021	
		2.3.3	Facilitate or co-facilitate with systems leaders 2 workshops to develop for each client group a) capability framework around patient client group, b) key pathways across the system c) referral mechanisms between interdependent partners	May 2021-ongoing	
		2.3.4	Support systems leaders to undertake gap analysis to identify areas where workforce needs to be grown for capabilities	June 2021-June 2022	
		2.3.5	Run a collaborative programme of activities for the region to raise awareness of systems leader's roles, programmes of work and impact: • Master Classes • Show and tell – illustrating system level work in their programmes • Mini conference with posters to illustrate impact on self, team, organisation, citizens and services.	June 2021 – 2022	
		2.3.6	Run a collaborative programme of support for various joint appointments in new role using action learning model with critical companions assigned.	June 2021 - 2022	
	2.4 Citizen empowerment and wellbeing **Lead facilitator Carrie** Links to 2.5	2.4.1 Plan and hold a summit on developing Vibrant Communities: A social summit. 2.4.2 Identify collaborative action plan for supporting citizen empowerment and wellbeing through: • What works wellbeing group at UEA • Collaborations with Universities of Salford and Liverpool (social prescribing) • International Fellows • Collaborators in arts and health • Norwich Good Economy Commission 2.4.3 Identify potential sources of funding to join all these collaborators together into programmes of work and innovation that supports citizen empowerment and wellbeing: • Recovery from Covid • Tackling social deprivation as a result of pandemic impact • Sustainable development goals • Employment for young people • Mental health and wellbeing			May-July 2021 November 2020-July 2021 July 2021-June 2022	Collaborative partners regionally, nationally and internationally with focus on community social development wellbeing, arts and health, SDGs, Norwich Good Economy Group, Charities, Councils, FE Colleges, Community Activists, International Fellows, National and international partners doing work in the field, UEA academics and

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[4] One of these could be the care homes initiative in 2.2 and 2.5

			• Citizen empowerment and social justice		researchers, UEA Innovation leaders, professional services staff, Quality assurance staff.
			2.4.4 Establish a curriculum development group from interested parties to scope out what a community programme might look like (Citizen lens, Community social development, social inclusion, SDGs)	June 2022	
			2.4.5 Evaluate impact of initial 2 years of work, report on findings and recommendations for sustaining funded ImpACT work at UEA.	May 21 – Dec 22	
	2.5	Support development of region wide Teaching Care home programmes with Practice Development Hub and Spoke model and a joint appointment for Social Care/Older persons health **Lead Facilitator: Jonathan** Links to 1.3, 1.4, 2.1, 2,2	2.5.1 Develop a joint proposal (*Working Document*) with national partners, e.g. the Foundation of Nursing Studies and Care England, to deliver a blended model of the Teaching and Learning Care Homes on a System (ICS) level with transferability to a Regional footprint (East of England).	October 2020	ICS; East of England Region; National Organisations.
			2.5.2 Establish a co-designed PD model of support for Care Homes (hub and spoke being an example) based on ICS and Regional Strategic Priorities encompassing planning, commissioning and delivery architecture to support transformation, joint governance, practice centred research and the development of joint appointments.	July 2020	ICS; East of England Region; National Organisations
			2.5.3 Co-create a Community of Practice for Care Homes/ Social Care Nursing ensuring alignment to System (ICS), Regional and National strategic development and priorities (linked to 2.2).	November 2020 – April 2021	ICS; East of England Region; National Organisations
			2.5.4 Develop a collaborative research evaluation proposal (using PD) with ethical approval to measure the impact of the programme across the system.	April 2021	ICS; East of England Region; Higher Education; IPDC
			2.5.5 Working with partners at an ICS, Regional and National level share best practice through publication and conference presentation underpinned by co-design and collaborative working.	July 2021-July 2022	ICS; East of England Region; National Organisations.
	2.6	Implement programmes/initiatives that Integrate practice with learning and research across a) UEA and b) Health and Social Care Providers and to meet current and future workforce needs **Lead facilitators: All**	**a) UEA Programmes** 2.6.1 Work with UEA Course Directors, Associate Deans for Teaching and Learning, Employability and Practice Learning to review current UEA curricula as required. (stop, start, continue).	November 2020-July 2021	UEA course directors, Associate Deans, School Exec, Students, Research Directors, Workforce Education leads, STPs, HEE, NHSE/I UEA academics Link lecturers/Placement leads
			2.6.2 Embed Venus Model in all curricula and ensure there are clear routes for career progression for all professions up to PhD Apprenticeships.	November 2020- July 2021	
			2.6.3 Support review of learning for advanced and clinical systems leader workforce and integration of clinical academic careers pathways.	November 2020-July 2021	
			2.6.4 Support staff development to develop the knowledge, skills and insights to be able to facilitate new models of learning with confidence in both the University and practice settings through:	November 2020-July 2022	

		• Master Classes • Coaching • Action Learning • Bespoke staff development workshops and webinars. **b) Health and Social Care Providers** 2.6.5 Prepare Venus resources and learning resources to underpin 1) systems leadership programme, 2) clinical leadership programme; 3) facilitator accreditation; 4) research and quality champions programme; 5) ACER credentialing; and 6) LD Advanced Practice credentialing.	March -September 2021	Events and professional services team

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3. Grow the workforce to develop all the skills required to develop the culture required for person centred, safe and effective care and ongoing inquiry/research through career development and clinical academic pathways	3.1. Career development and clinical academic pathway development for range of specialisms to Consultant Practitioner level **Lead Facilitator Sally, Carrie, Kim**	3.1.1 Successful submission of an application for funding to undertake AP Credentialing project to HEE (achieved; awaiting outcome) 3.1.2 Pilot, evaluate and implement Marie Curie UK Career and Capability Framework 3.1.3 Develop an integrated research careers framework and implement development programmes that grow the capacity of practitioners as research champions, aspiring consultant practitioners and clinical academic career pathways.	October 2020 July 2020-July 2021 December 2020-March 2022	HEE EU _ LD COP Marie Curie UK Eastern ARC, AHSN, NIHRCRN, Research Directors across the region and UEA
	Research 3.2. Evaluate HEE Innovations in Placement programme and gap analysis. **Lead Facilitator Carrie**	3.2.1 Co create a proposal with HEEoE professional leads to evaluate the impact of practice learning projects across the region 3.2.2 Undertake a focused gap analysis of placement innovations and make recommendations to key stakeholders to improve the planning, preparation, implementation and evaluation of placement innovations. 3.2.3 Support UEA placements team to be innovative in their approach to placement identification, planning, preparation, evaluation integrating stakeholder and student feedback.e.g. PCN Placements 3.2.4 Support the School of Health Sciences to gain funding for and pilot the new social prescribing placement model and evaluate its impact. (SigSPN)	January 2021 April-June 2021 August 2020-July 2022 April 2021-July2022	HEEoE Professional Leads, workforce transformation leads, and placement leads, STPs, commissioners, providers, students, UEA placement team and link lecturers SigSPN members, University of Salford
	3.3. NIHR systems transformation research **Lead Facilitator: Carrie**	3.3.1 Prepare and submit a collective response to Best et al's Transformation systematic review for Milbank Quarterly updating with our own collective insights and current thinking. 3.3.2 Set up a working group of interested collaborators in developing an NIHR proposal for evaluating the impact of system wide innovations across the UK. 3.3.3 Prepare an NIHR or equivalent research proposal for funding and submit. 3.3.4 Run a concurrent series of initiatives to continue to scope out and explore the enablers, attributes and outcomes of system transformation in order to progress theoretical development and insight. • Webinars	January 2021 March 2021 April 2021-September 2021 April 2021-May 2022	ImpACT team International Fellows, systems leaders. IPDC

		• Workshops with fellows, IPDC and other collaborative partners doing systems transformation work • Papers for publication		
	3.4. RfPB social prescribing evaluation **Lead Facilitator: Carrie**	3.4.1 Work with collaborative partners in Salford and Liverpool Universities to develop and submit a proposal for RfPB funding to support an evaluation of social prescribing in focused areas.	September 2020-April 2021	University of Salford, University of Liverpool

Footnote: Communities of Practice (CoP) can support development, improvement and transformation across 'Systems' providing five critical functions:

1. **Educate** by collecting and sharing information related to questions and issues of practice
2. **Support** by organising interactions and collaboration among members
3. **Cultivate** by assisting groups to start and sustain their learning
4. **Encourage** by promoting the work of members through discussion and sharing
5. **Integrate** by encouraging members to use their new knowledge for real change in their own work[5].

There are four types of communities:

1. **Helping Communities** - providing a forum for community members to help each other with everyday work needs.
2. **Best Practice Communities** - developing and disseminating best practices, guidelines, and strategies for their members' use.
3. **Knowledge Stewarding Communities** - organising, managing, and stewarding a body of knowledge from which community members can draw.
4. **Innovation Communities** - creating breakthrough ideas, new knowledge, and new practices[6].

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[5] Wenger, E. (1998). *Communities of practice: Learning, meaning, and identity.* Cambridge University Press.

[6] http://www.communityofpractice.ca