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“For people who access care and support to live the lives they choose and receive high quality care and support, it is clear we need a skilled workforce, in the right numbers, with the right values, who are also valued and recognised for the work they do. We know that an employer’s greatest asset is its workforce and that an engaged, valued and well supported workforce, working within a positive organisational culture is more productive and has an impact on the quality of care and outcomes for people supported.

We hope that the practical aspect and simplicity of the model, as well as a particular focus on employee health and wellbeing, will support both employers and commissioners to link the vital contribution of our social care workforce with the influencing factors of productivity and improve the quality of care and lives of people supported and their families.”



“The LGA welcomes the decision to publish this model as we enter the next phase of dealing with COVID-19 and look towards change and renewal in service delivery. The four pillars of productivity described fit well with the set of priorities for strategic workforce planning that the LGA’s Care and Health Improvement Team is developing with the Association of Directors of Adult Social Services and Skills for Care. The LGA looks forward to working with Skills for Care on other aspects of service improvement.

When people have been working so hard in the challenging circumstances of the pandemic, it is always difficult to talk about concepts like productivity but the best way to pay tribute to staff is to ensure that their incredible hard work is well-directed and social care providers need to take the opportunity to look how they develop their organisations and their staff.”



We’d like to acknowledge our thanks and recognition to the following for their support, input and feedback and feedback to develop the model.

- ✓ Local Government Association
- ✓ Coventry City Council
- ✓ The Lifeways Group
- ✓ Harbour Healthcare
- ✓ Community Integrated Care
- ✓ Select Support Partnerships
- ✓ Cheshire East Council
- ✓ North West ADASS Market Shapers Group

The model is practical and easy to use, described by one service provider as:



you to prioritise areas to focus on in terms of workforce planning for the future.

Workforce productivity links closely to quality improvement and the ‘well-led’ key line of enquiry in Care Quality Commission (CQC) inspections. You can include information about how your service is using the model and tools, what you’ve learned to date and what you plan to do next, in your annual CQC Provider Information Return. The model and tools can also be used to support productivity and quality improvement.

If your service is already achieving the CQC’s fundamental standards, making continuous improvements is a key part of achieving a ‘good’ or ‘outstanding’ rating and will ensure that your service continues to meet the changing needs and expectations of the adult social care sector.

Commissioners can use the model to work together with providers on quality improvement, as well as exploring how to increase productivity and quality with commissioned services and the workforce that deliver them.

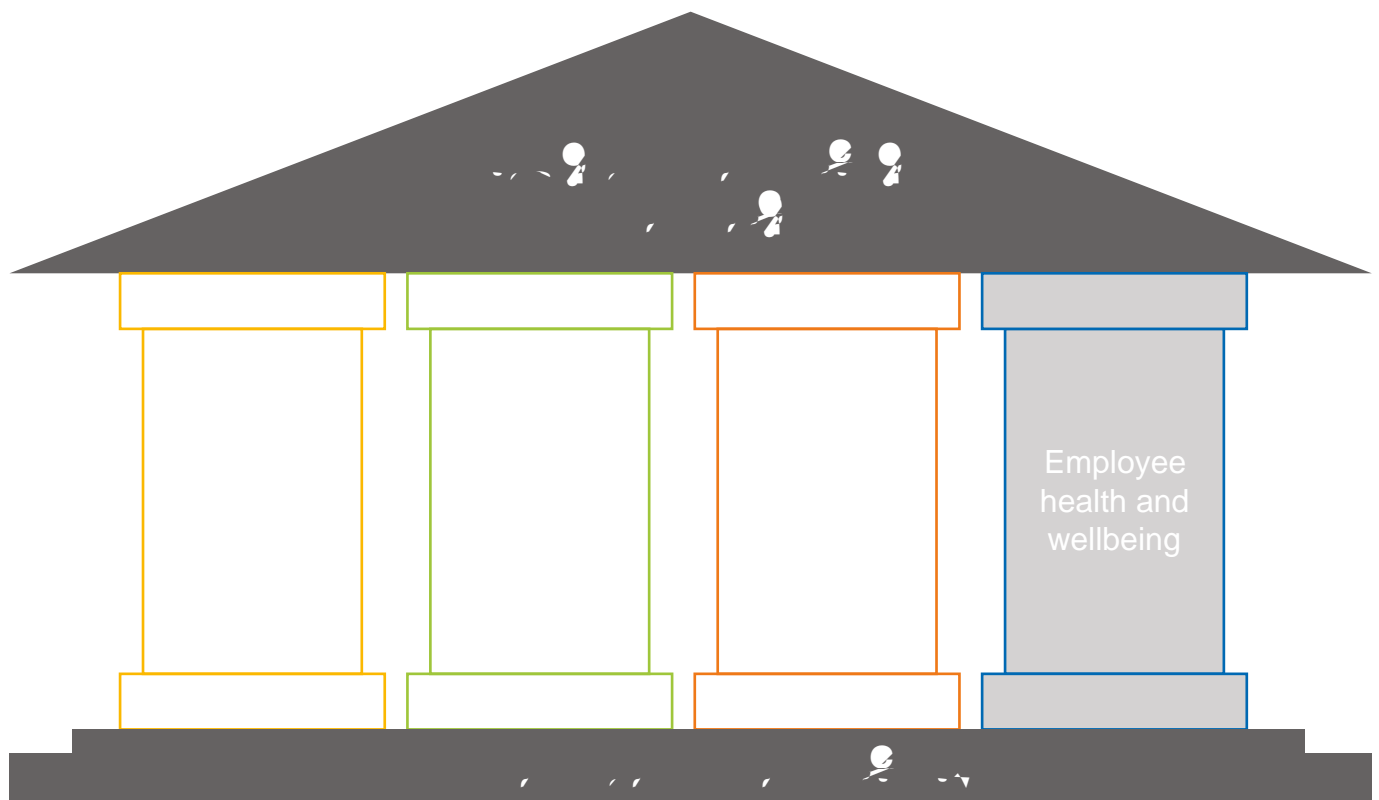


The traditional definition of productivity is a measure of efficiency that looks at the outputs provided by the process compared to the inputs consumed by the process. This is described as a 'productivity ratio' and can be readily applied to industries where production of a 'unit' is the main business.

This definition is now being extended to focus on how well a system can use resources to achieve its goals, and is taking a more holistic view of additional impacting factors, such as staff training and workplace culture.

Last year, Skills for Care published an [evidence review](#) that looked at workforce productivity in adult social care. From the review, we identified four key factors that impact workforce productivity, which we're describing as the 'four pillars of productivity'.

It showed that:



The diagram suggests that the four key factors are interconnected pillars, all of equal importance. This means that instability or poor progress in one or more pillar, can have a negative impact on productivity across the whole organisation.



In the previous section, we talked about the four pillars of productivity.

In this section, we explain a bit more about each pillar and why it's important in the context of productivity.



Vision, values and culture can have a big impact on productivity – get them right, and they can be great tools to motivate staff and improve productivity.

Your vision statement defines your organisation's strategic direction and purpose, focusing on its goals and future aspirations – it gives everyone in your organisation a common goal to work towards, which can really motivate staff and improve productivity.

Workplace values define how your organisation and staff need to behave to achieve this vision. If your organisation has a clearly defined set of workplace values, and recruits staff that match them, it ensures that you have the right staff with the right values, to achieve your vision, making your organisation and workforce more productive.

A positive workplace culture will help your organisation to achieve its vision and provides the right working environment to enable staff to behave in line with your workplace values. Workplace culture refers to the character and personality of your organisation and is the force behind the way that your organisation, and staff, 'do things'. Therefore, workplace culture can have a big impact on productivity. Factors associated with a positive workplace culture include:

- ✓ strong leadership
- ✓ clear organisational vision and values
- ✓ peer to peer support, staff engagement
- ✓ support for learning and good team work

all of which can increase productivity.

Effective and reflective supervision is a great tool to embed your vision, values and culture with your workforce, and therefore increase productivity.



Inclusive leadership and management is a way of leading and managing teams that includes others. When team members feel included, they're more likely to feel motivated and empowered, and therefore be more productive.

Some of the characteristics of inclusive leaders and managers include being people-orientated, a great listener and able to use the strengths and talents of their teams.

In practice, this type of leadership and management might involve actions such as, championing health and wellbeing initiatives, offering regular support for staff and managing resources to ensure that resources are appropriately allocated.

This style of leadership and management can help you to achieve positive outcomes, and increase productivity in your organisation when managing change and supporting innovation.



Learning and development ensures that staff have the right skills and knowledge to carry out their role effectively. Having the right people, with the right skills and knowledge to do the job, ensures that your workforce is productive.

Learning and development also helps staff to feel confident and competent at work, and when they see that your organisation is willing to invest in them, this can really motivate staff to do a good job.



A healthy and happy workforce is more productive, so supporting employee health and wellbeing can help you to increase productivity.

The research found several factors that impact on staff wellbeing:






- ✓ job satisfaction
- ✓ stress and pressure at work
- ✓ relationships at work
- ✓ levels of staff engagement.



When staff feel satisfied with their job, they feel more empowered, motivated and dedicated to



This model is designed for:

- ✓     that want to improve productivity and quality within their workforce.
- ✓  that are working with adult social care employers, as part of their market shaping responsibilities, in terms of workforce planning and quality improvement.



The productivity model can support employers to recognise how the ‘pillars’ of productivity can impact on the stability of their workforce.

For registered providers, the model aligns with key messages from the Care Quality Commission (CQC) Key Lines of Enquiry (KLOEs), particularly ‘well-led’, and can be used to provide evidence for your inspection about how your organisation is driving quality improvement. The table on the next page gives some examples of how the model aligns with the ‘well-led’ KLOE.

Registered providers are required to demonstrate and promote a positive and open culture with good governance arrangements and clear levels of responsibility and accountability. By adopting the model, providers can demonstrate their commitment to quality improvement and be able to evidence progress through using the associated tools to identify, actively plan and review actions based on identified priorities.

Non-registered providers will also find the model useful – it provides a way to understand the wider factors that impact on quality, productivity and stability of the workforce and how these can be addressed.

As well as improving productivity, using the model can have other benefits. For example, if you use the model to improve staff engagement and support with health and wellbeing, this can positively impact staff recruitment and retention, reduce absenteeism and improve continuity of care – which can also ensure high-quality care and support.

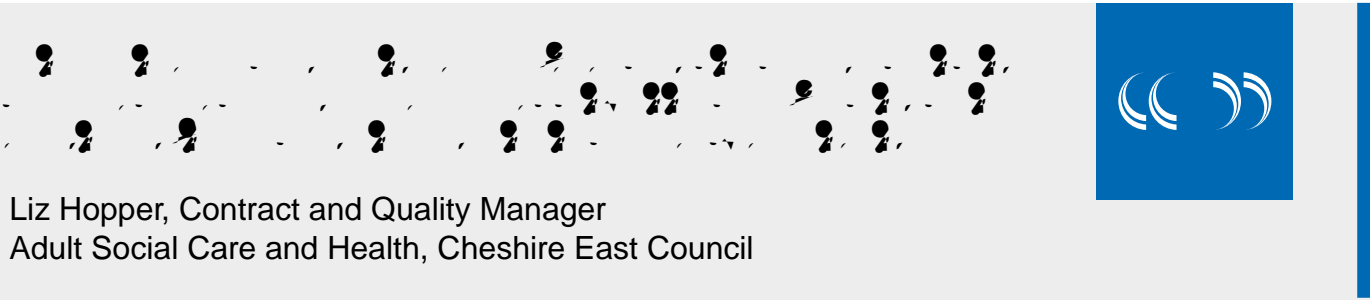
This will also help you to prioritise your future workforce needs to meet your business objectives, ensuring you have a workforce of the right size, with the right attitude, values and skills organised in the right way.



This productivity model can support commissioners to put in place a stable workforce to deliver high quality care and support.

Local authorities are required to develop a ‘market’ that delivers a wide range of sustainable and high-quality care and support services for their communities. This ensures that people who need care and support, and their families and carers, can access the support and services that they want and need, and have choice over how their needs are met.

This requirement can be achieved through the local authorities strategic commissioning and contracting practices.







Liz Hopper, Contract and Quality Manager
Adult Social Care and Health, Cheshire East Council

It's recommended that local authorities take a whole-systems approach, which involves different organisations and professions working together. You should also publish a 'market position statement', which outlines what care and support services people need, what's available at the moment, and what services your local area will need in the future. This will help you to understand, facilitate and engage with the local care market.

When you commission a service, it includes commissioning the workforce that will implement the service, and you need to consider how productive this workforce is.

If the services that you commission are effectively achieving the 'pillars of productivity' in this model, this results in better care and support, value for money and a more stable market, which increase productivity.

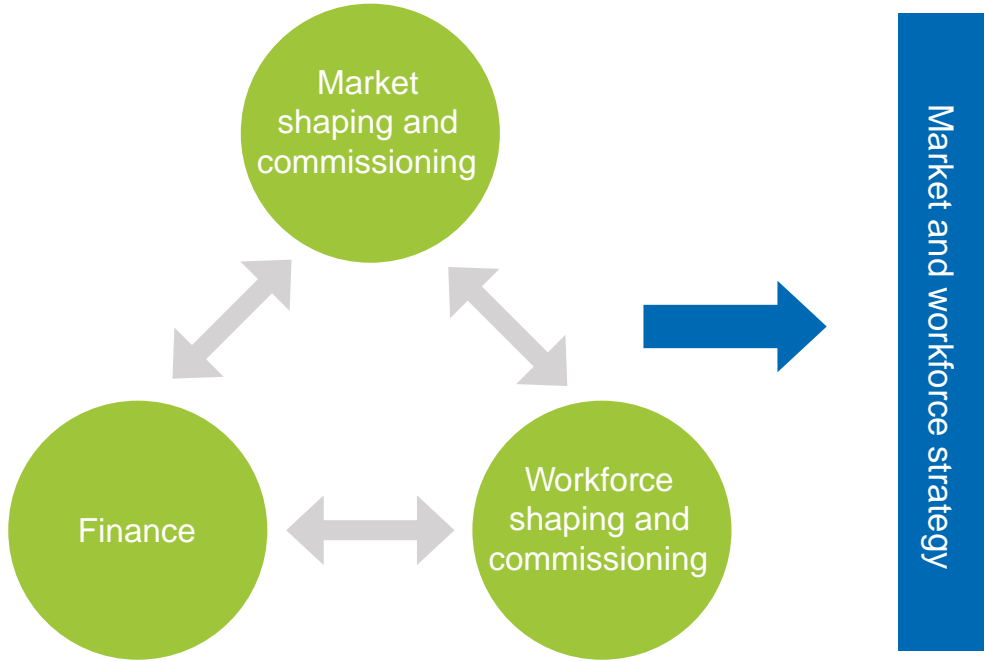
This table gives some examples of how the model aligns with the 'well-led' KLOE for adult social care.

|  By well-led, we mean that the leadership, management and governance of the organisation assures the delivery of high-quality and person-centred care, supports learning and innovation, and promotes an open and fair culture. | | |
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|  |  |  |
| Vision, values, culture and supervision | W1: Is there a clear vision and credible strategy to deliver high-quality care and support and promote a positive culture that is person-centred, open, inclusive and empowering, which achieves good outcomes for people? | Leaders and managers shape its culture by engaging with staff, people who use services, carers and other stakeholders. It has clear, person-centred vision and values that include honesty, involvement, compassion, dignity, independence, respect, equality and safety. Staff understand the service's vision, values and strategic goals. |

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| <p>Inclusive leadership and management</p> | <p>W4: How does the service continuously learn, improve, innovate and ensure sustainability?</p> | <p>Quality assurance arrangements are robust and identify current and potential concerns and areas for improvement.</p> <p>Leaders and managers are available, consistent, and lead by example. They model open, cooperative relationships.</p> |
| <p>Learning and development</p> | <p>W4.1: Are resources and support available to develop staff and teams and drive improvement?</p> | <p>There is a strong focus on continuous learning at all levels of the organisation.</p> <p>Staff have objectives focused on improvement and learning.</p> |
| <p>Employee health and wellbeing</p> | <p>W3: How are the people who use the service, the public and staff engaged and involved?</p> <p>W3.1: How are staff actively involved in developing the service? Are they encouraged to be involved in considering and proposing new ways of working, including ways of putting values into practice?</p> | <p>The service proactively engages and involves all staff (including those with particular protected equality characteristics) and ensures that the voices of all staff are heard and acted on to shape services and culture.</p> <p>Staff feel respected, valued and supported. Their voices are heard and acted on.</p> |



Workforce shaping and commissioning is a strategic function across a local area that helps employers and other partners balance demand with supply. Commissioners will shape the



Current advice from the evidence review suggests providers focus on identifying outcomes of productivity which are important to individuals or organisations and use these as a starting point for measuring improvements.

Using this model, and the Commissioner market position statement/service specification/contract compliance requirements will help you to consider the workforce implications for your business. Workforce planning is an essential part of ensuring that you have the right people, with the right attitudes, skills, values and experience providing the care and support your business offers. A workforce plan sets out your future workforce needs to meet your business objectives as identified in your business plan and supports the development of a local stable quality care adult social care market.



This model gives you some questions that you can answer to help you analyse how effective your organisation is around each of the four pillars, and explore how productive your workforce is. This can help you to think about what's working well or not so well and identify areas for improvement in your organisation.

It also includes recommendations about some of the things that you can do to increase workforce productivity, and links to practical resources to help.

By using this model as a framework, and engaging with all of the pillars regularly, you can find ways to increase productivity.

It's based on the 'Analyse, Plan, Do, Review' model, that brings together all aspects of planning into a coherent, unified process.



The 'Things to measure' section gives you some questions, mapped under each of the four pillars of productivity, that you can answer to help you to 'analyse the what'.

You can use these questions, and add questions of your own, to help you to think about what's working well and not so well in your organisation and identify areas for improvement.

You can also use the self-assessment tool in appendix one. The statements in the self-assessment tool will help to shape your thinking around the questions in the model further.

Remember, the four pillars of productivity are interconnected and of equal importance – if there's instability or progress in one or more pillar, this can have a negative impact on productivity across the whole organisation.



The 'Things to do' section can help you to 'plan the how'. It gives you practical ideas and recommendations about how to increase productivity in each 'pillar'.

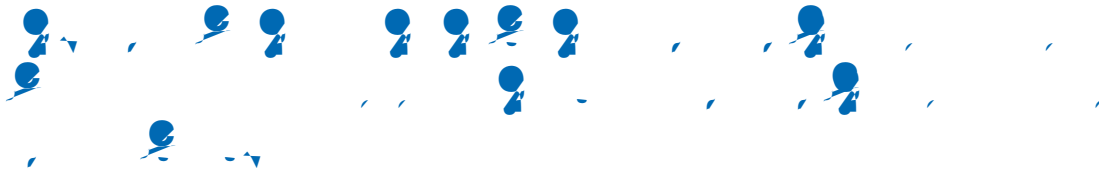
You can also use the template action plan in appendix two to set out what you're trying to achieve, what changes you're going to make and who'll be involved.



There are resources to help you to 'do the transformation' in the 'Things to help' section.

You should 'review the results' as you make these changes, to support a continual cycle of improvement. You can use the self-assessment tool in appendix one as a measure of good practice, and map your progress on the action plan in appendix two.

Use the template in appendix three to complete a final review and evaluation of the overall results and impacts of the interventions.



Effective workforce shaping and commissioning ensures that your market has enough of the right staff, with the right skills and knowledge, to meet the needs of people who need care and support. Getting this right can help to increase productivity.


There is a set of key principles of effective workforce shaping and commissioning and workforce planning that outlines some of the best ways to do it well, and we can apply the principles to workforce productivity.




Effective workforce shaping and commissioning and workforce planning to increase productivity requires:

- ✓ Strong, effective and shared leadership, at all levels, with a focus on continuous improvement, quality and outcomes.
- ✓ Commitment, support, participation and collaboration from everyone involved in the process, including leaders at all levels, the workforce, people who need care and support, families, carers, communities, adult social care providers, commissioners and other professionals.
- ✓ Effective communication and information sharing with everyone involved, internally and externally, throughout the whole process – this is crucial to building open and honest working relationships.
- ✓ Shared responsibility and accountability for performance and achievement of goals.
- ✓ Positive appreciation for the contribution that each party makes to the delivery of person-centred care and support.



Increasing workforce productivity requires time and investment. This checklist outlines some of the things that you need to consider, before you get started.

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|  | <p>How will you engage others to understand how the model works and its concept, for e.g. hold an introductory session with key colleagues?</p> <p>Ask others to complete the whole self-assessment tool or specific sections to identify areas of development to get started with initially.</p> <p><i>“Don’t have to do the self-assessment all at once – concentrate on one urgent area – make it more modular and bitesize.”</i></p>  |
|  | <p>What is your contingency plan if key people go on long term absence or if they leave?</p> <p>How will you ensure the process continues if there are personnel changes?</p> <p>Make sure everyone has a full understanding of the project with regular communication from the outset.</p> |



We asked one of our productivity steering group members, Darren Robbins, Community Resource Manager from Coventry City Council how he had tested out the productivity and quality model with colleagues in his local area.



We found it can be helpful to approach the self-assessment in bite size chunks. It was better to engage face-to-face initially to explain how to use the model and the opportunity to ask questions.

We learnt that the simplicity of the tool is key to working towards quality improvement. We learnt that there was a collective issue impacting on service quality that we wouldn't necessarily have realised without using the Productivity and Quality model and this gave us useful evidence to make positive changes.

The tool highlights opportunities to celebrate successes, as well as areas for improvement.



The big achievement was rallying together as services to suggest changes to our HR colleagues in changing the way we recruit. This coincided with a change of HR recruitment staff who were very receptive in making changes to what they also considered were outdated modes of recruitment. The new ways of working developed encourage teams to work together and a streamlined process to speed up recruitment.



I found it a really useful tool, the team were really engaged in completing this, separately from myself. It was interesting that the outcome for both managers and staff were very similar.

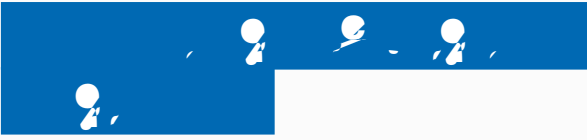
We created an action plan from our evaluated findings which will be used moving forward. Our key findings were communication and valuing diversity



- ✓ How are your organisation's vision and values embedded into your recruitment and induction processes?
- ✓ Does your workforce reflect the diverse needs of the community that it serves?
- ✓ How often do workers receive protected, one to one supervision time?
- ✓ How are workers and supervisors encouraged to prepare for supervisions?
- ✓ Are workers encouraged to talk about the mistakes they make during their supervision?
- ✓ What happens when workers raise concerns about performance and standards?
- ✓ Does your reward system reflect the vision, values and culture of your organisation?



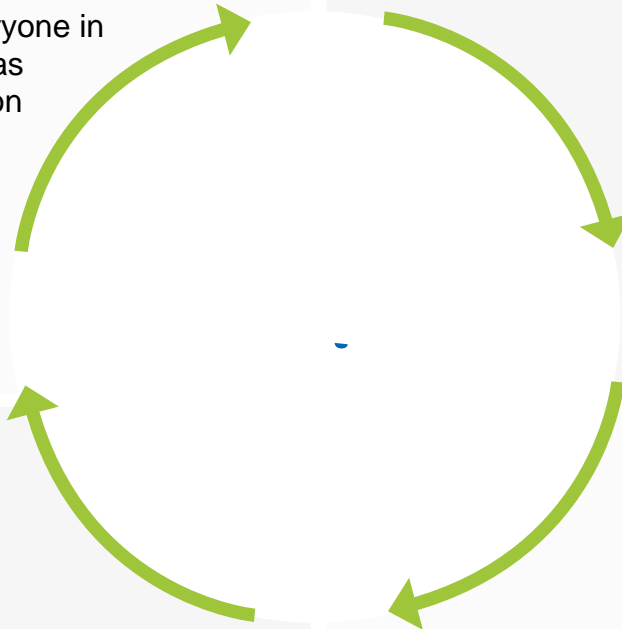
- ✓ How are workers encouraged to learn in your organisation as a whole?
- ✓ How much time, each year, do workers spend on learning and development?
- ✓ What happens when workers raise concerns about performance and standards?
- ✓ How are workers encouraged to learn in your organisation as a whole?



- ✓ Review the culture of your organisation.
- ✓ Review your recruitment process and how you recruit to your vision and values.
- ✓ Review the diverse needs of your communities against your existing workforce and recruitment practices.
- ✓ Make sure that the values of your leadership team are reflected in how your workforce is effectively inducted and supported.
- ✓ Make sure that everyone in your organisation has protected supervision time.
- ✓ Review your reward system to ensure it is reflective of your vision, values and culture.



- ✓ Ensure that everyone has a role in leading the organisation.
- ✓ Make sure that managers get feedback from their workforce on how well they're managing.
- ✓ Lead, manage and develop internal talent, especially staff with leadership potential, at all levels and from all backgrounds, with particular emphasis on encouraging diversity.



- ✓ Ensure that spending on learning and development is protected.
- ✓ Make sure that you're using more than one model of learning and development (everyone has different preferred models of learning).



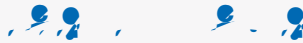
- ✓ Support your workforce to understand the '5 ways to wellbeing' and build their resilience.
- ✓ Discourage your workforce from coming into work when they're ill.
- ✓ Discourage your workforce from working long hours (and this includes you).
- ✓ Support workers to be confident with difference and encourage a supportive workplace that embraces diversity.



Use the 'Shared values and assumptions' or 'Norms and expectations' sections of the 'Culture for care' toolkit, and the 'Orchard End Services' or 'Haberton Care and Support' scenarios with your team.

Take a look at 'Activity sheet two: self-assessment tool for the culture of your organisation star' – ask your leadership team and workers to complete it and devise an action plan on your areas for development.

Visit the toolkit at:



You can also ask your workers to complete the 'Organisational culture' section of the 'Workforce planning and development tool' to understand what works well and identify the gaps and priority areas for future development.

Visit the tool at:

Visit the guide at:



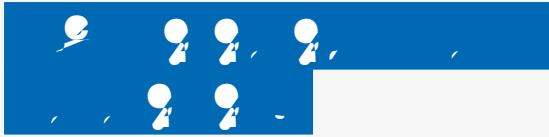
Use our free videos and resources to support workers to be comfortable having conversations about diversity and difference.

Visit:



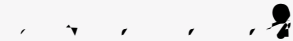
See our Guide to Improvement how one homecare agency improved their approach to effective supervision.





Consider using the Leadership Qualities Framework (LQF), that describes the attitudes and behaviours needed for high quality leadership at all levels across the social care workforce, and embed it into your values policy, job descriptions and performance management. It focuses on the values and behaviours that provide the foundations for effective leadership in social care.

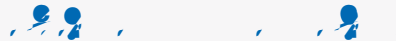
Download the framework at:



Our 'Workforce planning and development tool' is designed to help your organisation to plan for and implement a new workforce development plan.

It'll help you to understand what works well in your organisation, identify the gaps and priority areas for future development.

Complete the online tool at:



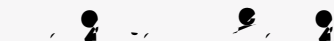
Use our 'People performance management toolkit' to manage the performance of workers. Think about your workers and recognise those:

- ✓ With leadership potential.
- ✓ With a dedication and commitment to simply getting on with the job.
- ✓ Who are beginning to lack enthusiasm and motivation.
- ✓ Who are doing the absolute bare minimum.

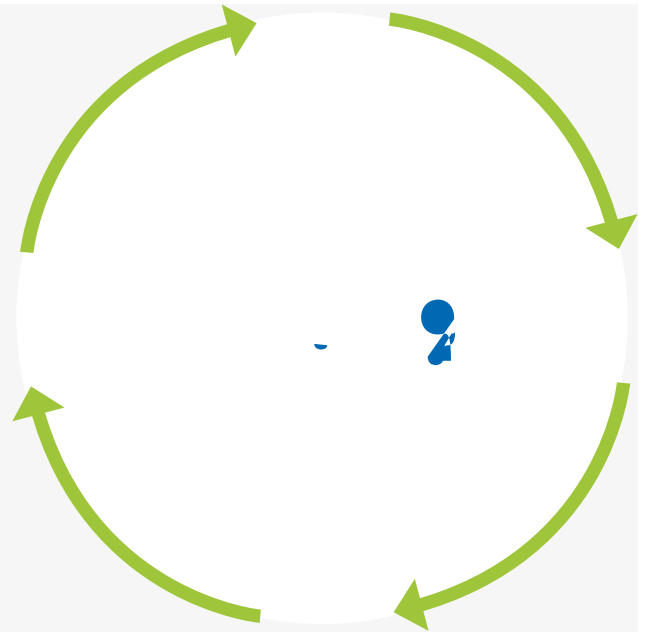
Use the performance scenarios to reflect on workers who are excellent and perform consistently well, and those who show poor performance.

Do you spend time assessing and looking for your leaders of the future? Take a look at the 'Managing different types of performance' section and see how to recognise and acknowledge the contribution of well performing workers to help reach their full potential.

Download the toolkit at:



Think about how well you engage your workers in helping you to shape a high quality service.



The 'Principles of workforce redesign' set out the key things you need to take account of when changing the way your team work. Principle four highlights the importance of engaging people in the process to acknowledge and utilise their value and experience.

To make a real contribution to organisational learning, people need to have 'personal power', a term coined by Peter Senge to describe those who are able to act creatively and intuitively, seeing what needs to be done to achieve organisational goals.

This is different from the power that is vested in managers, which can in fact prevent the development of personal power in others.

Individuals with personal power are needed at all levels of the organisation.

You can use the Principles document as an audit tool and a guide to support individuals and your organisation in changing the way they deliver care and support.

Download the guide at: [!\[\]\(d66ff64371a51729ac8c1cdaa685ba6f_img.jpg\) !\[\]\(0f31ebba7abcd47777e178db26f29705_img.jpg\)](#)

The 'Well-led' section of the 'Good and outstanding care guide' includes recommendations from 'good' and 'outstanding-rated' services under this area of inspection. It highlights the importance of engaging your workers and giving them a voice.

Download the guide at: [!\[\]\(17413706fd4997a1a4bdf85c6864eee1_img.jpg\)](#)

It's important that leaders and managers at all levels are given the opportunity to develop themselves. Our leadership and management programmes cover a range of leadership practices at all levels, so you can get the best from your aspiring, new and top leaders.

They can support your leadership culture and help you to improve the quality of your organisation. For example, the Well-led programme explores appreciative, engaged, distributed, host and systems leadership.

Find out more about our leadership programmes at:

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Succession planning is key to ensuring that your service continues to provide well-led, consistent quality care, both today and in the future.

Use our online guide to identify talent in your workforce and understand what learning opportunities, formal programmes and qualifications are required to prepare aspiring managers to move into a registered manager role.

Find out more at: [!\[\]\(56549452e01ca28bdf2500ced9653143_img.jpg\)](#) [!\[\]\(235f8f87c36d896db1ddff2848125c86_img.jpg\)](#)



Our 'Secrets of success' research interviewed organisations with a turnover of less than 10% to see what worked for them. It highlights the importance of reflection and observation of learning in practice. In addition, it shares the importance of tailoring learning and development to individual's needs.

Download the research report at:



This free online guide will help you to plan, deliver and evaluate the learning and development that you provide for your workforce.

Download the guide at: _____

You could use a learning style questionnaire to assess how people prefer to learn, for example if someone is a Visual, Auditory or Kinaesthetic learner? You can find free questionnaires online.

There are also free presentations and a mapping tool as part of our Care Certificate resources, to help you to assess your worker's foundation skills and knowledge.

Find out more at:

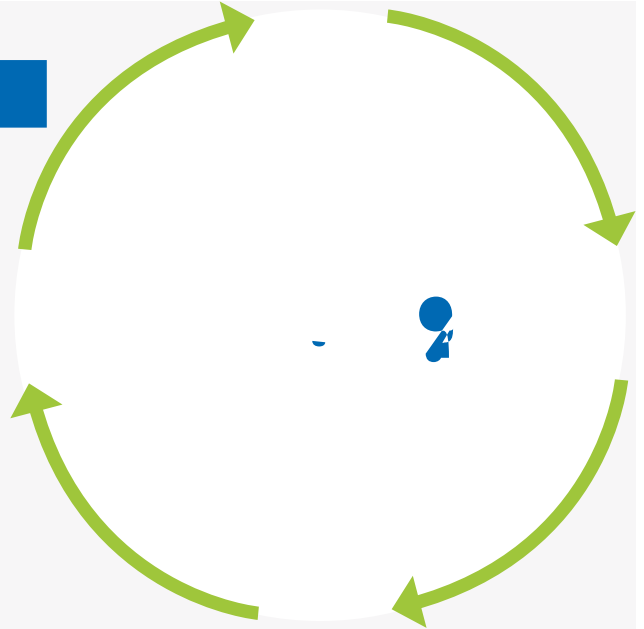


Do you know whether your investment in learning and development has really made a difference to people who need care and support?

The 'Workforce outcomes measurement model' helps you to consider the impact of learning and development that you once investment in. It is a tool that is important to you and a valuable

For further information on a range of materials on various care topics, go to our website





Do you and your staff regularly work more than 40 hours per week?

Our 'Impact of working longer hours on quality of care' research report highlighted some of the drawbacks of working longer hours, including reduced quality, increased fatigue and errors, and reduced motivation and performance. You can use the findings from this report as a case for change for considering staff wellbeing.



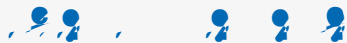
How do you consider your own wellbeing and that of your staff?

Consider how you support the '5 ways to wellbeing' as an organisation using the wellbeing self-assessment in our 'Wellbeing for registered managers: a practical survival guide'.

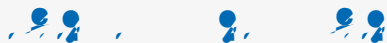
Get your copy from our bookshop:



Our guide to 'Building Resilience' is for anyone working in adult social care. It explains what resilience is and how you can build your own resilience. The guide will give you strategies to help you recognise and cope with pressure and stress. Go to our website to download a copy



Have a look at the 'Supporting Self Tool' which was developed with adult social care employers to help staff support themselves and provide some easy tips to remember to take in difficult situations.



The 'Good and outstanding care guide' shares recommendations and examples to supporting resilience, health and wellbeing under the 'Effective' KLOE.

For example, it describes one service who:

"Recognise the importance of staff wellbeing and the wellbeing of people who use the service. Initiatives to support staff are available; these are well known and recognised by staff and documented, e.g. flexible working patterns, wellbeing initiatives such as discounts with local gyms and stress management training."

Find other examples and practical tips at:



Look at our 'Building your own resilience, health and wellbeing' guide for tips and advice, including a questionnaire to reflect on your own wellbeing. Give a copy of the guide to staff and ask them to complete it to assess how they currently feel and what you can improve.

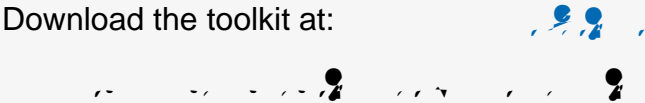
Download the guide at:

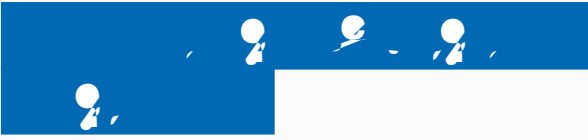


How do you manage sickness absence, conduct and capability and negative changes in attitude to work?

Use our 'People performance management toolkit' to manage the performance of your workers. Use the scenarios in the toolkit, for example the health and safety scenario, to explore what the causes might be and practice the conversations you could have with workers - discuss what went well and not so well.

Download the toolkit at:

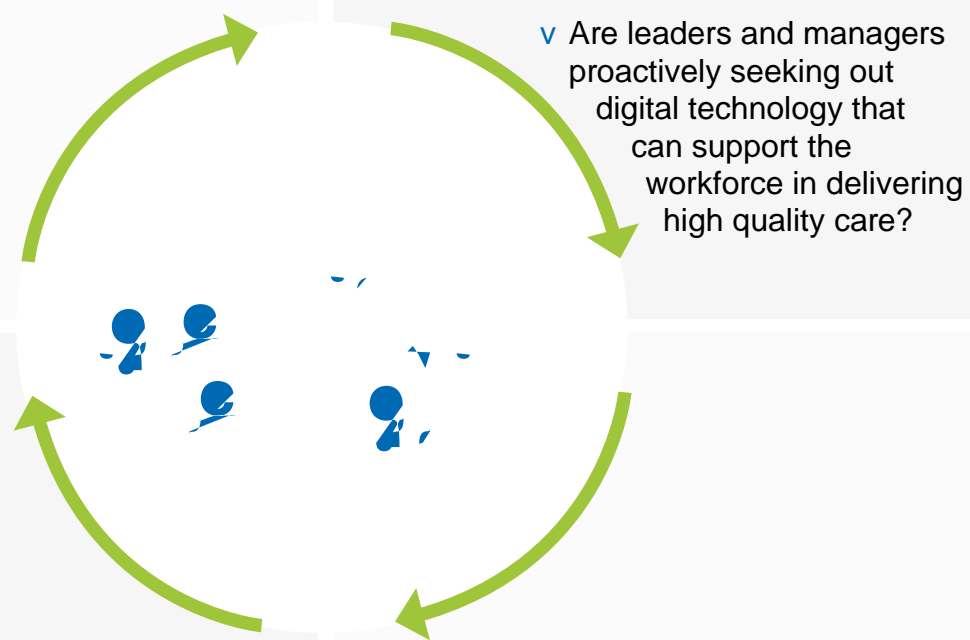




- ✓ Does the culture of your workplace enable people to say “I don’t understand how to use this digital technology”?
- ✓ In supervision, is time put aside to explore data generated by the manager and their team in a positive way?
- ✓ Is your organisation open to the opportunities that digital technology brings?



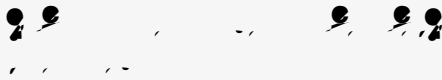
- ✓ Are your managers confident in using digital technology?
- ✓ How can you support managers to become more confident with digital technology?
- ✓ Do leaders understand every aspect of digital technology that their teams use and demonstrate how to use it?
- ✓ How are people who need care and support encouraged to use and make suggestions about using digital technology?



- ✓ How are you using digital technology as part of your approach to learning and development?
- ✓ Are you making clear choices about when digital technology isn’t an appropriate way for your workforce to learn?



- ✓ How is the use of digital technology improving the health and wellbeing of your workforce?
- ✓ How is data on sickness and presenteeism used to support your workforce to manage their work life balance?



Take a look at our guide to becoming a digital organisation.

Watch videos and learn from other care providers that have introduced digital technology into their organisation.

Every social care business is different in size and complexity, so we've tried to cover as many elements as possible for organisations to embark upon or accelerate their 'digital journey'.

Download the guide and view the videos at:



'Digital Social Care' is a website run by social care providers for social care providers. It's a dedicated space to provide advice and support to the sector on the use of technology and data protection.

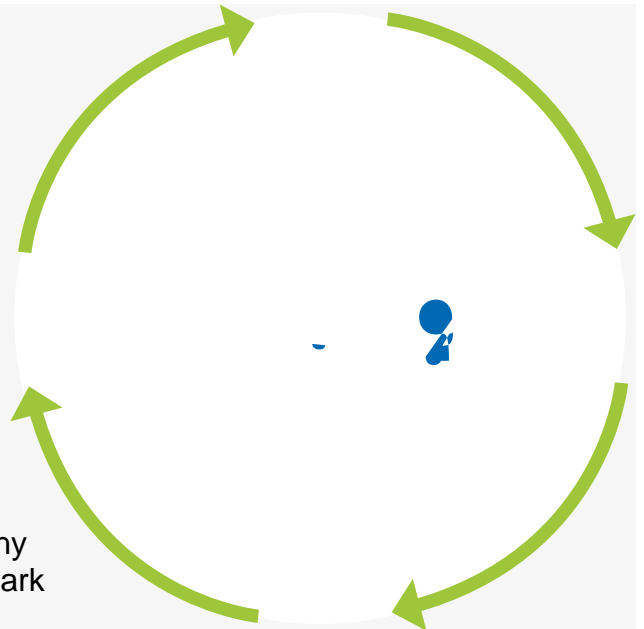
The website includes a link to a digital readiness self-assessment tool, as well as how to protect and share digital information, choosing software and equipment and relevant sector guidance.



The Assisted Technology (AT) guide can help you discover the advantages of AT devices, products and services that are available, and to identify where AT can be successfully implemented in your organisation. Use this resource to explore the range of AT and its advantages.

However, the availability of AT on its own cannot fully maximise any impact it might have; it needs to be successfully embedded into a supportive service. See the learning and development framework for AT for those involved in commissioning, design or delivery of workforce development. The abilities of the social care workforce to develop and adapt existing skills or learn new ways of working is essential to ensure that AT is seen as a positive tool.

Download the guide at:





This tool is a practical and easy-to-use self-assessment tool to work out what your organisation is doing well and not so well around the four pillars of productivity and identify areas for improvement.

The tool can be completed as a whole or split it into bite-size chunks, whichever works best for your current situation and organisational structure.

It may be helpful to engage other staff and departments to undertake the same self-assessment, as there might be different perspectives of your current position.

The statements in the tool suggest some of the ways that you can self-assess your organisation – you can amend and/or add statements to it with your organisational aims and objectives.

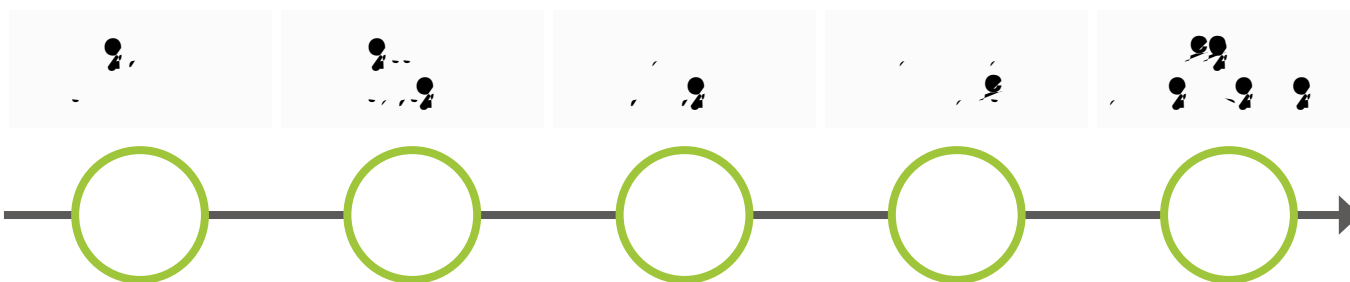
When you've completed the self-assessment, analyse the results and use the learning to develop an action plan (there's a template in appendix two to help). This will help you to plan how you're going to implement the changes and improvements that your organisation needs to make. The action plan can be shared widely across your organisation and with your stakeholders, to encourage a 'whole systems approach' to improvement.





Use a variety of resources to identify and plan for what success will look like in your organisation, how you will measure success and be guided by legislation, your organisations policies and procedures and CQC regulations.

Active planning can be a step towards improving productivity, service quality, individual outcomes and even your CQC rating, by demonstrating how and where you have made changes and the impact of increased workforce productivity. Workforce productivity links closely to the







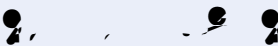


Read each of the statements below and give your organisation a score of one to five, based on the scale below.



|  |  | | | | |
|--|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
|  | | | | | |
| There is a person-centred approach to the workforce | | | | | |
| The organisation has a clear vision, mission and values which are shared, understood and lived by staff | | | | | |
| There is a sense of teamwork across our organisation and individuals work well together | | | | | |
| There is intolerance of bullying, harassment and incivility | | | | | |
| There is a sense of identity within the organisation | | | | | |
| There is good open communication between staff at all level | | | | | |
| There is a positive learning culture which strives for continuous improvement without blame or recrimination | | | | | |
| The organisation fosters challenge | | | | | |
|  | | | | | |
| We are a forward thinking organisation that allows for creativity and innovation | | | | | |
| We have a positive reaction to change and staff are encouraged to provide solutions to challenges | | | | | |
| Resources are managed well and allocated in the right places | | | | | |

Now you have completed the analysis and identified areas of improvement of your self-assessment, use the template in [Appendix 2](#) to plan change, take action and monitor progress. You may find your planned interventions overlap and interlink across the 4 pillars of productivity and how you use digital technology.

Consider how you will know you've achieved what you set out to do. Take a 'SMART' approach to identifying your actions, targets and desired outcomes. [Appendix 3](#) - See section 2.1 of the Guide to Improvement [Appendix 3](#) 'Plan and implement your improvement'.

| | |
|---|---|
|  | Set of interrelated or interacting activities that transform inputs into outputs |
|  | What is put in, taken in, or operated on by any process or system. |
|  | The activities, services and products produced - what is delivered |
|  | The changes, benefits, learning or other effects that take place as a result of the service and activities provided - what is achieved. |
|  | Capture the changes and benefits experienced by people who use the services that have been provided by the care service. |
|  | The signs and signals that are monitored in order to measure the progress in the delivery of services (Outputs and processes) and in the changes it brings about (outcomes). |
|  | The routine collection and recording of information, to keep track of day to day activities and progress. Its purpose is to provide regular feedback on how things are going and help make decisions. |

Go to: [Practical approaches to workforce planning guide](#) and the [Workforce Outcomes Measurement Model](#) where you will find step-by-step approaches and detailed guidance.

Plan a schedule of regular meetings to monitor progress.

Review your action plan regularly with everyone it affects to check it is on target. Address any issues, barriers or surprises that arise. Are there any emerging opportunities? Review and refine targets as needed.








Having undertaken the activities, complete a review and evaluation using the template in appendix three. To review your outcomes, you need to be very clear about the priorities that you set and involve all partners in evaluation. Consider whether the changes you made achieved the desired outcomes.

[Appendix 3](#) - See the following sections of the Guide to Improvement [here](#)

- 2.3 'Monitor your performance and maintain quality'
- 2.4 'Provide evidence of your improvement for the CQC'
- 2.5 'Let people know you have improved'



Review and record the overall results and impact of the interventions.

| | |
|---|--|
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Skills for Care
West Gate
6 Grace Street
Leeds
LS1 2RP

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