

# CAPABLE TEAMS FOR CHILDREN & YOUNG PEOPLE (CTCYP)

*A team approach to support services for children and young people to improve quality and efficiency by exploring new, different and creative ways of working. Adapted from Creating Capable Teams Approach (DH 2007)*

## FACILITATORS HANDBOOK

	STEP 1 – PREPARATION & OWNERSHIP
	STEP 2 – TEAM FUNCTION
	STEP 3 – CHILDREN, YOUNG PEOPLE, FAMILIES & CARERS NEEDS
	STEP 4 – CREATING A NEEDS LED WORKFORCE
	STEP 5 – IMPLEMENTATION & REVIEW



# Information

<b>Key themes</b>	Workforce modernisation Skill Mix Creative, flexible and new ways of working
<b>Document purpose</b>	To provide facilitators with a structured framework to enable them to deliver 'Capable Teams for Children and Young People' (CTCYP)
<b>Title</b>	CAPABLE TEAMS FOR CHILDREN AND YOUNG PEOPLE (CTCYP) - A team approach to support services for children and young people to improve quality and efficiency by exploring new, different and creative ways of working. Adapted from Creating Capable Teams Approach (DH 2007) - FACILITATORS HANDBOOK
<b>Author</b>	Nicki Hollingsworth NCSS National Workforce Programme
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<b>Target Audience</b>	Primary Care and Mental Health Trusts, Childrens Trusts, Local Authorities, Education, Voluntary and Independent Organisation.
<b>Description</b>	This document provides guidance notes, workshop plans and structured activities to support the delivery of CTCYP
<b>Cross Reference</b>	Creating Capable Teams Approach (2007) CCTA Nugent House (2011) CTCYP Participants Handbook (2011) CTCYP Executive Summary (2011) CTCYP Sharing the Learning (2011)
<b>Contact details</b>	Barry Nixon barry.nixon@olsenhouseschool.co.uk Nicki Hollingsworth Nicki.hollingsworth@humber.nhs.uk

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STEP 1 - PREPARATION AND OWNERSHIP



STEP 2 - TEAM FUNCTION



STEP 3 - CHILDREN, YOUNG PEOPLE, FAMILIES  
& CARERS NEEDS



STEP 4 - CREATING A NEEDS LED WORKFORCE



STEP 5 - IMPLEMENTATION AND REVIEW

Supporting the development of a workforce that is:

- ✓ Creative
- ✓ Capable
- ✓ Available
- ✓ Affordable
- ✓ Sustainable
- ✓ Needs led

## The workforce

Modernising and strengthening the workforce is a central feature within current policy guidance relating to children, young people and families. The vision for the children's workforce is for a 'modern, skilled, competent, adaptable and flexible health, education and social care workforce providing a focused response to meet the needs of children and young people and their families'. The diversity of professions and occupations that make up the children and young people's workforce is a key part of its strength

Workforce planning and development is a dynamic process, and the way we undertake workforce planning and development will evolve over time, as priorities, processes and capabilities develop. It is vital that an organisation knows strategically the direction of travel for the service and the workforce capacity needed to produce the service activity, only then it can begin to plan around the demands placed upon it.

With the increasing demands upon the current workforce, future workforce development and planning must ensure it supports continued improvement in quality and productivity, and that it delivers the best possible outcomes for the local population. Simply doing the same things in the same way may not deliver the vision of ensuring a world-class children and young people's workforce.

We know we are facing challenging times with significant shifts happening across public services in what is a particularly difficult financial climate. The focus on improving quality and productivity through creative and innovative ways of working will mean significant change over coming years. If successful, these changes and shifts will have a considerable impact on the way services are provided and delivered and will need to be embedded to ensure they continue to meet new challenges and demands.

In order to support future workforce planning and development such changes will need to be quickly and reliably implemented so that organisations have a workforce equipped to respond effectively and flexibly to the new models of service delivery as they emerge. We will continue to rely on committed staff, working differently to provide the high quality affordable services to children and young people. Planning and developing the workforce effectively is the foundation for this.

## New, different and creative ways of working

New, different and creative ways of working is about enabling all workers to explore; who they are, what they do, how they could do it better and to identify different and more creative ways of delivering service. In essence, it is about developing new, enhanced and changed roles for staff, and redesigning systems and processes to support the delivery of effective care to children and young people. New Ways of Working (NWW) involves a cultural shift, one element of which is to move from a workforce defined and restricted by professional qualifications to one defined by skills, competencies and capability (Morris & Nixon, 2008)

This shift represents a challenge for the current workforce and for the training and development of future staff. NWW does not mean that current or past practice is inappropriate rather than

traditional ways of doing things should be thought about and integrated with innovative practice as appropriate

A challenge for NWW will be to communicate its value and for it to be truly effective there needs to be clear linkage between the different commissioning arms. In considering how NWW can be implemented to best effect, and contribute to future workforce planning at a local level, it is important to ensure that teams focus on the needs of children, young people and families. The Capable Teams for Children & Young People is designed to support such a process.

## Introduction to Capable Teams for Children & Young People (CTCYP)






The CTCYP is a five-step approach, developed to support services for children and young people to implement innovative practice and introduce new, creative and different ways of working, within existing resources. The original Creating Capable Teams Approach (CCTA, DH 2007) was developed to be used in all areas of mental health, across health and social care, for all ages, in statutory, voluntary and private sectors, including all staff disciplines. However following further field testing in services for children and young people the CCTA (2007) was reviewed and adapted, resulting in the development 'Capable Teams for Children and Young People' (CTCYP)

In essence the CTCYP is a straight forward logical process that:

- Provides an opportunity for organisations to proactively incorporate new, creative and different ways of working.
- Empowers the people who use the service, and people who deliver the service to review and develop the service.
- Demonstrates a number of techniques that support the team to explore who they are what they do and how they could do it better.
- Supports the development of cost effective, value for money services, within existing resources.
- Facilitates needs led workforce planning, based on user and carer needs and existing skills and capabilities.
- Facilitates the production of a Team Profile and Workforce Plan (TPWP), which records the teams' journey throughout the process and should feed into the organisations' workforce planning process and influence learning and development programmes. Examples of the TPWP can be found on the ChiMat website and the CTCYP CD rom
- Provides a forum for the team to 'think outside the box'.

The CTCYP is usually completed over a period of 6 months and consists of three full day workshops that include the core team, extended team and Children, young people, families and carers. An overview of the five steps can be seen in Box 1.

## Overview of CTCYP

	STEP	TITLE	FORMAT	DURATION	SUMMARY OF KEY AIMS
P R E	 1	PREPARATION & OWNERSHIP	Meetings and individual work	AS REQUIRED	<ul style="list-style-type: none"> <li>Secure organisational sign up and commitment</li> <li>Ensure all involved have a good understanding of the process</li> <li>Complete essential capabilities questionnaire</li> <li>Gather relevant information and complete diary sheets</li> </ul>
	 2	TEAM FUNCTION	Workshop 1	1 DAY	<ul style="list-style-type: none"> <li>Clarify national and local drivers for CTCYP and NWW</li> <li>Agree values and function of the team</li> <li>Identify roles, skills knowledge, qualifications and experience</li> </ul>
W O R K S H O P S	 3	CHILDREN, YOUNG PEOPLE, FAMILIES & CARERS NEEDS	Workshop 2	1 DAY	<ul style="list-style-type: none"> <li>Explore current and future needs of the population</li> <li>Identify and prioritise the needs of children, young people, families &amp; carers</li> <li>Identify individual and team capabilities and explore any gaps</li> </ul>
	 4	CREATING A NEEDS LED WORKFORCE	Workshop 3	1 DAY	<ul style="list-style-type: none"> <li>Reflect on the teams' journey through the CTCYP</li> <li>Map out the team capabilities</li> <li>Identify changes and actions</li> <li>Produce action plans for red, green and amber actions</li> </ul>
P O S T	 5	IMPLEMENTATION & REVIEW	Meetings	AS REQUIRED	<ul style="list-style-type: none"> <li>Complete TPWP and present key actions to senior management team</li> <li>Agree implementation process and identify ways to sustain change</li> </ul>

### Who is the CTCYP intended for?

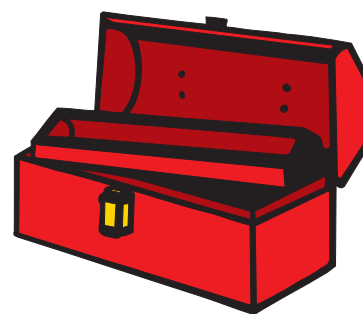
The CTCYP can be facilitated by someone:

- ✓ With appropriate experience and skills in facilitation
- ✓ Who is not part of the participating team
- ✓ Has a knowledge and understanding of effective team working
- ✓ Has a knowledge and understanding of workforce development from a national and local perspective particularly in relation to NWW and New Roles.
- ✓ Who has familiarised themselves with all the CTCYP documentation, particularly the Executive Summary and The Facilitators Handbook, prior to commencing the process
- ✓ Is able to engage with Children, Young People, Families and Carers prior to the process.
- ✓ Understands the importance of, and has the capacity to undertake, the preparation required for each step



## FACILITATORS TOOLKIT

- ✓ A copy of the CTCYP CD rom which contains:
  - ❑ Introductory leaflet
  - ❑ Executive summary
  - ❑ Facilitators Handbook
  - ❑ Participants Handbook
  - ❑ Handouts
  - ❑ Additional Supporting materials
- ✓ Copy of facilitators and participants handbook
- ✓ Spare participants handbook
- ✓ Laptop and projector
- ✓ Example of Team Profile and Workforce Plan (TPWP)
- ✓ Flipcharts and pens
- ✓ Pre prepared flipcharts (pertaining to relevant step)
- ✓ Sticky labels for name badges
- ✓ Small coloured dots (red, yellow and green for Step 3)
- ✓ Stapler
- ✓ Blue Tak
- ✓ Lots of Post its
- ✓ Standard Handouts
- ✓ Handouts for specific step (as identified)



## FACILITATORS HINTS & TIPS

- ✓ The CTCYP will require approximately 10 days of the facilitators time (see roles and responsibilities handout for further information)
- ✓ Participants folders can be produced back to back and stapled together or you may wish to place them in a ring binder or folder to allow participants to add additional information
- ✓ Poster versions (A1 size) of the workshop pathway (in the participants handbook) and the Team capability profile (Step 3) can be reproduced at a stationers for approx £2 each
- ✓ Staple together and number flipcharts from each group activity
- ✓ Ensure all flipcharts have clear headings on them
- ✓ Staple together post its from specific exercises
- ✓ Use a 'park it' board to record any issues to be addressed outside of the workshops
- ✓ In addition to the facilitators handbook delivery is supported by a number of PowerPoint presentations and handouts specific to each step which are available from [www.skillsforhealth.org.uk/service-area/camhs](http://www.skillsforhealth.org.uk/service-area/camhs)
- ✓ The supporting presentations can be adapted in accordance with local need  
Coming Soon from the NCSS CAMHS National workforce programme;
  - ❑ The development of CTCYP, Sharing the learning from the National Implementation programme (Available from ChiMat March 2011)



## PREPARATION STAGE



# STEP 1 PREPARATION AND OWNERSHIP

### CONTENTS

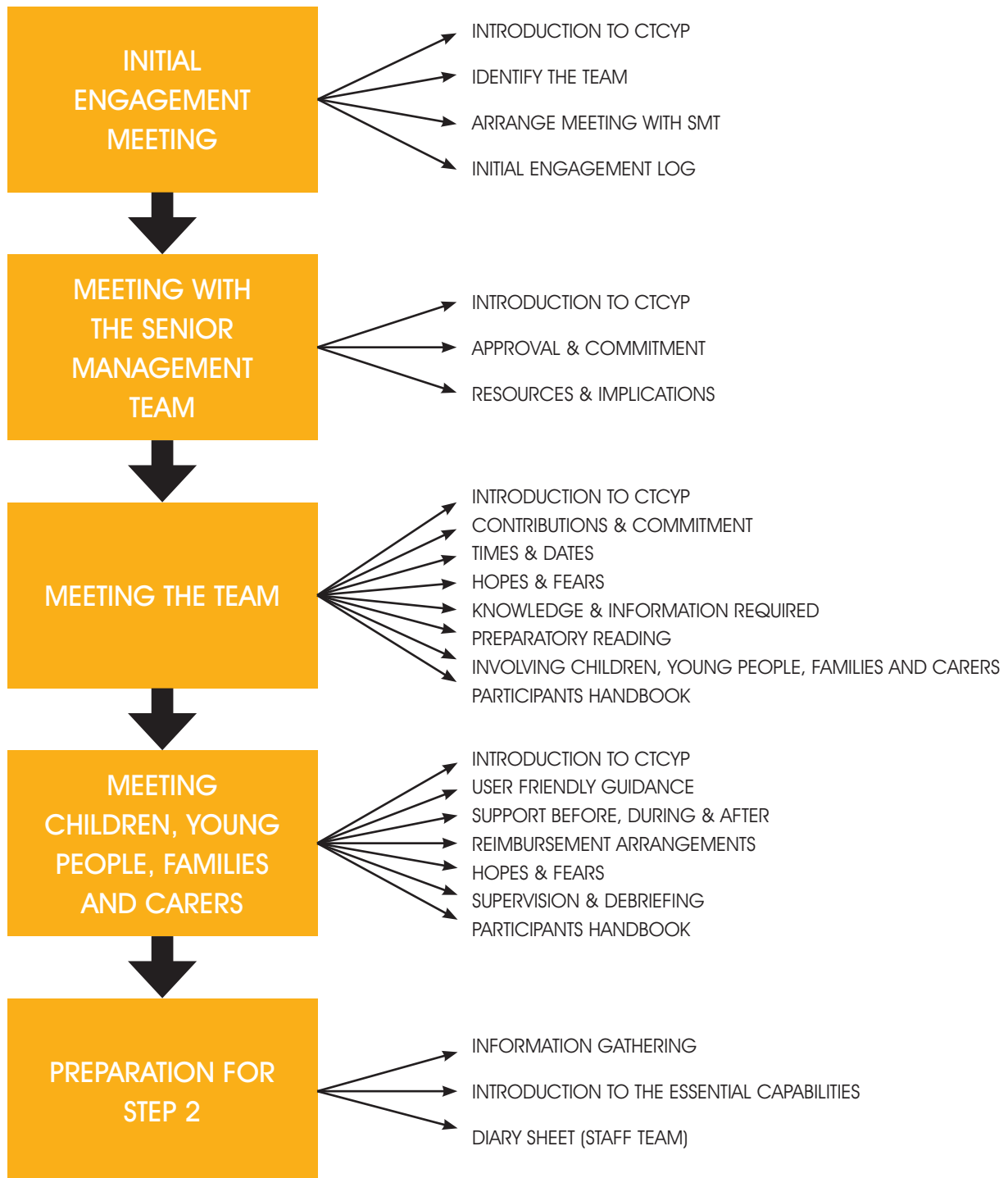
- Overview
- Step 1 Introduction
- Appendices
  - CTCYP timetable
  - Information checklist
  - Involving children, young people, families and carers
  - New roles
  
- Handouts required for this step
  - Daily diary sheet
  - Essential capabilities questionnaire
  - Step 1 Optional Workshop Programme (if delivering as workshop)
  - Attendance list (if delivering as workshop)
  - Evaluation form (if delivering as workshop)
  
- Additional supporting materials
  - Initial engagement log
  - Key roles and responsibilities
  - Team welcome letter
  - User friendly guidance
  - Venue Guidance
  - TPWP Proforma
  - CTCYP Pathway
  - Example of completed Tier 3 TPWP
  - Example of completed Tier 3 TPWP
  - Initial engagement presentation
  - Step 1 workshop presentation
  - Participation documents

### FACILITATORS HINTS & TIPS

- ✓ *Were possible give the team the option to undertake the CTCYP*
- ✓ *Arrange workshops away from the normal workplace*
- ✓ *Be clear about why the team have been chosen, reiterate that the approach is intended to be undertaken by a capable team*
- ✓ *Send initial welcome letter to all team members*
- ✓ *Show the team a copy of a finished Team Profile and Workforce Plan (TPWP)*
- ✓ *Ensure the team leader is present when meeting with the team to ensure clarity and consistency*

## STEP 1: PREPARATION &amp; OWNERSHIP

## OVERVIEW



## STEP 1: PREPARATION & OWNERSHIP

## INTRODUCTION

To achieve this step it will be necessary to have a number of preparatory meetings, which, where possible, should take place within existing meetings. Consideration should be given to lengthening existing meetings to allow for adequate discussion about the CTCYP.

The duration and number of meetings will differ within each organisation. However, it is crucial that an adequate amount of time is dedicated to Step 1 as effective communication and the commitment of all involved is essential to the success of the CTCYP.

### FACILITATORS HINTS & TIPS

- ✓ *It is essential that Step 1 is undertaken thoroughly prior to commencing Step 2.*
- ✓ *The team leader is responsible for ensuring that the team has undertaken all the preparation required and gathered the necessary information*
- ✓ *If time allows there is also an option to undertake step 1 as a workshop, see additional resources for participants programme and presentation*

### Initial engagement meeting (supporting presentation available)

It is suggested that prior to this meeting the senior sponsor has an understanding of the CTCYP and has read the CTCYP Executive Summary, paying particular attention to the role of the senior management team, Senior Sponsor and team leader and potential resource implications

The aim of the initial engagement meeting will be to:

- Complete the initial engagement log (see additional resources)
- Confirm the team and clarify reason for selection
- Clarify who will undertake key roles within the process
- Clarify roles and responsibilities (see additional resources)
- Discuss the implications, benefits and desired outcomes for the organisation
- Identify any organisational constraints that might impact on the project
- Establish effective communication and reporting mechanisms
- Identify and clarify any resource implications such as:
  - Venue and refreshments
  - Backfill
  - Stationery
  - Payment and reimbursement of children, young people, families and carers who contribute to the process
- Agree timescales & confirm dates and venue (see additional resources)
- Agree participation & payment of children, young people, families and carers
- Discuss any anxieties, concerns and queries relating to the process
- Identify information required in Step One
- Clarify how the process fits with the organisations strategic vision
- Agree the process of engaging the Senior Management Team (SMT)

It is also important that the senior sponsor maintains close contact with the facilitator and as a minimum attends the initial meeting with the team (Step 1) and the implementation and review meeting (Step 5).

## Meeting the Senior Management Team (SMT)

Prior to commencing the process, it is imperative that the organisations SMT are fully supportive of the process. This can be achieved with support from the senior sponsor, by attendance at the SMT regular meeting to:

- ❑ Present an Introduction to the CTCYP
- ❑ Present the SMT briefing paper
- ❑ Discuss the implications, benefits and outcomes for the organisation
- ❑ Clarify how the process fits with the organisations strategic vision
- ❑ Identify any organisational constraints that might impact on the project
- ❑ Establish effective communication and reporting mechanisms
- ❑ Identify any resource implications and authorise as necessary
- ❑ Secure Senior Management commitment to and approval for the CTCYP
- ❑ Agree any necessary parameters and timescale

### FACILITATORS HINTS & TIPS

- ✓ *It is essential that the SMT are committed to the implementation of NWW and New Roles and that this message is conveyed to the team*
- ✓ *The senior sponsor needs to ensure HR are aware of, and on board with, the CTCYP*

## Meeting the Team

Ideally, to encourage ownership of the process the team should be presented with the information about the CTCYP and be given the choice to decide if they wish to participate in the process. It is only natural for the team to have a number of questions and anxieties about the process so it may be necessary for a number of meetings to take place between the facilitator and the team. It may also be necessary for the team leader to have separate meetings/focus groups for certain members of the team to discuss their particular contribution to the process e.g. administrative staff, volunteers, children, young People, families and carers.

It is important that at the initial meeting with the team a discussion take place to determine and agree, for the purposes of the CTCYP, who the team consists of. As suggested in the CTCYP Executive Summary the team should be multi disciplinary and may vary in size but should include Children, young people, families and carers and those who contribute to the delivery of care.

The senior sponsor should also be present at one of the meetings or at the Step 1 workshop to convey the organisations' commitment to NWW and New Roles. Where possible this process should be done at existing team meetings with the aims being to:

- ❑ Present an introduction to CTCYP
- ❑ Ensure that the team understands the CTCYP and what's in it for them

- ❑ Go through the participants handbook to clarify the expectations and outcomes for each step
- ❑ Facilitate a discussion regarding their expected contribution, the process, implications, benefits and possible outcomes for the team
- ❑ Explore and identify any constraints/barriers that might impact on the project
- ❑ Agree participation of children, young people, families and carers
- ❑ Establish effective communication mechanisms
- ❑ Agree timescale and dates, times and venues for Steps 2, 3 and 4
- ❑ Present and discuss the reasons behind team selection
- ❑ Identify members of the team who will ensure the integration and support of Children, young people, families and carers throughout the process
- ❑ Introduce the team to the essential capabilities questionnaire
- ❑ Discuss with team the completion of their individual diary sheets
- ❑ Provide all team members with CTCYP participants handbook
- ❑ Ensure that all team members are aware that they will be required to participate throughout the process; this will involve supporting the team leader to gather the necessary information, recording information and feeding back to the whole group and completing some work outside of the workshops
- ❑ If some team members are absent from the meeting it will be necessary to identify and keep a record of other members of the team who will act as buddies and take responsibility for ensuring all information, including handouts is fed back to absent colleagues.

### FACILITATORS HINTS & TIPS

- ✓ *Team members may have some concerns about involving children, young people, families and carers in the process e.g. confidentiality, wanting to get your own house in order, not feeling able to speak openly etc. It may therefore be beneficial to arrange a number of meetings or focus groups to address this.*
- ✓ *If this remains an issue consider organising a workshop in relation to the participation of children, young People, families and carers.*
- ✓ *It may also be helpful to explore with the team what the involvement of children, young people, families and carers would look like in each step as some of the anxiety may be around not knowing what the process entails.*
- ✓ *Further information about involving children, young people, families and carers can be found in the appendices.*

## Meeting with children, young people, families and carers

Children, young people, families and carers will need to be given all the relevant information about the CTCYP to enable them to make an **informed choice** about if and how they want to be involved in the process. Ideally they should be involved in the whole process. However if, after receiving information about the individual steps, they do not feel it would be beneficial, or are unable to attend all three workshops, Step 3 is the workshop that should take priority as it is at this workshop that the needs of the people who use the service are identified.

The CTCYP process should involve a minimum of **2 children/ young people** and **2 family members/carers**, who ideally, should be those who use the services of the team. However, although some children, young people, families and carers may be willing to be involved in the process with their team, others may not. If this is the case, consideration should be given to approaching local involvement groups who would be willing to participate or young people from other teams who would be happy to be involved in the process, but not with the team that provides their care.

If the children, young people, families and carers are not from the team it may be necessary to arrange for them to meet with some of the people who are supported by the team prior to the process to ensure they have a good understanding of any relevant issues.

It may be necessary for the team leader and facilitator to have a number of meetings with the children, young People, families and carers, separate to the team. The aims of these meetings would be to:

- ❑ Identify the benefits of their involvement from both an individual, team and organisational perspective
- ❑ Present an introduction to the CTCYP and provide the user friendly pack
- ❑ Go though each step and explore what their role would be
- ❑ Ensure they have a understanding of the CTCYP and what their involvement before, during and after the process would be
- ❑ To address issues of support prior to, during and after the process
- ❑ To clarify issues relating to reimbursement for time, travel etc
- ❑ To explore any anxieties and concerns about the process
- ❑ To discuss respite or other support requirements with carers

### **FACILITATORS HINTS & TIPS**

- ✓ *It is extremely important that children, young people, families and carers feel confident and have the skills to contribute and challenge in a workshop environment. It may also be necessary to arrange for an identified individual to support them during the process and to ensure the availability of supervision or debriefing after the workshops. Further information and advice can be found in the appendices*
- ✓ *Ensure there is an understanding about the role of children and young people and staff members during the process i.e. both are attending as members of the team*

## STEP 1: PREPARATION & OWNERSHIP

## PREPARATION FOR STEP 2

### Information gathering

To inform and underpin the CTCYP, it is necessary to gather a range of information, which is essential to the delivery of Step 2.

Whilst some of the information required can be provided by the team, other data will be held by internal or external departments/services. ChiMat also has wealth of information about child health services <http://www.chimat.org.uk/>

The senior sponsor and SMT should support the collection of the material required for this step by authorising access, and signposting the facilitator and team members to the appropriate resources.

It is ultimately the responsibility of the team leader to ensure all the relevant information is gathered prior to Step 2 however it is the role of the whole team to contribute to the collection and collation of this information.

#### FACILITATORS HINTS & TIPS



*Guidelines and a PowerPoint template to support the development of local population presentation can be found in Step 3*

**Preparatory reading** - Prior to Step 2 all team members should read all of Step 1 and the CTCYP Executive Summary

### Essential Capabilities (EC) for effective emotional and mental health support

The EC identify core attitudes and behaviours for those working with children and young people and originate from work that began in adult mental health services in 2004 called the Ten Essential Shared Capabilities (ESC). The original materials were developed by people who used services as a set of statements on the ideal personal attributes they would like to see in the workforce. Similarly, the new materials were developed with groups of children and young people who identified key values and behaviours that they felt were the hallmark of a good worker.

The EC were developed as a 'values based' approach to service improvement for children and young people. A hallmark of such values based approaches often understand and manage the world through different lens. Therefore understanding and respecting difference in views is important. Equally important is the need for open and honest discussion and the requirement to negotiate movement from particular views and seek consensus of a shared approach and agreed treatment or support goals with, and for, children and young people.

The new materials offer a range of exercises, case studies, knowledge points and scales to help individual and team reflection on personal and collective values.

The EC should underpin the CTCYP process and it is therefore important all team members participating in the CTCYP have an understanding of the EC and have an opportunity to discuss with colleagues the impact of the EC on their individual work and that of the team

To support this process it is recommended that as a minimum all team members complete the EC questionnaire and discuss as a team. The results and outcomes of which should then be feedback at the first workshop, providing an opportunity for further discussion and the identification of suggested changes and actions

## Daily diary Sheet

The daily diary sheet has been developed to support members of the team to begin to consider their current ways of working and how they may work differently in the future. The aim of this exercise is not to monitor time spent but to support individuals to begin to identify the tasks and activities they currently undertake and consider if they could be undertaken more appropriately/effectively by someone else. Please note this is not a time management tool and the information gathered will be held by the individual

It is recommended that the diary sheet be completed for two different days during two different weeks to ensure a broad representation of the work undertaken. The information provided on the diary sheet will be used throughout the workshops so it is important that participants keep their completed daily diary sheets in their CTCYP folder and bring to all the sessions





# STEP 1

## APPENDICES

- **CTCYP Timetable**
- **Information checklist**
- **Involving children, young people, families and carers**
- **New and extended roles**

## STEP 1: PREPARATION &amp; OWNERSHIP

## PREPARATION FOR STEP 2

STEP	DATE	TIME	VENUE
STEP 1 - Pre workshops PREPARATION & OWNERSHIP			
➤ Initial engagement meeting with senior sponsor			
➤ Meeting/s with SMT			
➤ Meeting/s with team or Step 1 workshop			
➤ Meeting/s with children, young people, families and carers			
STEP 2 - Workshop 1 TEAM FUNCTION			
STEP 3 - Workshop 2 CHILDREN, YOUNG PEOPLE, FAMILIES AND CARERS NEEDS			
STEP 4 - Workshop 3 CREATING A NEEDS LED WORKFORCE			
STEP 5 - Post Workshops IMPLEMENTATION & REVIEW			

## STEP 1: PREPARATION &amp; OWNERSHIP

## INFORMATION CHECKLIST

Information required	From Where	By whom	By when	✓
<b>Required for Step 2 Workshop</b>				
Data about the team – <ul style="list-style-type: none"> <li>■ Team establishment</li> <li>■ Current number of staff</li> <li>■ Number of vacancies</li> </ul>	HR/Payroll ChiMat Website Integrated workforce plan (if available)			
Information about NWW & New Roles already in existence within organisation	Workforce modernisation/ senior sponsor/HR			
Information about the implementation of NWW nationally, regionally and locally	ChiMat Website Skills for health			
National policy implementation guidance (with key implications identified)				
Team operational policy & values				
Service level agreements relating to the team (if applicable)				
<b>Required for Step 3 Workshop</b>				
Local demographic information relating to the teams locality which should include: - needs reviewing <ul style="list-style-type: none"> <li>■ Population size</li> <li>■ Age profile &amp; gender profile</li> <li>■ General and child health profile</li> <li>■ Ethnicity profile</li> <li>■ Employment status</li> <li>■ Any local intelligence/trends</li> </ul>	Public Health observatory SHA & Local Councils ChiMat Website Integrated workforce plan (if available)  <b>See guidance handout and presentation template for more help and advice</b>			
Any feedback or results from latest service user survey or complaints data that may be helpful				
<b>Additional information agreed by team</b>				

## STEP 1: PREPARATION & OWNERSHIP

## INVOLVING CHILDREN, YOUNG PEOPLE, FAMILIES AND CARERS

The UN Convention on the Rights of the Child, adopted by the United Nations in November 1989, spells out the basic human rights to which children everywhere are entitled. Article 12 refers to children's rights to express their own opinions and to have them taken into account in any matter affecting them. In 2001 the Children and Young Person's Unit published *Learning to Listen: Core principles for the Involvement of Children and Young People* which provided a framework to ensure that young people have the opportunity to be involved in the design and delivery of policy and in 2008 the CAMHS review highlighted the need for national leadership to appropriate and adequate involvement and representation. This is further supported by the Human Rights Act, which focuses on protection of rights and liberties, and the Children Act 2004. In essence the contribution of children, young people, families and carers is unique because they tell it from their own viewpoint expressing their fears, joys and feelings, which contribute to a better understanding for us all.

### FACILITATORS HINTS & TIPS

- ✓ *The documents located in Step 1 additional information (participation folder) will provide further information, help and guidance in relation to the participation and involvement of children and young people*

### Why involve children, young people, families and carers?

- ❑ Services become more responsive to the needs of children, young people, families and carers
- ❑ Services become more accessible to children and young people
- ❑ Services become more efficient as they are providing a more effective service for children and young people
- ❑ Children, young people, families and carers want to be seen as partners in all aspects of their lives
- ❑ Children, young people, families and carers want to be active participants in their care and the way future services are planned.
- ❑ The participation of children and young people is a way to break down barriers surrounding mental health.
- ❑ Active engagement and involvement contributes to the ECM outcomes framework – being healthy, enjoy, achieve, and making a positive contribution.
- ❑ Children and young people need to develop productive relationships with all services they come into contact with.
- ❑ Children and young people's participation can support early detection, which is cost-effective.

### Benefits of effective involvement

For children and young people effective involvement provides the opportunity to:

- ❑ Feel valued and empowered and more in control of their lives
- ❑ Learn new skills and experiences
- ❑ Develop self confidence
- ❑ Influence decisions that affect their lives

- ❑ Develop social networks
- ❑ Develop a better understanding of how organisations operate and make decisions
- ❑ Have more choice about the services provided

For services, effective involvement provides the opportunity to:

- ❑ Gain a better understanding of the effects of disability or illness on children, young people, their families and carers
- ❑ Develop better services based on identified needs
- ❑ Develop better working relationships between children, young people, families, carers and staff
- ❑ Gain a critical insight into the effectiveness of particular interventions
- ❑ Access to personal experience of a particular disability, illness or care services, that may not be available from any other source

### Barriers to effective involvement

- ❑ Lack of preparation and information
- ❑ Lack of trust in decision-making systems
- ❑ Poor information about how to become involved
- ❑ Insufficient time due to education and/or work obligations and family/friend commitments
- ❑ Location and lack of transport
- ❑ Skills deficits, for example in literacy, verbal skills and public speaking
- ❑ Low socio-economic status, for example homeless young people
- ❑ Lack of confidence, by both children, young people and staff
- ❑ Insufficient resources
- ❑ Minimal power given to young people to initiate organisational change
- ❑ Negative social attitudes to, and stereotyping, of young people
- ❑ Lack of clarity about roles and responsibilities
- ❑ Inequality, with class distinctions preventing young people from lower income backgrounds to interact with, and assume responsibilities in conjunction with, those from high-income backgrounds
- ❑ Intermittent crisis situations that can damage the capacity of children and young people to participate in an ongoing or consistent manner.

### How to involve children, young people, families and carers in the CTCYP

As previously stated ideally the children, young people, families and carers involved in the CTCYP should be those who use the services of the team. However if this is not possible consideration should be given to approaching local involvement groups or those who use the services of another team.

There are various ways of engaging and including children, young people and their families in the CTCYP and consideration should be given to how this can be done creatively to ensure it best meets the needs of all concerned. Areas to consider are:

- ❑ Ask members of the team if they have anyone that they are currently working with, or have worked with in the past, who may wish to be involved.

- ❑ Produce flyers and information leaflets to encourage people to come and find out more
- ❑ Target existing involvement and participation groups
- ❑ Explore systems within the organisation that support/could support involvement such as the recruitment of service advisors as bank staff or accessing foundation trust members
- ❑ To involve a wider group of people consider running focus groups parallel to the CTCYP workshops and feed information in/out of both
- ❑ Contact the organisations involvement lead or your local VIK (very important kid) to see if they are aware of anyone who would be interested in being involved.

Arrange to meet with any interested children, young people, families and carers to explain the process, what it would entail and what is in it for them. Use the CTCYP user-friendly pack to support this process

### FACILITATORS HINTS & TIPS

- ✓ *It is acknowledged that some staff teams may be anxious about involving Children, Young People, Families and Carers in the CTCYP*
- ✓ *However if children, young people, families and carers are not involved it will defeat the object of the CTCYP. For example, Step 3 requires identification of the needs of children, young people, families and carers. Without active involvement, the needs identified will be those perceived by the staff group, and therefore will not result in the development of a needs led, person centred service!*

### Good practice when involving children and young people

- ❑ Ensure that plenty of notice is given and that children, young people, families and carers are fully aware of what the activity will entail
- ❑ Consider how the workshop dates and times fit in with education or training commitments
- ❑ Arrange for them to attend part of the day if they feel unable to attend the full day
- ❑ Arrange a pre meet prior to any formal work
- ❑ Ensure the briefing and debriefing takes place
- ❑ Do not use jargon
- ❑ Ensure adequate breaks and refreshments
- ❑ Ensure appropriate facilitation to encourage and support active, relevant and meaningful participation
- ❑ Continuously question how the experience of involvement can be improved
- ❑ Ensure adequate support for children and young people prior to, during and following the activity
- ❑ Ensure basic ground rules are set based on mutual respect
- ❑ Check if children, young people, families and carers have any special needs or disabilities and that aids and adaptations are available if required
- ❑ Ensure appropriate reimbursement arrangements are in place i.e. travel, time
- ❑ Consider children, young people, families and carers needs and be flexible when arranging the time and venue of the activity

## The Big Lottery Very Important Kid (VIK) Project

VIK is a national big lottery funded three-year project. With a regional worker in each of the nine English regions, it aims to deliver the following outcomes:

- ❑ Involving 1000's of children and young people in the decisions that count in Health and Education policy
- ❑ Improving the voice of children and young people in these services
- ❑ Providing access to advice and support where needed for them
- ❑ Through a supported national panel representing children and young people from across all the regions who are affected by mental Health problems

VIK has a national panel of 18 young people ages 11 to 23, the aim being to have a minimum of two young people from the national panel in each of the English regions. The panel meets in London every two months and has so far created the manifesto

<http://www.youngminds.org.uk/campaigns-policy/manifesto/campaigns-policy/manifesto/film>

The Regional VIK workers help with the development of participation within CAMHS. This means that if CAMHS approaches VIK for support in this area, we will offer it, tailored to the need. There is also a focus on obtaining information on hard to reach groups, how to access them and support them. The regional workers are divided in to advocacy and training roles.

Some VIK regional workers are working to support the work of the Regional Development Workers (RDWs) and hope for that relationship to grow and be as productive as possible with the aim of improving services for children and young people. Where those links with RDWs are less strong, the workers are busy mapping and are meeting with CAMHS in the region, supporting those who want to get training and develop participation practice in place, attending conferences, speaking at network events with VIK

**For more information and details of your regional VIK:**

<http://www.youngminds.org.uk/about-ym/whos-who-in-yms/staff-listing>

**More Helpful websites:**

[http://hbr.nya.org.uk/resources/involving\\_children\\_and\\_young\\_people\\_camhs\\_hear\\_right\\_service\\_user\\_event](http://hbr.nya.org.uk/resources/involving_children_and_young_people_camhs_hear_right_service_user_event)

[http://www.hascas.org.uk/camhs\\_doh\\_projects.shtml](http://www.hascas.org.uk/camhs_doh_projects.shtml)

<http://www.chimat.org.uk/champ/camhs>

<http://www.communities.gov.uk/documents/corporate/pdf/128899.pdf>

### FACILITATORS HINTS & TIPS



*Whilst these are some suggestions about WHY and HOW to involve children, Young people, families and carers consideration must also be given to providing them with longer term support, encouragement and training to enable them to fully utilise their skills and expertise and achieve their full potential e.g. public speaking, committee and meeting skills, IT skills, time management, work-load management etc.*

Whilst the introduction of some new and extended roles has been supported by policy implementation some are a result of local innovation to meet identified needs. New and extended roles should not be implemented in isolation and consideration should be given to the needs of the children, young people, families and carers and what competencies are required to meet those needs. Further consideration needs to be given to the current skill mix of the team and the how the introduction of a new or extended role would and could impact on this. Below are examples of some existing new or extended roles

### Support, Time and Recovery (STR) Worker

The STR Worker is a needs led role that has been well received across adult mental health services, however its integration within services for children and young people has been very limited despite the flexibility of the role and the opportunities it offers

The role of the STR Worker is to provide support, give time and aid recovery. This is a needs led role with a value base of recovery and social inclusion. STR workers work as part of a team across community and inpatient services supporting self-management of health, access to employment/education, leisure and other mainstream resources.

STR Workers can be employed in the Health, Local Authority, Social Services or the non-statutory sector and are required to undertake training ranging to NVQ level 3, depending on the requirements and responsibilities of the role.

For further information see: Department of Health (March 2003) Mental Health Policy implementation Guidance – Support Time and Recovery (STR) Workers –DH LONDON  
<http://www.dh.gov.uk/assetRoot/04/01/94/56/04019456.pdf>

STR competency framework

[http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH\\_085969](http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_085969)

### Community Development Workers (CDW) - for Black and Minority Ethnic (BME) communities

The CDW is a non-clinical role with strategic responsibility. The role is pivotal to the effective delivery of DRE – Delivering Race Equality in Mental Health Care [DH 2005] – a five-year action plan for tackling discrimination in the NHS and local authority mental health services. Interim Policy Implementation Guidance for CDWs was published in December 2004 [DH 2004].

The CDW role has four key components: Change Agent, Service Developer, Access Facilitator and Capacity Builder.

CDWs can be employed by Primary Care Trust, by Trust providers of specialist mental health services, by local authorities or non-statutory organisations. The methods by which they engage with the community will be determined locally, according to need. The support and supervision



arrangements for each CDW will need careful consideration. CDWs are expected to undertake training and education for the role: the Education and Training Supplementary Policy Implementation Guidance for CDWs [DH 2005] provides a detailed framework to assist localities in their commissioning and provision of appropriate education and training programmes for their CDWs.

**For further information see:**

Department of Health (Dec 2004) Mental Health Policy Implementation Guidance – Community Development Workers (CDWs) for Black and Minority Ethnic Communities – Interim Guidance DH LONDON  
<http://www.dh.gov.uk/assetRoot/04/10/09/33/04100933.pdf>

## Ward Housekeepers

The ward housekeeper is a non-clinical role that works as part of the ward team. The key responsibilities are cleanliness, catering and the ward environment therefore freeing nurses up to spend more time on clinical care. The ward housekeeping service is based on 11 service standards, developed in conjunction with patients.

A ward housekeeper may be employed by the trust, an external contractor, or a PFI contractor, but remains accountable to the ward manager on a day-to-day basis. Training for the Housekeeper role may involve NVQ Level 3 in Customer service.

**For further information see:**

NHS Estates (2001) A first guide to modern and dependable housekeeping services in the NHS HMSO NORWICH  
<http://www.dh.gov.uk/assetRoot/04/11/66/91/04116691.pdf>

## Assistant Practitioners

The Assistant Practitioner role was initially developed across the Greater Manchester Strategic Health Authority area, as a response to local need, whilst also providing a career ladder for experienced health care assistants. The role has since been widely adopted supported by the NHS National Practitioner Programme.

Currently the North West and East Midlands regions have assistant practitioners working within CAMHS services. Both regions are currently exploring further development in relation to the role outline, the foundation degree model, and potential future development of the role to meet workforce requirements and provide service benefits.

**The Assistant Practitioner;**

- ❑ Competently delivers health and/or social care to and for people.
- ❑ Has knowledge and skills beyond that of the traditional healthcare assistant or support worker
- ❑ Is able to deliver elements of care that has previously only been within the remit of registered professionals.

- ❑ Has a role that may transcend professional boundaries
- ❑ Should have a job description that equates to Level 4 on the career framework.
- ❑ Will be required to work as a trainee whilst undertaking a 2 year work based Health and Social care Foundation Degree

More information can be found at:

<http://www.nhscareers.nhs.uk/details/Default.aspx?Id=2030>

## Advanced Practitioners

The Advanced Practitioner is a generalist new role, not pre-determined or fixed by either a profession or previous post. The role is open to anyone from a health or social care regulated profession. It has been developed in order to address the continuing impact of changes to the medical profession, so that wider teams of professionals can undertake some of the duties currently undertaken by medical staff.

**The Advanced Practitioner:**

- ❑ Provides an advanced level of professional practice, knowledge and skills
- ❑ Is self-directed, manages risk, and is a member of a wider professional practice/service team
- ❑ Has own patient/client caseload, with decision-making responsibilities
- ❑ In many cases, manages medications, including assessment, review and prescribing
- ❑ In most cases, undertakes a physical examination, history taking, diagnosis, and treatment planning and may also be a non medical prescriber
- ❑ Refers to others, signposts patients to services, and co-ordinates care and treatment

Training involves completion of a work-based MSc in Advanced Practice (Health and Social Care).

## Non-medical Prescriber

The introduction of non-medical prescribing was an integral part of the larger agenda to Modernise the NHS. It is a term used to describe any prescribing done by a healthcare professional other than a doctor or dentist.

Nurse Prescribing was introduced into a North East Tier 3 CAMHS Team in 2006 to address a number of factors such as:

- ❑ Increasing pressure on Consultant Psychiatrist capacity
- ❑ Extended role of the nurse
- ❑ Continuity of care for children and their families
- ❑ Cost effective practice
- ❑ An improved holistic approach to managing ADHD including increased liaison with school and other agencies

The role is undertaken by a Band 6 nurse within the team who attended an independent and Supplementary Prescribing course at a local university. The course utilised a practical and theoretical approach to learning and was attended on a part time basis over a nine-month

period. A medical mentor was identified and through reflective practice and supervision learning outcomes were achieved.

The Nurse Prescriber currently works as a supplementary prescriber and holds weekly clinics. Young people with a diagnosis of ADHD are seen in accordance with need and within the Nice guidelines recommendations. All young people have a clinical management plan, which is agreed between the Nurse Prescriber, Consultant Psychiatrist, Young person and their Family. Weekly clinical supervision is accessed from the Consultant Psychiatrist and there is also access to peer supervision and continuing professional development days as specified within Trust policy.

Further work to develop and implementation a Nurse-led Care pathway for children and young people with ADHD symptoms at Tier 2/3 was also undertaken by Southampton City PCT. As one of the CAMHS NWW early implementer sites the project evaluated the work of two Nurse Prescribers working with families of children with ADHD. A full report can be found at <http://www.newwaysofworking.org.uk/content/view/26/437/>

**For more information see:**

**Department of Health - Non-Medical Prescribing Programme**

[http://www.dh.gov.uk/en/Healthcare/Medicinespharmacyandindustry/Prescriptions/TheNon-MedicalPrescribingProgramme/DH\\_6557](http://www.dh.gov.uk/en/Healthcare/Medicinespharmacyandindustry/Prescriptions/TheNon-MedicalPrescribingProgramme/DH_6557)

**The National Prescribing Centre** - <http://www.npc.co.uk/prescribers/nmp.htm>

**Full reports of all the CAMHS NWW early implementer Sites can be found at**  
<http://www.newwaysofworking.org.uk/content/view/26/437/>

**An evaluation of the CAMHS early implementer programme can be found at**  
<http://www.chimat.org.uk/resource/item.aspx?RID=93422>

## WORKSHOP 1



## STEP 2 TEAM FUNCTION

### CONTENTS

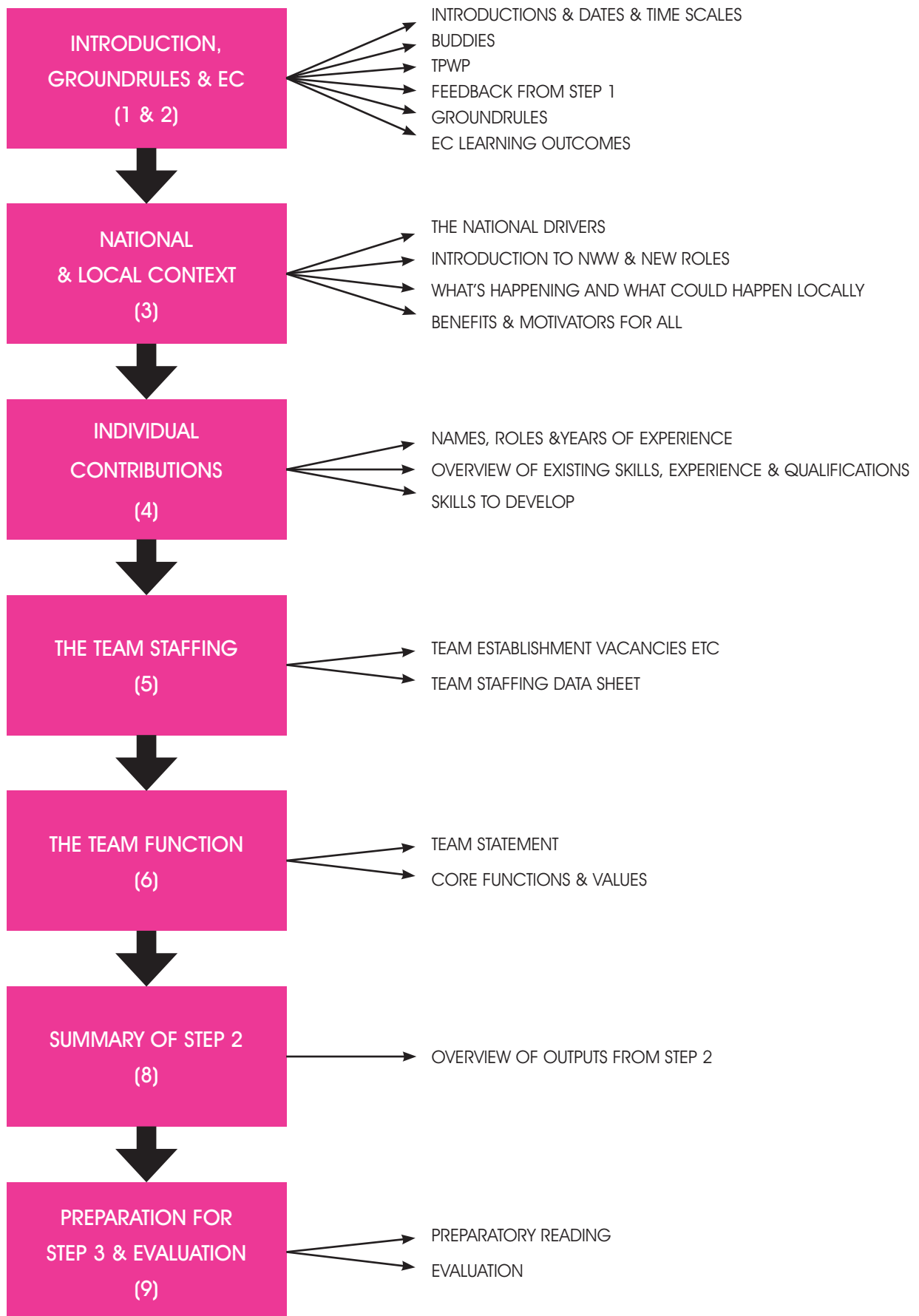
- Overview
- Facilitators' checklist
- Aims and Programme
- Sessions 1 – 8
  
- Handouts required for this workshop
  - Attendance list
  - Individual contributions
  - The team Function
  - Evaluation form
  
- Additional Supporting materials
  - Team staffing data sheet
  - Step 2 presentation
  - Information gathered in step 1
  
- Flip charts required
  - Ground rules
  - Names, Role & Years of experience
  - Teams statement
  - Teams primary functions
  - Teams core values

### FACILITATORS HINTS & TIPS

- ✓ *It is essential step 1 has been completed thoroughly before commencing Step 2*
- ✓ *Ensure that the team are aware of the role of the facilitator i.e. the outcomes are owned by the team*
- ✓ *Refer participants to workshop pathway handout to demonstrate the route the workshops will take*
- ✓ *Navigate the participants through the handbook*
- ✓ *Tiers 2/3/4 Teams may also want to undertake the Skills Audit Self Assessment Tool (SASAT ) to explore their skills further and in more depth for more information see the ChiMat website*

STEP 2: TEAM FUNCTION

OVERVIEW



### The aims of Step 2 are to:

- ❑ Understand the CTCYP process
- ❑ Clarify dates, time scales and venues
- ❑ Establish and agree ground rules
- ❑ Get to know each other better
- ❑ Understand the national context and local drivers
- ❑ Clarify the makeup of the team and highlight any issues
- ❑ Clarify the primary functions, core values and operational policy of team
- ❑ Gain an initial insight into the skills, experience and qualifications within the team

### Workshop Programme

Time	Session	Title	Duration
9.15		Arrival and Beverages	15
9.30	1	Introduction to Step 2	45
10.15	2	Ground rules & EC	30
10.45		<b>BREAK</b>	<b>15</b>
11.00	3	The national and local context	45
11.45	4	Individual contributions	30
12.30		<b>LUNCH</b>	<b>45</b>
1.15	5	The team staffing	45
2.30		<b>BREAK</b>	<b>15</b>
2.45	6	The team function	45
3.30	7	Summary of Step 2	15
3.45	8	Preparation for Step 3 & Evaluation	15
4.00		<b>FINISH &amp; COFFEE</b>	<b>7.00</b>

#### FACILITATORS HINTS & TIPS

The CTCYP should have a specific workforce focus throughout it may therefore be necessary to challenge assumptions about the existing skill mix of the team by regularly referring back to the following questions:

- ✓ Does it meet the needs of the children, young people, families and carers?
- ✓ Is it cost effective & value for money?
- ✓ Why is it done like that, what is the evidence base?
- ✓ Is it the most effective use of that resource?
- ✓ Could it be done more appropriately by someone else?

## INTRODUCTIONS

## SESSION 1

### Objectives

- ❑ To ensure that the whole group has a good awareness of the CTCYP, the timescales and the format of the programme
- ❑ To provide feedback on Step 1 and introduce the group to Step 2
- ❑ To identify Buddies for those team members who are absent
- ❑ To ensure all team members have a CTCYP participants handbook
- ❑ To introduce the Team Profile & Workforce Plan

### How to run this session (Duration - 45 MINS)

- ❑ Icebreaker - Ask individuals to introduce themselves providing first name, and one non work related skills
- ❑ Group work – team to record on flipchart anxieties, fears, hopes and dreams in relation to the CTCYP – feedback
- ❑ Clarify housekeeping arrangements, dates, times and venues of CTCYP workshops and ask team members to record in their participants handbook
- ❑ Identify & record the names of buddies to collect information, folders and feedback to absent team members, ask team members to record this information
- ❑ Introduce the team to the Team Profile and Workforce Plan (TPWP) explaining that it will record their journey from step 1-5 and then be used to inform relevant process within the organisation
- ❑ Team to provide Feedback and progress from Step 1

## GROUND RULES & ESSENTIAL CAPABILITIES

## SESSION 2

### Objectives

- ❑ To agree amongst the group which ground rules they wish to apply as they undertake the CTCYP process
- ❑ Discuss essential capabilities and record any learning outcomes

### How to run the session (Duration - 30 MINS)

- ❑ Ask each individual participant to note down quickly, 2 rules that they would wish to be adhered to throughout the CTCYP workshops
- ❑ Ask each participant to shout out one rule each and write up on Flip Chart, repeat process
- ❑ Ask the group whether anyone has any further rules
- ❑ Agree the ground rules to apply throughout the process
- ❑ Display a copy of the ground rules at each session
- ❑ In groups ask participants to identify on a flipchart key issues and outcomes that arose during the completion of the EC assessment and identify any actions that need to be taken forward and included in the CTCYP process

## Objectives

- ❑ To understand the national context in relation to NWW and New Roles
- ❑ To identify local initiatives and pilots in relation to NWW and New Roles
- ❑ To examine the local drivers for introducing NWW and undertaking the CTCYP
- ❑ To understand how the CTCYP fits within the organisations strategic direction

## How to run the session (Duration - 45 MINS)

- ❑ Group work - record on flipchart - What do we mean by NWW and why might they be needed – feedback
- ❑ Deliver introduction to NWW presentation
- ❑ Senior sponsor to deliver presentation that highlights how the CTCYP fits into the organisations strategic direction
- ❑ Group work - record on flipchart how they are/could work differently and introduce new and different ways of working & what would be the benefits for the children, young people, families, carers, organisation, team and the locality

### FACILITATORS HINTS & TIPS - GROUP TASKS

- ✓ *Ensure a mix of disciplines and roles across the groups.*
- ✓ *If possible ensure there is a children/young person and family/carer representative in each group and, if required, they have an identified team member to provide additional support*
- ✓ *Ensure all team members are aware that information they discuss in small group exercises will be shared with the rest of the group*

## Objectives

- ❑ To identify and celebrate the skills and experience that exists within the group

## How to run the session (Duration - 30 MINS)

- ❑ Provide all participants with individual contributions handout



- ❑ Ask participants to choose a partner – if possible someone with whom they do not usually work closely or whom they do not know well
- ❑ Ask each pair to decide who is “A” and who is “B”
- ❑ Ask “A” to interview “B” for 3 mins and then swap over recording on the individual contributions handout their partners:
  - ❑ Name, Role, Number of years experience in mental health or related services
  - ❑ The skills, experience & qualifications they bring to the team
  - ❑ The skills they would like to develop

### FACILITATORS HINTS & TIPS

- ✓ *Remind participants to write neatly as these are handed in for inputting into the TPWP*
- ✓ *Ask participants **NOT TO BE MODEST** but ensure they are aware that they will be asked to share this information with the large group!*

- ❑ Ask each in turn to introduce their partner sharing the information they have recorded on the individual contributions handout
- ❑ Record name, role and years of experience onto a flipchart
- ❑ Summarise and feedback to the group the skills and experience and add the **total number of years experience within in mental health**
- ❑ Collect handouts and remind buddies to undertake the same exercise with absent team members

## THE TEAM STAFFING

## SESSION 5

### Objectives

- ❑ To provide team members with a visual representation of the different types and numbers of staff within the team
- ❑ To share with the team the establishment data

### How to run the session (Duration - 45 MINS)

- ❑ Ask the team leader to present the team establishment data and team (from Step 1) on a flip chart or PowerPoint presentation so all of the team are aware of the:
  - ❑ Team current establishment to include whole time equivalents and bandings
  - ❑ Funded establishment
  - ❑ Any vacancies, forthcoming retirements etc
  - ❑ Team Christmas tree (see Hints & Tips)

## FACILITATORS HINTS & TIPS – CHRISTMAS TREE

- ✓ Teams may also wish to use the Christmas tree tool, which provides a visual representation of the team. Whilst it is intended to be used with the career framework inputting whole time equivalent AfC grades provides a snapshot of the team to aid further discussion.
- ✓ For further information see:  
<http://www.skillsforhealth.co.uk/about-us/resource-library/illustrating-your-workforce-profile.aspx>
- ✓ Click use the tool and cancel password request. Enter the number of staff in the team at each grade, press continue, ignore password box. It will then give you a visual representation which can be downloaded and copied into a word document or power point presentation
- ✓ The teams current establishment can also be inputted into the CTCYP team staffing data sheet to produce a graph of current staffing matched against England average

Ask the team to record on a flipchart their initial thoughts and begin to explore:

- Where are the gaps?
- Is there the right balance of staff?
- What are the implications?
- Is there a career ladder within the team?
- Is it cost effective
- How could it be in the future?
- How would you get there?
- How could you use the vacancies?
- Can you see any opportunities for developing new roles?
  
- Feedback and discuss

## THE TEAM FUNCTION

## SESSION 6

### Objectives

- To begin to explore the teams primary function and how this relates to the teams operational policy

### How to run this session (Duration - 45 MINS)

- Divide the team into groups and complete the following statements on a flipchart
- Provide each group the team functions handout and ask them to complete the following statement on a flip chart
  - The team provides (Tier  $\frac{3}{4}$  services) to (Male and Females) with an age range of (5-18) in the area of (e.g. Central Hull) within the hours of (9-5) on (Mon – Fri)
  - The primary functions of the team are: .....

- ❑ The five core values of the team are: .....
- ❑ Using the team function handout and the teams' operational policy they should take into consideration specific issues i.e.
  - ❑ How their operational policy and any policy implementation guidance compares with the way they work
  - ❑ Must do's – any contractual agreements/service level agreements/national policy
  - ❑ Exclusions - anyone the team does not provide a service for
- ❑ Ask a member of each group to feed back
- ❑ Discuss the statements made by each group and agree a common statement that defines the team, the core functions of the team and the teams core values - record on 3 separate flip charts

## SUMMARY OF STEP 2

## SESSION 7

### Duration - 15 MINS

The facilitator should draw the workshop to a close by reflecting on the work the team have done to date. It may be helpful to refer to the following list of outputs to help with the process.

### Outputs from Step 2

- |   |                                     |
|---|-------------------------------------|
| ❑ Ground rules                            | ❑ Names & years of experience       |
| ❑ What are NWW                            | ❑ Roles                             |
| ❑ What is/could happen in relation to NWW | ❑ Skills and experience             |
| ❑ What would be the benefits              | ❑ Qualifications                    |
| ❑ Existing skills                         | ❑ Team establishment                |
| ❑ Skills to develop                       | ❑ Team statement, function & values |
|   | ❑ Team must do's and exclusions     |

## PREPARATION FOR STEP 3 & EVALUATION

## SESSION 8

### Duration - 15 Mins

- ❑ Prior to the Step 3 all participants should ensure they have read the relevant handouts
- ❑ **Evaluation** - Ask each team member to complete the evaluation form and hand in before leaving the workshop

### FACILITATORS HINTS & TIPS

- ✓ *All the data collected in this session should be recorded by the admin support into the TPWP, prior to the next session*
- ✓ *Buddies should ensure that their colleagues complete individual capabilities handout and send to admin for inputting on the TPWP*

## WORKSHOP 2



### STEP 3 CHILDREN, YOUNG PEOPLE, FAMILIES & CARERS NEEDS

#### CONTENTS

- Overview
- Facilitators' Checklist
- Aims and Programme
- Sessions 1–6
- Handouts required for this workshop
  - Attendance list
  - Identifying needs
  - Meeting the needs
  - Individual capability profile
  - Working differently
  - Capabilities and competencies
  - General health profile (obtained by team leader)
  - Child health profile (obtained by team leader)
  - Evaluation Form
- Additional supporting information
  - Step 3 presentation
  - Local population power point template
  - Local population presentation guidance
  - Ethnicity data sheet
  - Case and skill mix data sheet
- Flipcharts required
 

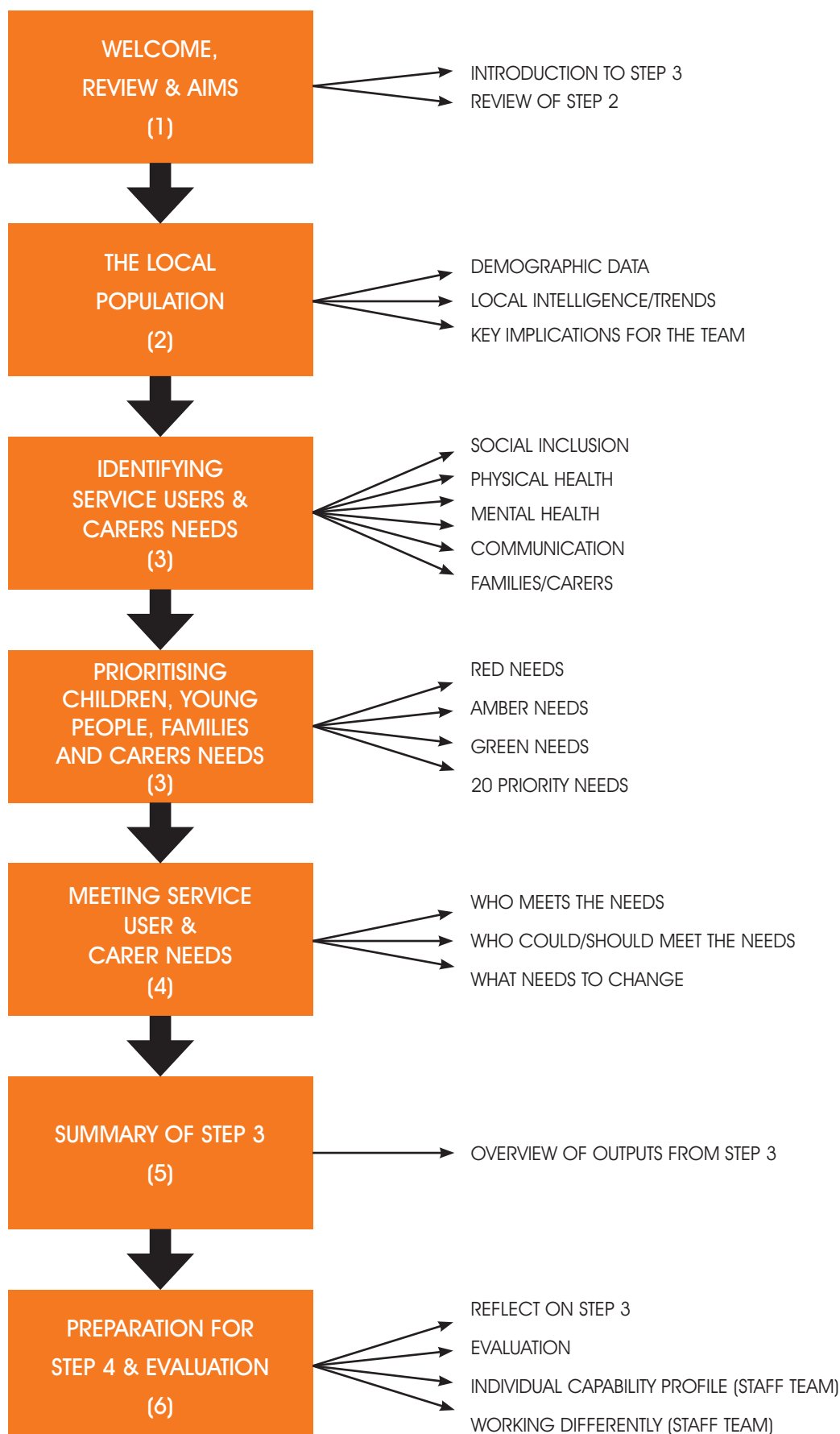
<ul style="list-style-type: none"> <li>□ Social inclusion</li> <li>□ Mental health</li> <li>□ Physical Health</li> <li>□ Communication</li> <li>□ Carers</li> <li>□ Red</li> <li>□ Amber</li> </ul>	<ul style="list-style-type: none"> <li>□ Green</li> <li>□ Priority needs x 4 (divided into 3 columns - needs, who meets needs and who could/should meet the need)</li> <li>□ 20 Priority Needs</li> </ul>
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#### FACILITATORS HINTS & TIPS

- ✓ Briefly feedback any issues from Step 2 evaluations
- ✓ Clarify that 20 priority needs is a **maximum** not a must do
- ✓ Explain that needs are listed 1-20 but are not in priority order
- ✓ Take time out during lunch break to group some of the post its
- ✓ Make sure everyone understands the definitions of RED, AMBER & GREEN

## STEP 3: CHILDREN, YOUNG PEOPLE, FAMILIES AND CARERS NEEDS

## OVERVIEW



### The aims of Step 3 are to:

- ❑ Review Step 2 and identify aims of Step 3
- ❑ Explore the current and future needs of the local population
- ❑ Identify and prioritise children, young people, families and carers needs
- ❑ Identify who does/could/should meet the needs
- ❑ Explore individual and team capabilities and identify any gaps
- ❑ Begin to explore how the team could work differently

### Workshop Programme

Time	Session	Title	Duration
9.15		Arrival and Beverages	15
9.30	1	Introduction to Step 3	30
10.00	2	The local population	30
10.30		<b>BREAK</b>	15
10.45	3	Identifying Children, Young People, Families & Carers Needs	120
12.45		<b>LUNCH</b>	45
1.30	4	Meeting Young people, Families & Carers needs	60
2.30		<b>BREAK</b>	15
2.45	4	Meeting Young people, Families & Carers needs cont...	45
3.30	5	Summary of Step 3	15
3.45	6	Preparation for Step 4 & Evaluation	15
4.00		<b>FINISH &amp; COFFEE</b>	7.00

#### FACILITATORS HINTS & TIPS

- ✓ *This can be quite a complex workshop so ensure that you run through the exercises before the day*
- ✓ *Preparing all the flipcharts in advance can help considerably with this workshop*

## INTRODUCTION TO STEP 3

## SESSION 1

### Objectives

- ❑ To identify the aims of Step 3
- ❑ To identify Buddies for those team members who are absent

### How to run this session (Duration - 30 MINS)

- ❑ Remind the team why they are here
- ❑ Discuss the aims of Step 3 and how it follows on from Step 2
- ❑ Inform group of the days programme
- ❑ Identify and record any buddies for absent team members
- ❑ Discuss any anxieties and concerns
- ❑ Icebreaker – my name is ..... and the person I would most like to meet is .....because
- ❑ Clarify workshop dates
- ❑ Reflect on the activity and outputs of Step 2 and provide overview of Step 3

## THE LOCAL POPULATION

## SESSION 2

### Objectives

- ❑ To encourage participants to consider how the characteristics of their local population impact on the team

### How to run the session (Duration - 30 MINS)

- ❑ Ask the team leader to deliver the local population presentation (developed using the guidelines and presentation template)
- ❑ Divide the team into 3 groups and ask each group to consider the demographic data and local intelligence presented by the team leader and to record on a flipchart any key implications taking into consideration:
  - ❑ Population size
  - ❑ Geographical area
  - ❑ Age Profile
  - ❑ Male/Female profile
  - ❑ General health profile
  - ❑ Child health profile
  - ❑ Employment status
  - ❑ Educational attainment
  - ❑ Ethnicity profile
  - ❑ Local intelligence/trends (e.g. new estates)
- ❑ Ask for volunteers to feedback and record their key implications for each heading

## Objectives

- ❑ To identify the needs of children, young people, families and carers
- ❑ To identify who does/should/could meet those needs

## How to run this session (Duration - 120 MINS)

### Part A: Identifying the needs

- ❑ Place round the room 5 flipcharts entitled:
  - ❑ Social inclusion
  - ❑ Mental Health
  - ❑ Physical Health
  - ❑ Communication
  - ❑ Families and Carers

### FACILITATORS HINTS & TIPS

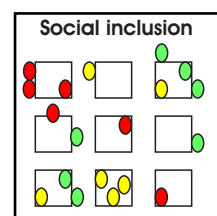
- ✓ *You may wish to give the team a choice as to whether they use the categories above or the five priorities identified in the Every Child Matters (ECM) outcomes framework; Being Healthy; Staying Safe; Enjoying and Achieving; Making a Positive Contribution and Achieving Economic Well-being. Both were used within the field testing however most felt that the existing headings were more concrete and provided more focus to the exercise*

### Provide participants with identifying needs handout

- ❑ Using post its ask each participant to go round the room and 'post' what they believe to be the needs of the children, young people, families and carers under each domain heading
- ❑ After participants have finished the exercise split them into 5 groups and ask them to go round and consider the information on each of the sheets and make any additions/comments etc
- ❑ Ask for one volunteer for each sheet to feedback the needs identified and explore these with the large group **NB: the group may need to remove any needs that have been duplicated**

### Part B: Meeting the needs

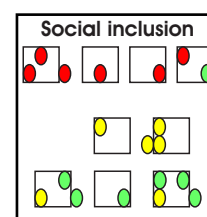
- ❑ Provide each of the team members with a set of traffic light stickers (5 Red, 5 Amber and 5 Green) ask them to spend their stickers in accordance with how they feel the needs should be prioritised
  - ❑ Red = Must do/Must Meet
  - ❑ Amber = should do/should meet but may have some resources implications
  - ❑ Green = Could do, but could be met by another team/ service provider





### Part C: Prioritising the needs

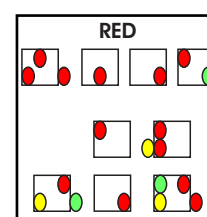
- Divide team into 5 groups
- Give each a domain flip chart and ask the team to reorganise the post its into priority order i.e.
  - Red at the top
  - Amber in the middle
  - Green at the bottom



(NB the majority colour should determine the position of the post it)

### Part D: Charting the needs

- Ask team to remain in the 5 groups
- Place 3 flipcharts on the wall headed **Red**, **Amber** and **Green**
- Ask someone from each of the 5 groups to transfer their 'post its' on the relevant flip charts (any post it without a sticker should be placed onto the **Green flipchart**)



### Part E: Reviewing the needs

- Divide the team into 3 groups and allocate each group to a **Red**, **Amber** or **Green** flipchart
- Ask the group to spend 10 minutes on their flipchart
  - discussing the contents
  - identifying any needs they feel are misplaced, identifying the reasons (a member of the group should make a note of these)
- Ask each group to move round the room and undertake the same exercise on the remaining flip charts
- Ask a member of each group to feedback what is on the flipchart and any changes they feel should be made in relation to the prioritising of the needs
- Discuss these in the wider group, aiming for a consensus, if this cannot be reached then you should go with a majority vote

### FACILITATORS HINTS & TIPS

- ✓ *At this stage we are looking to identify **20 priority needs**, these will predominantly be made up of those needs on the **red flip chart** however they may also consist of some **amber** or some **green** needs depending on the number of red needs initially identified*
- ✓ *Remind participants that the remaining changes will be recorded in their TPWP*

### Part A: Identifying the needs

- ❑ Ask the team to remain in 3 groups
- ❑ Using the red **flipchart** number the needs 1-20
- ❑ if there are less than 20 red needs ask someone from the **amber flipchart** to transfer the amber needs onto the red flipchart
- ❑ if there are still less than 20 red/priority needs ask someone from the **green flipchart** to transfer the green needs onto the red priority needs flipchart
- ❑ Ask the team to reflect on the 20 priority needs and agree that they are happy that these are the ones they wish to take forward to work on further

Red Needs				

## Objectives

- ❑ To identify who currently meets and who could/should meet the 20 priority needs

## How to run this session (Duration - 105 MINS)

### Part A: Meeting the needs (60 mins)

- ❑ Use 4 flipcharts numbered 1-4 and divided into 3 columns headed:
  - ❑ Needs (evenly distributed on the 4 flipcharts)
  - ❑ Who currently meets the need
  - ❑ Who could/should meet the need (using NWW or New roles)
- ❑ Divide into 4 groups and provide each group with a priority needs flipchart
- ❑ Ask each group to identify the name or role of the person they think currently meets the need and who could/should meet the need in the future **NB: use 'Meeting the needs handout and completed individual diary sheets to support this process**
- ❑ The flipcharts should be passed round and the same process undertaken by each group, with each flipchart

### FACILITATORS HINTS & TIPS

- ✓ *Encourage groups to think outside of the box about who could meet the need in the future and avoid more of the same. If the need cannot be better met by another person or role ask them to consider how they could improve how they meet the need*
- ✓ *Remind the team to use their diary sheet to inform this exercise*

## Part B: identifying changes (45 MINS)

- ❑ Remaining in 4 groups each group should have their original priority needs flipchart
- ❑ Each group should be entitled to a flipchart suggested changes
- ❑ Ask the group to consider who could and should meet the need and identify what needs to change to make this happen
- ❑ The flipcharts should be passed round and the process undertaken by each group, with each flipchart
- ❑ Ask the groups to feedback their suggested changes for wider discussion

### FACILITATORS HINTS & TIPS



*Encourage groups to write clear changes that will still make sense as lone statements i.e. '2 team members to undertake non medical prescribing' not just 'do training'*

## SUMMARY OF STEP 3

## SESSION 5

### Duration - 15 MINS

The facilitator should draw the workshop to a close by reflecting on the work the team have done to date. It may be helpful to refer to the following list of outputs to help with the process

### Outputs from Step 3

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>❑ Key implications from local population data</li> <li>❑ Red, amber and green children, young people, families and carers needs</li> </ul> | <ul style="list-style-type: none"> <li>❑ 20 priority needs</li> <li>❑ Who currently meets the needs</li> <li>❑ Who could/should meet the needs</li> <li>❑ Any suggested changes</li> </ul> |
|---|--|

## PREPARATION FOR STEP 4 & EVALUATION

## SESSION 6

### Preparation for Step 4 & Evaluation (Duration - 15 MINS)

In between step 3 and 4, ask each member of the team to:

- ❑ Reflect on step 3 and make a note of what needs to change individually and as a team
- ❑ Consider the changes they have proposed and start thinking about actions
- ❑ Complete the individual capabilities and working differently handouts

### Evaluation

Ask each team member to complete the participants' evaluation and hand in before leaving the workshop

## FACILITATORS HINTS & TIPS

- ✓ *To help participants complete their individual capabilities handout you may wish to shout out the 20 priority needs or put them on a flipchart for them to copy onto their handout*
- ✓ *All the data collected in this session should be recorded in the TPWP, by the admin support, prior to the next session*
- ✓ *Buddies should ensure that their colleagues complete the individual capabilities handout and send to admin for inputting on to the TPWP*
- ✓ *Prior to step 4 the facilitator should complete the Identified changes handout (Step 4) by going through the TPWP and pulling out all the suggested changes and key actions and categorise these into NWW, New roles, Learning & Development & Other*

## WORKSHOP 3



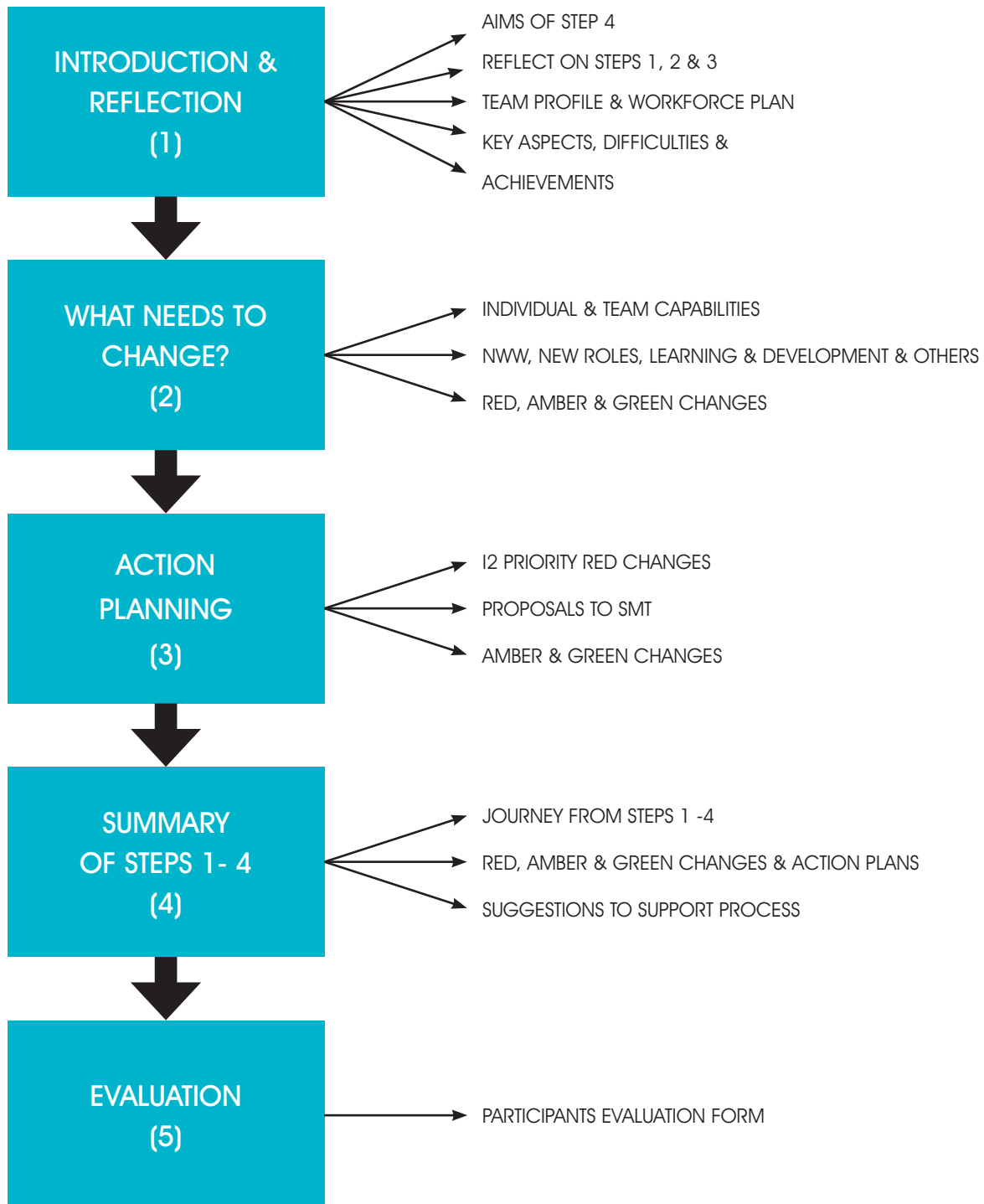
# STEP 4 CREATING A NEEDS LED WORKFORCE

### CONTENTS

- Overview
- Aims and Programme
- Sessions 1–6
- Handouts required for this workshop
  - Attendance list
  - Spare individual capability profiles (from Step 3)
  - Spare working differently (from Step 3)
  - Action planning guidance
  - Action plans (you will need lots of these)
  - Identified changes (prepared prior to workshop)
  - CTCYP Process overview
  - Evaluation form
- Additional Supporting materials
  - Step 4 presentation
  - TPWP (completed to date)
  - Team capability profile (to be enlarged to A1)
- Flipcharts required
  - NWW, New Roles, Learning & development and Other
  - Red, Amber and Green

### FACILITATORS HINTS & TIPS

- ✓ *The TPWP should be populated with information from Steps 2 & 3 prior to commencing Step 4*
- ✓ *Input 20 priority changes into A1 poster size version of the team capability profile (this can be enlarged from the standard handout at a well known stationers for approx £2)*
- ✓ *Utilise existing team skills to address learning and development issues*
- ✓ *Ensure joint delivery between the facilitator and team leader*
- ✓ *Invite senior sponsor to some of this session to give the process credibility*



## STEP 4: CREATING A NEEDS LED WORKFORCE

## PROGRAMME

### The aims of Step 4 are to:

- ❑ Reflect on, and bring together all the information and outputs from all previous sessions
- ❑ Discuss and consider options for change based on the information gathered throughout the process
- ❑ Categorise changes and identify those that the team can implement and those that require SMT approval
- ❑ Produce actions plans and identify ways of monitoring and sustaining the changes

### FACILITATORS HINTS & TIPS

- ✓ *Ask the team leaders to identify action planning groups that include a good mix of people and a strong leader*
- ✓ *The Team leader should take a major leadership role in this workshop*

### Workshop Programme

Time	Session	Title	Duration
9.15		Arrival and Beverages	15
9.30	1	Introduction to Step 4	45
10.15	2	What needs to change? (Parts A – B)	60
11.15		<b>BREAK</b>	<b>15</b>
11.30	2	What needs to change? (Parts C - D)	45
12.15		<b>LUNCH</b>	<b>45</b>
1.00	3	Action planning	120
3.00		<b>BREAK</b>	<b>15</b>
3.15	4	Keeping actions alive	30
3.45	5	Next steps & Evaluations	15
4.00		<b>FINISH &amp; COFFEE</b>	<b>7 HRS</b>

## Objectives

- ❑ To reflect on the journey the team has taken by looking back at the information gathered in Steps 1,2, & 3
- ❑ To capture any relevant information & incorporate into the action planning process
- ❑ Identify Buddies for those team members who are absent

## How to run this session (Duration - 15 MINS)

### Part A - Introduction

- ❑ Discuss the aims of Step 4 and the days programme
- ❑ Identify and record any buddies for absent team members
- ❑ Discuss any anxieties and concerns

### Part B – The Journey

The facilitator and team leader need to remind the team of the journey they have taken from Step 1 to Step 4 reflecting on the key aspects identified in the TPWP and on any issues or areas of difficulty and positive achievements

## Objectives

- ❑ To examine the capabilities of the team and identify any changes that need to occur
- ❑ To categorise changes into , NWW, New Roles, Learning and Development and others
- ❑ To prioritise changes into RED, AMBER and GREEN changes

## Part A - Identifying changes (Duration – 60 mins A & B)

- ❑ Place 4 flip charts on the wall entitled
  - ❑ New Ways of Working
  - ❑ New Roles
  - ❑ Learning & development
  - ❑ Others
- ❑ Ask the team to discuss in groups the information they gathered on their diary sheet, working differently sheet and individual capability profile and agree any changes and write on post its and place on one of the flipcharts above (NWW, NR, L&D or other)
- ❑ Divide the team into 4 groups and give each group a copy of the pre-prepared identified changes handout.
  - ❑ Allocate each group either NWW, NR, L&D or others
  - ❑ Ask the groups to consider what is on the handout and produce post its that reflect required changes
  - ❑ Post its should be place on the appropriate flipchart



## FACILITATORS HINTS & TIPS



*If you have a large group it may be easier to ask them to complete the team capability profile during the course of the morning as opposed to all at the same time*

### Part B – Team Capability profile

- Ask team members to chart the results from their individual capability profiles onto the pre- prepared team profile flipchart
- Facilitator & team leader should pick out any obvious issues e.g.
  - Capabilities not held by anyone
  - Capabilities held by majority of the team
  - Capabilities that people would like to develop
  - Capabilities that are held but not used
  - The team leader should summarise the finding of the team profile and feedback to the group. Any identified changes should be out onto post its and placed onto one of the 4 flipcharts ((NWW, NR, L&D or other)

## 15 MINS BREAK

### Part C - Prioritising changes (Duration – 45 mins C & D)

- Remaining in the 4 groups provide each group with one of the 4 flip charts (NWW, NR, L&D or other)
- Ask each group to prioritise the changes on the flip chart with red at the top, amber in the middle and green at the bottom
  - **Red = High priority complex changes some of which may need SMT approval**
  - **Amber = Medium changes that can be achieved by the team over time or through the reallocation of resources**
  - **Green = Easy, quick wins which can be implemented by the team**
- Place 3 flip charts on the wall headed red, amber and green and ask the groups to place their post its on the appropriate flipchart (red amber or green)
- Ask the Team leader to read out all the changes for the 3 flipcharts and check that all the team are in agreement and if any changes can be combined

### Part D – Red Changes

- Give each team member 2 red stickers and ask each member of the group to place a red sticker next to the 2 changes they feel are priority
- Identify the top 2 changes (those with the most stickers)
- If there are changes with equal amount of stickers undertake the exercise again with those changes allocating each group member only one sticker to spend on one of the changes

- If a consensus still cannot be reached the team leader should have the final say in prioritising the 2 changes to be taken forward

## ACTION PLANNING

## SESSION 3

### Objectives

- To Produce Action plan for Green, Amber & Red changes

### Part A – High priority changes (Duration – A- E 120 MINS)

- Deliver action planning presentation and provide team with action planning guidance

#### FACILITATORS HINTS & TIPS

- ✓ *You may wish to do the following activity as a large group exercise to help develop action planning confidence and skills*

- Divide the team into 2 groups and give each group one of the agreed red changes to be taken to SMT
- Ask the group to debate the change and complete the action plan

### Part B – Red, Green and Amber Changes

- Ask the team leader to divide the team into 3-4 groups ensuring each group has a good mix and a strong leader

#### FACILITATORS HINTS & TIPS

- ✓ *The team leader may choose to be part of a group or circulate round all the groups*
- ✓ *Ensure the team are aware that this is hard work and the groups will need to keep focused. Any changes not actioned in the workshop will need to be actioned back in the workplace*

- Each group should begin to ask action plan the remaining red changes followed by the green and then the amber changes

### Part E – Keeping the actions alive

- Ask groups to flipchart any barriers to achieving and sustaining the changes and how these might be overcome and feedback
- If, as part of the above process, the team have not already done so, they should agree:

- ❑ A 3 monthly, 6 monthly and 12 monthly review date to include all those who have participated in the process
- ❑ That the action plan is a regular agenda item at the team meeting (frequency and meeting to be determined by team)
- ❑ A communication strategy for ensuring that those who are not daily team members continue to be updated and consulted about the implementation of the actions

## NEXT STEPS & EVALUATION

## SESSION 4

### Duration - 30 MINS

- ❑ Inform the team that all the information gathered will be inputted into the TPWP
- ❑ Inform them about step 5
- ❑ The team should agree how and when they will undertake any outstanding work
- ❑ Ask the team to confirm how they would like their name to appear on their certificate
- ❑ Ask the team to complete and hand in their evaluation form

### FACILITATORS HINTS & TIPS

- ✓ *Ensure that each team member receives a completed copy of the team profile and workforce plan (electronic version) prior to Step 5*
- ✓ *Reiterate the importance of Step 5 and arrange to meet with the team following submission of the action plan to SMT*

## POST WORKSHOPS



### STEP 5 IMPLEMENTATION & REVIEW

- Aims Step 5
- Meeting with SMT
- Meeting with the Team
- Review
- Handouts required for this step
  - CTCYP Certificate of completion
  - Action plan summary (optional)
  - Completed Team Profile & Workforce Plan
  - CTCYP Implementation indications and outcomes (optional)

#### FACILITATORS HINTS & TIPS

- ✓ *Ensure that the TPWP is completed and an electronic copy sent to all team members*
- ✓ *Prepare a certificate of completion for the team and for each team member*

#### STEP 5: IMPLEMENTATION & REVIEW

#### GUIDANCE

The overall aims of step 5 is to ensure everyone is aware of the outcomes and next steps of the process and for the facilitator to hand the process over to the team leader. Where possible these aims can be achieved at pre existing meetings, the duration and frequency of which will differ within each organisation. However, it is crucial that this step is completed to enable the outcome of the CTCYP to be actioned and sustained appropriately.

#### Meeting with the Senior Sponsor

Ideally this meeting will be attended by the senior sponsor, facilitator and should be led by the team leader.

The aim of this meeting is for the team leader to:

- ❑ Present the teams journey though the CTCYP, identifying what went well and some of the challenges
- ❑ Present the TPWP with a specific focus on the priority red changes highlighting the rationale behind them, how they will be implemented within existing or reengineered resources and how the SMT can support the implementation process
- ❑ Provide a Summary of the remaining actions, proposals for implementation and update of progress to date
- ❑ Agree an implementation monitoring process, effective communication strategy and mechanisms to sustain change from both an organisational and team perspective.

The completed TPWP will provide detailed information about the teams' journey through the CTCYP process and the evidence to support the suggested changes. It will also allow the SMT to make an informed decision about the options for change taking into consideration the organisations workforce strategy and national and local drivers. This process may take place over a number of meetings, however once a decision has been made the team should be informed formally about the outcome and the rationale behind it.

## Meeting with the team

Once a decision has been reached by the senior sponsor, the facilitator and team leader should meet with the team, ideally at a regular team meeting, to:

- ❑ Ensure each team member has received an electronic copy of the TPWP
- ❑ Hand over the implementation process to the team
- ❑ To discuss the development of a plan to support and sustain the changes
- ❑ Consider how the changes can inform and be integrated into existing work
- ❑ Discuss the completion of the action plan overview and identify other methods to monitor and sustain the changes
- ❑ Clarify how children, young people, families and carers will be informed and involved in future changes

## Certificate

In recognition of the team's hard work and successful completion of the CTCYP the facilitator and the senior sponsor should sign the CTCYP certificate and present one to each team member and one to the team as a whole

## Review

It is essential that the team receives support from the senior sponsor during the implementation phase. Continued support from the facilitator will need to be negotiated and will depend on their capacity, however, they may be able to offer arms length support or attend review meetings if necessary.

The implementation plan should clearly identify regular meetings between all parties together with ongoing arms' length support from appropriate individual or service areas. This can also be used as an opportunity to produce an update report for SMT. As suggested in Step 4 the team should pre arrange 3 monthly, 6 monthly and 12 monthly review meetings for all who participated in the process.

The team should use the TPWP as a working document and consider undertaking key aspects of the CTCYP again at a later date, in particular Steps 3 & 4, which will help the team assess what they have achieved. The team leader should also consider how they will share the team outcomes with colleagues in other teams and service areas.

The team may also find it helpful to summarise their changes and progress on the **action plan overview**. This will enable them to see their progress at a glance and provides a useful tool to take to review meeting and to display on the team notice board.

### Incorporating the TPWP into an Integrated Children's Workforce plan for CAMHS

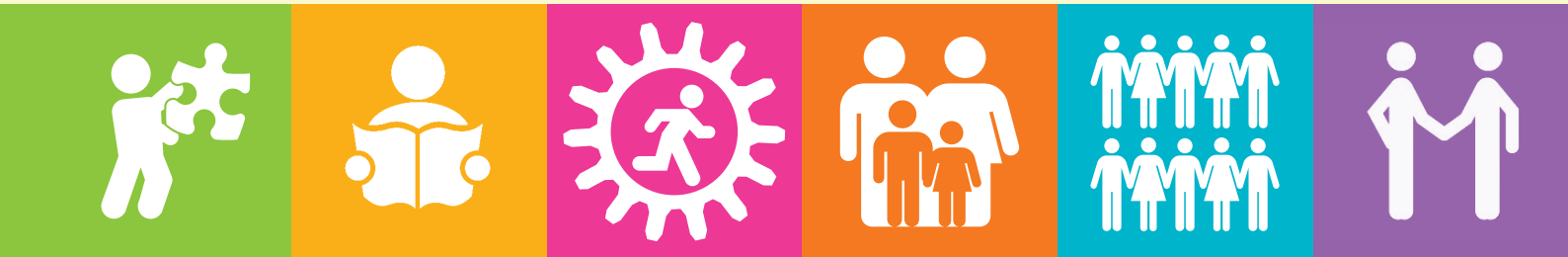
The team may wish to add further utility to the TPWP that has been produced by contributing relevant components into a web based [Integrated Workforce planning tool \(IWPT\)](#). The tool aims to help the NHS join up more effectively and involve local partners in the development and implementation of workforce plans integrating services that will support children and families to have the best start in life. The IWPT is based on the six principles of workforce planning that were adopted by the National CAMHS Support Service (NCSS) Workforce Programme in 2006, which are to:

- ❑ improve workforce design and planning
- ❑ identify and use creative means to recruit and retain
- ❑ facilitate new ways of working across professional boundaries
- ❑ create new roles
- ❑ develop the workforce through revised education, training and development
- ❑ develop leadership and change management skills

The IWPT can be found on <http://www.chimat.org.uk/resource/view.aspx?QN=CAMHSTOOL>

The team and organisations may also find it helpful to determine their progress in relation to CTCYP implementation by completing the CTCYP Implementation indications and outcomes document, which can be found in the Step 5 Materials





**For Further information contact:**

Barry Nixon  
[barry.nixon@olsenhouseschool.co.uk](mailto:barry.nixon@olsenhouseschool.co.uk)

Nicki Hollingsworth  
[nicki.hollingsworth@humber.nhs.uk](mailto:nicki.hollingsworth@humber.nhs.uk)

[www.skillsforhealth.org.uk/service-area/camhs](http://www.skillsforhealth.org.uk/service-area/camhs)

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