**DEVELOPING YOUR NURSING WORKFORCE STRATEGY**

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| **Action** | **Guidance and resources** | **How this aligns to the People Plan actions** | **To start, build or complete** |
| Analyse your nursing workforce data to identify priority areas. | [Effective use of data and diagnostics guidance](https://www.nhsemployers.org/retention-and-staff-experience/retention/effective-use-of-data-and-diagnostics)  [Measuring up tool](https://www.nhsemployers.org/measuringup). Compare your nursing workforce to the demographic of the local population. Identify and target those missing from your workforce. | This can strengthen your approach to workforce planning and help to use the skills of people and teams more effectively and efficiently.  Aligns to: [Growing for the future](https://www.england.nhs.uk/ournhspeople/online-version/growing-for-the-future/) and [New ways of working and delivering care.](https://www.england.nhs.uk/ournhspeople/online-version/new-ways-of-working-and-delivering-care/) |  |
| Identify which routes into nursing you already use and whether any routes could be expanded:   * University degree * Nurse degree apprenticeships * Nursing associate/assistant practitioner ‘top up’ * Postgraduate options * Return to practice nursing * International recruitment * Blended learning programme. | [Routes into nursing infographic](https://www.nhsemployers.org/case-studies-and-resources/2020/11/your-future-nurses-infographic)  [Routes into nursing webpage](https://www.nhsemployers.org/your-workforce/plan/nursing-workforce/your-future-nurses) | While there is not a ‘one size fits all’ approach to growing your workforce, understanding your existing pipelines and where you can expand your capability can help to create more a flexible workforce.  Your strategy could include the offer of more apprenticeships to develop existing talent, and how you are encouraging former nurses to return to practice.  Aligns to: [Growing for the future](https://www.england.nhs.uk/ournhspeople/online-version/growing-for-the-future/), [Responding to new challenges and opportunities](https://www.england.nhs.uk/ournhspeople/online-version/challenges-and-opportunities/) and [New ways of working and delivering care.](https://www.england.nhs.uk/ournhspeople/online-version/new-ways-of-working-and-delivering-care/) |  |
| Providing career pathways to support your longer-term nursing supply routes. | [Developing your support workforce](https://www.nhsemployers.org/your-workforce/plan/workforce-supply/education-and-training/developing-your-support-workforce)  [Functional skills toolkit](https://haso.skillsforhealth.org.uk/skills-for-life/)  [Routes to become a nursing associate](https://www.nhsemployers.org/case-studies-and-resources/2020/08/your-future-nursing-associates)  [Nursing pathways](https://www.england.nhs.uk/ournhspeople/people-stories/leeds-teaching-hospitals-nhs-trust-new-career-pathway-widens-employment-opportunities/) - example of an employer career pathway using a step-on step-off model of clinical apprenticeships.  [Routes into the NHS](https://www.nhsemployers.org/your-workforce/plan/workforce-supply/education-and-training/routes-into-the-nhs) | Providing career pathways supports the focus on developing skills and expanding capabilities to create more flexibility, boost morale and support career progression.  You should ensure that people have access to continuing professional development, supportive supervision, and protected time for training.  This will increase recruitment to roles such as clinical support workers, highlight the importance of these roles for patients and other healthcare workers. This not only provides potential career pathways to registered roles but also aligns to the skills/talent pipeline you will need over the next five years.  Aligns to: [Growing for the future](https://www.england.nhs.uk/ournhspeople/online-version/growing-for-the-future/), [Responding to new challenges and opportunities](https://www.england.nhs.uk/ournhspeople/online-version/challenges-and-opportunities/) and [New ways of working and delivering care.](https://www.england.nhs.uk/ournhspeople/online-version/new-ways-of-working-and-delivering-care/) |  |
| Build partnerships with key people. | [Building partnerships guidance](https://www.nhsemployers.org/your-workforce/plan/nursing-workforce/nursing-strategy-building-partnerships) | Building partnerships with key people will enable you to embed your nursing workforce strategy and support trainee nurses and newly qualified nurses.  Aligns to culture and leadership of the [People Plan action plan](https://www.nhsemployers.org/news/2020/07/nhs-people-plan). |  |
| Enable a work-based learning environment. | [Creating a work-based learning culture](https://www.nhsemployers.org/your-workforce/plan/workforce-supply/education-and-training/work-based-learning)  [Work-based learning infographic](https://www.nhsemployers.org/case-studies-and-resources/2019/03/building-a-work-based-learning-culture-infographic)  [Health Education England Quality Framework](https://www.hee.nhs.uk/our-work/quality) | By understanding the key elements needed to set up and enable a culture of work-based learning, you can bring a wealth of benefits for individuals, patients, teams and employers.  Aligns to: [Growing for the future](https://www.england.nhs.uk/ournhspeople/online-version/growing-for-the-future/), and [New ways of working and delivering care.](https://www.england.nhs.uk/ournhspeople/online-version/new-ways-of-working-and-delivering-care/) |  |
| Review your placement offer and capacity. | [Nursing, midwifery and AHP clinical placements guidance](https://www.nhsemployers.org/your-workforce/plan/workforce-supply/education-and-training/expanding-placement-capacity)  [Employer approaches to building placement capacity](https://www.nhsemployers.org/case-studies-and-resources/2019/07/employer-approaches-to-building-placement-capacity)  [Steps to expand placement capacity](https://www.nhsemployers.org/case-studies-and-resources/2019/10/steps-to-expand-placement-capacity)  [Exploring Collaborative learning in practice (CLIP) model podcast](https://www.nhsemployers.org/case-studies-and-resources/2018/12/clip-model)  [Sharing capacity around the trust and system](https://www.nhsemployers.org/case-studies-and-resources/2019/02/staff-mobility-guide) (practice examples)  [Health Education England Quality Framework](https://www.hee.nhs.uk/our-work/quality) | This can support the development of skills to expand capabilities and create more flexibility, helping to boost morale and support career progression.  Part of this approach is to ensure people have access to continuing professional development, supportive supervision, and protected time for training.  Aligns to: [Growing for the future](https://www.england.nhs.uk/ournhspeople/online-version/growing-for-the-future/), and [New ways of working and delivering care.](https://www.england.nhs.uk/ournhspeople/online-version/new-ways-of-working-and-delivering-care/) |  |
| Engage your board and build a business case with data to support the delivery of your nursing strategy and reduce vacancies. | [International recruitment toolkit](https://www.nhsemployers.org/case-studies-and-resources/2020/07/international-recruitment-toolkit) which includes a shared business case.  [Conversations with your board about apprenticeships](https://www.nhsemployers.org/your-workforce/plan/workforce-supply/apprenticeships/apprenticeship-board-conversations)  [Strengthening nursing supply with nursing associates and nurse degree apprenticeships](https://www.nhsemployers.org/case-studies-and-resources/2018/05/strengthening-your-nursing-supply)  [Using full and part time nurse degree apprenticeships webinar](https://www.nhsemployers.org/case-studies-and-resources/2020/09/using-nurse-degree-apprenticeships-webinar)  [Nurse degree apprenticeship return on investment calculator](https://www.rndacost.com/) | As a key influential group, gaining support across an organisation for your strategy will be easier with board engagement. Your business case should highlight the impact that your strategy will have on the recruitment and retention of the nursing workforce and how it aligns to the skills/talent pipeline you will need over the next five years.  Aligns to: [Growing for the future](https://www.england.nhs.uk/ournhspeople/online-version/growing-for-the-future/), [Responding to new challenges and opportunities](https://www.england.nhs.uk/ournhspeople/online-version/challenges-and-opportunities/). |  |
| Work across the system to develop a nursing strategy. | [CapitalNurse London nursing strategy](https://www.nhsemployers.org/case-studies-and-resources/2020/01/capitalnurse-programme) | You may wish to consider how you can work with colleagues across your local system, or region to design and implement a range of initiatives to address the most significant nursing workforce challenges.  Aligns to: [Growing for the future](https://www.england.nhs.uk/ournhspeople/online-version/growing-for-the-future/), [Responding to new challenges and opportunities](https://www.england.nhs.uk/ournhspeople/online-version/challenges-and-opportunities/). |  |

**ATTRACTING AND RECRUITING YOUR NURSING WORKFORCE**

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| **Action** | **Guidance and resources** | **How this aligns to the People Plan actions** | **To start, build or complete** |
| Be the employer of choice and understand the key drivers to attract nurses into the profession and your workforce. | [What nurses want infographic](https://www.nhsemployers.org/case-studies-and-resources/2019/04/nursing-survey-infographic)  [Inspire, attract and recruit toolkit](https://www.nhsemployers.org/case-studies-and-resources/2020/03/inspire-attract-recruit)  [Nuffield Health report about attracting more people into mental health nurse education](https://www.nhsemployers.org/case-studies-and-resources/2020/10/mental-health-nurse-education-report)  [Attitudes to mental health nursing - webinar](https://www.nhsemployers.org/case-studies-and-resources/2020/11/attitudes-to-mental-health-ed-webinar)  [Health Careers](https://www.healthcareers.nhs.uk/)  [Improving staff retention](https://www.nhsemployers.org/case-studies-and-resources/2019/04/improving-staff-retention-a-guide-for-employers) guide for employers  [Health Education England Repair programme guidance and resources](https://www.hee.nhs.uk/our-work/reducing-pre-registration-attrition-improving-retention) | By making better use of the different routes into NHS careers including volunteering, apprenticeships, and direct-entry clinical roles, you can help to build recruitment into nursing and support roles and help to retain the workforce.  Aligns to: [Growing for the future](https://www.england.nhs.uk/ournhspeople/online-version/growing-for-the-future/) and [Belonging to the NHS](https://www.england.nhs.uk/ournhspeople/online-version/belonging-in-the-nhs/). |  |
| Understand positive action and accessible recruitment, and where they might be used in recruiting a workforce that is reflective of your local population. | [Positive action in recruitment guide](https://www.nhsemployers.org/your-workforce/plan/recruiting-from-your-community/positive-action)  [Engaging and recruiting from your local community guidance](https://www.nhsemployers.org/your-workforce/plan/recruiting-from-your-community)  [Recruiting and supporting staff with disabilities toolkit](https://www.nhsemployers.org/case-studies-and-resources/2019/09/how-to-recruit-and-support-disabled-staff-in-the-nhs-toolkit) | This supports the equality and diversity section of the [People Plan action plan](https://www.nhsemployers.org/news/2020/07/nhs-people-plan)  and aligns to: [Growing for the future](https://www.england.nhs.uk/ournhspeople/online-version/growing-for-the-future/) and [Belonging to the NHS](https://www.england.nhs.uk/ournhspeople/online-version/belonging-in-the-nhs/). |  |
| Overhaul attraction and recruitment practices to make sure that nurses reflect the diversity of the local, and regional and national labour markets.  Advertise nursing roles in a wide range of places such as:   * Working Parents * Stonewall * Careers Transition Partnership * Local community groups (including local advertising, papers, community boards).   Highlight any inclusive recruitment accreditations in your job advert for example:   * Disability Confident Employer * Inclusive Employer * Stonewall Diversity Champion * Defence Employer Recognition Scheme. | [Measuring up tool](https://www.nhsemployers.org/measuringup). Input your data to compare your nursing workforce to the demographic of the local population.  [Attracting and recruiting from your community guidance and shared learning](https://www.nhsemployers.org/your-workforce/plan/recruiting-from-your-community)  [Recruiting from the Armed Forces](https://www.nhsemployers.org/retention-and-staff-experience/supporting-the-armed-forces-in-the-nhs/what-can-i-do-to-be-a-supportive-employer/step-into-health) guidance and shared learning  [Diversity and inclusion guidance](https://www.nhsemployers.org/retention-and-staff-experience/diversity-and-inclusion)  [Inspire, attract and recruit toolkit](https://www.nhsemployers.org/case-studies-and-resources/2020/03/inspire-attract-recruit) | You can increase recruitment to roles such as clinical support workers by highlighting the importance of these roles and the potential career pathways to registered roles.  By making better use of the various routes into the NHS, including volunteering, apprenticeships, and direct-entry clinical roles, you can support the recruitment into non-clinical roles.  Aligns to: [Growing for the future](https://www.england.nhs.uk/ournhspeople/online-version/growing-for-the-future/), [Responding to new challenges and opportunities](https://www.england.nhs.uk/ournhspeople/online-version/challenges-and-opportunities/) and [New ways of working and delivering care.](https://www.england.nhs.uk/ournhspeople/online-version/new-ways-of-working-and-delivering-care/) |  |
| Run your job adverts through a [gender bias decoder](https://www.totaljobs.com/insidejob/gender-bias-decoder/) to neutralise language and consider using gender neutral nursing titles. | [Gender bias decoder](https://www.totaljobs.com/insidejob/gender-bias-decoder/) | This supports the equality and diversity section of the [People Plan action plan](https://www.nhsemployers.org/news/2020/07/nhs-people-plan) and aligns to: [Growing for the future](https://www.england.nhs.uk/ournhspeople/online-version/growing-for-the-future/) and [Belonging to the NHS](https://www.england.nhs.uk/ournhspeople/online-version/belonging-in-the-nhs/). |  |
| Make adverts accessible, this could be using large print or easy-read applications. | [Recruiting and supporting staff with disabilities toolkit](https://www.nhsemployers.org/case-studies-and-resources/2019/09/how-to-recruit-and-support-disabled-staff-in-the-nhs-toolkit) | This supports the equality and diversity section of the [People Plan action plan](https://www.nhsemployers.org/news/2020/07/nhs-people-plan). |  |
| Showcase positive examples of diversity in nursing, for example sharing examples of males in nursing roles. | Surge in male applicants as part of [We are the NHS campaign](https://www.england.nhs.uk/2019/02/young-male-nursing-applicants-surge-after-we-are-the-nhs-recruitment-campaign/) | This supports the equality and diversity section of the [People Plan action plan](https://www.nhsemployers.org/news/2020/07/nhs-people-plan) and aligns to: [Belonging to the NHS](https://www.england.nhs.uk/ournhspeople/online-version/belonging-in-the-nhs/). |  |
| Collaborate locally to engage with your local community, schools and colleges.  This could include:   * Having a champion that is jointly funded by a number of employers * Linking up with colleges/HEIs when looking to promote careers * Running campaigns jointly across an STP/ICS.   This could be through:   * Social media * Health ambassador programmes * Running open days and events * Promoting celebratory weeks. | [Engaging and recruiting from your local community guidance](https://www.nhsemployers.org/your-workforce/plan/recruiting-from-your-community)  [Schools and college engagement guidance](https://www.nhsemployers.org/your-workforce/plan/recruiting-from-your-community/schools-and-community-engagement/how-do-i-engage-with-schools-and-communities)  [Health ambassadors programme](https://www.hee.nhs.uk/our-work/health-ambassadors)  [Inspire, attract and recruit toolkit](https://www.nhsemployers.org/case-studies-and-resources/2020/03/inspire-attract-recruit)  [Communications toolkit](https://www.nhsemployers.org/campaigns/think-future/communications-toolkit) with a focus on engaging 16-24 year-olds. | Actively working alongside schools, colleges and universities to engage local communities can help to attract a more diverse range of people into health and care careers.  Think about how to make better use of the routes into the NHS, including volunteering, apprenticeships and direct-entry clinical roles to support recruitment into non-clinical roles to help feed the future skills/talent pipeline you will need.  Aligns to: [Growing for the future](https://www.england.nhs.uk/ournhspeople/online-version/growing-for-the-future/), [Responding to new challenges and opportunities](https://www.england.nhs.uk/ournhspeople/online-version/challenges-and-opportunities/) and [New ways of working and delivering care.](https://www.england.nhs.uk/ournhspeople/online-version/new-ways-of-working-and-delivering-care/) |  |
| Promote the fantastic benefits of working at your trust such as:   * Learning opportunities * Flexible working and flexible retirement * Your organisation’s reward offer. | [Inspire, attract and recruit toolkit](https://www.nhsemployers.org/case-studies-and-resources/2020/03/inspire-attract-recruit)  [Rotational posts shared learning](https://www.nhsemployers.org/-/media/Employers/Documents/Rotational-roles-briefing-T.pdf) (pdf)  [People Plan action plan](https://www.nhsemployers.org/news/2020/07/nhs-people-plan)  [Flexible working guidance and resources](https://www.nhsemployers.org/retention-and-staff-experience/flexible-working)  [Reward guidance and shared learning](https://www.nhsemployers.org/pay-pensions-and-reward/reward) | Developing the skills and expanding the capability of your workforce can boost morale and support career progression as well as leading to more flexibility.  Ensuring people have access to continuing professional development, supportive supervision, and protected time for training will improve the reputation, and retention within your organisation.  Aligns to: [Growing for the future](https://www.england.nhs.uk/ournhspeople/online-version/growing-for-the-future/), [New ways of working and delivering care](https://www.england.nhs.uk/ournhspeople/online-version/new-ways-of-working-and-delivering-care/) and [Belonging to the NHS](https://www.england.nhs.uk/ournhspeople/online-version/belonging-in-the-nhs/). |  |

**ONBOARDING STUDENT NURSES AND NURSES INTO YOUR WORKFORCE**

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| **Action** | **Guidance and resources** | **How this aligns to the People Plan actions** | **To start, build or complete** |
| Support the health and wellbeing of nurses. | [People Plan action plan](https://www.nhsemployers.org/news/2020/07/nhs-people-plan) | This supports the list of health and wellbeing actions in [People Plan action plan](https://www.nhsemployers.org/news/2020/07/nhs-people-plan) and aligns to: [Belonging to the NHS](https://www.england.nhs.uk/ournhspeople/online-version/belonging-in-the-nhs/). |  |
| Support nurses to work flexibly, including on bank. | [Flexible working guidance and resources](https://www.nhsemployers.org/retention-and-staff-experience/flexible-working) | This approach supports the focus on creating a modern and appealing employment culture and is one of the ways you can attract and retain a diverse workforce.  Aligns to [New ways of working and delivering care](https://www.england.nhs.uk/ournhspeople/online-version/new-ways-of-working-and-delivering-care/) and [Belonging to the NHS](https://www.england.nhs.uk/ournhspeople/online-version/belonging-in-the-nhs/). |  |
| Discuss equality, diversity and inclusion in health and wellbeing conversations. | [Diversity and inclusion guidance](https://www.nhsemployers.org/retention-and-staff-experience/diversity-and-inclusion) | This supports the equality and diversity section of the [People Plan action plan](https://www.nhsemployers.org/news/2020/07/nhs-people-plan) and aligns to: [Belonging to the NHS](https://www.england.nhs.uk/ournhspeople/online-version/belonging-in-the-nhs/). |  |
| Eliminate the ethnicity gap when entering formal disciplinary processes. | [Implementing a just and learning culture](https://www.nhsemployers.org/case-studies-and-resources/2020/10/implementing-a-just-and-learning-culture)  [Diversity and inclusion guidance](https://www.nhsemployers.org/retention-and-staff-experience/diversity-and-inclusion)  [Raising concerns guidance](https://www.nhsemployers.org/retention-and-staff-experience/raising-concerns-whistleblowing) | This supports the equality and diversity section of the [People Plan action plan](https://www.nhsemployers.org/news/2020/07/nhs-people-plan) and aligns to: [Belonging to the NHS](https://www.england.nhs.uk/ournhspeople/online-version/belonging-in-the-nhs/). |  |
| Enable staff networks to contribute to and inform decision making processes. | [People Plan action plan](https://www.nhsemployers.org/news/2020/07/nhs-people-plan) | This supports the culture and leadership section of the [People Plan action plan](https://www.nhsemployers.org/news/2020/07/nhs-people-plan) and aligns to: [Belonging to the NHS](https://www.england.nhs.uk/ournhspeople/online-version/belonging-in-the-nhs/).  It can also be used to inform more flexible approaches, boost morale and support retention. |  |
| Develop an open and honest culture where mistakes can be learned from and nurses feel supported to speak up and raise concerns. | [Raising concerns guidance](https://www.nhsemployers.org/retention-and-staff-experience/raising-concerns-whistleblowing) | This supports the culture and leadership section of the [People Plan action plan](https://www.nhsemployers.org/news/2020/07/nhs-people-plan) and aligns to: [Belonging to the NHS](https://www.england.nhs.uk/ournhspeople/online-version/belonging-in-the-nhs/). |  |
| Support career planning and the development of your nurses, including though appraisal and development plans, to explore and enable a variety of ways of learning. | [Career planning and development guidance and shared learning](https://www.nhsemployers.org/retention-and-staff-experience/retention/career-planning-and-development)  [Advanced Clinical Practice](https://www.nhsemployers.org/your-workforce/plan/workforce-supply/education-and-training/advanced-clinical-practice)  [Rotational posts shared learning](https://www.nhsemployers.org/-/media/Employers/Documents/Rotational-roles-briefing-T.pdf) (pdf)  [What nurses want infographic](https://www.nhsemployers.org/case-studies-and-resources/2019/04/nursing-survey-infographic)  [Internal transfer schemes](https://www.nhsemployers.org/case-studies-and-resources/2018/06/new-nurse-led-initiatives-to-improve-staff-retention) - NHS trust practice example | You can support the development of skills and expand capabilities of your workforce to enable more flexibility and support career progression by ensuring people have access to continuing professional development, supportive supervision, and protected time for training.  You can help to increase recruitment to roles such as clinical support workers by highlighting the importance of these roles for patient care and the potential career pathway that could lead to a registered role, this can feed into the skills/talent pipeline you will need.  By including roles which make the greatest use of each person’s skills and experiences, you can fit with their needs and preferences. This can be supported by ensuring that staff have a career conversation at different points with their manager, HR or occupational health.  Aligns to: [Growing for the future](https://www.england.nhs.uk/ournhspeople/online-version/growing-for-the-future/), [New ways of working and delivering care](https://www.england.nhs.uk/ournhspeople/online-version/new-ways-of-working-and-delivering-care/) and [Belonging to the NHS](https://www.england.nhs.uk/ournhspeople/online-version/belonging-in-the-nhs/). |  |