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Implementing the Well-being of Future Generations Act – Hywel Dda Health Board

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The team who delivered the work comprised Philip Jones and Urvisha Perez.

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Summary report

Background

- 1 In accordance with the Well-being of Future Generations (Wales) Act 2015 (the Act) the Auditor General for Wales (the Auditor General) is statutorily required to examine public bodies to assess the extent to which they have acted in accordance with the sustainable development principle when:
 - a. setting their wellbeing objectives; and
 - b. taking steps to meet them.
- 2 The Act defines the sustainable development (SD) principle as acting in a manner: ‘...which seeks to ensure that the needs of the present are met without compromising the ability of future generations to meet their own needs’.
- 3 The Auditor General must provide a report on his examinations to the National Assembly for Wales at least a year before each Assembly election. The first such report must be published by 2020, before the 2021 Assembly election.
- 4 In May 2018, the Auditor General published a preliminary report, [Reflecting on Year One – How have public bodies responded to the Well-being of Future Generations Act \(2015\)](#). He concluded that, public bodies support the principles of the Act and are taking steps to change how they work.
- 5 During 2018 and 2019, the Auditor General is undertaking examinations across the 44 bodies covered by the Act to inform his 2020 report to the National Assembly. In developing our approach to undertaking the examinations, we engaged with a range of stakeholders and carried out pilot work during 2017-18. We have also worked closely with the Future Generations Commissioner.
- 6 The preliminary work we undertook in 2017 included a consideration of how public bodies had set their wellbeing objectives. The principal focus of our 2019 work is the way in which public bodies are taking steps to meet their wellbeing objectives.
- 7 We undertook our review at Hywel Dda University Health Board (the Health Board) during March 2019 to August 2019.

Focus of the work

- 8 We reviewed the extent to which the Health Board is:
 - applying the SD principle and the five ways of working in order to do things differently;
 - embedding the SD principle in core arrangements and processes; and
 - involving and working with citizens and stakeholders to deliver its wellbeing duty.
- 9 We carried out a high-level review of how the Health Board has continued to develop its corporate arrangements since our baseline work in 2017, to inform the Auditor General’s one-year commentary in 2018. We also examined the extent to which the Health Board is acting in accordance with the sustainable development principle and applying the five ways of working through a step being taken to meet

a wellbeing objective. Specifically, we examined work in relation to Education Programmes for Patients and the contribution they make to improved population health and wellbeing (described in [Appendix 1](#)).

- 10 [Exhibit 1](#) summarises the five ways of working as defined in the Welsh Government’s [Well-being of Future Generations \(Wales\) Act 2015, The Essentials](#) document. [Appendix 2](#) outlines positive indicators for each of the five ways of working that we have identified and used as part of our examination.

Exhibit 1: the ‘five ways of working’ as defined by the Welsh Government

The Five Ways of Working
Long-term – The importance of balancing short-term needs with the need to safeguard the ability to also meet long-term needs.
Prevention – How acting to prevent problems occurring or getting worse may help public bodies meet their objectives.
Integration – Considering how the public body’s wellbeing objectives may impact upon each of the wellbeing goals, on their other objectives, or on the objectives of other public bodies.
Collaboration – Acting in collaboration with any other person (or different parts of the body itself) that could help the body to meet its wellbeing objectives.
Involvement – The importance of involving people with an interest in achieving the wellbeing goals and ensuring that those people reflect the diversity of the area which the body serves.

- 11 This report sets out our findings on the Health Board’s corporate approach to embedding the SD principle and how the five ways of working have been applied through its work in relation to Education Programmes for Patients (EPP) and the contribution they make to improved population health and wellbeing’.

Main findings

- 12 Our examination found that the Health Board has continued to embed the sustainable development principle and is working with partners on EPP, although it will need to plan more effectively to achieve the full potential benefits in the long term.
- 13 We reached this conclusion because:
- the Health Board has made further progress in ensuring that its corporate approach reflects the need for sustainable development in a challenging financial environment; and
 - the Health Board is working with partners to deliver the EPP, which has a strong preventative focus. However, it will need to plan more effectively to realise the potential benefits of this work over the long term.
- 14 Our findings are discussed in detail in the following sections of this report.

Opportunities for improvement

- 15 As the main provision of the Act came into force in 2016, it is inevitable that public bodies will need time to fully effect that change. We recognise that this is a transition period and that all public bodies are on a learning path.
- 16 We presented our findings at a workshop of key representatives involved in Education Programmes for Patients in July 2019. At this workshop the Health Board considered our findings and identified opportunities for improvement in relation to the step, which are set out in the following sections of this report.
- 17 The opportunities for improvement set out in [Exhibit 2](#) have been prioritised, through agreement with the Health Board, to support continued development and embedding of the sustainable development principles and five ways of working.

Exhibit 2: Opportunities for improvement

Opportunities for improvement	
Ways of working	
Long term	
I1	Set out a vision and plan for the future of the EPP to: <ul style="list-style-type: none">• prioritise future developments;• establish the capacity of existing staff resources; and• identify the resources that would be needed to realise the vision for the service.
Integration	
I2	Consider the potential benefit of a bespoke communication and engagement plan for the EPP, which aligns to the corporate communications and engagement framework.
I3	Evaluate the barriers to patients attending the EPP.
I4	Include EPP web-links on information sent out by the team and on Health Board waiting list letters and holding letters.
Involvement	
I5	Work with patient experience staff to capture the experiences of patients who have moved on.
I6	Look for opportunities to involve younger people in the design and delivery of EPP courses, possibly through schools and colleges.
I7	Look for opportunities to involve people of working age in the design and delivery of EPP courses, possibly through local employers.

- 18 The Health Board's management response will be inserted as [Appendix 3](#) once developed and agreed. The final report will be published on the Wales Audit Office website after consideration by the Board or a relevant board committee.

Detailed report

Part 1 – Corporate arrangements

The Health Board has made further progress in ensuring that its corporate approach reflects the need for sustainable development in a challenging financial environment

- 19 Prior to examination of work in relation to EPP and the contribution they make to improved population health and wellbeing, we explored how the corporate arrangements support delivery of that work.
- 20 The Health Board did not change its wellbeing objectives during 2017-18 and continued to use the same objectives during 2018-19. They were considered broad enough to capture its direction of travel and to reflect its commitment to improving population health and wellbeing.
- 21 During 2018-19, the Health Board was involved in a significant public consultation and engagement exercise to develop a framework for health and wellbeing. The outcome of the consultation was **Our Future Generations: Living Well**, published in November 2018. The Health Board subsequently published 'Our Future Generations Living Well: A Health and Wellbeing Framework for Hywel Dda'. It sets out how the Health Board's seven corporate areas of change contribute to its longer-term outcomes and is intended to demonstrate its commitment to the principles of the Act in its everyday business.
- 22 The Health Board has recognised the need to review and refine its wellbeing objectives, given the publication of its new health and wellbeing strategy. It intends to publish updated wellbeing objectives for 2019-20 at the same time as publishing its Well-being Objectives Annual Report 2018-19.
- 23 We particularly wanted to understand whether the Health Board is responding to the sustainable development principle and the five ways of working by:
 - doing things differently to deliver change;
 - developing core arrangements and processes; and
 - involving citizens and stakeholders.
- 24 Our findings are set out in [Exhibit 3](#).

Exhibit 3: Embedding the SD principle and the five ways of working

Doing things differently to deliver change

The Health Board, together with its partners, is setting the foundations of an approach which will enable them to do things differently and together. The approach recognises the need for collective long-term thinking.

- Staff said that the Well-being of Future Generations (Wales) Act (the Act) is becoming a routine part of discourse in the work of the Health Board, and it is changing behaviour. The wellbeing objectives and the sustainable development principle provide a foundation for the local public health strategy and they influence the delivery of all public health projects.
- The Board received the health and wellbeing framework and an accompanying engagement plan at its meeting in January 2019. The wellbeing strategy supports a major shift in approach to population health through the alignment of the work of the three local Public Service Boards (PSBs) and was informed by an 18-month period of public engagement.
- The Health and Care Strategy is being developed using a social model for health and with reference to key legislation, including the Act. It aims to achieve appropriate balance between the future of secondary care, the need to ensure resilience in the community, and appropriate decisions about the asset base across both.
- The Medical Director is leading the development of the Health and Care Strategy. He recognises that whole-system population health and wellbeing thinking is essential, and that this will sometimes require giving up control and authority. The Health Board recognises the major challenge of funding the transition towards new ways of working, particularly given its current financial turnaround status.
- The Act defines the work of the PSBs. Staff commented that it is driving engagement and helping to define work programmes and the shape of structures. They also said that it is influencing the work of the Regional Partnership Board (RPB), by serving as a driver towards a common agenda¹ and shared goals at a regional level. The PSBs and RPB recently held their first joint meeting to begin the process of deciding what they can do 'once-together'.

Developing core arrangements and processes

Core arrangements and processes are evolving to reflect the need for a sustainable approach to all aspects of service provision.

- The work of the Business Planning Performance and Assurance Committee is based on the Health Board's wellbeing objectives and guided by the sustainable development principle.
- The Board is regularly briefed on issues that relate to the implementation of its wellbeing objectives.
- The executive team moderated the self-evaluation return to the Future Generation Commissioner's Office in February 2019. It was based on progress in relation to its wellbeing objectives and the five ways of working. They presented a balanced picture about what has been achieved and where further progress is needed.
- The Health Board is working towards a 'virtual' combining of its Transformation Programme Office resources with the Collaboration Unit of the West Wales Care Partnership. This process has the commitment of the stakeholders to succeed and will help partners to avoid duplication when working together.

¹ This is a reference to the development of the Health and Care Strategy which is referred to later.

Involving citizens and stakeholders

The Health Board is making progress in developing its approach to ensuring the effective involvement of citizens and stakeholders.

- Leaders at the Health Board recognise the importance of getting cultural change to achieve structural change. They have learned from experience and take a positive approach in engaging with citizens, underpinned with programme rigour, including the use of data analytics to provide an evidence base.
- There is a complex local stakeholder environment. The Health Board is working with other stakeholders through the RPB to merge stakeholder governance arrangements into a single framework to facilitate closer working. Staff said that transformation work and the EPP work in parallel to some extent and need to be better aligned.
- Early work on the Health and Care Strategy included a strong focus on staff engagement and this proved challenging as staff groups had different agendas. Nonetheless, there has been good progress in engaging senior clinicians, and particularly strong engagement with nursing staff representatives, pharmacology and community nursing.
- Staff pointed to the important learning which resulted from formal engagement processes. They focussed their efforts around the hardest to reach and extended that learning for the whole population.
- At the time of our fieldwork a staff and stakeholder event took place to launch the Health Board's wellbeing strategy.

Part 2 – Examination of work in relation to Education Programmes for Patients and the contribution they make to improved population health and wellbeing

The Health Board is working with partners to deliver the EPP, which has a strong preventative focus. However, it will need to plan more effectively to realise the potential benefits of this work over the long term

- 25 We examined the Health Board's work in relation to the EPP and the contribution they make to improved population health and wellbeing'. The Health Board recognises that the Well-being of Future Generations (Wales) Act 2015 is paramount for change. To enable this, it uses its EPP to offer a growing programme of patient education opportunities, which are frequently peer-led. They are based on a self-efficacy model which empowers people to take control and to make changes to their lifestyle and that of their families. Further information on the step is set out in [Appendix 1](#).

The Health Board will need to plan the EPP more effectively to ensure it delivers long-term outcomes

- 26 We looked for evidence of:
- a thorough understanding of current and long-term needs and the associated challenges and opportunities;
 - planning over an appropriate timescale;
 - resources allocated to ensure long-term benefits; and
 - appropriate monitoring and review.
- 27 We identified the following strengths:
- the programmes are developed in response to current and future population health needs.
 - that while the programmes are time-limited, they are designed to lead to significantly better individual health and wellbeing outcomes later in life. For example, education on diabetes can help reduce the future risk of amputation.
 - the programmes help address wider population health and wellbeing objectives in the long term.
- 28 Opportunities for improvement:
- by setting out a vision and plan for the future of the EPP to:
 - prioritise future developments;
 - establish the capacity of existing staff resources and link that to future needs; and
 - identify other resources that would be needed to realise the vision for the service.

The EPP places prevention at the heart of its approach to improving individual and population health

- 29 We looked for evidence of:
- a thorough understanding of the nature and type of problem the step could help prevent from occurring or getting worse;
 - resources allocated to ensure preventative benefits will be delivered; and
 - monitoring and review of how effectively the step is preventing problems from occurring or getting worse.
- 30 We identified the following strengths:
- the courses are based on an evidence-based understanding of the causes and consequences of the conditions they address;
 - the approach aims to prevent more serious and costly interventions in the future;

- the EPP is based on the principle of universal open access² to courses so that they are accessible to everyone; and
- the provision of individual courses is replicated at various locations across the Health Board area, to increase accessibility and the potential for improving population health.

31 Opportunities for improvement:

- workshop attendees suggested that the reach of EPP could be extended by providing screening arrangements in workplaces and schools, to help identify and inform those people who could benefit from them;
- by making health and wellbeing a mandatory part of staff training would promote staff wellbeing and raise their awareness of the EPP opportunities open to patients; and
- workshop attendees identified the possibility of making self-management programmes available to everyone, to encourage individuals to take personal responsibility for preventing ill-health in the long term.

The EPP is planned on a multi-agency basis to deliver health and social care objectives but there are opportunities to widen the programme to include other services and increase its impact

32 We looked for evidence of consideration of:

- how this step could contribute to the seven national wellbeing goals;
- how delivery of this step will impact on the Health Board's wellbeing objectives and wider priorities; and
- how delivery of this step will impact on other public bodies' wellbeing objectives.

33 We identified the following strengths:

- staff from health and social care worked together to design a programme that delivers on their respective objectives.
- the EPP menu provides a single point of access for a programme which addresses health and social care wellbeing objectives.
- an identified potential benefit is that people can return to work and gain new employment as a result of the knowledge and motivation they gain through the EPP. This impact on the wider aspects of wellbeing makes the EPP attractive to other stakeholders and employers' stakeholders.

² Universal open access is defined here as the provision of courses to anyone who could benefit from them, and at locations across the Health Board area to help ensure that those who wish to attend can do so.

- by empowering people through improving their knowledge about their health, the EPP reduces the burden on health and social care services, helping stakeholders to achieve their wellbeing objectives.

34 Opportunities for improvement:

- there is potential to widen access to the EPP menu:
 - by opening it to additional sources of referrals from across health and social care;
 - through inclusion of EPP staff in the work to develop the clinical model, to provide them with the opportunity to influence the design of future services; and
 - through mandatory inclusion of EPP staff in the development of clinical pathways.
- workshop attendees suggested further developing the system of self-referral to the EPP for Health Board staff, to make it:
 - complementary, or an alternative, to occupational health and other sources of support;
 - available through e-learning; and
 - included on the Electronic Staff Records system.
- workshop attendees suggested including an introduction to the EPP as part of Health Board staff induction and in the standard staff training programme.

Staff and volunteers collaborate on the provision of EPP courses but there is scope to widen collaboration

35 We looked for evidence that the Health Board:

- has considered how it could work with others to deliver the step (to meet its wellbeing objectives, or assist another body to meet its wellbeing objectives);
- is collaborating effectively to deliver the step; and
- is monitoring and reviewing whether the collaboration is helping to meet the wellbeing objectives of all stakeholders.

36 We identified the following strengths:

- health professionals and volunteers from the local community collaborate to deliver the EPP courses and said that this had proved to be very effective and was highly valued; and
- there is multi-agency multi-disciplinary delivery of courses.

37 Opportunities for improvement:

- workshop attendees identified the possibility that health care support workers and staff across primary and community care could become EPP tutors and help to deliver courses;

- by exploring further opportunities to collaborate more widely; for example, with staff from leisure services, the arts sector, gardening groups and programmes; and
- by collaborating more widely with other health professionals to help them to communicate the benefits of the EPP approach to those who could benefit from them.

Patients are involved in the design and delivery of courses, and staff want to increase the involvement of young people and those in employment

38 We looked for evidence that the Health Board has:

- identified who it needs to involve in designing and delivering the step;
- effectively involved key stakeholders in designing and delivering the step;
- used the results of involvement to shape the development and delivery of the step; and
- sought to learn lessons and improve its approach to involvement.

39 We identified the following strengths:

- volunteers are recruited to help educate and to provide their personal perspective; for example, in relation to mental health, disability, substance misuse, and gender identity. It is a powerful approach and has resulted in good feedback.
- delivery of courses within a small number of businesses has been a useful way of extending education and individual empowerment through the community.

40 Opportunities for improvement:

- to work with the patient experience team to systematically capture patient experiences:
 - to be used to encourage people to attend EPP courses;
 - as material for inclusion in EPP courses; and
 - to support future EPP business cases.
- by involving young people in the development and delivery of EPP courses, possibly through schools and colleges;
- by finding ways to involve people in employment who might otherwise find it difficult to contribute their skills to the development and delivery of EPP courses;
- by involving Health Board staff in promoting messages in their communities about how to take personal responsibility for healthy living;
- by making the Health Board's 'Five Ways to Well-being' part of mandatory staff learning; and
- by providing more opportunities for staff and others to observe EPP courses.

Appendix 1

The Step: Work in relation to Education Programmes for Patients and the contribution they make to improved population health and wellbeing

The Health Board recognises that the Well-being of Future Generations (Wales) Act 2015 is paramount for change. To enable this, Education Programmes for Patients (EPP) offers a growing programme of patient education opportunities, which are frequently peer-led. They are based on a self-efficacy model which empowers people to take control and to make changes to their lifestyle and that of their families.

The Health Board has worked with various healthcare services to change the patient pathway for routine referrals by offering low-level education to engage patients in self-care. Patients can go on to cascade self-care in their families. For example, the podiatry Healthy Footsteps scheme offers a nail cutting advice to prevent in-growing toenails and discourages the sharing of nail care equipment in order to prevent fungal nail infections.

The Five Ways to Well-being is being delivered to a range of large organisations in the Health Board area. It links low-level wellbeing such as mindfulness/good communication/learning to enable people to reflect on their own wellbeing and the wellbeing of those around them. Small changes to wellbeing can make significant changes to overall health. By taking this model into schools and colleges it can help bring a cascade of wellbeing to future generations. The Health Board's self-care app recognises there have been significant changes in the way that young people choose to interact with services. It enables the exploration of both sensitive and routine healthcare questions.

EPP is working with several clinical areas such as cancer, podiatry and continence to ensure we include robust patient education to empower the patient to make subtle changes that may result in fewer medical interventions. The service also offers 'Know your Risk' assessments for those who wish to avert Type 2 Diabetes by changing their risk level. 'Foodwise for Life' is a programme that educates people to make sensible food choices to reduce BMI and avoid the development of Type 2 Diabetes. These approaches often lead to changes in family eating habits, reducing the potential for younger people to develop obesity.

Appendix 2

The Five Ways of Working

The table sets out 'positive indicators' for each of the five ways of working that we have identified and used to help inform our assessments of the extent to which bodies may be applying the SD Principle. We do not intend the indicators to be used as a 'checklist'. We have used them as 'indicators' to help us to form conclusions, rather than 'determinants' of the extent to which a body is acting in accordance with the SD Principle in taking steps to meet its wellbeing objectives.

Exhibit 4: positive indicators of the five ways of working

What would show a body is fully applying the long-term way of working?

- There is a clear understanding of what 'long term' means in the context of the Act.
- They have designed the step to deliver the wellbeing objective/s and contribute to their long-term vision.
- They have designed the step to deliver short or medium-term benefits, which are balanced with the impact over the long term (within the project context).
- They have designed the step based on a sophisticated understanding of current and future need and pressures, including analysis of future trends.
- Consequently, there is a comprehensive understanding of current and future risks and opportunities.
- Resources have been allocated to ensure long-term as well as short-term benefits are delivered.
- There is a focus on delivering outcomes, with milestones/progression steps identified where outcomes will be delivered over the long term.
- They are open to new ways of doing things which could help deliver benefits over the longer term.
- They value intelligence and pursue evidence-based approaches.

What would show a body is fully applying the preventative way of working?

- The body seeks to understand the root causes of problems so that negative cycles and intergenerational challenges can be tackled.
- The body sees challenges from a system-wide perspective, recognising and valuing the long-term benefits that they can deliver for people and places.
- The body allocates resources to preventative action that is likely to contribute to better outcomes and use of resources over the longer term, even where this may limit the ability to meet some short-term needs.
- There are decision-making and accountability arrangements that recognise the value of preventative action and accept short-term reductions in performance and resources in the pursuit of anticipated improvements in outcomes and use of resources.

What would show a body is taking an 'integrated' approach?

- Individuals at all levels understand their contribution to the delivery of the vision and wellbeing objectives.
- Individuals at all levels understand what different parts of the organisation do and proactively seek opportunities to work across organisational boundaries. This is replicated in their work with other public bodies.
- Individuals at all levels recognise the cross-organisation dependencies of achieving the ambition and objectives.
- There is an open culture where information is shared.
- There is a well-developed understanding of how the wellbeing objectives and steps to meet them impact on other public sector bodies.
- Individuals proactively work across organisational boundaries to maximise their contribution across the wellbeing goals and minimise negative impacts.
- Governance, structures and processes support this, as do behaviours.

What would show a body is collaborating effectively?

- The body is focused on place, community and outcomes rather than organisational boundaries.
- The body has a good understanding of partners' objectives and their responsibilities, which helps to drive collaborative activity.
- The body has positive and mature relationships with stakeholders, where information is shared in an open and transparent way.
- The body recognises and values the contributions that all partners can make.
- The body seeks to establish shared processes and ways of working, where appropriate.

What would show a body is involving people effectively?

- Understanding who needs to be involved and why.
- Reflecting on how well the needs and challenges facing those people are currently understood.
- Working co-productively, working with stakeholders to design and deliver.
- Seeing the views of stakeholders as a vital source of information that will help deliver better outcomes.
- Ensuring that the full diversity of stakeholders is represented, and they can take part.
- Having mature and trusting relationships with its stakeholders where there is ongoing dialogue and information is shared in an open and transparent way.
- Ensure stakeholders understand the impact of their contribution.
- Seek feedback from key stakeholders which is used to help learn and improve.

Appendix 3

The Health Board's management response to improvement opportunities

[The Health Board's management response will be inserted here. This appendix will form part of the final report to be published on the Wales Audit Office website once the report has been considered by the Board or a relevant board committee.]

Exhibit 5: management response to improvement opportunities

Opportunities for improvement	Accepted (Yes or No)	Actions, responsibilities, timescales
<p>Long term</p> <p>I1 Set out a vision and plan for the future of the EPP to: prioritise future developments; establish the capacity of existing staff resources; and identify the resources that would be needed to realise the vision for the service.</p>	Yes	<p>A new plan to address multi-mobility rehabilitation is being developed which includes EPP. Staffing resource and future developments for EPP will be covered as part of this. A workshop will be held in November 2019 to commence engagement activities with a view to finalising the plan in 2020/21.</p> <p>Lead: Strategic Head of Community and Long Term Conditions</p>
<p>Integration</p> <p>I2 Consider the potential benefit of a bespoke communication and engagement plan for the EPP, which aligns to the corporate communications and engagement framework.</p>	Yes	<p>EPP will work with the Communications Team to develop opportunities to further promote EPP in a range of ways including Facebook and Twitter by April 2020.</p> <p>Lead: Strategic Head of Community and Long Term Conditions</p>
<p>I3 Address the barriers to promoting the EPP.</p>	Yes	<p>A bid for funding to undertake specific research to understand the barriers to engagement and take-up of the programme is being developed. The aim would be to complete the research by Feb 2021. Lead: Strategic Head of Community and Long Term Conditions</p> <p>Work is also on-going to develop a bespoke programme to reflect cultural and language needs in order to further support the Syrian Vulnerable Persons</p>

Opportunities for improvement	Accepted (Yes or No)	Actions, responsibilities, timescales
		<p>Resettlement Programme. A bid is being developed to seek funding to support this innovation through the Self-management and Well-being Fund. Bid submission date is Nov 2019 and if successful work will be completed by April 2020.</p> <p>Lead: Strategic Head of Community and Long Term Conditions & Head of Strategic Partnerships, Diversity and Inclusion</p>
<p>I4 Include EPP web-links on information sent out by the team and on Health Board waiting list letters and holding letters.</p>	<p>Yes</p>	<p>EPP is represented on a Quality Improvement Communication Team project which will incorporate this action. This project will be completed by July 2020.</p> <p>Lead: Strategic Head of Community and Long Term Conditions</p>
<p>Involvement</p> <p>I5 Work with patient experience staff to capture the experiences of patients who have moved on.</p>	<p>Yes</p>	<p>The EPP Team is working with the Patient Experience Team to develop a Family and Friends feedback tool. Plans are in place to hold an annual update event in each county to which all previous programme participants are invited to attend. The EPP Team are continuing to gather participant and tutor stories in order to promote the benefit of attending the programmes. This work is on-going throughout 2019/20.</p> <p>Lead: Strategic Head of Community and Long Term Conditions</p>
<p>I6 Look for opportunities to involve younger people in the design and delivery of EPP courses, possibly through schools and colleges.</p>	<p>Yes</p>	<p>The EPP are planning to start working with sixth-form schools and other settings alongside the Welsh Baccalaureate. Initially the Team will work with Bro Dinefwr School to develop this initiative by April 2020.</p> <p>Lead: Strategic Head of Community and Long Term Conditions</p>
<p>I7 Look for opportunities to involve people of working age in the design and delivery of EPP courses, possibly through local employers.</p>	<p>Yes</p>	<p>The EPP Team is delivering the 5 Ways to Wellbeing programme to a range of local employers and this provides an opportunity to share information about the breadth of other programmes on offer. Examples of recent collaboration include: delivery to School Inset Days, Folly Farm, TRJ Construction, Mid and West Wales Fire and Rescue Service, Dyfed Powys Police, Castell Howell Foods, Dragon. All programmes are evaluated and feedback is used to inform the design and delivery of future programmes.</p> <p>Action Complete and approach is embedded.</p>

We will monitor the Health Board's progress in implementing these actions, and the extent to which they address the issues we have identified in our findings, through our future programmes of work.

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