

Developing 6 Digital Apprentices within Primary Care

Staff Wellbeing, Recruitment and Retention

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BACKGROUND

In August 2022, Sutton PCNs interviewed across SWL college spaces for entry level apprenticeship positions to support the growing pace of **digital transformation initiatives** within Sutton.

Over 9 months, Digital Services have provided specialist & professional training, coaching, mentoring and placement work to transform 6 young adults into a **fully operational department**.

AIM

Over 18 months, develop & support 6 individuals in achieving a **Lvl-3 Digital Support Technician** qualification within a primary care space.



2022



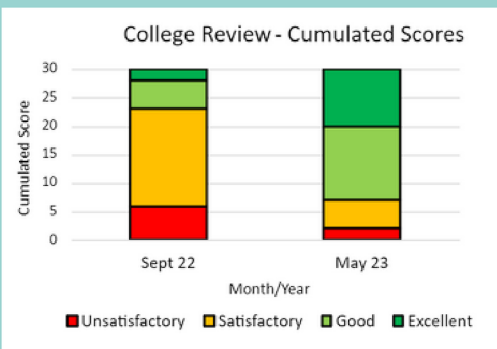
2024

QI METHODOLOGY

Our priority during this project is to foster a healthy work/lifestyle, ensure protected learning time and develop a professional ethos within the department. We are achieving this by:

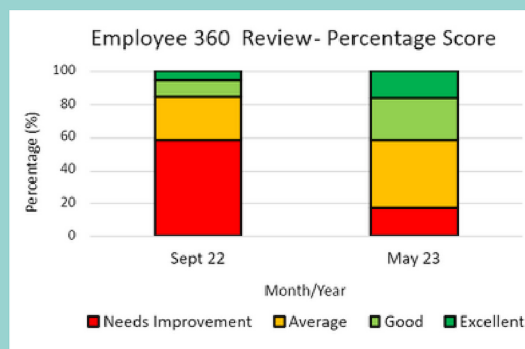
- Collaborative working conditions & lateral management styles through regular **workshops & meetings (bi-weekly)**.
- Assign, support & review sustainable workloads whilst maintaining a high standard of project output by using project management tools **ClickUp & OneNote (daily)**.
- Continuously reinforce professional skills. E.g. Time & Project Management, Writing/Communication with **training and exercises (weekly)**.
- Facilitate **placements** within key healthcare settings to broaden perspectives. E.g. GPs, Hospitals...
- Encourage teamwork & reward successes with **socials and away days (monthly)**.

RESULTS



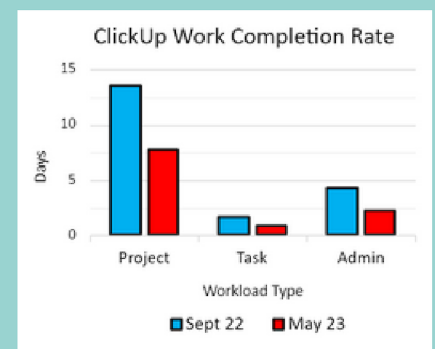
KPI 1: Monthly College Review Meeting

6 x 5 self graded questions assessing apprentice satisfaction, course expectations, safety and quality of college work.



KPI 2: Company Employee 360 Review

6 x 18 colleague graded questions assessing professional qualities: Initiative, Time Management, Decision Making, Teamwork, Communication Skills



KPI 3: ClickUp Management Software

System workspace export & comparison of average recorded completion times of an assigned project/task.

CONCLUSIONS

Steady progress in both college aptitude & primary care workloads, whilst maintaining or improving employee satisfaction/wellbeing is demonstrable through relevant KPIs. Refined data collection methods are needed to review specific workload competence, including clinical systems and professional markers. Ensuring an apprentices confidence before formal college assessments begin is of critical importance and will be reviewed over the coming weeks.