

Behaviour Change Development of the Workforce

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1. Introduction

The national Behavioural and Social Sciences Strategy (PHE, 2018) is the first of its kind for England and aims to build a shared understanding and approach to utilizing the behavioural and social sciences to improve people's health. The strategy highlights the need to build capacity by developing the skills and competencies of the workforce to deliver behaviour change.

The NICE Public Health Guidelines (PH49) for Individual Approaches to Behaviour Change (NICE, 2014) outlines the different ways to supporting behaviour change at an individual level and identifies four levels of interventions. These are listed as:

- Very Brief Intervention
- Brief Intervention
- Extended Intervention
- High Intensity Intervention

The NICE guidance provides a platform to begin exploring what this means for the knowledge and skills of the workforce in delivering behaviour change. Currently there is an inconsistency and to some extent confusion on what level of behaviour change training the workforce should be trained to. The level of behaviour change training is sometimes identified as a result of the seniority of the workforce or by the amount of time they may have to spend with people. However, the question of ***'how do we effectively develop the behaviour change skills of the workforce which are appropriate and proportionate to the needs of the service user?'*** is the focus of the Behaviour Change Development Framework. It aims to support individuals and organisations to answer this clearly and consistently.

2. The Behaviour Change Development Framework (BCDF)



Health Education England (HEE) in collaboration with a range of partners have developed a framework which aims to help in understanding what behaviour change skills are required for different segments of the workforce (see below). The framework summarises the levels of behaviour change training by first articulating what the service-user need is and therefore what they need from the workforce. This begins to look at behaviour change development of the workforce through a person-centred approach recognising the need of the service user first.

The Behaviour Change Development Framework outlines four levels as:

- Behaviour Change Literacy (BCL)
- Behaviour Change Level 1 (BC1)
- Behaviour Change Level 2 (BC2)
- Behaviour Change Level 3 (BC3)

By looking at the need of who the workforce interacts with, workforce leads can avoid the pitfalls around making training decisions based on grade, job title or job description. This reduces complexity and provides a guide on who needs to be trained at what level. The framework then looks at the behaviour change development steps needed to best meet the needs of the service user ranging from a basic understanding of behaviour change to high intensity behaviour change interventions. Having developed the framework for this, HEE have been leading on translating this framework into a toolkit to help individuals and workforce leads to engage in the development of behaviour change of their workforce. The Behaviour Change Development Framework and Toolkit is targeted at two broad audiences as described below:

- Individual Members of the health and social care workforce (including those working within the wider determinants of health such as Housing, Community etc), who are interested in developing their own behaviour change skills.
- Workforce Leaders who are responsible for workforces at all levels - micro to macro (i.e. a Team Lead of a small team; or a Learning and Development Lead of an organisation; or a commissioner of workforces/services), who want to ensure their workforce is equipped with the appropriate level of behaviour change skills, proportionate to their service users needs.

3. The BCDF Tools and Products

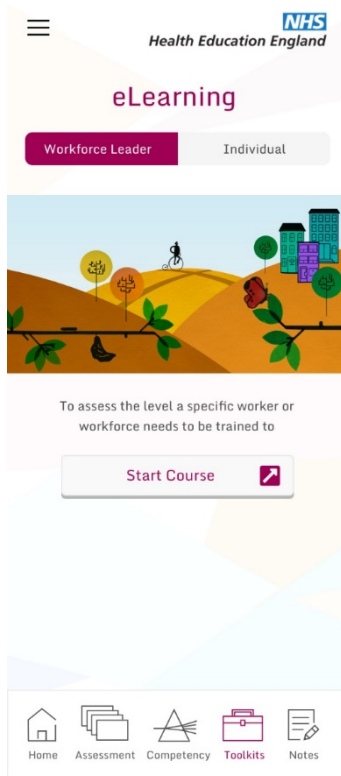
The Behaviour Change Development Framework Tools and Products developed are outlined below:



Level-Assessment Tool: In order to assess which level of behaviour change is appropriate, a simple assessment tool has been developed. The level assessment questionnaire asks a series of questions which produces an output report identifying the level the workforce should be developing their behaviour change skills at. There are two self-assessment questionnaires; the individual level assessment focuses on identifying their own level of behaviour change skills. The workforce level assessment is focused on assessing a particular workforce.

The purpose of the assessments is to show which level of skills should be developed, providing information on what is expected for each level and what learning the identified level will focus on. The toolkit will then point users to other parts of the toolkit to help them in their behaviour change development.





Behaviour Change Literacy: This is an e-learning module - one for individuals and one for workforce leaders¹. The purpose of the e-learning is to enable people to be more *'literate'* in behaviour change.

The e-learning develops a shared understanding, identifying that behaviour change is an evidence-based approach; the factors which can influence behaviour; it outlines key models and develops understanding of key behaviour change terminology (e.g.. what do we mean by heuristics?).

Both e-learning packages draw on the latest behaviour change models and theories to support literacy in behaviour change.

Behaviour Change Animations: There are two animations which have been developed to both promote the tool and as an adjunct to the e-learning, and toolkit. Animation 1 is focused on raising awareness of behaviour change and what this means for the individual level, environmental level, and policy level. Animation 2 is focused on the behaviour change development framework detailing what it is, why it is important and how it can help workforce development. Links to these are below:

What is Behaviour Change? <https://www.youtube.com/watch?v=8BmhtmlmaO-4>

What is the BCDF? <https://www.youtube.com/watch?v=m3DZg0jG-FU>

Behaviour Change Tools and Resources: As part of the development of the toolkit it was evident that there were many existing resources available to help individuals and workforces in their behaviour change development. People were not always aware of these or clear on how they could be used in supporting behaviour change practice. Therefore, these resources can now be accessed via the BCDF Toolkit and are listed under the following headings:



¹ Those responsible for a workforce at micro to macro levels (i.e. a Team Lead for a small team; or a Learning and Development Lead for an organisation; or a commissioner of workforces/services).

- Understanding Behaviour Change
- Planning and Commissioning
- Embedding Behaviour Change
- Learning Behaviour Change
- Delivering behaviour Change

Each resource under each of these headings has been simply described in terms of *'what it is'* and *'how it can help'*. Each resource has estimated read times to allow users to plan which elements they spend time on immediately and which elements they may need to plan time in for.

Competency Tool: The competency tool aims to support the outcome of the Level Assessments by providing:

- A series of competencies relevant for each level of the framework – *'what does the workforce need to do to deliver behaviour change for each level?'*
- A series of learning outcomes to translate the competencies – *'what does the workforce need to learn in order to do the doing?'*
- A series of learning activities/resources mapped to the learning outcomes and competencies to support self-directed learning and ongoing CPD.

The competency tool will be developed by using the Health Behaviour Change Competency Framework (Dixon & Johnstone, 2010) and the Person Centred Approaches Framework (HEE, 2017) and will be consulted on in draft form before they are finalised and published in June 2020.

Notes Tools: There was recognition that as users navigated the tool, they may wish to make notes and tag specific elements of the toolkit for further reading and actions. The notes function within the toolkit will allow for this, prompting users to follow-up on any actions and thoughts they may have in developing behaviour change skills of the workforce. This tool will animate at specific points in the toolkit, prompting an action. The action may be as simple as adding resources to a read list or to write down a specific action/task to undertake later. Users will then be able to download their notes and save them to refer back to at a later time.

4. Designing the BCDF Toolkit

The development of the BCDF toolkit prompted the idea of taking a behavioural science approach to the development of the toolkit itself. This was instigated by delivering a facilitated design workshop with stakeholders to explore what the toolkit would look like. Following this a detailed design brief was produced which proposed the use of the EAST (BIT, 2010) framework as the basis of the toolkit design. The toolkit is therefore designed to **'make it easy'**; **'make it attractive'**; **'make it social'**; and **'make it timely'** for the toolkit user. For example, the toolkit throughout has used a range of different imagery whilst maintaining a core identity and using designs and imagery to allow users to move into different "worlds" as they navigate through the toolkit, making it attractive. This will allow users to process information whilst remaining engaged. The design brief also includes a number of behaviour change techniques which were incorporated into the design of the toolkit and its products. These included:

Chunking (Gobet et al, 2001; Smith, 2008): The Behaviour Change Literacy e-learning has used a chunking approach by breaking down the information of the e-learning enabling learners to complete the e-learning in small sections or all together.

Action Planning/Implementation Intentions (Gollwitzer, 1993; 1996; Gollwitzer et al, 2006): The Notes tool will prompt users to take action at specific points in the toolkit using animation to highlight the notes tool, this may be after users have completed the level assessment and have their results or when they are navigating the tools and resources section.

Reinforcements (Intermittent) (Kendall, 1974; Luo et al, 2015): The toolkit uses intermittent reinforcements within different sections providing reward for the user taking an action. This may be when they click on something or do something within the toolkit.

Self-Monitoring (Snyder, 1974): The Behaviour Change Literacy e-learning uses self-monitoring by asking learners to score themselves on how what they would like to achieve and throughout the e-learning asks them to review their self-score.

Elaboration (Petty et al, 2009; Smith, 2008): The e-learning has taken a case study approach to support the learner to explore the COM-B (Michie et al, 2011) model. The behaviour change animations have also used the story telling to explore and explain what behaviour change is to support understanding of behaviour change approaches.

Goal setting (Latham & Locke, 2007): The e-learning asks learners to set goals at the beginning on what score they want to achieve, then they are asked to review it at the end of each section to enhance the learner experience.

Self-monitoring of behaviour (Creer, 2000; Harkin et al, 2016): in the e-learning Learners are asked to rate how they feel they have done in the knowledge checks. The feedback provided is based on Motivational Interviewing self-efficacy scales.

Advance organisers (Kools et al, 2006; Abraham & Kools, 2011): Throughout the eLearning, overviews of each topic area are provided so they have a sense of what is involved allowing learners to click on areas of interest first.

5. Next Steps

The Behaviour Change Development Framework and Toolkit is scheduled to be launched in beta by February 2020. An iterative approach is being utilised as the beta version is tested and the competency tool is consulted upon. The final version of the toolkit will then follow in June 2020.

The Behaviour Change Development Framework can be currently accessed by visiting www.behaviourchangedevelopment.org.uk

To find out more about the toolkit or to be involved in the testing, contact Em Rahman at em.rahman@hee.nhs.uk

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