

KEY RELATIONSHIPS

4.11 We have shown that the health education and training system is crowded with a large number of organisations. The new Institute will quickly need to establish strong and clear relationships with a wide range of stakeholders. The principal relationships will be with –

- DH and SHAs (on behalf of the wider NHS), respectively the national and local headquarters of the NHS, and who will play a key role in steering the Institute's agenda. This role needs to be reflected in the governance arrangements for the Institute
- Skills for Health (SfH). There will be a number of interfaces. SfH's work on competence sets will need to take account of the new workforce roles developed by the Institute's service development function (as it currently does with the MA's Changing Workforce Programme). In turn, the Institute will build on SfH's work on competency development and identification of sector-wide learning needs and ensure that new competence sets are reflected in the specifications it draws up. The need to work together across a number of dimensions must be reflected in both formal and informal co-operative arrangements
- the new National Purchasing Unit, which will be an integral part of the restructured PASA). The Unit will need to have an appropriate blend of commercial procurement expertise (which should be available from PASA, its parent body) and in-depth knowledge of the health education and training field, which might be achieved by fixed period secondments of staff from the Institute. The Purchasing Unit and the Institute will work closely together, for example on the testing of purchasing specifications, so that these both reflect emerging needs and are a suitable basis for robust procurement
- the NHS regulatory and standard-setting bodies, including the Healthcare Commission, the FTs Regulator, NICE, and the NPSA, who will have an increasing influence on the environment in which NHS employers operate

STAFFING AND EXPERTISE

4.12 The Institute will need to bring together –

- expertise of healthcare delivery and the NHS (including HR, service development and technology utilisation expertise)
- knowledge of the education sector
- a strong management consultancy capability

4.13 Its staffing will need to reflect this combination and its structure will need to blend these competences to derive maximum value from them.