

Integrated Care Curriculum

Student learning of the future

Meeting Workforce Need

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The integrated care curriculum

- 14 BSc degree courses across 9 professions
- Need cohesive approach moving forward together
- Political Drivers - drive towards integrated care
- Drive towards enhanced leadership and research

Drivers

- NHS England has recently changed the name of accountable care systems to integrated care systems, which describes more accurately the work being done in the 10 areas of England operating in this way.

Drivers

- *Our aim is to use the next several years to make the biggest national move to integrated care of any major western country.* NHS England 2017

Drivers

- Integrated care happens when NHS organisations work together to meet the needs of their local population. Some forms of integrated care involve local authorities and the third sector in working towards these objectives alongside NHS organisations.
- The most ambitious forms of integrated care aim to improve population health by tackling the causes of illness and the wider determinants of health.

Chris Ham Feb 2018 Kings Fund
<https://www.kingsfund.org.uk/publications/making-sense-integrated-care-systems>

Drivers: AHPs into Action

- ‘**AHPs into Action**’ describes the:
- impact of the effective and efficient use of AHPs for people and populations
 - commitment to the way services are delivered
 - priorities to meet the challenges of changing care needs

AHPs into Action

- **The impacts of effective and efficient use of AHPs for people and populations:**
- 1. Improve the health and well-being of individuals and populations.
- 2. Support and provide solutions to general practice and urgent and emergency services to address demand.
- 3. Support integration, addressing historical service boundaries to reduce duplication and fragmentation
- 4. Deliver evidence based/informed practice to address unexplained variances in service quality and efficiency

Aim of the Faculty

- To shape the future of our students to enable them to be confident, creative, resilient and responsible.
- Commitment to our students to leave us with skills and knowledge of their subject and to use them creatively to solve complex problems.

Why now?

1. Shift in care from hospitals to the community
2. New care models that support integration of health and social care
3. Focus on preventing illness and promoting health and wellbeing

What will it consist of?

- An integration of inter-professional education, shared learning and specialist learning with students coming together at different times through their learning journey

Inter Professional Worker

- This is a professional who is confident in their professional role but appreciative of the role of the professionals that they work with and can work with overlap between professions



Approach to Teaching and Learning

The key feature of all the courses is the approach to learning and teaching.

- All courses share the same overarching philosophy and approach to learning and teaching.
- Students of health and social care professionals learn with, from and about each other in an integrated way.
- All courses will create graduates who have strong roots in their own profession, understand the boundaries of their profession and have a strong professional identity to enable them to work effectively and collaboratively with others and share values for integrated working in their professional practice.

Curriculum

- The curriculum includes an integrated approach in modules with shared themes and learning experiences threaded through each uni-professional curriculum.
- Students will graduate with a comprehensive set of shared values which will focus on what matters to the people we work with.

Curriculum

- Integrated learning and teaching is designed to equip students with the knowledge, skills and attributes required to be work-ready professionals in health and social care.
- Students will develop as effective communicators, capable of making effective use of digital technologies, will be able to critically review evidence to make decisions, and be socially responsible in a fast-paced global economy.

What will the ICC course look like?

| Level 4 | Level 5 | Level 6 |
|--|---|--|
| Professional Practice for Community and Wellbeing 20 credits IPE | Complex assessment and Interventions IPE 40 credits | Professional Leadership 20credits IPE Working with People with Complex needs 20 credits IPE |
| PPD 20 credits IPE | Evidence and Enquiry 20 credits (shared) | The Advancing Professional 40 credits (shared) |
| Specialist modules 60 credits | Specialist modules/placement 40 credits | Specialist module 20 credits |
| Placement 20 credits | Placement 20 credits | Placement 20 credits |

Practice learning

- 1000 hours to meet professional requirements
- Range of conditions/settings/population
- Fixed placement dates across the curriculum

Getting involved

- Feedback on developments
- Co-production of materials for the modules
- Placement opportunities and availability
- Opportunities for different placement supervisory models to support integrated care curriculum learning

QUESTIONS?