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# Shaping the Future for Primary Care Education & Training Project

## Education and Training provision to deliver Integrated Health & Social Care:

### Course Finder

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# Contents

# Executive Summary

## Introduction

Within the Shaping the Future for Primary Care Education and Training Project, the literature review concerning integrated health and social care identified a number of implications or recommendations for service and education. For education, these recommendations may be categorised under a number of headings or themes: Team working, Communication, Role Awareness, Practice Development and Leadership, Partnership Working.

It would follow that if agencies in the North West are to deliver truly integrated health and social care services, educational curricula across the region should cover these themes.

Prior to the Shaping the Future Project there was no simple way of looking across the entire region to gain insights into current education and training provision. One of the core objectives of the Shaping the Future Project was to develop a web-based Course Finder tool and to map existing regional provision of education and training which can support the delivery of integrated health and social care services.

## The Course Finder

In contrast to other similar tools, the Course Finder developed within the Shaping the Future project focuses specifically on courses that can support the delivery of integrated health and social care. It covers relevant courses offered by a large number of Higher Education Institutions and Further Education Colleges across the region.

The Course Finder has been developed with the assistance of participating Higher Education Institutions and Further Education Colleges who provided the source material used to populate the database of courses that underpins the Course Finder i.e. prospectuses and other course information.

The Course Finder has been developed to work efficiently within web browsers over the internet. A series of usability workshops carried out during development within the University of Salford's Health Informatics Research Environment (SHIRE) ensured that the Course Finder is easy to use and meets people's needs.

## Characterising courses

Courses in the Course Finder are associated with a number of characteristics. These include:

- Information relating to courses, including:
    - Course title;
    - Level of the course e.g. undergraduate;
    - Attendance requirements e.g. part-time;
    - Whether or not the course will lead ultimately to registration;
    - Course entry requirements e.g. graduate.
- Demographic information about the organisation offering the course;
- Method of course delivery e.g. distance learning;
- Course accreditations e.g. BSc (Hons);
- Potential employment opportunities for people who successfully complete the course e.g. youth worker;
- Skills that students will gain throughout the course e.g. communication;
- Broad care areas such as National Service Frameworks e.g. children, or other less well-defined areas e.g. community care.

## Using the Course Finder

Prospective students can use the Course Finder to search for courses that match their interests or aspirations. Access to information in the Course Finder is provided through a simple web-based form. The form comprises a number of search fields. Data may be entered into these fields via drop-down menus (or text in the case of the name of a course) in order to refine searches according to any combination of:

- The name or part of the name of a course;
- The name of an institution
- The level of a course;
- Broad areas or frameworks of care;
- More specific skills gained throughout a course;
- Specify entry requirements for a course;
- Potential employment opportunities following a course.

On submitting search information users are presented with a list of courses (and their associated institutions) that match their criteria. Users can browse the list of courses, they can navigate directly to the associated institution, or they can access more details on a particular course. These details cover all of the categories listed previously along with other details i.e. attendance requirements, accreditation, whether or not the course would lead ultimately to registration and mode of delivery.

## Secondary uses

Other people can use the Course Finder for secondary purposes. For example:

- Commissioners of education and training can use the tool to identify gaps in provision;

■ Providers of education and training can use the tool to enhance their curricula and revise their prospectuses and other course information.

Two exercises were carried out within the Shaping the Future Project to demonstrate these secondary uses. The first exercise considered recommendations arising from the project's literature review, and investigated, through the Course Finder, the extent to which those recommendations were being incorporated into curricula. The second exercise focused on postgraduate education and assessed, through the Course Finder, coverage in terms of broad care areas and specific skills.

## Recommendations

This secondary use of the Course Finder has provided the evidence to make a number of recommendations.

1. Integrate project evidence into curricula

   Firstly, there may be deficiencies in the current range of courses on offer. Higher Education Institutions, Further Education Colleges and Primary Care Trusts should be encouraged to assimilate the evidence from this project as a whole and to integrate the key themes within evolving curricula and training programmes.

2. Enhance course information

   Secondly, prospectuses and other course information may not adequately reflect the true nature of courses in terms of their ability to support the delivery of integrated health and social care services. Course leaders should be encouraged to review prospectuses, other course information and particularly information in the Course Finder in light of the evidence from this project in order to better inform prospective students and to provide a more representative map of provision across the region.

3. Collaborate to meet evolving education and training needs

   Finally, those responsible for delivering education and training across the region should continue to work with other key stakeholders in health and social care in order to provide an integrated education and training 'service' that is characterised by the very skills that they are charged by the Shaping the Future Project to teach. Skills such as: Role awareness, Inter-agency working, Inter-professional working and Partnership working.

## Acknowledgement

# The Project Context

## Introduction

Collaboration and partnership working between Higher Education and the NHS is an essential requirement for effective delivery of care. The North West Universities Association (NWUA) and the North West Development Agency (NWDA) are two organisations at the forefront of creating such alliances. The research project, Shaping the Future for Primary Care Education and Training Project (www.pcet.org.uk) is a collaborative partnership between both these organisations and seven North West Higher Education Institutions. In addition, the project brings together for the first time all the key partners in the health, social care and education sectors who are involved in supporting the delivery of integrated health and social care in the North West Region.

These include:

■ The North West Development Agency who are funding the project as part of their key target areas, i.e. Health;

■ The North West Universities Association;

■ Three North West Strategic Health Authorities;

■ Primary Care Trusts;

■ Social Services;

■ Higher Education Institutions and Further Education Colleges.

The project has a project management and development team and a participative Steering Group, which it is anticipated will be the precursor to a close regional partnership intended to create real synergies at a regional level. For ease of implementation the project has been divided into a series of Work Packages, based on the key objectives, each led by one of the partner Higher Education Institutions.

## Aim and Objectives

The main aim of the project is to identify the evidence base for delivery of integrated health and social care; the skills and knowledge required to deliver this care, together with the current and future education and training needs of the North West of England Primary Care Workforce.

The key objectives of the project are:

■ To provide a comprehensive systematic review of the evidence base for integrated health and social care services within the regional, international and national contexts;

■ To develop a Benchmarking Tool for achieving best practice in collaborative working and delivery of integrated health and social care;

■ To develop a Course Finder tool and map the Higher Education/Further Education provision of education and training which can support the delivery of integrated health and social care services;

■ To identify visions for the future, for both the health and social care workforce and service users, on education and training requirements needed to deliver integrated services;

■ To develop and pilot an Education and Training Needs Analysis Model (ETNA) for identifying the education and training needs of the primary care workforce to meet the NHS and social care agendas.

## Conclusion

Ensuring that the health and social care workforce is educated and trained to meet changing community needs is essential for current and future delivery of services. This project is an opportunity for a number of key stakeholders in health, social care and education to collaborate in a new and unique way to address this, both directly through the project outcomes and indirectly through creating communities of learning across the North West Region.

# Chapter 1:
# Background Context

## 1.0  Introduction

The integration of health and social care is both a practical necessity and a political imperative. Indeed, the desire for more integrated working has been reflected in key policy documents for a number of years (Department of Health, 2000; Department of Health, 2001). Several practical strategies, such as National Service Frameworks (Department of Health, 1998a) and Health Action Zones (Department of Health, 1998b) have been put in place to help to drive the integration of services.

Of course, as a key development across health and social care services, integration is dependent to a large extent on the capacity and skills of the workforce. The dependency between service development on the one hand, and capacity and skills on the other, has been recognised. The National Health Service Executive and the Committee of Vice-Chancellors and Principals acknowledged this dependency in their joint statement (NHSE, 1999) which argued:

'*Key service developments will only succeed if they are matched with effective planning to ensure the workforce has the necessary capacity and skills*'.

Since that time, various strategic initiatives have been put in place to support workforce planning for integrated service delivery, for example, across Health Action Zones (Department of Health, 2000). For other initiatives, the focus has been more on developing the skills needed to deliver integrated services, for example the Skills Escalator within the Lifelong Learning strategy for the National Health Service (Department of Health, 2001).

A number of key stakeholders have been keen to respond to the changing agenda. The joint statement by the National Health Service Executive and the Committee of Vice-Chancellors and Principals (NSHE, 1999) recognised a responsibility for service providers who:

'*…should consider the potential education and training implications arising from service developments and consult Universities on future requirements*'.

In terms of more practical measures, the Department of Health, the Nursing and Midwifery Council and the Health Professions Council continue to work with National Health Service Strategic Health Authorities, higher education providers and other stakeholders to develop more effective quality assurance arrangements for professional education through a shared quality assurance framework (www.dh.gov.uk/PolicyAndGuidance/ HumanResourcesAndTraining/Learning AndPersonalDevelopment/PDQualityA ssurance/fs/en).

This increased collaboration between service providers, educators and other key stakeholders should be applauded. The steps taken to date go some way in addressing practical issues of how to respond to the education and training needs of health and social care services as they move towards integration. However, they do little in terms of identifying the education and training needs in the first place; nor do they provide a means of monitoring the extent to which Higher Education Institutions (HEIs) and Further Education Colleges (FECs) are meeting those needs.

In their review of contemporary literature, key policies and research evidence concerning integrated health and social care, Howarth *et al*. (2004) identify a number of implications or recommendations for service and education. In terms of education and training provision, these recommendations may be categorised under a number of headings or themes:

### Team working

■ Education and training programmes need to take cognisance of team working in integrated health and social care services, and not simply working in a team;

■ Education and training for team working needs to be planned to take account of both inter-professional working and inter-agency working;

■ Pre-registration/access to health work programmes need to place greater emphasis on team working in integrated health and social care as a core skill.

### Communication

■ Pre-registration/access to health work programmes need to ensure that effective communication skills for integrated working, including use of technology, are core skills;

■ Ensure that the workforce has the knowledge and skills to manage changing communication channels e.g. information technology.

### Role Awareness

■ Role awareness should become an essential element of all programmes relating to preparing the workforce to deliver integrated health and social care.

### Practice Development and Leadership

■ Leaders need to be identified and educated to lead integrated health and social care services;

■ Leadership education and training for integrated health and social care services needs to be built into educational programmes for all professions.

## Partnership Working

■ Education and training providers need to consider including compulsory elements for integrated working, taking account of team working, effective communication and role awareness as essential elements of the programme.

It would follow from this evidence that if agencies in the North West are to deliver truly integrated health and social care services, educational curricula should to some extent cover these themes. Of course, one would not expect all education and training programmes to include all of these themes. However, one would expect that across a cohesive and geographically compact region such as the North West of England, the health and social care workforce would be able to access a range of courses, each of which may include one or more of these themes; and together would cover them all.

Prior to the Shaping the Future for Primary Care Education and Training Project there was no simple coherent way of looking across the entire region to gain insights into current education and training provision. One of the objectives of this project was to develop a web-based Course Finder and map the provision of education and training which can support the delivery of integrated health and social care services.

## 1.1 Visualising Education and Training Provision across the Region

Course finder tools exist within individual organisations. For example, the University of Salford has a course finder tool on its website. However, such tools tend to index all courses within the organisation and are not tailored towards integrated health and social care. For example, for the keywords 'information technology' the University of Salford's course finder returns 177 courses; the vast majority of these courses naturally bear little relation to integrated health and social care.

Moreover, the searches in these tools are often text-based, i.e. they identify exact matches within a particular document or web-site. Without knowing in advance the content of a particular document, users must use trial-and-error to attempt a 'hit'. For example, a user might enter the search term 'collaboration', unaware that the document actually refers to the same topic as 'partnership working'. In this case the search would be unsuccessful.

In contrast to other tools, the Course Finder (Figure 1.0) (www.pcet.org.uk/coursefinder) developed within this project focuses specifically on courses that are supportive of integrated health and social care. Moreover, it covers not just one organisation, but many different organisations across the entire region.

The Course Finder provides a resource for potential students. More importantly to the project perhaps, it represents a map of current relevant education and training provision across the North West. In this way it can inform relevant stakeholders of provision and gaps in provision.

The Course Finder also complements other aspects of the project. For example, it may be used to guide a decision about whether to commission a particular education and training programme or whether to develop a bespoke in-house solution following a process of Education and Training Needs Analysis (another of the project's core objectives).



Figure 1.0: Initial interface to the Course Finder

This document describes the development and use of the Course Finder and discusses the implications for future education and training provision to support the delivery of integrated health and social care services.

# Chapter 2:
# Developing the Course Finder

## 2.0  Introduction

There were two broad requirements associated with the Course Finder:

1. To allow project team members to populate a database of relevant courses offered across the North West of England (and to amend details as necessary);

2. To allow users easy access to the database.

This chapter describes how these requirements were achieved within the Shaping the Future for Primary Care Education and Training Project.

## 2.1  Identifying Relevant Data

### 2.1.0 Data Collection Method

In order to foster an atmosphere of collaboration and involvement, individual Higher Education Institution's (HEIs) and Further Education College's (FECs) were encouraged to identify their own source data for the database i.e. to identify information that they themselves felt was important to include. In the vast majority of cases this information took the form of prospectuses, with a minority of organisations providing fact sheets and even fewer providing publicity material such as pamphlets or magazines.

### 2.1.1 Information Sources

The request for relevant course information was made to all HEIs and FECs across the North West of England. Each organisation was asked to return information on courses they believed had relevance to integrated health and social care. They were also asked to nominate an individual to act as a primary contact for the project. After a follow-up request, a total of 12 HEIs and 33 FECs had responded with a great deal of consistency in the type of courses they believed had relevance to integrated health and social care.

A similar request was made to all Primary Care Trusts (PCTs) in the region. Information on in-service education and training was not for inclusion in the Course Finder database; rather it was to complement the Course Finder and to provide a more comprehensive picture of total education provision across multiple sectors in the region. Only four PCTs responded to the request.

### 2.1.2 Characterising the Data

Several organisations 'bookmarked' courses that they felt may be relevant to integrated health and social care. However, no attempts had been made to highlight relevant more specific information about those courses. In the absence of more detailed 'marking up', the onus was on the project team to analyse and characterise that data. Following a period of testing with a subset of the data returned, and a period of consensus building among core project team members and the technical team, a set of key items for inclusion in the database was identified, each with a 'starter set' of important pre-defined keywords (additional keywords emerged from the analysis itself). These items included:

### Institution

Demographic information about the HEIs/FECs (already available to the project).

### Course

Information relating to courses, including:

- The course title;

- The level of the course e.g. undergraduate;

- Attendance requirements e.g. part-time;

- Whether or not the course would lead ultimately to registration;

- Course entry requirements e.g. graduate.

### Method of delivery

Different methods of course delivery e.g. distance learning.

### Accreditation

Course accreditations such as BSc (Hons), PGDip, AVCE, BTEC, etc.

### Job description

Potential employment opportunities for people who successfully complete the course e.g. youth worker.

### Skill

The skills that students will gain throughout the course e.g. communication.

### Care area

Broad care areas such as National Service Frameworks e.g. children, or other less well-defined areas e.g. community care.

Figures 2.1 and 2.2 show how these key data items were incorporated into the design of the database (NB 'Course entry requirements' was originally implemented as the textual 'Keyword' in the 'Courses' table, but later refined into an extensible list of predefined entry requirements).

## 2.2  Technical Implementation

A detailed discussion of the technical implementation of the Course Finder is beyond the scope of this report. Therefore, this chapter provides summary technical information only for reasons of completeness.

The technologies used to build the Course Finder were selected to work efficiently over the Internet using a web browser, with forms providing the interface between users and the application.

These technologies include the following:

- The Course Finder is constructed using ASP (Active Server Pages) as the programming language (or glue layer);

- All Course Finder data is stored in an SQL database;

- SQL (Structured Query Language) stored procedures are called by the ASP code to add, edit, delete and retrieve data from the SQL database;

- HTML (hypertext mark-up language) is used to provide the look and layout of the website and to create the forms used within the tool. ASP is used to create parts of the dynamic HTML structure;

- CSS (Cascading Style Sheets) are used to create part of the overall look of the Course Finder.

Note: The tool was built originally using a Windows server – Internet Information Services (IIS) 5. The tool was ported to the new version of Windows server (IIS 6) in 2004. On transferring to the new system, major differences were found between IIS 5 and IIS 6. The tool relied heavily on return values of SQL stored procedures and the new IIS 6 server did not support these. This necessitated substantial modification of the code and SQL stored procedures.

### 2.2.0 SQL Database Schema

The diagram below provides an overview of the organisation of the Course Finder database (Figure 2.0).

## 2.3  Populating the Database

A decision was taken early in the analysis work to take all source course information literally i.e. to include only those details that were explicitly stated, and not to make inferences beyond the text. This pragmatic decision was taken with the realisation that certain important features of individual courses might be missing from the database due to potential inadequacies with the course information. However, as the sole focus of analysis was the source course information i.e. there was very little other supporting information, this was unavoidable. It was hoped that later in the project when reviewing their own course details via the Course Finder, individual institutions would rectify any deficiencies and augment the Course Finder data with appropriate amendments.

Tools to administer the Course Finder database are hidden from users; they are available only to the project lead for the Course Finder and to the technical development team. These tools facilitate additions, deletions and changes to individual courses in the Course Finder database. They also permit changes to the predefined lists that are used to add detail to courses i.e. Course level, Course entry requirements, Method of delivery, Job description, Skill, Care area and Accreditation.

In populating the database, certain general issues became apparent concerning the course information (more specific issues are dealt with later in Chapter 3, Going beyond finding courses):

- Basic course details are generally well-defined and relatively clear;

- The vast majority of courses offered either do not specify any particular method of delivery or

appear to rely on traditional teaching methods;

- There are a very large and often confusing number of accrediting bodies and course accreditations;

- Course information only occasionally includes potential employment opportunities following the course (although more so with strongly vocational courses);

- Course information rarely includes detailed information on the specific skills that students will gain throughout the course;

- Care areas are rarely made explicit within course information.

Through the course of the project, details on a total of 726 individual courses were added to the Course Finder database.

## 2.4  Viewing the Data

User access to the Course Finder database is provided through relatively simple web-based forms. The initial form comprises a number of search fields or filters. Data may be entered into these fields either as text (*) or via drop-down menus in order to refine searches according to any combination of:

- The name or part of the name of a course*;

- The name of an institution;

- The level of a course;

- Broad areas or frameworks of care;

- More specific skills gained throughout a course;

- Specify entry requirements for a course;

- Potential employment opportunities following a course.

On submitting search information users are presented with a list of courses (and the associated

Figure 2.0: Diagram showing structure of the Course Finder database
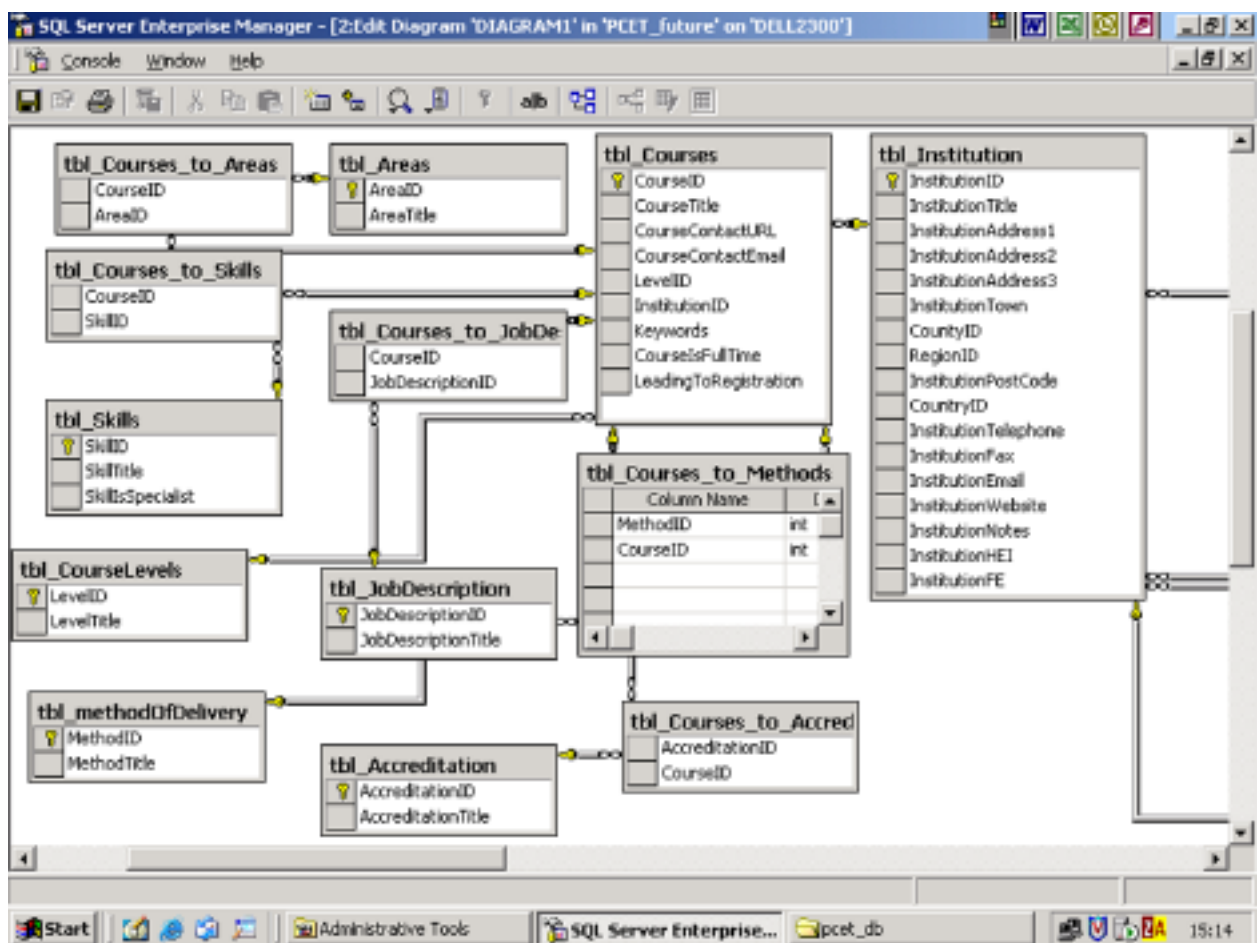
institutions) that match these criteria. Users can browse the list of courses, they can navigate directly to the associated institution, or they can access the details on a particular course. These details cover all of the categories included in the original search along with other details i.e. attendance requirements, accreditation, whether or not the course would lead ultimately to registration and mode of delivery.

All aspects of the Course Finder have the same corporate 'look and feel' as the main project website.

Further information on using the Course Finder, including other screenshots of the tool, may be found in Appendix A, User Guide.

## 2.5 Internal Usability Testing

In order to ensure that people of varying abilities would be able to easily use the Course Finder, two usability workshops were carried out within the Usability Suite at Salford Health Informatics Research Environment (SHIRE). The workshops involved two members of the wider project team who were asked to use the Course Finder over the Internet to work through a number of typical search scenarios (see Appendix B). The Usability Suite at Salford is divided into two sides. The participant side provides a controlled environment with 3 high-quality digital video cameras for recording workshop activities. The observer side houses the controls for the suite and allows direct observation via a two-way mirror. Within this project the workshop participants were video recorded as they worked through the search scenarios; they were encouraged to articulate their thoughts and feelings throughout (i.e. 'think aloud protocol'). An observer remained within the participant side to address any immediate issues

(although minimal guidance was given) and to conduct a final informal interview.

Reassuringly, the workshop participants found the Course Finder easy to use and readily employed a variety of search strategies. The main issues arising from the workshops (i.e. from the interviews and from a subsequent analysis of the video recordings) were:

a) Simple instructions were needed on how to start to use the Course Finder;

b) Minor additional functionality would enhance the tool e.g. a 'back' button on every form, a 'clear' button on the search screen;

c) Certain items might be removed from the search screen with no substantial impact on functionality;

d) The intention behind the labels for items was unclear.

These issues were addressed in a further round of development prior to the public release of the tool (e.g. start-up instructions were added, a clear button was added to the search screen, 'Accreditation' was removed from the search screen as it was covered to some extent by the 'Level' search item, the label 'Job description' was renamed 'You will leave as', etc.).

## 2.6  External Validation

Towards the end of the development and population activity, all HEIs and FECs were contacted once more and invited to review the details of their courses in the Course Finder, and to suggest amendments and enhancements. One organisation responded to this request by informing the project team that there were no courses for their organisation within the database (the course

information for this organisation was awaiting inclusion). There were no other responses. Without external validation it cannot be assumed that all course information is present, accurate and described in sufficient detail in the Course Finder. However, the Course Finder at least provides a starting point for analysis.

# Chapter 3:
# Going Beyond Finding Courses

## 3.0  Introduction

The name Course Finder would suggest that the primary users of the tool will be prospective students who will use the course finder tool to search for courses relevant to their interests and aspirations. However, the Course Finder can also be used by other stakeholders e.g. commissioners of education and training who might use the tool to identify gaps in provision, or education and training providers who might use the tool to enhance their curricula and revise their prospectuses and other course information. This chapter presents the results of two exercises that seek to demonstrate these secondary uses.

The first exercise considers recommendations arising from the project's literature review, and examines the extent to which those recommendations are currently being incorporated into curricula (or more accurately into prospectuses and other course information).

The second exercise focuses on postgraduate education (it is assumed that it is at the postgraduate level that the bulk of specialist education and training around integrated health and social care will be carried out). In this second exercise, Course Finder data is examined to assess the coverage of postgraduate courses in terms of care areas and skills.

## 3.1  Exercise 1: Identifying General Gaps in Provision

As discussed in Chapter 1, Background Context, the project's literature review (Howarth et al., 2004) gave rise to a number of implications or recommendations for service and education. These are organised around six key themes: Team Working, Professional and Personal Development, Practice Development and Leadership, Role Awareness, Partnership Working and Communication. The purpose of this first exercise was to review these recommendations, to assess the extent to which they are captured within the Course Finder and to consider gaps in education and training provision as identified by the tool. At the time this exercise was carried out, there were 619 courses within the Course Finder database.

### 3.1.0 Capturing Project Recommendations within the Course Finder

Table 1.0 apportions responsibility for implementing the recommendations identified within the literature review. Each recommendation is assigned to one of three categories: HEI/FEC educational curricula, In-service educational curricula or Policy, planning and process. For example, the recommendation 'Ensure service users of integrated services are integral to developing communication networks and language' is seen as the responsibility primarily of Policy, planning and process, as the extent to which service users should be included in operational activities is first and foremost a policy decision. In the context of this exercise, the Course Finder seeks to cover only those recommendations that are currently the responsibility of HEI/FEC educational curricula.

Table 1.0: Responsibilities for the recommendations identified in Finding the Evidence for Education and Training to deliver Integrated Health and Social Care: A Systematic Review of the Literature

| | HEI/FEC educational curricula | In-service educational curricula | Policy, planning and process |
|---|---|---|---|
| **Team Working** | | | |
| Develop teams, with the appropriate skills and knowledge, that are able to liaise and work collaboratively across organisations and agencies | | | ✗ |
| Ensure that any team has the required awareness of all the member role functions and professional background as appropriate | | ✗ | |
| Education and training programmes need to take cognisance of team working in integrated health and social care services, and not simply working in a team | ✗ | | |
| Education and training for team working needs to be planned to take account of both inter-professional working and inter-agency working | ✗ | | |
| Service planning and service provision need to take account of the education and training required for a whole team when creating new roles | | | ✗ |
| Pre-registration/access to health work programmes need to place greater emphasis on team working in integrated health and social care as a core skill | ✗ | | |
| Co-location of teams needs to take into account education and training for new ways of working | | ✗ | |
| **Communication** | | | |
| Ensure staff working in integrated teams have well developed communication skills to enable them to work within and across inter-professional and inter-agency boundaries | | ✗ | |
| Pre-registration/access to health work programmes need to ensure that effective communication skills for integrated working, including use of technology, are core skills | ✗ | | |
| Ensure a common language is used between health and social care organisations to aid effective team work | | | ✗ |
| Ensure service users of integrated services are integral to developing communication networks and language | | | ✗ |
| Ensure that the workforce has the knowledge and skills to manage changing communication channels e.g. information technology | ✗ | | |
| **Role Awareness** | | | |
| Role Awareness should become an essential element of all programmes relating to preparing the workforce to deliver integrated health and social care | ✗ | | |
| When developing new roles ensure that there has been organisational preparation for their introduction into the workforce | | | ✗ |

| | HEI/FEC educational curricula | In-service educational curricula | Policy, planning and process |
|---|---|---|---|
| Shared learning initiatives between health and social care workforce students in practice should be encouraged to develop awareness and understanding of team roles | | | ✗ |
| A variety of innovative learning opportunities need to be considered, including role shadowing, secondments to work with multi-professional team and inter-professional education | | | ✗ |
| Role Awareness education for service users/carers should be considered essential to ensure effective communication and appropriate use of services | | | ✗ |
| **Practice Development and Leadership**<br>Leaders need to be identified and educated to lead integrated health and social care services | ✗ | | |
| Practice Development needs to be led by leaders who take account of a cultural change needed to ensure effective working in integrated health and social care services | | | ✗ |
| Leadership education and training for integrated health and social care services needs to be built into educational programmes for all professions | ✗ | | |
| Practice Development in integrated health and social care requires collaboration between education and training organisations and departments to ensure skills and knowledge base meets requirements for service and user outcomes | | | ✗ |
| **Personal and Professional Development**<br>Compatibility needs to exist between all the NHS and Social Care skills and knowledge frameworks in ensuring the workforce is able to work in integrated health and social care organisations and services | | | ✗ |
| Supportive environments need to exist to enable personal and professional development in integrated working | | | ✗ |
| Flexible learning opportunities need to exist to enable the workforce to be able to access inter-professional/inter-agency working programmes | | | ✗ |
| Being able to work in integrated health and social care situations at all levels of organisations should be built into role descriptions and job specifications | | | ✗ |
| Personal and professional development education and training programmes need to include essential competencies in team working, role understanding and effective communication as well as leadership development for working in integrated health and social care | | ✗ | |

| | HEI/FEC educational curricula | In-service educational curricula | Policy, planning and process |
|---|:---:|:---:|:---:|
| **Partnership Working** | | | |
| Partnership and collaboration between health and social care should be essential in the development of curricula for integrated health and social care working | | | ✘ |
| Education and training standards from professional bodies should include core requirements for partnership working to deliver integrated health and social care | | | ✘ |
| Education and training providers need to consider including compulsory elements for integrated working, taking account of team working, effective communication and role awareness as essential elements of the programme | ✘ | | |
| Leaders of integrated health and social care services need to offer a supportive culture for integrated working and delivery of care | | | ✘ |
| Service users need to be involved in any education and training development which promotes partnership working | | | ✘ |

Table 1.1 presents those recommendations for which HEI/FEC educational curricula have responsibility, along with relevant keywords that might be expected to appear in the Course Finder.

**Table 1.1: Responsibilities of HEI/FEC educational curricula and potential Course Finder keywords**

| | Possible Course Finder keywords |
|---|---|
| **Team Working**<br><br>Education and training programmes need to take cognisance of team working in integrated health and social care services, and not simply working in a team | Team Working |
| Education and training for team working needs to be planned to take account of both inter-professional working and inter-agency working | Inter-Professional Working<br>Inter-Agency Working |
| Pre-registration/access to health work programmes need to place greater emphasis on team working in integrated health and social care as a core skill | Team Working |
| **Communication**<br><br>Pre-registration/access to health work programmes need to ensure that effective communication skills for integrated working, including use of technology, are core skills | Communication |
| Ensure that the workforce has the knowledge and skills to manage changing communication channels e.g. information technology | Information Technology |
| **Role Awareness**<br><br>Role Awareness should become an essential element of all programmes relating to preparing the workforce to deliver integrated health and social care | Role Awareness |
| **Practice Development and Leadership**<br>Leaders need to be identified and educated to lead integrated health and social care services | Leadership |
| Leadership education and training for integrated health and social care services needs to be built into educational programmes for all professions | Leadership |
| **Partnership Working**<br>Education and training providers (HE/FE) need to consider including compulsory elements for integrated working, taking account of team working, effective communication and role awareness as essential elements of the programme | Partnership Working |

### 3.1.1 Mapping Project Recommendations to Education and Training Provision

Table 1.2 maps the keywords identified in the previous section with keywords as they actually appeared within the Course Finder; it also includes a listing of all courses that were associated with that keyword within the tool at the time the exercise was carried out.

Table 1.2: Mapping from potential keywords to course finder keywords and associated course finder listings.

| Possible keywords | Relevant nearest Course Finder keyword(s) | Courses returned (based on 2004/5 prospectuses and course information) |
|---|---|---|
| Communication | Communication | BA (Hons) Practitioner leadership (by open learning) level 3 Manchester Metropolitan University |
| | | BSc (Hons) Emergency practitioner St Martins College |
| | | BSc (Hons) Nurse practitioner St Martins College |
| | | Challenges to communication in health care relationships (level 2) Bolton Institute |
| | | Communication and counselling skills for working with young people South Cheshire College |
| | | Counselling South Cheshire College |
| | | Counselling skills (foundation) South Cheshire College |
| | | Counselling skills (intermediate) South Cheshire College |
| | | NVQ 2 Care Macclesfield College |
| | | NVQ 3 Care Macclesfield College |
| | | Open College Level 2 Interpersonal and assertiveness skills Burnley College  (11 courses) |

| Possible keywords | Relevant nearest Course Finder keyword(s) | Courses returned (based on 2004/5 prospectuses and course information) |
|---|---|---|
| Information Technology | – | |
| Inter Agency Working | Inter Agency Working | BA (Hons) Post qualifying social work studies<br>St Martins College<br><br>MSc/PgDip Advanced practice management with advanced award in social work<br>St Martins College  (2 courses) |
| Inter Professional Working | Inter Professional Working | BSc (Hons) / Diploma in Professional Studies – Mental health<br>St Martins College<br><br>BSc (Hons) Health and social care practice<br>Edge Hill<br><br>BSc (Hons) Midwifery practice development<br>St Martins College<br><br>Diploma in Professional Studies – Midwifery practice development<br>St Martins College<br><br>MSc/PgD/PgC Inter-professional health studies<br>St Martins College<br><br>MSc/PgD/PgC Primary health care management<br>St Martins College<br><br>MSc/PgDip/PgCert Challenges in child centric practice<br>St Martins College  (7 courses) |
| Leadership | Leadership | BA (Hons) Practitioner leadership (by open learning) level 3<br>Manchester Metropolitan University<br><br>BSc (Hons) Clinical leadership in nursing<br>University of Salford<br><br>BSc (Hons) Clinical practice – specialist practice<br>Edge Hill<br><br>MSc/PgD/PgC Clinical leadership in health care<br>St Martins College  (4 courses) |
| Partnership Working | Collaboration | MSc Contemporary health and social care<br>Edge Hill<br><br>MSc/PgDip/PgCert Collaborative health care<br>University of Salford  (2 courses) |
| Role Awareness | – | |
| Team Working | – | |

The key findings from this activity include:

1. The keywords Information Technology, Role Awareness and Team Working were not present in the Course Finder; nor any equivalent keywords.

2. Partnership Working was not present in the Course Finder, although Collaboration was deemed a suitable proxy.

3. Communication indexed the most courses (11). These included specialist practitioner (2), practitioner leadership (1), general vocational care (2), counselling (3), challenges to communication (1) and interpersonal skills (1). No post-graduate courses were returned.

4. Inter-Professional Working indexed 7 undergraduate/postgraduate courses including: professional/inter-professional studies (2), health and social care practice (2), practice development (2) and management (1). No vocational courses were returned.

5. Leadership indexed 4 undergraduate/postgraduate courses. These included clinical/practitioner leadership (3) and specialist practitioner (1). no vocational courses were returned.

6. Inter-Agency Working and Collaboration indexed 2 courses each, including: advanced social work (2) at undergraduate and postgraduate levels and health and social care and collaborative care at postgraduate level respectively.

7. There were over 20 vocational courses in care in the Course Finder database – only 2 of these were indexed by Communication.

8. There were over 30 counselling courses in the Course Finder database – only 3 of these were indexed by Communication.

9. Only one course was indexed by more than one keyword: Manchester Metropolitan University's BA (Hons) Practitioner Leadership (by open learning) level 3, which was indexed by both Communication and Leadership.

### 3.1.2 Possible Gaps in In-Service Educational Curricula

In the exercise described above, the recommendations under the Personal and professional development theme were not seen as the responsibility of HEI/FEC educational curricula; rather they were seen as the responsibility of in-service curricula. A subsidiary exercise was carried out using a similar approach but outside the Course Finder to identify gaps in in-service training using the courses offered by a small sample of four PCTs.

Table 1.3 (next page) shows those recommendations that are the responsibility of in-service educational curricula. It also shows possible course topics and actual courses offered by the sample of PCTs that appeared to meet the recommendations. Note that this categorisation is based on course title rather than content.

The key findings from this subsidiary activity include:

1. None of the sample of PCTs offered courses specifically on Role Awareness, Team Working, Inter-Professional Working, Inter-Agency Working or New Ways of Working; although it may be the case that certain aspects of these topics were covered in generic personal and professional development courses.

2. Three out of the four PCTs offer courses on Leadership.

3. Only one PCT offers a course that explicitly covers Communication.

4. Of the 143 courses offered by the four PCTs, only 6 (4%) address the recommendations specific to In-service educational curricula.

5. In terms of additional recommendations that were previously identified as the responsibility of HEI/FEC educational curricula, two of the PCTs offered courses in Information Technology but none offered courses in Partnership Working.

### 3.1.3 Implications from the First Exercise

#### HEI/FEC curricula

The number of courses returned by the Course Finder from keywords relevant to integrated health and social care was surprisingly low (26 courses returned out of 619 = 4%). From a technical point of view, the indexing performed by the Course Finder appears to have been effective i.e. courses were returned according to their keywords. Any problems therefore were probably due to:

a) A lack of relevant courses

This problem cannot be addressed by the Course Finder itself. However, the project as a whole has a responsibility to disseminate relevant project findings to HEI/FEC curriculum planners

b) Poorly specified course information

While populating the Course Finder no assumptions were made regarding course content – keywords were associated with courses only if relevant information appeared in prospectuses and other source course information. NB For certain key courses leading to professional accreditation, core competencies were not included as

Table 1.3: Responsibilities of In-service educational curricula, possible course topics and courses offered by a sample of four PCTs

| | Possible course topics | Courses offered |
|---|---|---|
| **Team Working**<br>Ensure that any team has the required awareness of all the member role functions and professional background as appropriate | Role Awareness | – |
| Co-location of teams needs to take into account education and training for new ways of working | New Ways of Working | – |
| | Team Working | – |
| **Communication**<br>Ensure staff working in integrated teams have well developed communication skills to enable them to work within and across inter-professional and inter-agency boundaries | Communication | Staff Involvement and Communications workshops (1) |
| | Inter-Professional Working | – |
| | Inter-Agency Working | – |
| Personal and Professional Development education and training programmes need to include essential competencies in team working, role understanding and effective communication as well as leadership development for working in integrated health and social care | Team Working | – |
| | Role Awareness | – |
| | Communication | Staff Involvement and Communications Workshops (1) |
| | Leadership | Team Leaders Core Skills Programme (2) |
| | | Leading Empowered Organisations (2) |
| | | ILM Certificate in Team Leading – Level 2 (1) |

keywords e.g. one could expect all undergraduate nursing courses to include a communication component. Prospectuses and other source course material cannot be expected to contain the level of detail required by the Course Finder; moreover it would not be appropriate to make assumptions about courses in the absence of this detail. In order to address this issue, as mentioned in the previous chapter, all participating HEIs and FECs were contacted following this exercise with a request to review their course details and to feedback to the project with only one response.

Inadequate indexing might also have contributed to the problem. As a result of this exercise the missing keywords (Information Technology, Role Awareness and Team Working) were added to the Course Finder and the keyword Collaboration was changed to Partnership Working.

### In-service curricula

In terms of in-service training, PCTs should be encouraged to revisit their curricula and to augment their existing provision with elements of Leadership, Communication, Role Awareness, Team Working, Inter-Professional Working, Inter-agency Working and New Ways of Working.

## 3.2 Exercise 2: Identifying Specific Gaps in Provision

The first exercise described previously sought to gain a general overview of any gaps in education and training to support integrated health and social care. The second exercise described in this section sought to demonstrate how the Course Finder may be used to 'drill down' into the data held in

the database to identify more specific potential gaps in provision.

### 3.2.0 Postgraduate Education and Training

Among the final 726 courses in the Course Finder database, 461 were returned as vocational courses, 171 as undergraduate courses and 94 as postgraduate courses. In the first part of this second exercise, the postgraduate courses were examined to look at their associated care areas. The number of courses associated with each care area is given in table 1.4 (next page).

In the second part of the exercise, the postgraduate courses associated with the most common care area 'Primary and community care' were examined in terms of the skills that students would gain throughout the course. The set of skills listed included:

- Research;
- Community Practice;
- Public Health;
- Healthcare Finance;
- Quality Assurance;
- Information Technology;
- Change Management;
- Management;
- Welfare.

However, of the set of keywords associated with the project recommendations within the first exercise, there was no mention of:

- Communication;
- Inter-Agency Working;
- Inter-Professional Working;
- Leadership;
- Partnership Working;
- Role Awareness;
- Team Working.

Indeed, of the entire set of

recommendation keywords, only Information Technology was cited; and only for one postgraduate course.

### 3.2.1 Implications from the Second Exercise

This second exercise confirms to some extend the findings from the first exercise and highlights similar potential problem areas:

a) A lack of relevant courses available to support integrated health and social care;

b) Poorly specified course information from HEIs and FECs.

Thus there is once again a need for dissemination of project findings. But any firm conclusions about the lack of relevant course content must await external validation.

Table 1.4: Number of postgraduate courses returned by the Course Finder according to care area (National Service Frameworks are indicated by *)

| Care area | Number of postgraduate courses returned |
|---|---|
| Primary and community care | 15 |
| Social care | 8 |
| Children* | 6 |
| Chronic illness | 5 |
| Long term conditions* | 5 |
| Mental health* | 4 |
| Public health | 3 |
| Older people* | 2 |
| Specialist practice | 2 |
| Rehabilitation | 2 |
| Learning disabilities | 2 |
| Sexual health | 1 |
| Palliative care | 1 |
| Collaborative care | 1 |
| Cancer* | 1 |
| Renal services* | 0 |
| Paediatric intensive care* | 0 |
| Diabetes* | 0 |
| Coronary heart disease* | 0 |

# Chapter 4:
# The Evidence and Implications for Future Education and Training Provision

## 4.0 Introduction

The development of the Course Finder provides some limited evidence on how to best build a web-based application for searching a database of courses. More interesting to this project, however, is the evidence that came from using the Course Finder for secondary purposes and the implications of this evidence.

## 4.1 Implications for Future Education and Training

In terms of the key themes arising from the project's literature review, coverage within the Course Finder database was generally poor and variable. For example, within the first gap analysis exercise the skills keyword Communication indexed 11 undergraduate/vocational courses (but no postgraduate courses) and Inter-Professional Working indexed 7 undergraduate/postgraduate courses (but no vocational courses). Team Working, Role Awareness and Information Technology did not index any courses. The coverage for care areas was similarly poor.

While the general lack of coverage is a cause for concern, the complete absence of the three skills keywords is particularly worrying. The importance of effective **Team Working** is well-recognised (McNeal, Oster & Alema-Mensah 1999, Nandan 1997, Caan, Streng, Moxon & Machin 2000). Indeed Team Working is prominent in existing skills and competency frameworks, both for health care and for social care (Department of Health 2003, Skills for Health 2003, www.natpact.nhs.uk/newcf, Topss UK Partnership 2002). In 1999 the National Health Service Executive and the Committee of Vice-Chancellors and Principals (NHSE, 1999) recognised in their joint statement a responsibility for providers of education and training who:

'*…should regularly engage and consult with the NHS at national and local level on matters concerning the review and development of curricula and programmes to take full account of the developing needs of the health service*'.

Given this statement, and given the recognition of the importance of Team Working, it is surprising that Team Working is not only more prominent, but also highly visible within the Course Finder. Likewise with **Role Awareness** which, it has been argued, is key to effective team working (Dalley & Sim 2001, Stanley, Reed & Brown 1999). **Information Technology** pervades a great many aspects of our lives and it has rapidly become a key communication tool. We use it to do our shopping, we use it to manage our finances, we use it to promote ourselves and our services and we use it to correspond with colleagues, friends, family and beyond. Increasingly, Information Technology is relied upon also to support the delivery of health and social care services, from simple email contact to more sophisticated collaborative care planning. One of the world's largest information technology projects, the National Health Service National Programme for Information Technology (NPfIT), which is being delivered by the Department of Health agency NHS Connecting for Health, seeks to bring:

'*…Modern computer systems into the NHS to improve patient care and services*' (www.connectingforhealth.nhs.uk)

At the time of inception for NPfIT in April 2002, there was a documented need for skill development in basic Information Technology, use of the internet and database searching (Alpay & Russell 2002). It is surprising, as many NPfIT applications approach maturity and implementation, that the Course Finder does not reflect these basic skills (this is all the more poignant for the Course Finder as the use of the tool itself demands a certain level of skill in this area).

As indicated by the findings of the two exercises associated with the Course Finder, there are two possible key reasons for the poor coverage:

**a) Lack of Courses**

The Course Finder database holds details on over 700 undergraduate, postgraduate and vocational courses and it would appear unlikely that a lack of relevant courses is the sole reason for poor coverage. However, it must be recognised that the project has unearthed relatively new evidence and that curriculum developers may not have had sufficient time to incorporate this new evidence into their curricula. While concepts such as Inter-Agency Working and Inter-Professional Working are not particularly new, the fact that they are critical for delivering integrated health and social care services may not be so obvious. The project will hopefully inform curriculum developers of these new findings and allow them to adapt their programmes and curricula accordingly in order to meet the needs of regional services. This applies equally to providers of in-service education and training.

**b) Insufficient Course Information**

The data appearing in the Course Finder is based on prospectuses and other course information. It would be unreasonable to expect this material to contain detailed course content information. After all, its purpose is to attract

students and to steer them in a general direction, rather than to provide detailed source data for the population of a course finder tool. However, for prospective students who wish to gain particular skills e.g. Leadership Skills, the material generally does not provide sufficient support. Nor does it help the commissioners of education and training who may recognise that their workforce lacks certain skills e.g. Team Working skills, but do not know how to identify and/or commission appropriate courses. Thus the providers of education and training are potentially missing opportunities to attract appropriate students. If the Course Finder is to be used as a resource both for prospective students and other stakeholders, the information in the database needs to be enhanced to better reflect the actual content of courses. Requests to HEIs and FECs largely failed to provide feedback to augment the Course Finder. This is possibly due to the administrative burden of providing feedback (although unlike the majority of PCTs, most HEIs and FECs were well-engaged with this aspect of the project and readily replied to requests for source material for the Course Finder database). It may be more appropriate in the medium-term to provide HEIs and FECs with the capability of inputting directly and amending course details themselves in order to give a more responsive and accurate map of the region's provision.

The Course Finder is consistently one of the most accessed pages on the Shaping the Future Project website. For example, in May 2005, the Course Finder was the 3rd most popular page on the site (after the

indexing pages), receiving 44 visitors.

## 4.2 Implications for the User/Carer Perspective

The Course Finder is targeted at practitioners, service delivery organisations, policy makers and the providers of education and training. As such, the implications for users/carers of the evidence from this aspect of the project are unknown.

## 4.3 Conclusion

In working towards achieving its objective to develop a Course Finder and to map education and training provision across the Region, this aspect of the project uncovered a number of issues:

■ There may be deficiencies in the current range of courses on offer. HEIs, FECs and PCTs should be encouraged to assimilate the evidence from this project as a whole and to integrate the key themes within evolving curricula and training programmes;

■ Prospectuses and other course information may not adequately reflect the true nature of courses in terms of their ability to support the delivery of integrated health and social care services. Course leaders should be encouraged to review prospectuses, other course information and particularly information in the Course Finder in light of the evidence from this project in order to better inform prospective students and to provide a more representative map of provision across the region;

■ Finally, and in-line with the joint statement by the National Health Service Executive and the Committee of Vice-Chancellors and Principals (NHSE, 1999), those responsible for delivering

education and training across the region (HEIs, FECs and PCTs) should continue to work with other key stakeholders in health and social care in order to provide an integrated education and training 'service' that is characterised by the very skills that they are charged by this project to teach: Role Awareness, Inter-Agency Working, Inter-Professional Working and Partnership Working.

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# Appendix A:
# Course Finder User Guide

## Welcome to the Course Finder

The Course Finder is a prototype application. It is currently undergoing testing; this will be completed prior to March 2005. Any feedback on the tool, its layout, its use, its accuracy, etc. is more than welcome and would be greatly appreciated.

Please direct your comments to the PCET Project Administrator Andy Duffin (a.r.duffin@salford.ac.uk).

It is important to note that information within the Course Finder has been derived largely from publicity material and prospectuses. While great care has been taken, the Course Finder may not reflect the full range of courses on offer from particular institutions. Interested parties are advised to contact those institutions directly for a more complete picture.

## What is the Course Finder?

The Course Finder contains details of courses that have relevance to integrated health and social care and that are offered by participating Universities and Colleges of Further Education across the North West of England. The Course Finder can be used in a number of ways:

■ **Prospective students** can search for courses relevant to their interests and aspirations;

■ **Education and training providers** can enhance their curricula and revise their prospectuses and marketing material;

■ **Commissioners of education and training** can identify gaps in provision.

## How do I use it?

The Course Finder has a number of search fields or filters. Data may be entered into these fields either as text (*) or via drop-down menus:

■ **Search on course title\*** – this allows you to search on the name (or part of the name) of a course e.g. to search on 'geron' will return 'MA/PgDip Gerontology';

■ **Institution** – this allows you to search for courses according to the name of an institution e.g. Bolton Institute;

■ **Level of the course** – this allows you to specify the level of the course e.g. Undergraduate;

■ **Clinical areas associated with the course** – this allows you to search according to broad areas or frameworks of care e.g. Collaborative Care;

■ **Skills you will gain** – this allows you to search on more specific skills that you will gain e.g. Child protection;

■ **Peop who should apply** – this allows you search according to specify entry requirements e.g. Nurse;

■ **You will leave as** – this allows you to specify the role you can take when you leave e.g. Counsellor.

Once you are happy with your selections, click on the Submit button. The Clear button returns the form to its original state.

Leaving all fields blank (or with their respective default values e.g. Any level) will return all courses within the database i.e. no filters will be applied.

## What will be returned?



You will receive a list of courses that match your selections (if no courses match your selections then you will receive a message instead of the list). To return to a previous screen click on the **<Back** 'hotspot'.

You may then investigate a particular course further (e.g. is it full-time, will it lead to registration, and how is it taught?).
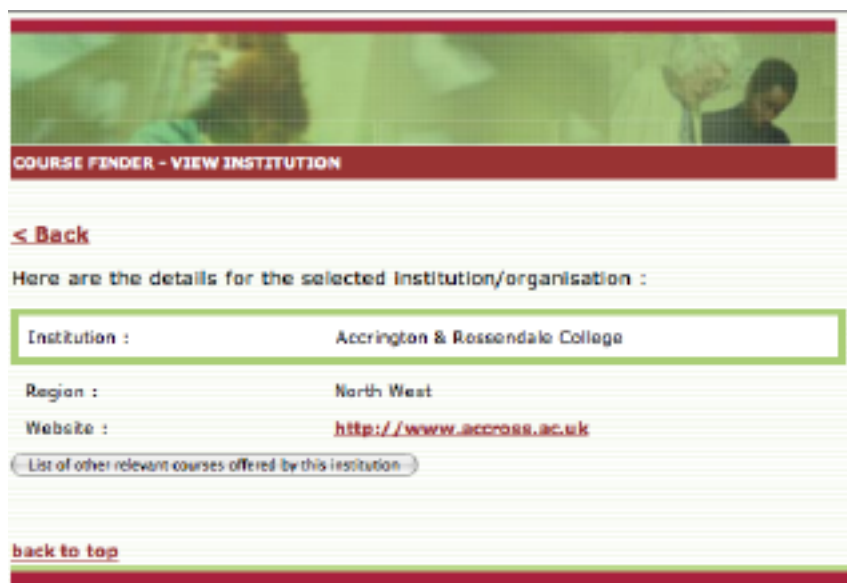
Or you may seek further details on
the institution that is offering a
course.



And from here, you can jump directly
to the institution's website, or you
can look at other courses offered by
the same institution.

## What if things go wrong?

You are very welcome to experiment
with the Course Finder. It has been
designed to be straightforward and
easy to use. But if you feel that you
are out of your depth or that things
aren't working out, just click on the
**<Back** 'hotspot' (or on the back
button of your browser) until you
return to the original submission
form, click on the **Clear** button, and
start again.

# Appendix B:
# Course Finder usability evaluation scenarios

1. What degrees are offered at Bolton Institute?

2. How many courses are available in the North West for qualified Occupational Therapists?

3. Which institutions offer courses for graduate nurses in the area of Mental Health?

4. Where can I take a non-degree course in drugs awareness?

5. What particular skills are taught in the University of Salford's post-graduate qualification in gerontology?

6. Where can I train to become a medical receptionist?
    6a. What qualifications would I gain?
    6b. Can I take the courses part-time?

7. I live in Warrington. Where is the nearest place I can do a degree in social work and leave also with a diploma (DipSW)?

8. Can I train to become a dietician in the North West?