Higher Education strategies for healthcare education

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The roles of universities

- Educating a workforce
  - Able to question and to embrace and lead change
  - ‘Fit for purpose’ and capable of change in global, national, regional and local contexts
  - Has passion and drive
  - Committed to the values that underpin health and social care
- Leading, challenging and informing policy and practice – seeking evidence base
- Co-creating new knowledge and ideas through R&D and Knowledge Exchange

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Healthcare education provision in UK universities

- Some student numbers (UK – HESA 2007-08)
  - 43,400 u/grad medicine and dentistry
  - 82,500 pre-reg nursing
  - 38,500 pre-reg AHPs
  - 7,600 p/grad F/T medicine and dentistry
  - 9,000 p/grad F/T nursing and AHPs
  - 95,000 P/T u/grad and 31,000 P/T p/grad in nursing and AHPs
- 10+ % of university income associated with healthcare provision

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A modern health and social care workforce – a university view

- Confident, competent and flexible practitioners
- Problem solvers using evidence bases to inform high quality practice and care delivery
- Case managers able to deliver and mobilise appropriate care packages
- Team players with specialist and generic skills, knowledge and attitudes
- Life-long learners

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‘Delivering’ the modern workforce – challenges and questions

- Primary care/acute care – future continuum and mix?
- Impact on placement provision of shift to primary care and plurality of providers
- Commissioning education for a local or national or global workforce?
- Skill mix – levels and numbers - e.g. to what extent will health services seek to recruit assistant practitioners at band 4 rather than registered professionals at band 5?
- CPD for extended and new roles (most of the workforce is the existing workforce)
- Promoting clinical academic workforce

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Current work-streams

- NMC review of pre-registration nursing education
- Implementation of graduate entry to nursing profession in England
- Review of MPET funding providing placement funding streams for nursing and AHPs
- Development of preceptorship schemes
- Review of student support in England
- Health Innovation and Education Cluster (HIECS)
- Education Commissioning for Quality

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Observations on current work-streams (1)

- NMC review of pre-reg education
  - Review should focus on outcome standards of proficiency with maximum flexibility for local curriculum design and innovation
- Graduate entry to nursing profession
  - Essential for the future enhanced roles of nurses
  - Puts nursing on the same basis as comparable professions
  - Universities will maintain wide entry gate
  - No tension between caring and high level educ

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Observations on current work-streams (2)

- Funding streams for nursing and AHPs placements
  - Essential to develop new placements, especially in community settings
  - Fee per student week must be high enough to warrant extra administration
- Preceptorship
  - Support transition from qualified student to confident practitioner
  - ‘Enhancement’ model rather than a ‘deficit’ model

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Observations on current work-streams (3)

- Review of student support in England
  - DH is conducting a review
  - Consultation on options July to November
  - Ministerial decision in 2010
  - Implementation from September 2011
- HIECS
  - ‘Guide’ published in May
  - Must be multi-professional
- Education Commissioning for Quality
  - Awaiting details

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Ways forward

- Universities are more than just ‘education providers’
- Enhanced strategic partnerships between health and HE
  - Focused on strategic developments in workforce and education rather than micro-management of education contracts
  - Shared perspectives around future workforce profiles
  - All changes in service delivery have workforce implications , which have education requirements
  - Sustain and enhance clinical academic exp

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Enhance mutual understanding of dynamics in health and university sectors

- Need for universities to respond rapidly to changing requirements for education and training
- New programmes need education expertise, development, quality assurance approval, organisation of provision – inevitable time lag
- Education cannot be turned ‘on’ or ‘o
  Taps and education are not compatib

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and finally

- Healthcare professional education has to be concerned with competence and fitness for practice and purpose at the point of registration, but remember:

  "Education is not the filling of a bucket, but the lighting of a fire."
  (W. B. Yeats)

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