

Integrated Care Systems

Getting the right workforce

development support to ICSs

Introduction and context

As our population ages, people develop complex health problems alongside their increasing frailty and working age adults require care and support that will allow them to achieve their full potential. Recognising and responding to the interdependence of health and social care services becomes ever more important – something that the pandemic has reinforced strongly.

Integrated care makes sense for everyone – people, providers and the system as a whole. In particular, we want people to feel the benefits of an integrated system which is centred around their needs; proactive in supporting wellbeing and identifying risks of health deteriorating; empowering people with choices around their own care and support; and coordinated so that it feels like it's provided by one service, even if it isn't.

More widely, this should improve health and wellbeing for the population, enhance the quality of care from providers, and increase the sustainability of the system.

To maximise the opportunities for integration, Skills for Care and Health Education England (HEE) agree that Integrated Care Systems (ICSs) should demonstrate a measurable commitment to supporting the Adult Social Care (ASC) workforce within their People Plans as well as the health workforce.

HEE's mandate for 2021/22 from Department of Health and Social Care (DHSC) Ministers explicitly commits HEE to promoting an integrated approach to the health and social care workforce and supporting Integrated Care Systems to join up their local workforce planning and development for health and social care.

Skills for Care DHSC work programme commits us to working with ICSs to support integration and we bring insight and knowledge of adult social care local and national initiatives.

HEE and Skills for Care are committed to promoting an integrated approach to the health and social care workforce and supporting Integrated Care Systems to join up their local workforce planning and development for health and social care.

This commitment is set out in HEE's mandate for 2021/22 from Department of Health and Social Care (DHSC) Ministers and in Skills for Care's work programme for Department of Health and Social Care in 2021/22.

Skills for Care

Our vision is of a fair society where people can access the advice, care and support that they need to enjoy lifelong independence, health & wellbeing, and a good quality of life.

To achieve this the adult social care sector needs the right number of people in the right place at the right time, with the right skills, values and behaviours.

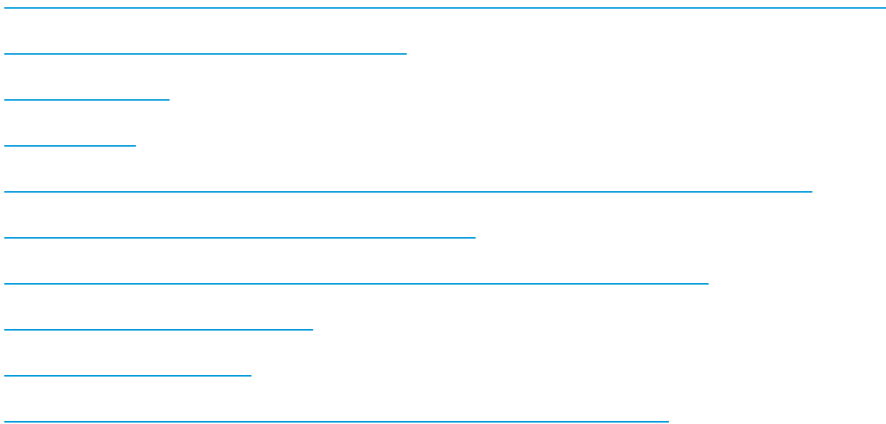
Health Education England

Health Education England is part of the NHS and works with partners to plan, recruit, educate and

Purpose of the document

Skills for Care and HEE have been working together over the past few months on an offer to help support ICSs to look at workforce, building on learning from existing local initiatives at system and place level.

We recognise that a lot of successful integration projects start with strategic relationships, agreeing priorities and identifying enablers which leads to project delivery. All the initiatives set out in the



Development of workforce planning across health and social care

To provide support to systems to develop workforce strategies that take account of the needs of the whole population and ensure that there is sufficient workforce with the appropriate skills to deliver the appropriate person-centred care throughout the whole health and care pathway.

Systems will be supported by Regional and local Skills for Care and HEE direct teams with expertise in the areas of strategic, workforce planning, workforce intelligence and workforce transformation but also in their partnership working with other agencies and arms length bodies such as NHSE/I, ADASS and Local Government Associations.

Systems will be supported with workforce planning including:

- **Strategy:** Support for examining the skill mix required to meet new service models rather than planning on historic trends within established professions and ways of working.
- **Understanding supply and demand and the shape of the workforce:** Understanding what the data tells us about the social care workforce with access to the Skills for Care's Adult Social Care Workforce Data Set (ASC-WDS) giving detailed understanding of workforce in each ICS area to inform the development of integrated workforce plans.
- **Designing solutions and providing support:**
 - » Skills for Care and HEE working with local ADASS and Local Government Association representatives to ensure that a collaborative approach to developing workforce solutions against joint priorities.
 - » HEE's workforce transformation star and Skills for Care's expertise in workforce shaping, commissioning and planning and workforce integration means that we can provide bespoke support depending on the particular ICS context and strategy.
- **Expertise:** Engaging social care and health and bringing deep expertise on workforce by Skills for Care and HEE representatives attending or joining ICS People Boards and Local Workforce Boards where required.
- **Funding:** Access to HEE locally allocated Workforce Development funding for transformation programmes across health and social care.

Health and social care careers

Support to systems to identify opportunities to bridge career paths between social care workers and health and to highlight the wide-ranging roles that a career in social care can offer.

Good practice examples

- Midlands Region have created a [Video](#) to raise the profile of nursing in social care.
- Southampton, Hampshire, Isle of Wight and Portsmouth (SHIP): Skills for Care locality manager is working locally with colleagues commissioned by HEE and DHSC to increase placement opportunities for nursing students and nurse associates across the area.
- [Skills for Care - Think Care Careers](#) – includes career and role information about registered nurses in social care, nursing associates and occupational therapists.
- [Skills for Care - I-Care...Ambassadors](#) – Ambassadors are experienced care workers who inspire and motivate people to understand more about working in social care and many schemes are working across health and care.
- Watch the Devon pilot [video](#) where health and social care colleagues talk about the benefits they experienced from delivering integrated activities. If you're thinking of forming an integrated partnership, the video is a great example of how this can work in practice.

Recruitment

Support to systems with their recruitment strategy to promote the benefits of the local system alongside incentives for each sector to support the other on workforce recruitment issues. Also to develop career pathways and rotational programmes across health and social care providers. Explore opportunities for staff to be employed across sectors and provider organisations.

Good practice examples

- Jointly funded recruitment campaigns to attract people to work in social care and primary care such as 'Proud to Care' established in London, SE & SW.
- Sussex Community Assets – reaching groups in the community to support volunteering and get people into health and social care jobs.
- Rotational apprenticeships – health care support workers on rotation across all aspects of the

Education and training – learners, students and placements

To provide support to systems to enable the social care sector meet the requirements of providing placements to students and learners and the benefits of engagement across both health and social care providers, as part of their development for individuals and employers.

Good practice examples

- Supporting clinical placement expansion for nursing and allied health professions in social care (Midlands).
- Trainee Nursing Associates in nursing and care homes – pilots in Midlands and South West.
- Undergraduate medical and dental students undertaking placements in care homes.

Education and training – upskilling

To provide systems with support for upskilling across health and social care employers. To identify competencies to make better use of the wide range of skills. Look for opportunities for bringing together health and social care staff in their education and training to reduce duplication in service delivery.

Good practice examples

- Upskilling e.g. with new competence based credentials so that more staff have the skills, knowledge and competence and are supported to undertake delegated healthcare tasks and use of the wide range of skills and contacts available to reduce duplication.
- Recommendations on how Allied Health Professionals (AHP) roles in Learning Disability (LD) & Autism service areas can be utilised and embedded across Health and social care.
- Establishing Networks across Health & Social Care that work collaboratively to support education and training for LD/Autism services.
- Development of the Support Workforce framework with the particular aim of ensuring there are sufficient numbers with the appropriate qualifications to access TNA and Registered Nurse – Learning Disability apprenticeships.
- ‘Step into Work’ - Designed for unemployed individuals to gain a qualification and work experience in the health and social care sector.
- HEE and Skills for Care are developing the Oliver McGowan Mandatory learning disability and autism training for health and social care professionals.
- [Core competency frameworks for people with a learning disability and autistic people](#).
- Upskilling so that social care staff have essential information [searching skills](#) and the confidence to use tools and techniques in [health literacy](#) and [knowledge mobilisation](#).

New role development

Support to identify the potential for 'new roles' to emerge or become more widespread. The increasing need for and complexity of care is likely to mean more, rather than less skilled staff are required across the board.

Good practice examples

- TNAs in nursing and care homes – pilots in Midlands and South West.
- Delegated healthcare tasks upskilling work with NHSE/I
- Creation of 'blended' enhanced home care roles that take on elements of some tasks previously carried out by District Nurses – piloted in Tameside (Greater Manchester) with future plans to [scale up in other GM localities](#).
- The Skills for Care and HEE '[A guide to coordinating care](#)' provides a consistent definition and clarifies the functions of coordinating care for those working at the interface of social care and health.
- Cheshire and Merseyside Physician associate rotational placements across primary care and social care.
- HEE funded Social Care Trainee Nurse Associates pilot with University of Salford and Care providers.

Digital technology

Support systems to optimise the opportunities offered by digital technology to address workforce challenges and support new, more integrated and flexible ways of working. To work together to improve access to digital technology and to explore scope for sharing online learning resources. Increase availability and uptake of digital services across health and social care.

Good practice examples

- Access for social care staff to all relevant material on e-LfH platform.
- • Access for social care staff to HEE's national collection of [online evidence and knowledge](#).
- Skills for Care have been asked by HEE to review some of the e-LfH materials for their appropriateness for a social care audience such as use of clinical language.
- The 'Carers App' produced in Kent and Medway recently included links to COVID-19 related learning.
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Build and enhance social justice in the workforce

Support systems by collaborating to ensure the social care workforce have access to the
