

Challenges in modernising social work education and training in the United Kingdom: discrete discipline status versus interprofessional and shared learning

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**THE LIFE LONG LEARNING JOURNEY FROM
INTERPROFESSIONAL LEARNING (IPL) AT
UNDERGRADUATE LEVEL TO
CONTINUING PROFESSIONAL DEVELOPMENT
(CPD) FRAMEWORK FOR A MODERN HEALTH &
SOCIAL CARE WORKFORCE**

**What has been the reality for social work
educators and students?**

The Historical Context

- Pre 1990 CETSWE governing social work body
- Focused on uni-professional provision of social work training and education in HEI's
- Primary award – 2 year DIPSW
- Post 1990 General Social Care Council became governing body (included a broader workforce)
- Requirement for social workers and social care assistants to register with GSCC (by Nov 2005)
- Endorsed the move towards multi-professional education in shape of IPL shared learning
- Curricula for validation (post 2003) had to embrace IPL training and core social work competencies (from NOS statements and key skills framework)
- Primary award – 3 year BA Social Work degree (IPL in H and S care)
- Plus a focus on post qualifying awards (Child Care Award, Mental health Award, Adult Care award)
- Move towards post grad diploma IPL provision (first degree non social work)
- Prepare social work/care professionals for modern practise

WHAT IS IPL
AND WHY ARE WE
DOING IT????????

The Professions

- **Adult Nursing**
- **Child Nursing**
- **Medical Imaging**
- **Mental Health Nursing**
- **Midwifery**
- **Occupational Therapy**
- **Operating Department Practice**
- **Social Work**

Why learn together?

- Experience drawn from current interprofessional programme has shown benefits to students and clients/patients
- Integration of health & social care
- Government policy promoting more effective interprofessional working
- Patient/client/service user led services (NSF's)

Agreed Principles

- **Single Pre-Registration programme - *maximising interprofessional and common learning***
- **Whole Programme approach – *eight pathways under one programme***
- **Two levels aligned – *Diploma and Degree students studying together***
- **Two intakes a year for some professions – *September and February***
- **Modular (20 credits)- *“step on, step off”***
- **Practice modules fully integrated – *accredited learning also takes place in the workplace***

Programme Philosophy

- The end point of our programme is to produce unique professionals who are ‘collaborative practitioners’, able to work interprofessionally
- The curriculum will include material that is both common and profession specific, and both should support interprofessional learning
- The interprofessional perspective i.e. the effect on professional practice will infuse all learning
- Practice learning will be embedded in the award

What are the Student Outcomes

To enable students to become –

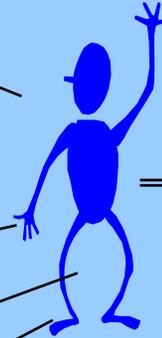
- **confident, capable practitioners - fit for practice, purpose and award within their chosen profession.**
- **work collaboratively for the benefit of service users, patients and clients**
- **adapt appropriately to changes in policy and in the practice environment,**
- **embrace lifelong learning and engage in continuing professional development.**
- **Enable students to look imaginatively outside current roles and professional boundaries**

Pre-registration Interprofessional Learning Programme

Common Curriculum Areas

- Human Development and the Promotion of Health and Well Being
- Communication and Development of Self
- Developing Critical Skills
- Process and Practice of the Profession
- Law and Social Policy
- Collaborative Practice

The Capable Practitioner



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Leading to better outcomes for service users, clients, parents and carers

Taught/learned more or less commonly
In college
In Practice
In Detail / in Depth

Common Learning Elements

Year Three

**Working effectively in an inter -
professional/ interagency context**

Year Two

Developing a professional identity

Year One

**Orientation to professional
knowledge skills and attitudes**

Common Learning Elements

WHAT IS CPD
AND WHY ARE WE
DOING IT????????

The Policy Context

- Better outcomes & a quality experience
- Services that put service users at the centre of the care process
- Working in partnership with service users and members of the interprofessional team
- Removing fault lines between health and social care
- Service re-design, skills mix and the skills escalator
- Agenda for Change (DH 1999) & The Knowledge and Skills Framework for Developmental Review (DH 2004)

The Principles

The Framework is

- Person centred rather than professionally focused
- Useful to all professional groups in health and social care
- Actively promotes interprofessional learning
- Strongly focused on supporting work based learning
- A modular system of taught and work based learning opportunities, mainly at level HE3, with exit awards
- A seamless bridge between pre-registration and postgraduate interprofessional education

The Groups

- Registered professionals with degrees (OTs, midwives, physiotherapists, radiographers)
- Registered professionals with diplomas and certificates (nurses, ODPs, social workers)
- Workers in health and social care settings with foundation or bachelors degrees (support staff, care workers)
- Assistant practitioners

Work Related Learning

- **Is the focus of all framework activity**
- **The Framework supports Work Based Learning (WBL) by:**
 - **A mechanism to permit access to level HE3 study that accredits practice experience in place of formal level HE2 study**
 - **A ‘kite marking’ process to approve in-house education & training**
 - **A process to accredit learning from formal programmes and informal practice experiences in 20 credit ‘bits’**
 - **Open modules for negotiated, work based study**

LINKED TO:

The Awards

- **Students register on the Framework for a maximum 5 years**
- **Modules are worth 20 credits & awards are made on exit**
- **BSc(Hons) Interprofessional Health & Social Care
(with optional endorsement)
(120 credits level HE3)**
- **Graduate Certificate / Advanced Diploma
Interprofessional Health & Social Care
(60 credits level HE3)**
- **Diploma in Interprofessional Health and Social Care
(120 credits level HE2)**

Menu of Taught Modules

Generic List (levels HE2 & 3)

- Interprofessional Collaboration & Person Centred Care (compulsory for degree/diploma)
- Evidence for Practice
- Users & Carers Perspectives
- Effective Communication
- Ethics & Law in Practice
- Health & Social Policy
- Management in H & SC
- Governance in H & SC
- Preparation of PLFs
- Biological Studies for Practice
- Pathophysiology & Pharmacology
- Open (negotiated) module (compulsory for degree/diploma)

List of Endorsements

- Acute Care
- Intensive Care
- Emergency Care
- Orthopaedic Practice
- Perioperative Practice
- Renal Practice
- Cancer Care
- Coronary Heart Disease
- Diabetes Care
- Older People
- Stroke Care
- Palliative Care
- Adolescent Health
- Child Health & Welfare
- Maternity & Child Health
- Neonatal Care
- HP & PH
- Public Health Practice
- Primary Care
- PSHE
- Mental Health
- Psychosocial Interventions
- Sexual Health
- Women's Health

In Conclusion:

What has been the reality for social work educators and students?

What are the professional fears inherent in this transition?

Why are some social work educators resistant to the philosophy of IPL?

What are students' views on IPL training?

Do the benefits of IPL and crossing professional boundaries outweigh the perceived costs of relinquishing a strict and clearly defined social work status and identity?

Does IPL training produce more effective social work practitioners or is it simply a "false promise?"

Does CPD really cater for the social work and social care workforce?