

What are the 'Values & Behaviours' and 'Shared Principles'?

Values & Behaviours

The Framework has adopted the 6 Cs as the basis for the shared values and behaviours.

- ◇ Care
- ◇ Compassion
- ◇ Competence
- ◇ Communication
- ◇ Courage
- ◇ Commitment

Representatives of local and national social care organisations have reviewed this approach and agreed that the NHS-based values and behaviours articulated above are valid in reflecting the ethos of social care.

It is expected that the specific wording of the Values and Behaviours will evolve as integration between health and social care proceeds and is reinforced, for example through the Care Certificate and the development of Apprenticeship Standards.

Shared Principles

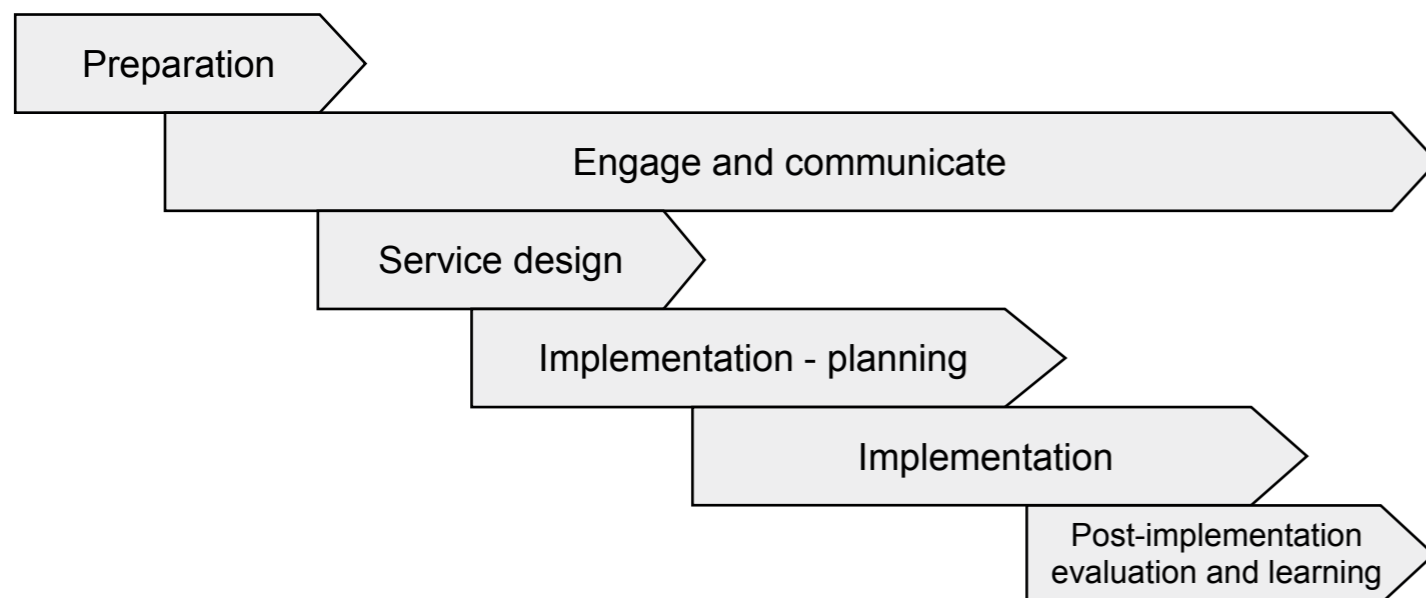
These are the shared principles that have been agreed as an essential requirement of all organisations working within integrated systems.

- ◇ Collaborative culture
- ◇ Delivery of care through multi-disciplinary and integrated working
- ◇ Respect, dignity and regard
- ◇ Workers are supported to develop their capability
- ◇ Informing and empowering choice and control of care
- ◇ Enabling a rehabilitative approach toward intervention and targeted prevention

These shared principles underpin the qualities and practice of all workers, at every level across health, social care, and the voluntary sector. They were articulated and agreed by a group of senior professionals from both health and social care backgrounds.

Step by step approach to developing integrated care services

This simple project plan is accompanied by a set of questions, prompts and suggestions which will help local teams to develop integrated care services. Learn more at <http://learning.wm.hee.nhs.uk/>



Integrated Care Framework

Developed through collaboration between health and social care professionals



What is 'integrated care'?

There are many definitions of 'integrated care', reflecting a range of perspectives.

One view is that integrated care is person centred co-ordinated care:

"I can plan my care with people who work together to understand me and my carer(s), allow me control and bring together services to achieve the outcomes important to me."

TLAP/National Voices

From a system-wide point of view, integrated care is:

"Care which is intended to improve the quality of care for individual patients, service users and carers by ensuring that services are well coordinated around their needs."

Kings Fund

Why is integrated care so important ?

"Integrated care is about individuals and communities having a better experience of care and support, experiencing less inequality and achieving better outcomes. That is why we have embraced the concept of the individual lying at the heart of integrated care and being the organising principle for services."

"Integrated care and support isn't the end. It is the means to the end of achieving high quality, compassionate care resulting in better health and wellbeing and a better experience for patients and service users, their carers and families"

Integrated Care and Support—Our Shared Commitment (2013)

What is the purpose of the Integrated Care Framework ?

Developed by Health Education England working across the West Midlands, the Integrated Care Framework (ICF) can help any team to think through what they need to do to introduce local integrated care. It includes a simple and intuitive model, and a step-by-step process to provide some guidance to help to create local integrated services which are people-centred.

It also describes a set of 'integrated care competences'. These are attributes which, over time, we expect to see in all colleagues working together to provide integrated care services.

It provides guidance on involving all stakeholders, including colleagues across our localities, and people who use our services. This booklet and insert provide overviews, detail is available online.

Learning from others

Across NHS England, colleagues are working together in innovative ways to provide integrated care.

Fifty 'Vanguards' are being supported to develop new ways of working. You can find out more here:

www.england.nhs.uk/vanguards

Across health and social care, we need to learn what has worked in Vanguard sites and use their good practice and experience.

Each local team will need to define 'models of care' which work for the people in their area.

There is no 'one size fits all' approach.

That's where this Integrated Care Framework aims to help.

Using the step by step approach, every local team can take part in reshaping the work that they do, to make the services that they deliver better for local people.

"Horses for courses, not one size fits all"

"Evolution not Big Bang"

*'Integrating care locally' in
'Next Steps on the Five Year Forward View'
NHS England March 2017*

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How will integration affect me?

Each locality will create its own version of integrated working, so it's really important that when the relevant conversations start in your local area, you take part and have your say.

Experience in 'Vanguard' sites shows that where colleagues are:

- recognised in their existing role identity,
- involved in shaping new ways of working with and for the people in their care, and
- enabled to think and work differently within their existing role,

they feel more engaged, valued and respected, and they provide an even higher standard of care when working in an integrated system.

Successful integrated working depends on **everyone** thinking and working differently.

This framework aims to help you understand how you can play your part in shaping the services that you help to deliver.



What are person-centred outcomes?

Person-centred outcomes are a way of describing integrated care services, so that they express simply the wishes of the person using the service, using 'I' statements.

Examples include: 'I am supported to understand my choices and to set and achieve my goals' 'I can decide the kind of support I need and how to receive it' and 'I am as involved in discussions and decisions about my care, support and treatment as I want to be'

It's important that we listen to and act upon these wishes, in shaping and developing new ways of working together to deliver integrated care.

These 'I' statements were developed by National Voices, and this approach to defining services is supported in [Integrated Care & Support: Our Shared Commitment' \(2013\)](#)

What is service design?

Service design is the process of developing the specific pathways which will deliver caring services to meet the person-centred outcomes outlined above. Vanguards and others have undertaken a lot of innovative work in this area and it's important that we learn from their experience.

Guidance in ['Next Steps on the Five Year Forward View' \(2017\)](#) indicates that local engagement with colleagues and the public is a vital part of this process. Starting with 'person-centred outcomes' demonstrates the right commitment, and ongoing system-wide communication will underpin long term sustainability of the locally-defined models of care.

What are the integrated care competences?

These are the five areas of knowledge, skills and behaviour which differentiate integrated care from non-integrated care. They are not complicated, and will be broadly familiar to the overwhelming majority of people delivering caring services. However they differ from existing 'role-specific' competences because they set expectations which go beyond organisational boundaries.

Care co-ordination - giving advice and information across a range of services and settings

Health & wellbeing in integrated care - showing ability to promote healthy lifestyles, incorporating knowledge of a range of resources

Integrated planning and assessment of care - working in and/or supporting multi-disciplinary teams to deliver integrated care

Safeguarding in integrated care - demonstrating and promoting an holistic understanding of safeguarding across a range of care settings

Service improvement in integrated care - recognising that change must benefit the whole system, rather than improve one element to the detriment of another.

Each of these competences are broadly defined at three levels, to reflect differences between roles and the knowledge, skills and behaviours which are required to undertake them.

Many education and training resources aligned to these competences are already available.

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