

A PICTURE OF HEALTH AND EDUCATION

Higher education – a core strategic asset to the UK

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Universities UK

HIGHER
EDUCATION
IN FOCUS:
**PROFESSORS
AND PATIENTS**

Foreword

Our universities are an indispensable part of the UK's healthcare system. This publication is the first in a series of Universities UK reports depicting the vital connections between higher education and healthcare. It illustrates the virtuous partnership between health providers and universities in supplying and developing the healthcare workforce. It also summarises the education of healthcare staff in terms of demand, supply, and funding and commissioning landscapes. Subsequent UUK publications will focus on research and innovation, and workforce planning.

Demands on the UK health system are growing but also changing in nature. Meeting these needs will require flexible, high-quality staff and services. **UK universities sustain and enrich our health services** not only by supplying and developing the healthcare workforce but also by being the crucibles for service innovation and excellence. Only by drawing on the people and resources in UK higher education, and the knowledge permeating UK universities, will future health challenges be met.

Healthcare education in universities engages a population of trainees and teachers equivalent in size to the cities of Edinburgh or Bristol. Some activities are obvious, such as educating our future nurses and doctors, but many equally essential elements such as training the next generation of trainers receive less attention. Yet of the total Department of Health budget, less than one pound in a hundred supports universities' contribution to the healthcare workforce. Thus, at a time when the need to invest in education to develop quality staff and agile services has never been greater, **universities provide a great deal for the government and the public alike.**

Following wider health reforms, **the management and funding flows of health education in England are changing.** These changes are far reaching and may indicate the shape of things to come for other UK nations. This publication provides an opportunity to view these policy changes in the context of public health needs and the current ecosystem of health education delivery.



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President, Universities UK

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What are we talking about?



In **healthcare education** we include the initial training of doctors, nurses, midwives and those in allied health professions towards their qualification and also personal development training beyond this. We are not addressing the role of universities in research.



Similarly, in relation to **finance**, while there are other significant sources of income to universities for health education, here we examine the connection only between government health funding – the UK departments of health – and publicly funded universities.



Healthcare staff and students are divided into two categories: **medical**, concerning doctors and dentists, and **non-medical**, which includes nurses, midwives and allied health professionals.



By **healthcare staff**, we mean all medical and non-medical – that is, clinical or 'treating' – staff. This excludes management, finance and support staff. We recognise that there are other employers besides the NHS; this publication, however, explores the virtuous partnership between our public health services – NHS-employed staff – and publicly funded universities.



By **healthcare students**, we mean those studying graduate and undergraduate medical and non-medical healthcare courses. This excludes management, finance and support staff.



By **universities**, we are referring to the 166 publicly funded higher education providers in the UK.

Acronyms and abbreviations

AHP	Allied health professional
CAP	Clinical academic pathway
CPD	Continuing professional development
DH	Department of Health
DHSSPS	Department of Health, Social Services and Public Safety (Northern Ireland)
GP	General practitioner
HEE	Health Education England
HENSE	Health and Education National Strategic Exchange
LETB	Local Education and Training Board
MADEL	Medical and Dental Education Levy
MPET	Multi-professional education and training
NHS	National Health Service
NIMDTA	Northern Ireland Medical and Dental Training Agency
NLIAH	National Leadership and Innovation Agency for Healthcare (Wales)
NMET	Non-medical education and training levy
PG	Postgraduate
PPP	Purchasing power parity
SHA	Strategic Health Authority
SHMI	Summary Hospital Mortality Indicator
SIFT	Service Increment for Teaching
UG	Undergraduate

Health education in context

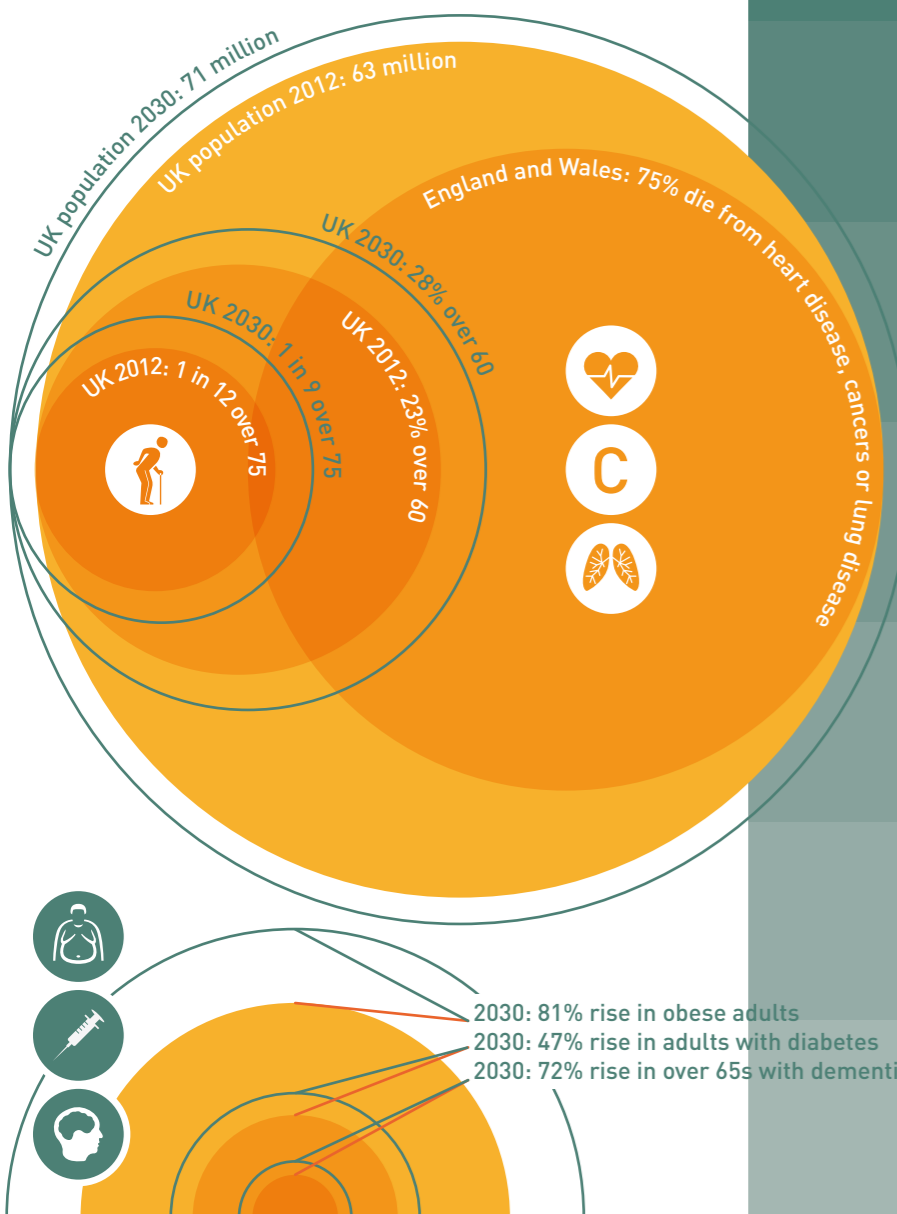
A portrait of demand

Health education is about aligning the **supply** of appropriate healthcare staff with the **demand** for them. This is a complex balance which rarely, if ever, reaches equilibrium. This picture of health and education begins by painting a portrait of demand for healthcare staff.

Demand for healthcare staff is a factor of population care needs, health service provision and configuration, and, crucially, the resources available to train and employ staff. The health education system must take into account the need to meet demand not only now, but also in the future to anticipate changes in public health and service innovation.

Population needs

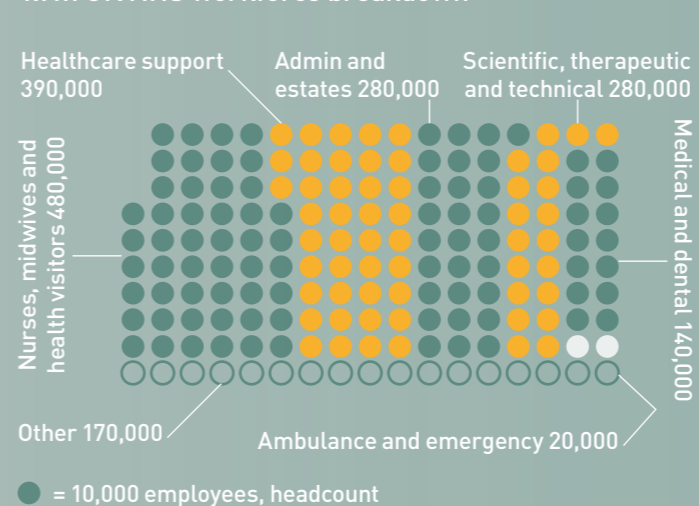
With a growing and changing population, and rising expectations, demand for healthcare is high, can only increase, and is evolving in nature.



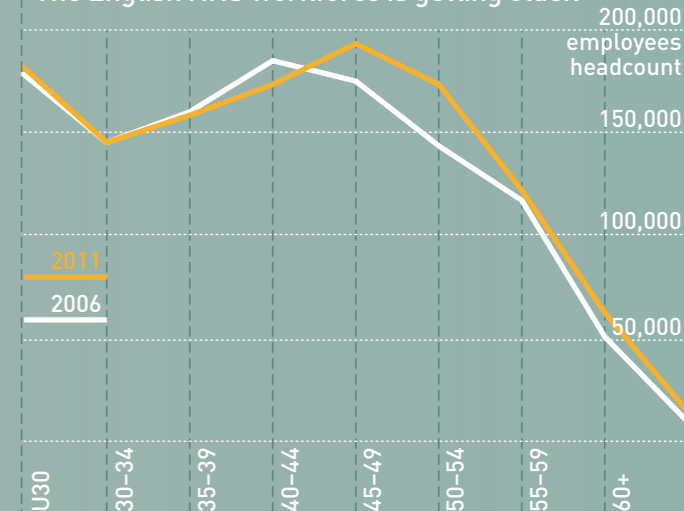
Service provision and configuration
 Service provision and configurations never stand still. Changes in demand, best practice and funding ensure services are permanently between one system and another and are constantly asking for new skills. Therefore, the data here is merely the latest snapshot.

For future care to be proficient yet prudent, future patterns of provision will depend on flexible resources that focus on prevention while shifting care closer to home. Deploying new service models, and utilising advances such as telehealth and cutting-edge cures, will have an impact on workforce requirements.

1.7m UK NHS workforce breakdown



The English NHS workforce is getting older.



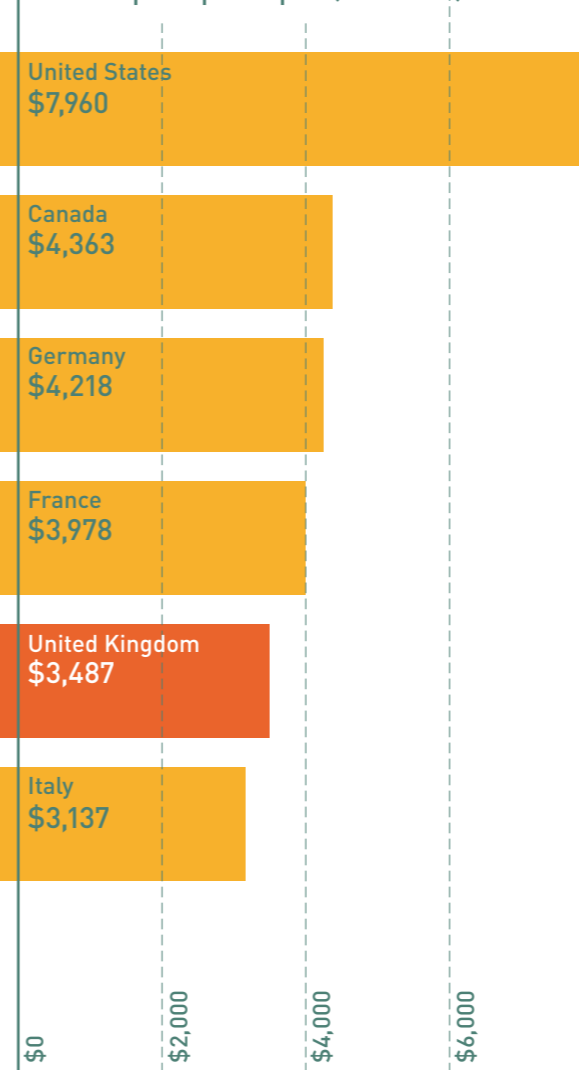
UK health system - snapshot

NHS prescriptions	1,000,000,000
NHS hospital beds	200,000
Registered care homes	21,000
NHS dental practices	11,000
GP practices	11,000
Acute NHS hospitals	350
Acute private hospitals	200

Resources available

UK NHS real-terms expenditure has doubled since 1994 and this has allowed the NHS to expand its workforce and deliver more care. But health education resources have not grown at the same rate – and real budget growth since 2009 and looking forward is minimal.

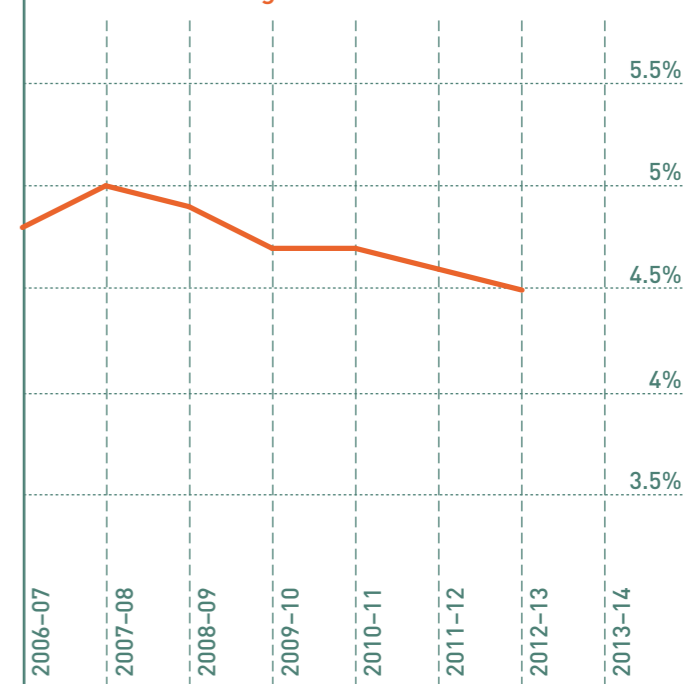
Health spend per capita (USD PPP)



The real UK NHS budget has doubled since 1994. But future growth will be minimal.



The proportion of NHS England spend on education is falling.

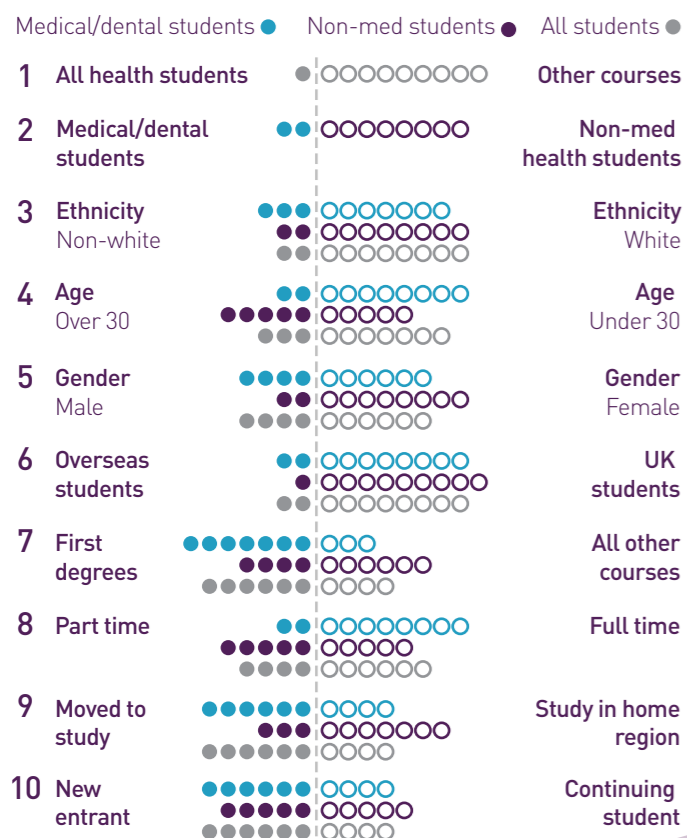


The health education system An ecosystem of supply 2010-11

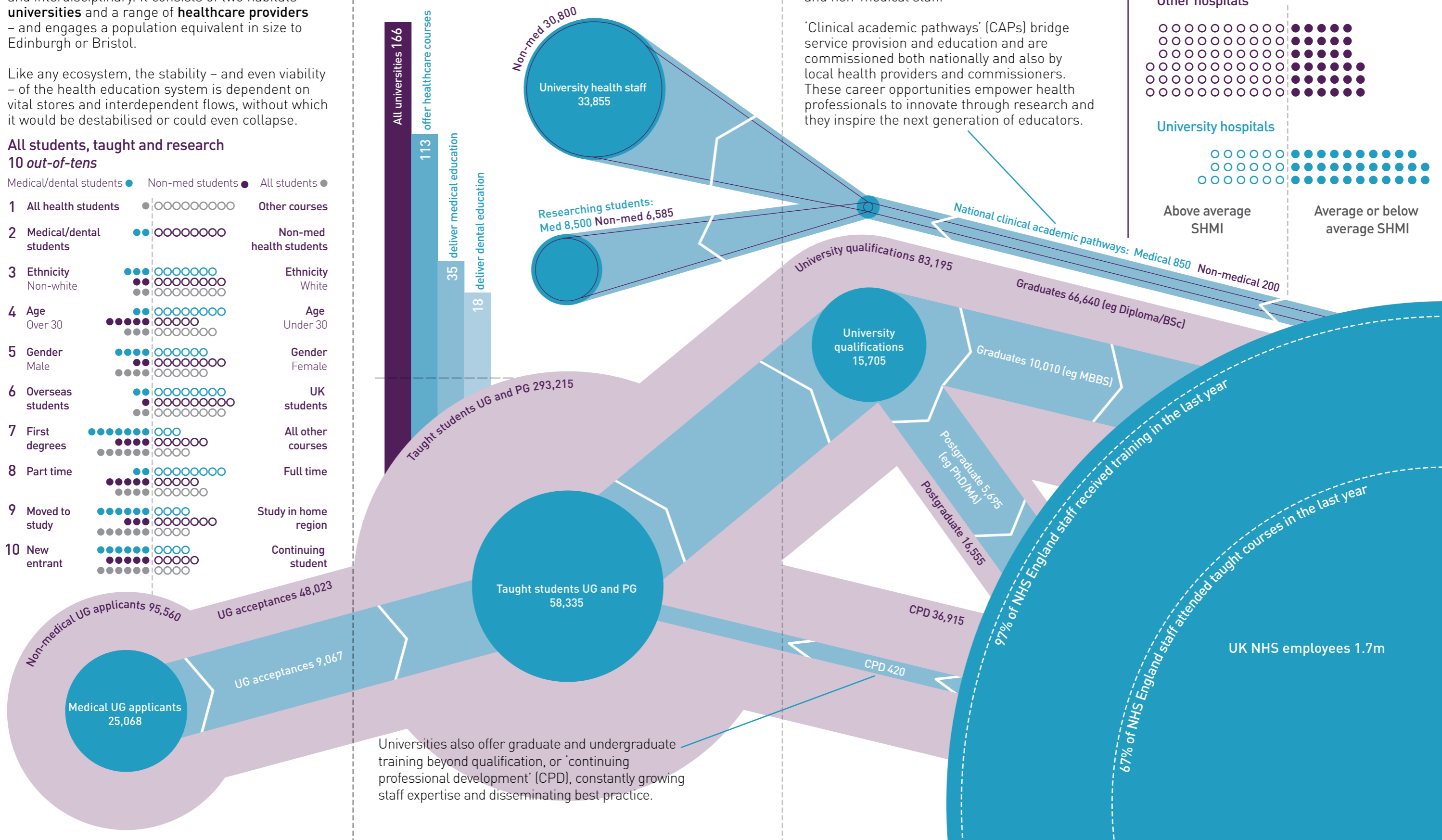
The **supply** of healthcare staff involves an extensive education ecosystem consisting of flows of people and ideas. This system is diverse, productive and interdisciplinary. It consists of two habitats – **universities** and a range of **healthcare providers** – and engages a population equivalent in size to Edinburgh or Bristol.

Like any ecosystem, the stability – and even viability – of the health education system is dependent on vital stores and interdependent flows, without which it would be destabilised or could even collapse.

All students, taught and research 10 out-of-tens



Universities are an interface between clinical academics and students. They provide the principal setting for the early years of medical and dental education before registration, and for roughly half of the training for non-medical health education up to qualification.



Money and management Funding landscape 2011-12

The final piece of the picture concerns commissioning: the process by which education priorities are set and resources are allocated.

The UK departments of health are responsible for educating, training and developing the UK healthcare workforce. And, while there are other significant funding streams, it currently invests £5.5 billion per year to this end.

The constituent UK nations each allocate and manage these resources differently and through different bodies.

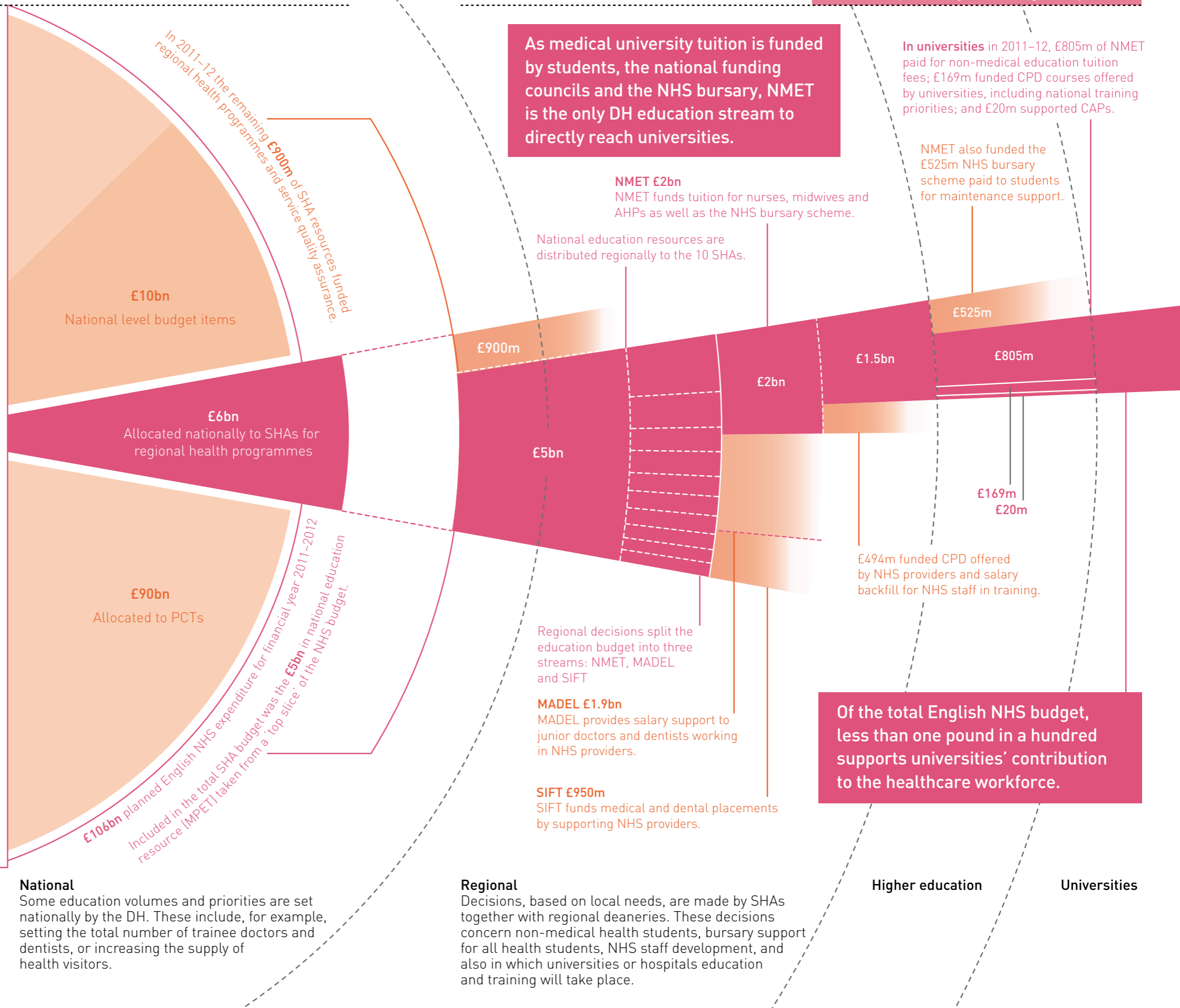
UK departments of health education spend: £5,480m



NLIAH £90m	DHSSPS £100m	Welsh Deanery £100m	NHS Education Scotland £390m
NIMDTA £50m			

England Scotland Wales Northern Ireland

In England, in line with wider health reforms, the health education commissioning structure is changing from 2013. These changes are far reaching and may indicate the shape of things to come for other UK nations. The current commissioning and funding landscape is captured here.



Money and management Changing commissioning landscapes

In England, in line with wider health reforms, the health education commissioning structure is changing from 2013 and this will dramatically alter funding flows, advisory channels and chains of accountability. From 2013, healthcare providers will be taking the lead in planning and developing the workforce.

The DH will still set the overall education outcomes for the health system.

Universities will continue to engage at national level through the Health and Education National Strategic Exchange (HENSE).

National oversight for health education will be moving from the DH to a new body, Health Education England (HEE).

HEE will consult the NHS Commissioning Board and Public Health England.

Groups consisting mainly of regional providers, called Local Education and Training Boards (LETBs), will be absorbing the education functions of the SHAs and deaneries.

LETBs will consult local education providers and other local stakeholders.

Universities will be involved with LETBs. The level of this involvement may vary by region.

'A picture of health and education' is the first in a series of UUK reports depicting the vital connections between higher education and healthcare. Subsequent publications will focus on research and innovation, and workforce planning.

Further information on the Higher education in focus series, together with the detailed data and a full list of sources used in this publication, can be found at:

<http://www.universitiesuk.ac.uk/HigherEducationInFocus>

Higher education in focus

Outputs in Universities UK's Higher education in focus series provide an overview of the shape and impact of the UK's higher education sector, using simple and innovative visualisations of data.



This publication has been produced by Universities UK, the representative organisation for the UK's universities. Founded in 1918, its mission is to be the definitive voice for all universities in the UK, providing high quality leadership and support to its members to promote a successful and diverse higher education sector. With 134 members and offices in London, Cardiff and Edinburgh, it promotes the strength and success of UK universities nationally and internationally.

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