Implementing the Framework at Inter-Sectoral Level: A View from Education

Mary Doyle, Deputy Secretary General
Department of Education and Skills, Ireland
Education in Ireland

1.2 Million Students in State supported institutions

€9.53 billion spend

> 157,000 Teachers, Lecturers and Support Staff

3,250 Primary Schools
711 Post Primary Schools
16 Education and Training Boards
14 Institutes of Technology
7 Universities
8 Associated Colleges

Early Childhood Education, 558,314
Post Primary Education, 352,257
Primary Education, 558,314
Further Education, 31,969
Higher Education, 180,076

1 Million
Primary Education, 558,314
Health, Social Care and Welfare Education in Ireland

Higher Education - ‘Health and Welfare’
- 36,500 students enrolled in health and welfare courses
- 21.4% increase in numbers over the last six years
- 17% of total HEI enrolments

Further Education - ‘Health, Family and other Social Services’
- 13,654 students enrolled as at 1st January 2017
- A further 44,619 began courses during the year
- PLC courses - Nursing Studies 2nd largest enrolment
- Community and Health Services 5th
# Health, Social Care and Welfare Education in Ireland

<table>
<thead>
<tr>
<th>Level 6-8 Awards 2016 (HEA only)</th>
<th>Universities</th>
<th>Colleges</th>
<th>Institutes of Technology</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dental studies</td>
<td>163</td>
<td></td>
<td>45</td>
<td>208</td>
</tr>
<tr>
<td>Medicine</td>
<td>1,046</td>
<td>287</td>
<td>1,333</td>
<td></td>
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<tr>
<td>Nursing and midwifery</td>
<td>1,078</td>
<td>108</td>
<td>1,681</td>
<td></td>
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<tr>
<td>Medical diagnostic and treatment technology</td>
<td>121</td>
<td>194</td>
<td>315</td>
<td></td>
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<tr>
<td>Therapy and rehabilitation</td>
<td>503</td>
<td>28</td>
<td>656</td>
<td></td>
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<tr>
<td>Pharmacy</td>
<td>123</td>
<td>46</td>
<td>287</td>
<td></td>
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<tr>
<td>Care of the elderly and of disabled adults</td>
<td>15</td>
<td></td>
<td>15</td>
<td></td>
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<tr>
<td>Child care and youth services</td>
<td>616</td>
<td>1,009</td>
<td>1,625</td>
<td></td>
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<tr>
<td>Social work and counselling</td>
<td>327</td>
<td>1,121</td>
<td>1,448</td>
<td></td>
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<tr>
<td>Interdisciplinary programmes and qualifications involving health and welfare</td>
<td>38</td>
<td></td>
<td>38</td>
<td></td>
</tr>
<tr>
<td>Health - other</td>
<td>380</td>
<td>45</td>
<td>553</td>
<td></td>
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<tr>
<td>Welfare - other</td>
<td>198</td>
<td>227</td>
<td>425</td>
<td></td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>4,608</strong></td>
<td><strong>514</strong></td>
<td><strong>3,462</strong></td>
<td><strong>8,584</strong></td>
</tr>
</tbody>
</table>
Education in Health and Social Care workforce planning

Who
- Who is our baseline ‘supply’?
  - Analyse the existing cohort of health and social care professionals – identify gaps in supply and demand
  - HSCWP provides the evidence base for planning

What
- What are our future skills needs?
  - Futureproof education provision
  - Upskill the educators, integrate innovation into training
  - Increase supply of upskilling and reskilling programmes

Where
- Where is the supply required?
  - Which skills should be prioritised
  - Geographic distribution of education provision / support specialisms/centres of excellence

When
- When do we need to deliver?
  - 1-5 years for initial training + postgraduate training
  - Assess population growth, ageing etc
Education in Health and Social Care workforce planning

Health / Social Care Demand

Indigenous Supply

Health Science at school level
Gender balance in STEM subjects
Create awareness of healthcare at school level

New entrants to the workforce

Assess Student demand for courses - Can we influence this?

Ensure HEIs are physically capable of meeting demand

Career change / return to the workforce

Short courses

Postgraduate courses

Refocus current course content

Capital investment in infrastructure

Staff recruitment and Skills mix

Alternative entry paths to Healthcare education

Science and Technology at school level

Gender balance in STEM subjects

Create awareness of healthcare at school level

External Supply

Alternative entry paths to Healthcare education

Staff recruitment and Skills mix

Capital investment in infrastructure

Refocus current course content

New entrants to the workforce

Assess Student demand for courses - Can we influence this?

Ensure HEIs are physically capable of meeting demand

Career change / return to the workforce

Short courses

Postgraduate courses