

# *'The role of TNE in developing employability skills for integrated care'*



**Margaret Struthers**  
Programme Lead Integrated Health and Social Care  
Manchester Metropolitan University



**Dr Law Kam Chu Gemma**  
HKU Space International College  
Hong Kong

**BA(hons) Integrated Health and Social Care (top up programme)**

**The journey so far.....**





**Why is TNE important in  
Integrated Health and Social Care  
Education?**

An aerial photograph of a dense urban landscape, likely a major city, with numerous high-rise buildings and a body of water visible in the distance. The image is slightly blurred, serving as a background for the text.

**Globalisation**

**Migration**

**The importance of intercultural learning**

**Curriculum enrichment**

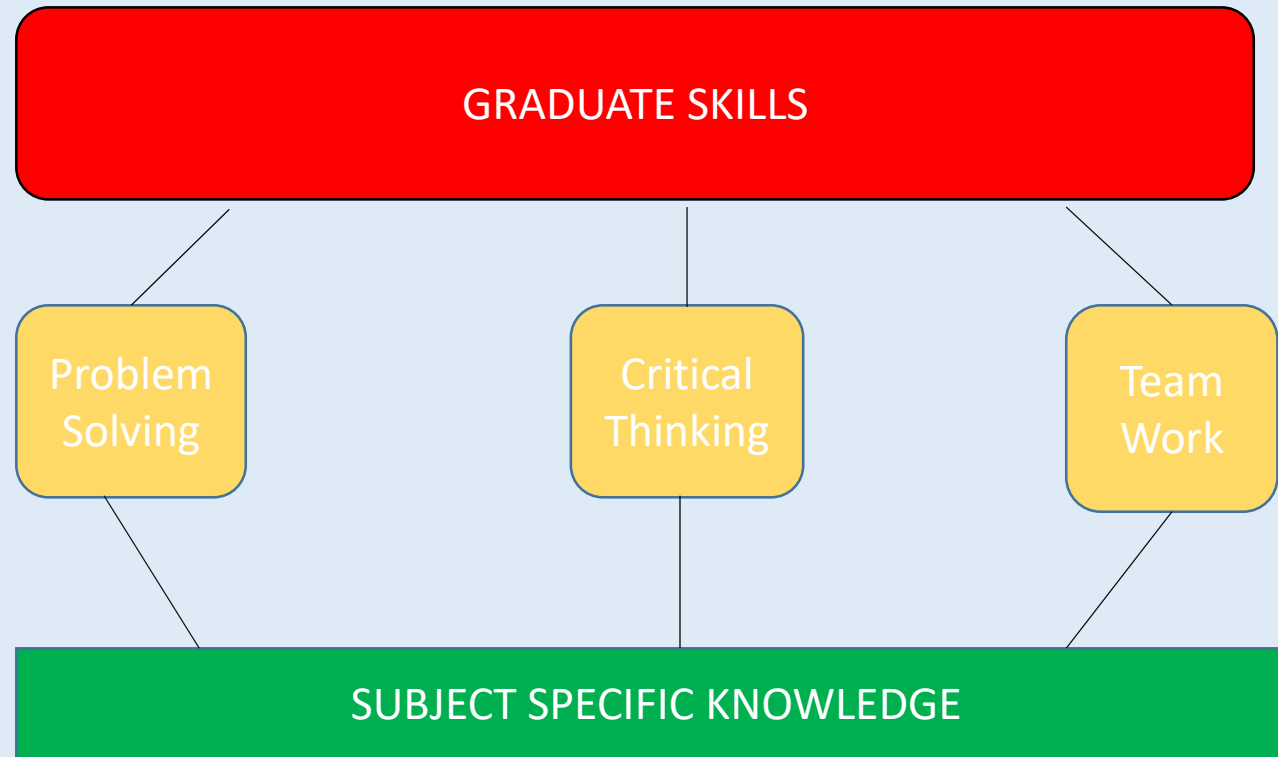
# Four key questions that unite us and drive our partnership approach

- How can we provide degree level education that successfully prepares graduates for employment in inter-professional settings?
- How can we provide education which widens the scope of employment options available to our graduates?
- How do we inspire/enable our students to become reflective practitioners with a passion for delivering/designing/developing high quality, personalised services?
- How do we ensure that the recipients of services are central to our delivery?

# How do we address these questions – with more questions!

- **Contextual Understanding:**
- **What do employers want?**
- **What is IHSC – international perspectives?**
- **What are our partnership's aspirations for IHSC?**
- **Who are we educating?**
- **What approaches to T and L are students familiar with?**
- **What approaches to T and L will best meet our goals?**

# What do employers want? UK and Hong Kong



A strong focus on skills as well as specific knowledge

# Integrated Health and Social Care in the UK and Hong Kong

## Understanding the context

- What is IHSC – learning from cross cultural experiences and knowledge? Similarities and differences – the importance of language

## Aspirations

- How we want to shape IHSC through collaborative educational delivery and research?
- Portability of skills and knowledge for students in both contexts



# Who are we educating - The potential student group

- Many students in HK will be in employment
- Some will not yet be in employment
- So far they are most familiar with a didactic approach to T and L

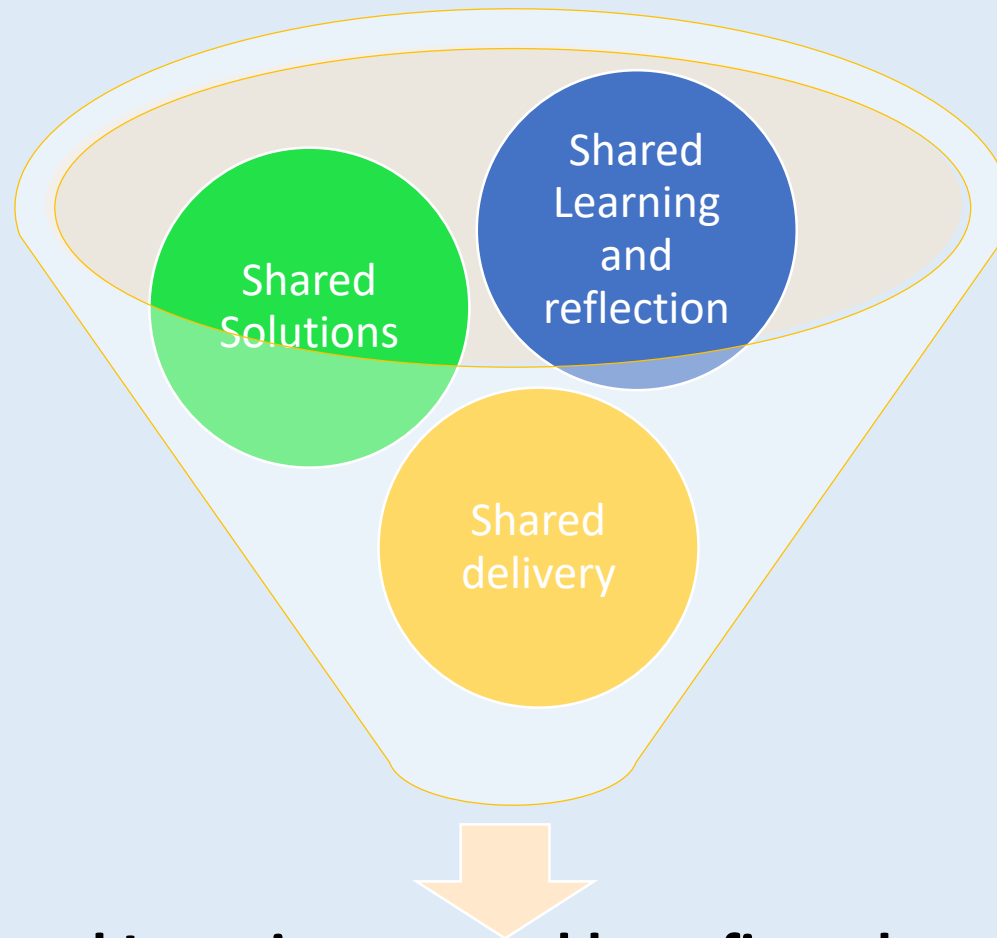
# Challenges

- Creating a level playing field among the student group – experience does not mean best practice
- Engaging with students
- Creating a learning environment that allows for safe yet critical reflection on practice and learning
- Integrating cross cultural perspectives in a balanced way
- Employer and service user involvement

• **INDUCTION IS THE KEY**

# Approaches to delivery

- Blended approach – on line plus intensive weekend teaching
- Developing connections and understanding – agency visits, face to face induction weekend, drawing on students experience, formative assignment
- Creative and structured use of on line to prepare for face to face sessions and assignments
- Face to face – critically look at current practice to challenge ‘the now’
- Upskill students for leadership roles
- Utilise employer links in Hong Kong to enrich the curriculum
- Shared delivery – tutor system



**Mutual Learning, mutual benefit and mutual enrichment – for us as educators, for our students, for services**

# THE ROAD AHEAD



# The ultimate aim?

