



Integrated Care Framework - Shared Principles

These principles were articulated and agreed by a group of professionals from both health and social care as an essential requirement of all organisations working within integrated systems.

They underpin the qualities and practice of all workers at every level across health, social care and the voluntary sector, and form a common core foundation for all organisations responsible for providing care and support.

1 Collaborative culture

This principle means that workers recognise that effective work with individuals, their carers and colleagues depends on mutual understanding.

Supportive and trusting relationships develop, which are based on valuing each other and respect between colleagues, and between workers and those who use the service.

Individual and collective responsibility is owned and learning increased with support of a no blame / fair blame culture.

A transparent team culture enables assurance of consistency in service provision.

Appraisal and monitoring systems are designed to capture best practice and seek feedback from service users.

2 Delivery of care through multi-disciplinary and integrated working

Care is delivered by creating a local system that is high quality, fair, accessible and responsive to individual needs of both those who use the service and their carers.

Local systems are partnerships between health, social care and wider community services.

Inter-agency and multidisciplinary working improves quality of service by helping to create a system that can deliver more coordinated care and support and methods of information sharing which are appropriate, timely and reliable.

3 Respect, dignity and regard

This principle underpins the type of care, in any setting, which supports and promotes a person's self-respect, regardless of any difference.

While 'dignity' may be difficult to define, people know when they have been treated with dignity and respect, and when they have not.

Every worker has regard for and values differences in the individual, both in their status, culture, beliefs and mental capacity, and in their knowledge, experience and skills, and demonstrates this in their approach and their behaviour.

4 Workers are supported to develop their capability

This principle means that all workers are supported to gain the knowledge, skills and behaviours required to contribute in an integrated workforce.

Workers will have clarity about the limitations of their own practice, will recognize those times when they need to seek advice and guidance from colleagues, and when they should use their own judgement.

They will understand that when working as part of an integrated team or service, all workers can provide valuable support and guidance to each other.

They understand the importance of, and take responsibility for, their own continuing professional development, including maintaining compliance with mandatory training requirements

5 Informing and empowering choice and control of care

This principle means that all care and support revolves around the needs, choices and circumstances of the individual, their family and friends.

Care is negotiated and delivered in a coordinated way across all services/ professionals around these issues. It is delivered sensitively, demonstrating respect for the individual, their family and friends.

Workers support families and friends to take on caring responsibilities when this is appropriate.

A person-centred approach is fundamental to the integrated care agenda whereby every person who receives support, whether provided by statutory services or funded by themselves, will have choice and control over the shape of that support in all care settings.

6 Enabling and rehabilitative approach towards intervention and targeted prevention

This principle involves a process that enables people who are disabled through injury or disease to achieve their optimal physical, psychological, social and vocational well-being.

The point of rehabilitation is to enable people with disabilities to function as adequately as possible in their own, most appropriate environments (within limitations of choice and ability).

It is based on an enabling approach that promotes 'doing with' people, rather than an approach that 'does to'.