



**University of
Sunderland**



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MANCHESTER

What do HEI's need from employers to deliver the Standard?

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As the Standard says:

- ▶ ‘Public Health Practitioners’ focus on health at a community or population level, assessing and managing risk of disease and ill-health, and the prevention of premature deaths. They monitor and promote health and wellbeing to ensure fairer health outcomes between different communities and groups (health inequalities). They put in place protection measures to protect the public from environmental hazards and risks. They evaluate sources of evidence, interpret it and design and plan health interventions.
- ▶ They are suited to working in Local councils, Government bodies, local or international agencies, NHS, business and industry, voluntary and community agencies

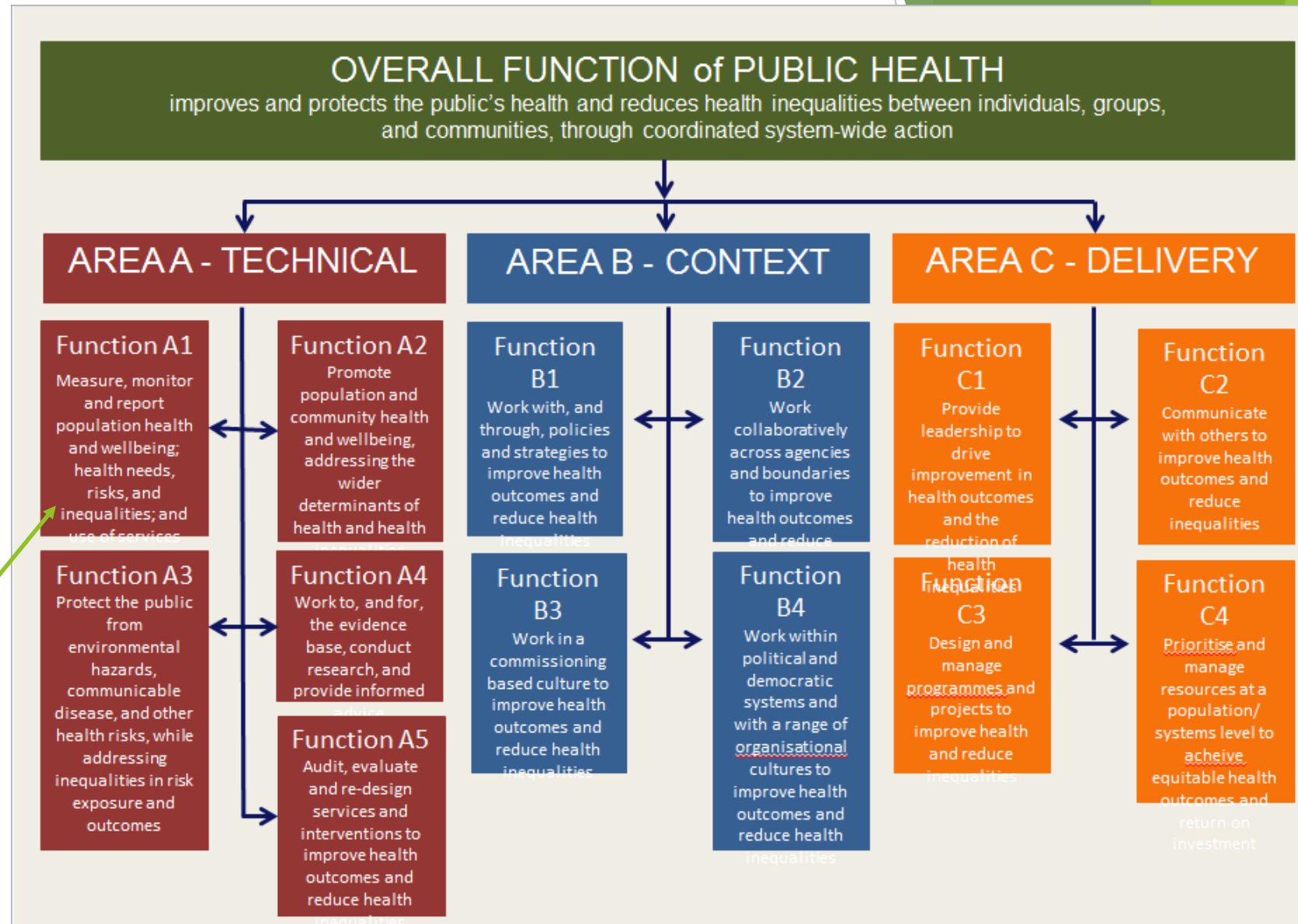
Typical job titles

- ▶ Public Health Practitioner
- ▶ Health Protection Practitioner
- ▶ Health Improvement Practitioner
- ▶ Public Health Intelligence Officer
- ▶ Public Health Analyst
- ▶ Healthy Lifestyles Coordinator
- ▶ Tobacco Control Lead
- ▶ Workplace Health Advisor
- ▶ Cardiovascular Disease (CVD) Prevention Lead
- ▶ Immunisation Programme Coordinator
- ▶ Accident Prevention Officer
- ▶ Community Development Worker
- ▶ Community Engagement Officer
- ▶ Public Health Project Manager
- ▶ Health and Wellbeing Coordinator

What would this 80% & 20% look like in practice

As Claire mentioned, the UKPHR aligns the apprenticeship standard to the **standards for occupational competence** (practitioner professional registration standards)

These areas are referred to as 'Duties' - in the Public Health Practitioner- i.e. 'Duty 1' is to Measure, monitor and report population health and wellbeing; health needs, risks and inequalities; and the use of services - which equates to 'Function 1' within Area A





How could this

- ▶ work practically?

Example: Duty 1 (of 14) needs to be met by 11 of the KSBs outlined in the PHP Standard

5 relate to 'knowledge' - i.e.

- different sources of data and intelligence and their strengths and limitations
- Methods used to determine existing and future population health needs
- The complexities of health inequalities, how they occur and are measured
- How to analyse and interpret the data generated when tracing patterns of disease and ill-health
- The challenges of measuring health and wellbeing and health improvement, setting performance indicators for health-related programmes

3 relate to 'skills'

- Analyse a range of data sets to draw informed conclusions about local public health needs and use of services, contributing to strategic needs assessments and operational service planning
- Provide and present public health information, analysis, interpretation and insight to support decision making, business planning, policy and strategy development, performance management, and quality assurance
- Manage data and information in compliance with policy and protocol and assess and manage risks associated with using and sharing data and information, data security and intellectual property

3 relate to 'behaviours'

- Promotes the ability of others to make informed choices
- Acknowledges the importance of data confidentiality and disclosure and use of data sharing protocols
- Acts in ways that are consistent with legislation, policies, governance frameworks and systems

This needs to be split between the HEI and the employer

- ▶ Within the standard there are:
 - ▶ 54 'knowledge' criteria
 - ▶ 50 'skill' criteria
 - ▶ 12 'behaviour' criteria
- ▶ These all need to be achieved over 3 years through 'transparent and documented agreement between the employer, the apprentice and the education provider'
- ▶ 20% education (HEI) and 80% (employer) on the job training/education/practice

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What to consider as
▶ an employer?

Apprenticeships

Already established:

- ▶ Employer led in all aspects of provision
- ▶ Standard/Assessment Plan - content

Key areas to understand:

- ▶ What can the levy pay for?
- ▶ What can HEIs use the apprenticeship fee to fund?
- ▶ Commissioning

What to consider as an employer?

Key Questions

- ▶ What do you want to achieve through the apprenticeship?
- ▶ What are the benefits and challenges of apprenticeships as a profession?
- ▶ What are the benefits for you as an employer over more traditional curricula?
- ▶ How do these roles emerge in your work plan?

Delivery Methods / Entry Requirements

▶ Delivery Methods

- ▶ Block Release
- ▶ Day Release
- ▶ Blended Learning

▶ Entry Requirements

- ▶ Course vs Apprenticeship
- ▶ English and Maths
- ▶ Equivalentents
- ▶ Use of APL/APEL/RPL

Employer Commitments

- ▶ Apprenticeship
 - ▶ 20% off the job
 - ▶ 80% on the job
- ▶ Placements
 - ▶ What is a placement in apprenticeship terms
 - ▶ facilitation of practice hour requirements
- ▶ Employment for the duration of the apprenticeship

Next steps...

- ▶ Exactly what needs to be achieved is prescribed/very defined
- ▶ As HEIs we're both very excited to develop this
- ▶ We need to establish demand in order to resource delivery adequately
- ▶ We need 'market insight' - hence the questionnaires that have been sent through the Public Health England DPH monthly briefing
- ▶ Once we have this, we can then work with interested employers to get this off the ground by September 2020

- ▶ 'blank questionnaires available'!

Questions?

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