

January 2018 Proposal to develop a new apprenticeship standard

Page 1: Proposal to develop a new apprenticeship standard

Q1. Please confirm that you have read the "How to" guide for Trailblazers on gov.uk (see link here), that you are content that this proposal meets all the criteria for final approval set out within it and that you have discussed the proposal with a relevant Route Relationship Manager within the Institute (Please specify who).

I have read the 'how to' guide for Trailblazers on gov.uk? Yes

Name of my Relationship Manager

Bhavena Patel

Q2. Name of proposed trailblazer group

Specialist Community Public Health Nurse

Q3. Are you an existing Trailblazer Group already with approval to develop other standard(s)? If yes or partly, please provide full details.

No

Q4. Name of proposed apprenticeship standard(s).

Specialist Community Public Health Nurse

Q5. Is this a proposed core and options standard? If yes, please give the titles for each of the options.

Option One – Health Visitor/ School Nurse
Option Two – Occupational Health Nurse

Q6. How many standards are you proposing to develop? Please be aware that commitment from at least 10 employer members for each proposed standard is required.

One

Q7. Will there be a requirement for additional new standards to be developed in the future? If so, please provide brief details of what these will be.

Not for this occupation

Q8. Have you submitted a proposal for an apprenticeship standard in this role(s) before? If yes, please give details below including comments from the (pre April 2017) DfE approvals panel or the Institute.

No

Q9. Please insert details about each proposed standard below.

	Name of occupation	Proposed level of the standard	Proposed as a degree apprenticeship?	Intended to replace/partly replace an existing apprenticeship Framework? [if so please give details]	Do you expect any age restrictions to apply to this standard?	Estimated annual take-up across entire relevant sector(s) (This is separate to the number of apprentices that each individual employer group member will take on)	When do you estimate this apprenticeship would be ready to deliver starts?
1	Specialist Community Public Health Nurse	7	No	No	No	380	September 2018
2	-	-	-	-	-	-	-
3	-	-	-	-	-	-	-
4	-	-	-	-	-	-	-
5	-	-	-	-	-	-	-
6	-	-	-	-	-	-	-
7	-	-	-	-	-	-	-
8	-	-	-	-	-	-	-
9	-	-	-	-	-	-	-
10	-	-	-	-	-	-	-

Q10. <https://www.gov.uk/government/publications/apprenticeship-standards-in-development> Please provide any relevant information below regarding potential overlap with other Trailblazer standards published or in development. It is important that you review your proposal against all other apprenticeships published and in development to confirm there is no significant overlap, in overall occupation or in the content of potential skills/knowledge/behaviours. Where there is potential of any overlap, we ask that you contact the existing Trailblazer(s) before submitting a new proposal to discuss whether the existing standards would cover your needs (or email apprenticeship.trailblazers@education.gov.uk). Please then provide below full details of any possible overlap identified, interaction with relevant Trailblazers, and any relevant further detail explaining why this occupational role is sufficiently unique to still justify separate apprenticeship standard. The existing list of standards in development, is [here](#) The list of existing published standards and Trailblazer contact details, is [here](#)

It is a statutory requirement of the Nursing and Midwifery Council (NMC) that those training to become Specialist Community Public Health Nurses are already registered nurses and/ or midwives on Part 1 and/or Part 2 of the NMC register.

The group have reviewed the proposed occupation against the apprenticeship standard for Registered Nurse and the proposal for Public Health Practitioner. The Level 5 standard for Nursing Associate is not

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appropriate as the scope of practice is very different from SCPHN.

Whilst there will inevitably be some overlap in the skills, knowledge and behaviours of all healthcare professions and those within the occupations regulated by the NMC we are confident that the proposed standard for SCPHN describes a unique occupation within the nursing family. The role of SCPHN is deemed sufficiently separate from Registered Nurse that the NMC specify separate proficiencies which lead to registration on a separate part of the register.

Public Health Practitioners are not specifically nurses and the occupation is not regulated by the NMC. The proposed standard for Public Health Practitioner is at Level 6 and will be a Degree apprenticeship. The standard this group propose to develop is Level 7 and will mandate completion of a Post Graduate HE Diploma that is approved by the NMC

Q11. Please provide a full description below of what the occupational role involved (or roles in the case of a proposed core and options standard). The information you provide here is crucial to our assessment of whether the occupational role is suitable for an apprenticeship, so please be as comprehensive as possible, and always refer to the criteria and guidance set out in the "How to" guide for Trailblazers. In particular, the information should include: Main duties and responsibilities - please set out clearly what someone in this occupation will actually be doing; the range of environments/sectors/industries in which someone in this occupation could work; a summary of key competencies/skills etc required for full occupational competence; how the occupational role typically fits within the wider work hierarchy; who would they be working with, and what is the usual relationship between the roles.

A Specialist Community Public Health Nurse is an occupation that is statutorily regulated on Part 3 of the Nursing and Midwifery Council (NMC) Register. They must meet the NMCs Standards of Proficiency for Specialist Community Public Health Nurses. This provides the overarching principles of being able to practice whereas the context in which the proficiencies are achieved defines the scope of professional practice. These roles are known as Health Visitors, School Nurses and Occupational Health Nurses.

The development of extensive new skills and knowledge in specialist public health nursing enables them to assess the health needs of individuals, families, workplaces and the wider community to protect and promote good health, prevent illness and provide therapeutic interventions to support individuals, families and communities to address those needs. This can mean working with adults or children in their own home, a healthcare setting or their workplace. Health visitors work mainly with children from birth to five years and their families and communities. School nurses work with families and young people from five to nineteen and are usually linked to a school or group of schools. Both roles work across education and health, providing a link between school, home and the community. Their aim is to improve the health and wellbeing of children and young people. Occupational Health Nurses work in any workplace/institution and closely with employees, line managers, human resource staff, health and safety and other professional advisers, trade unions and legal staff to protect health at work and to promote health and wellbeing within the workforce in line with health and safety legislation and the public health agenda.

Main Duties and Responsibilities:

Specialist Community Public Health Nurses play a crucial role in making sure that people are supported at different stages of their lives from ensuring that children and young people have the best start in life to ensuring health and wellbeing through their working lives. The proposed standard for the occupation will include a Core with two options. The first for Health Visitor/ School Nurse and the second for Occupational Health Nurse.

Core:

Q11. Please provide a full description below of what the occupational role involved (or roles in the case of a proposed core and options standard). The information you provide here is crucial to our assessment of whether the occupational role is suitable for an apprenticeship, so please be as comprehensive as possible, and always refer to the criteria and guidance set out in the "How to" guide for Trailblazers. In particular, the information should include: Main duties and responsibilities - please set out clearly what someone in this occupation will actually be doing; the range of environments/sectors/industries in which someone in this occupation could work; a summary of key competencies/skills etc required for full occupational competence; how the occupational role typically fits within the wider work hierarchy; who would they be working with, and what is the usual relationship between the roles.

- facilitate effective behaviour change through evidence based approaches such as motivational interviewing and health coaching
- health needs assessments of individuals, children, families, workplaces and communities
- providing health promotion advice e.g. eating well and being active, stop smoking programmes and signposting to other sources of information
- administer and promote immunisation programmes in line with policy initiatives or employer requirements
- provide clinical leadership across different groups of stakeholders such as early years settings, schools and workplaces to protect and promote the health and wellbeing needs of different groups
- Undertake a range of specialist risk assessments in line with local and statutory requirements e.g. chemical and biological hazards arising from work activities, looked after children assessments, mental health screening and ages
- safeguarding across children and adults
- Act without delay and competently where there is a risk to patient safety and public protection
- Work collaboratively across multi-disciplinary teams, articulate the evidence based practice for the right course of action for health protection and care planning

Health Visitor/ School Nurse

- support the development of strong parent child attachment and positive parenting resulting in better social and emotional wellbeing among children
- Provide emotional health and wellbeing support to 0 to 19 year olds and their families in a range of settings
- Support a range of national programs to improve and monitor the health, development and wellbeing of 0-19 year olds
- Interpret and apply a range of legislation, guidance, the National Child Measurement Programme and immunization programs across communities to support the implementation of the public health agenda for 0-19 year olds
- Support and advise on best available evidence on the management of complex long term conditions in children living at home which support them to attend education or study
- Undertake age related development reviews
- Support to early recognition of children with complex needs
- Support the family and home situation
- Support and advise on building community capacity to meet the needs of 0-19 year olds within a defined locality
- actively support the identification of women and young people at high risk of mental health problems and refer on to appropriate services
- Build a robust therapeutic relationship with families and work in partnership towards agreed and explicit goals to effect change
- home visits to families in need
- Early recognition of abnormal growth and development that can lead to referral into specialist services
- early recognition and advise on common childhood conditions such as asthma, diabetes and eczema which can need referral to specialist services
- Health Visitors and School Nurses visit clients in a range of environments including the workplace, clinics, schools and their homes.

Occupational Health Nurse

- Interpret and apply a range of legislation, including employment law and health and safety legislation to advise employers and employees of requirements to protect workplace health
- Workplace visits and assessment of risk to health arising from work activities
- Working collaboratively across the multi-disciplinary team, articulate the evidence based practice for the right course of action for health protection e.g. exposure to substances hazardous to health managing complex relationships in the workplace that may result in poor performance leading to absence from work, developing policies on managing drug and alcohol in the workplace and risks to safety
- Support and advise on best available evidence on the management of long term conditions in the workplace, including the impact on work, workplace productivity and support required to stay in work

Q11. Please provide a full description below of what the occupational role involved (or roles in the case of a proposed core and options standard). The information you provide here is crucial to our assessment of whether the occupational role is suitable for an apprenticeship, so please be as comprehensive as possible, and always refer to the criteria and guidance set out in the "How to" guide for Trailblazers. In particular, the information should include: Main duties and responsibilities - please set out clearly what someone in this occupation will actually be doing; the range of environments/sectors/industries in which someone in this occupation could work; a summary of key competencies/skills etc required for full occupational competence; how the occupational role typically fits within the wider work hierarchy; who would they be working with, and what is the usual relationship between the roles.

- Occupational Health Nurses can work in any organisation or institution. Specialist Community Public Health Nurses work with a range of different health care professionals including other nursing staff, nursery nurses, midwives, GPs, children's centre staff, early years workers, education welfare officers, teachers, social workers and allied health professionals, other occupational health professionals, such as specialist consultants, counsellors, psychologists, and liaison psychiatrists and safety professionals.

Q12. Please provide an overview of the knowledge, skills and behaviours required for these roles.

To be a Specialist Community Public Health Nurse will require the apprentice to undertake an NMC approved programme at Level 7 to develop extensive new skills and knowledge in:

Core Skills

- Develop health programmes and services designed to promote health and reduce inequalities
- Use referral pathways to be able to effectively provide access to care, coordination of local support and utilise opportunities to promote preventive self-care
- Develop policies and strategies and implementation programmes to protect and improve health and wellbeing
- Use data to improve delivery of programmes such as healthy weight, nutrition or raising physical activity levels.
- Undertake research and development to develop evidence based practice to improve health and wellbeing
- Undertake specialist health assessments and implementing statutory surveillance programmes to protect health
- Use relationship skills to allow sharing of information regarding emerging hazards with relevant stakeholders to promote consistency of messages , and utilise a variety of communication channels to make new information accessible and accepted e.g. social media, community blogs
- Safeguard children and adults
- Develop quality and risk management systems
- Provide strategic and clinical leadership for health and wellbeing
- Use knowledge of community assets and networks to facilitate informal support for mental and social wellbeing as well as community led programmes such as physical exercise groups.
- Ethically managing self, people and resources to improve health and wellbeing of service users
- Work with individuals, other agencies and health professionals to support collaborative working for improving health and wellbeing

Core Knowledge

- How to develop health programmes, services and reduce inequalities
- The SCPHN role in whole systems approaches to population health
- How to develop policies and strategies and implementation programmes to protect and improve health and wellbeing
- How to use data to improve delivery of services
- How to undertake and use research and development to improve health and wellbeing to develop evidence based practice
- Surveillance and assessment systems and tools
- How to share information regarding emerging hazards with relevant stakeholders to promote consistency of messages , and utilise a variety of communication channels to make new information accessible and accepted
- Safeguarding children and adults
- Quality and risk management systems
- Strategic and clinical leadership
- Community assets and networks to facilitate informal support for mental and social wellbeing as well as community led programmes

Q12. Please provide an overview of the knowledge, skills and behaviours required for these roles.

- Ethics, self-management and how to use people and resources to improve health and wellbeing
- Collaborative working
- The digital environment to support individuals who are using online channels to access help and support

Health Visitor/ School Nurse

Skills

- support the development of strong parent child attachment and positive parenting resulting in better social and emotional wellbeing among children
- provide support in the family and home situation
- support the development needs of 0 – 19 year olds
- Actively contribute to delivery of national programs to improve and monitor the health, development and wellbeing of 0-19 year olds
- Implement programs across communities to support the public health agenda for 0-19 year olds e.g. immunization, National Child Measurement Programme, healthy eating
- Advise parents and others on the management of complex long term conditions in children living at home which support them to attend education or study
- Undertake age related development reviews
- develop support groups appropriate to local need
- able to support and identify children and women at high risk of mental health problems and referral on to appropriate services as appropriate
- Build and support a therapeutic relationship with all children, young people and families
- Work in partnership towards agreed and explicit goals to effect change
- Early recognition of abnormal growth and development that can lead to referral into specialist services
- Provide early recognition and advise on common childhood conditions such as asthma, diabetes and eczema which can need referral to specialist services

Knowledge

- Theories of parent child attachment and positive parenting
- Systems of support for the family and home situation
- Life and developmental stages in order to support the development needs of children and young people
- How to facilitate support groups appropriate to local need
- Signs and symptoms of children and women at high risk of mental health problems and how to refer on to appropriate services as appropriate
- Principles of therapeutic relationships
- Partnership working
- How to recognise and advise on common childhood conditions such as asthma, diabetes and eczema which can need referral to specialist services•
- Signs of abnormal growth and development in 0-19 year olds Common infectious diseases of childhood
- Principles of good hygiene for families caring for 0 – 19 year olds

Occupational Health Nurse

Skills

- Advise organisations on the national drivers, public health and economic agenda in relation to work, health and wellbeing and to use the information to drive and influence practice
- Advise organisations on the potential effects of the changing nature of work and the ageing population on employment, workability, work performance and productivity
- Advise organisations on the prevalence of occupational disease and injury
- Promote the health benefits of work
- Advise on the prevalence and commercial implications to organisations of occupational disease, ill health and injury (and how to prevent these)
- Advise employers, managers and employees on the design of work tasks to prevent occupationally related injury such as musculoskeletal disorders
- Advise employers, managers and individual employees on the mental, emotional and physical effects of work-related stress
- Influence a positive work culture
- Support employers with attendance management, including history taking, risk assess health/working environment/external factors providing a clinical judgement on ability to work and advising on adjustments where appropriate
- Investigate workplace incidents where there is a risk of harm to health and advising on requirements of safe environments

Knowledge

- The national drivers, public health and economic agenda in relation to work, health and wellbeing

Q12. Please provide an overview of the knowledge, skills and behaviours required for these roles.

- Understand the relationship between worklessness and health and the role of the OH Nurse
- The effect of the changing nature of work and the ageing population on employment, workability, work performance and productivity
- The prevalence of occupational disease and injury
- The health benefits of work and a positive work culture
- How to support the design of work tasks to prevent occupationally related injury such as musculoskeletal disorders
- The mental, emotional and physical effects of work-related stress
- Attendance management, including history taking, risk assess health/working environment/external factors providing a clinical judgement on ability to work and advising on adjustments where appropriate
- Investigation techniques for workplace incidents where there is a risk of harm to health and advising on requirements of safe environments
- Health surveillance – methods, legal requirements, ethical and commercial implications
- Occupational illness monitoring, health surveillance and management (occupational asthma, noise induced hearing loss, effects of vibration, occupational dermatitis, workplace stressors etc)
- Understand relationships between environment/behaviour/culture

The values and behaviours for Specialist Community Public Health Nurses have been agreed as:

- Be person centred
- Be professional
- Have a sense of identity
- Be self-reflective and aware
- Have professional curiosity and confidence
- Be open and flexible
- Be tolerant of ambiguity
- Have cultural humility
- Be positive

Q13. How will the apprenticeship allow the individual to develop transferable skills to perform the role in a business of any size or relevant sector?

The employer of SCPHN will be large but the training prepares them to work across a variety of settings dependent on the option.

This can include:

- Families' homes
- GP surgeries
- community and outreach clinics
- Early Years centres
- Schools
- all industries and workplaces where occupational health services are provided

Q14. Will the occupation require rigorous and substantial training of at least 12 months prior to the end-point assessment to achieve full competence, with off-the-job training accounting for at least 20% of the apprenticeship? Please provide detail of what this will include.

The minimum duration of the programme of study is specified by the Nursing and Midwifery Council. The training programme for apprentices must be no less than 12 months full time to achieve full competence with a minimum of 50% theory and 50% practice which meets the minimum requirement of 20% off-the-job training.

Q15. What will the duration of the apprenticeship be?

Typically between 12 and 18 months

Q18. Please provide details below of any professional body recognition of this standard. This should include information on what this will be.

Specialist Community Public Health Nurses are statutorily regulated on Part 3 of the Nursing and Midwifery Council register. An individual cannot practice as a Specialist Community Public Health Nurse without being on the NMC register.

The NMC regulate nurses and midwives in England, Wales, Scotland and Northern Ireland. It exists to protect the public. It set standards of education, training, conduct and performance so that nurses and midwives can deliver high quality healthcare throughout their careers.

The NMC makes sure that SCPHNs keep their skills and knowledge up to date and uphold the professional standards. They have clear and transparent processes to investigate those who fall short of the standards. They maintain a register of nurses and midwives allowed to practise in the UK.

The NMC is a stakeholder in the trailblazer group.

Q19. We are committed to ensuring that the standard we design provides sufficiently transferable skills to enable a successful apprentice to perform this role in an employer of any size and in any relevant sector. We are collectively representative of our sector(s) and are willing to work with other employers who come forward with an interest in this occupation and with colleagues from other sectors where our standards are closely related. We will develop the apprenticeship standard and assessment plan in line with the latest edition of the Institute's "How to" Guide for Trailblazers, will aim to complete this process within a year and are committed to working with relevant sector organisations to promote the use of the resulting standard once it is ready for delivery.

Yes

Q21. I am happy for my organisation to be publicly named as the lead employer and the companies listed above are happy to be named as working together to deliver this is the standard is approved for development

Name of lead organisation North Somerset Community Partnership

Q22. Name and email address of contact we can use publicly on the gov.uk website (and Institute website when ready) as a contact point for any enquiries relating to the Trailblazer. (By filling out this box you consent to the publication of these details. If you wish to opt out please leave this box blank)

Name of public contact healthcare.trailblazer@skillsforhealth.org.uk

Email address healthcare.trailblazer@skillsforhealth.org.uk

Q24. Do you have a copy of the draft standard? If so, please include it with your submission.

No Response

Q25. In future, Technical Education will be arranged around the common framework of 15 technical education routes identified in the Sainsbury Review. These encompass all employment-based and college-based activity. The aim of these new routes is to facilitate the progress of young people from compulsory schooling into skilled employment and the highest levels of technical competence. A technical route could be followed either through an apprenticeship or in a college where the training would be supported by a substantial work placement, with both programmes being based on employer-designed occupational standards. In light of this, we have introduced a new criterion requiring any standard approved for development to align with one of the 15 technical routes. Details of the 15 routes can be found on page 22 of the Government Skills Plan here. Please detail which of the 15 Sainsbury Technical Education Routes your standard(s) aligns to. Also, if an occupational map is available for this route, there will be a link to it on the "How to" Guide for Trailblazers webpage. Please refer to this and specify which occupation detailed in the route map your proposed standard covers.

	Proposed Standard (s)
Agriculture, Environmental and Animal Care	-
Business and Administrative	-
Catering and Hospitality	-
Childcare and Education	-
Construction	-
Creative and Design	-
Digital	-
Engineering and Manufacturing	-
Hair and Beauty	-
Health and Science	Specialist Community Public Health Nurse
Legal, Finance and Accounting	-
Protective Services	-
Sales, Marketing and Procurement	-
Social Care	-
Transport and Logistics	-