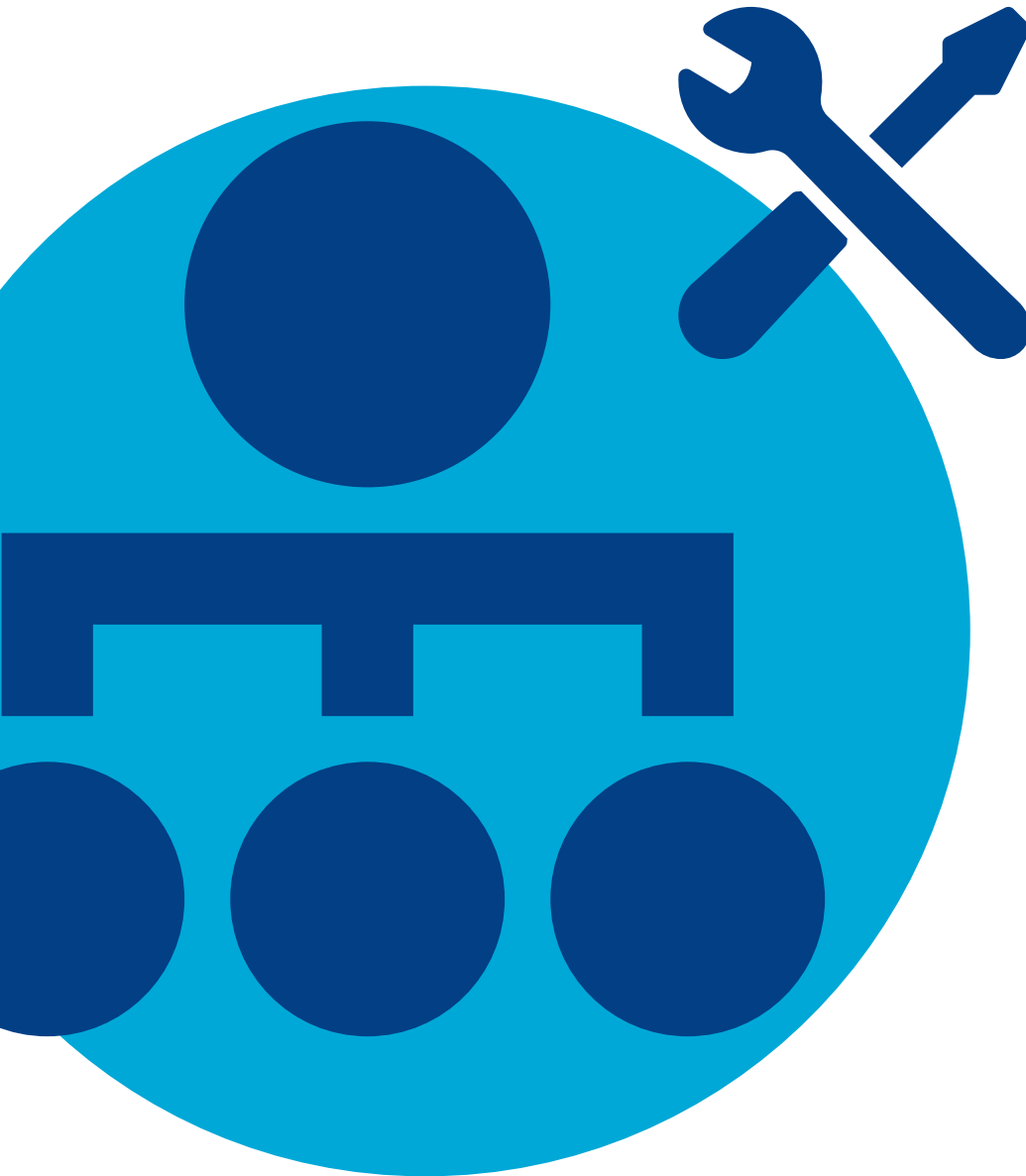




Public Health
England

NHS

Health Education England



Supporting the Development of Placements for Allied Health Professional Students in Public Health Settings:

A Toolkit for organisations working
within the public health arena

Developing people
for health and
healthcare

www.hee.nhs.uk

Table of contents

Section 1: Considering offering a public health placement.....	3
Section 2: Setting up public health placements.....	4
Section 3: Learning areas.....	8
Section 4: Establishing what the students will do.....	9
Section 5: Supporting and supervising students.....	12
Induction checklist.....	13
Student SWOC analysis template to help set learning outcomes.....	14
Learning outcomes (SMART) template.....	15
Initial interview between the student and their supervisor.....	17
Mid-point Interview Template.....	18
Final interview between the student and their supervisor.....	19
Section 6: Assessing students.....	20
Suggested assessment template mapped to the learning areas.....	21
Top tips for organisations/placement providers from the case study authors.....	31
Links to Case Studies.....	32

Section 1: Considering offering a public health placement

Increasing placement capacity is at the forefront of most education institutions minds as we are aiming to increase the number of AHPs in the workforce. Finding placements can be a barrier to expanding into public health focused services and the administrative burden of setting up placements can further prevent this. If you are starting to consider offering a public health placement, the checklist below may help with guiding your thoughts around this.

Consideration	Complete
Explore the education institutions in your local area and the different courses they offer in terms of pre-registration programmes.	
Research what the AHPs do; which AHP groups are educated in your local education institution, what is the scope of their practice, how do they work within a public health arena.	
Explore the learning areas part of this toolkit to gather information on the standards of proficiency for that AHP student and the learning areas that they could work on during a placement to achieve these.	
Consider what you think a student could potentially do on the placement that would fit with your organisation and the learning areas. Think about what the student would bring to your organisation, what projects or work they could undertake, and what skills, knowledge or attitudes they could develop from a placement with you.	
Consider what the benefits of working in partnership with the education institution would be for both you and for them; what would you gain from working alongside an education institution such as access to training and CPD, tariff funding or other recompenses, research and project development.	
Make contact, introduce yourself and that you are inquiring about providing placements for AHP students, and ask to speak to a relevant member of staff	
Ask for as many details as you can about the requirements of the placement; what students would potentially be doing, how long the placements would be for, what you would need to do. Discuss what you think you could offer as a placement and see if this would meet the requirements of their placements. Consider the checklist on “setting up a placement”.	
If an agreement is made to develop a placement experience, continue with the process of setting the placement up according to your organisation’s procedures, the education institutions procedures, or considering the checklist on “setting up a placement”.	

Section 2: Setting up public health placements

Placements may take some time to set up although this can be managed effectively between the education institution and you. This could create a barrier for smaller and independent organisations or consultants offering a placement, and education institutions will consider what they can do to minimise the associated paperwork to remove administrative burden.

In order to support this process, we have included a checklist below that outlines considerations for setting up a placement that may aid in those initial discussions and enable you to prepare prior to agreeing to provide a placement. The checklist considers elements such as partnership agreements, insurances, and audits, to requirements and commitments for providing a placement. The education institution may have documents prepared that provide a lot of the information and that can be sent in advance.

One of the points to consider is the timing of the placement and if this will be completed as part of the academic year or during the students breaks (as demonstrated in one of the case studies). This information may change the responses to the questions in the checklist below depending on the education institution and should be established at the start of the process.

Consideration	Outcome	Completed
Gather details of the placement opportunity. For example: <ul style="list-style-type: none"> Your organisation's name Manager/relevant contact's name Address Telephone contact Email address 	Details recorded	
Discuss when the placement will take place. <ul style="list-style-type: none"> Is it included in their academic year and as part of the course? Is it an experience the student is aiming to undertake outside of their official programme? What are the dates and length of the placement period? 	Details recorded and following questions answered in response to this	

Consideration	Outcome	Completed
<p>Discuss any previous experience of supporting learners.</p> <p>For example:</p> <ul style="list-style-type: none"> • What type of student? • What did the student do and how were they supported? • Are there any existing learning outcomes for the organisation? 	<p>Previous experience explored and any details recorded</p>	
<p>Discuss the expectations of the student.</p> <p>For example:</p> <ul style="list-style-type: none"> • What they will do on placement? • When they will work (days, hours, shifts)? • Where will they work (virtual/remote or in an office/at a base)? • Are there any limitations on working hours? • What is the expected code of conduct of the student? 	<p>Expectations of students are clear and recorded</p>	
<p>Discuss the expectations of the education institution.</p> <p>For example:</p> <ul style="list-style-type: none"> • What support they will offer the student and organisation? • Any reciprocal arrangements? • Provide details on who to contact and any process for managing concerns 	<p>Expectations of the EI are clear and recorded</p>	
<p>Discuss the expectations of the organisation.</p> <p>For example:</p> <ul style="list-style-type: none"> • What will you need to provide for the placement? • If you will need to commit to any dates for training or induction sessions • Requirements of induction/orientation for health and safety • Your role in assessment of students 	<p>Expectations of the organisation are clear and recorded</p>	

Consideration	Outcome	Completed
<p>Discuss the expectations of the placement opportunity.</p> <p>For example:</p> <ul style="list-style-type: none"> • The learning opportunities available • The learning outcomes and competencies to be achieved • Formative or summative placement assessment • Agree activities that benefit both the organisation and the student • Explore the learning areas in this toolkit • Discuss any assessment documents to be completed 	<p>Expectations of the placement opportunity are clear and recorded</p>	
<p>Discuss supervision of the student.</p> <p>For example:</p> <ul style="list-style-type: none"> • Who will be the onsite supervisor? • Can they be a practice educator and if so, have they had training? • Who will be the long arm mentor if needed? • How will this work? • Are there any peer or education institution-led supervision initiatives and models to be used? • How could remote supervision work? • What to do if there is an issue 	<p>Supervision plans created and named supervisors/educators gained</p>	
<p>Establish a partnership agreement including data sharing agreement (most education institutions will have a standard agreement that can be reviewed and signed, or your organisation may have one).</p>	<p>Signed partnership agreement and data sharing agreement</p>	
<p>Check indemnity insurance for learners and discuss how this will be covered.</p> <p>For example:</p> <ul style="list-style-type: none"> • Ask if the students are members of professional bodies • Do you have indemnity insurance that covers learners or can it be extended to cover? • Does the education institution have cover that is relevant for when the placement takes place/ type of placement? 	<p>Adequate indemnity insurance in place to cover learner activities</p>	

Consideration	Outcome	Completed
<p>Where appropriate, discuss tariff payments for placements and set up a payments process if required.</p> <p>For example</p> <ul style="list-style-type: none"> • Discuss if funding is available and what the funding is for • Explain how it can be claimed and how it will be paid 	<p>Clear understanding of tariff payments and process in place</p>	
<p>Discuss the educational audit and any other quality assurance processes.</p> <p>For example</p> <ul style="list-style-type: none"> • Is there one in place already and if so, can a copy be shared? • What does an audit consist of? • How can it be completed? • When does it need to be completed by? • Does it cover health and safety requirements? • Are there any concerns from CQC, OSTED or similar inspecting bodies? 	<p>Educational audit completed and no concerns regarding quality of placement learning opportunities</p>	
<p>Discuss student capacity.</p> <p>For example</p> <ul style="list-style-type: none"> • How many students could you support at any one time/per placement opportunity? • Is there the potential for remote placements? • Can multiple students be supported as a group by one supervisor? 	<p>Student capacity agreed and recorded</p>	
<p>Discuss any feedback mechanisms.</p> <p>For example</p> <ul style="list-style-type: none"> • Will the student provide feedback on their placement experience and if so, how will you access this? • Have you received feedback before and if so, discuss? 	<p>Feedback reviewed</p>	

Section 3: Learning areas

The students will need to achieve certain criteria in order to pass the placement and to be able to register with the regulatory body for their profession. This means meeting certain standards of proficiency or practice. The Health and Care Professions Council (HCPC) Standards of Proficiency (2013; 2014) and the Osteopathic Practice Standards (2019) for each of the AHPs were mapped to the Public Health Skills and Knowledge Framework ([2016, updated 2019](#)). This work developed an understanding of how some of the standards were aligned with the skills and knowledge identified as being crucial within public health settings. This alignment was used to develop seven learning areas that capture the work students may undertake that would fulfil both their requirements for registration and the development of public health skills and knowledge. The learning areas are as follows;

Learning Areas	
Learning Area One	The Public Health Conversation: Communicating, using a variety of methods and techniques, with individuals, groups and communities, information on health promotion, harm prevention, and the wider determinants of health.
Learning Area Two	Working together to enhance the public's health: Enhancing collaboration, advocacy, leadership, and ability to influence in relation to the health promotion, health protection, health risks and the wider determinants of health.
Learning Area Three	Researching the public's health: Sourcing and analysing information on the wider determinants of health, using information to inform health improvement, health protection or reductions in inequalities.
Learning Area Four	Evaluating and quality assuring public health initiatives: Designing, conducting or analysing evaluations, audits and quality assurance processes of initiatives to support health improvement, health protection or reduce inequalities.
Learning Area Five	Public health policy, strategy and legislation: Understanding and engaging in safe and accountable practice within the public health domain.
Learning Area Six	Planning public health initiatives: Planning and designing assessments, interventions or education aimed at the wider determinants of health and promoting health, preventing ill health, and reducing inequalities.
Learning Area Seven	Delivering public health initiatives: Providing assessments, interventions or education to address the wider determinants of health, health protection, health improvement and to reduce inequality.

These learning areas may be useful to determine the type of activities a student may undertake during a public health placement. The full document can be found on [XXX](#) (HEE weblink to be inserted) which includes the full mapping detailing which Standards of Proficiency/ Osteopathic Practice Standards and Public Health Skills and Knowledge criteria are met by each of the areas.

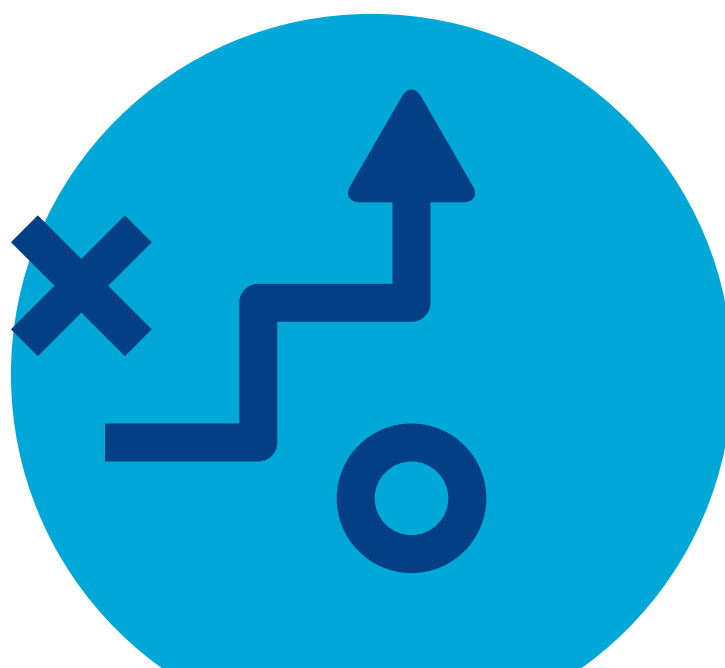
Section 4: Establishing what the students will do

The [case studies](#) in this document discuss various different activities AHP students have been involved in during public health focused placements. This includes project-based work, developing or delivering interventions for health promotion or education, exploring the wider determinants of health, and researching the needs of the local population. Students may come to the placement with learning outcomes set by the education institution which you will have discussed when setting up the placement, or they may be able to set their own objectives which may be helpful to set and discuss with the student and education institution (discussed in the section on supporting students). The following table provides some ideas of activities students could undertake alongside which learning areas may be met.

Activities	What the student may do	Completed			
Project based work	The student may be asked to source and critically analyse information surrounding a public health topic that would benefit the organisation. They may work with other organisations, teams or individuals to complete the research and will be able to communicate this back to the organisation either verbally or in written form. The information may then be used to help plan for future public health initiatives and have an impact on the organisation. Alternatively, the student may be involved in designing or conducting research or analysing results, again working with others and communicating findings back to the organisation alongside suggestions for the implications for practice. The research may lead to the design of an evaluation or audit, or form a part of this.	1	2	3	4

Activities	What the student may do	Completed			
Evaluation work	The student may be asked to design, be involved in, or undertake an evaluation, audit or other quality assurance process of the organisation. They will work with other members of the team, or with individuals, groups or communities, to perform the evaluation and communicate findings in an appropriate way. They may use previous evaluation/audit information to help inform ideas for practice, critically analysing the information to make suggestions and effectively communicating the findings.	1	2	3	4
Designing health resources	The student may design health resources focused on public health for the local population and that meets the organisation's need. The student would research the information needed, ensuring this was up to date and evidence based, and work with others to ensure different perspectives were gained. They would need to consider how they communicated the information in the materials to ensure this was appropriate and accessible. The resources may be used to plan a future educational session(s).	1	2	3	6
Education sessions	The student may conduct education sessions, working with individuals, groups or communities to conduct a public health focused intervention. They would need to ensure their communication style was appropriate and adapted to meet the needs of the audience, and to engage people in the session to encourage learning. They would need to ensure they are working within policies, guidelines and a safe environment. Alternatively, the education session may be to the organisations staff team about the role of the AHP, and how this may work alongside the organisation.	1	2	5	7

Activities	What the student may do	Completed			
Delivering initiatives	The student may be working with individuals, groups or communities, delivering interventions specific to their AHP role (including relevant clinical skills and knowledge). They will need to engage with the service users, using communication skills and working within guidelines and policy.	1	2	5	7
Planning initiatives	The student may design or plan initiatives for the organisation, based on research and information obtained from previous evaluations. They may work with other relevant stakeholders, including service users, to design an initiative that is relevant to the organisation and the local population. This should be presented and communicated back to the organisation on completion.	1	2	3	6
Developing strategy or policy	The student may work to explore the strategy, legislation, policy or law surrounding the area the organisation operates in. This may involve analysing the information, including from previous quality assurance and audit processes, and making suggestions on how this could translate into practice, or by suggesting new processes for the organisation in order to implement changes in policy or strategic goals. The student would work with relevant policy and process makers for the organisation or sector, and communicate effectively their outcome.	1	2	4	5





Section 5: Supporting and supervising students

Students will need support whilst on placement, with the HCPC stating in their [Standards for Education and Training](#) that “learning must take place in an environment that is safe and supportive for learners and service users” (2017). [The Quality Code for Higher Education](#) (2018) describes the need for appropriately qualified staff to be present in the partner organisation to carry out the specific role expected of them by the education institution, and it is the responsibility of the education institution to assess this whilst developing the placement. The student will need a main contact point whilst on placement, either physically or remotely, for any concerns or questions, and this person should be able to liaise with the education institution if needed in order to provide support to the student.

The education institution will be able to let you know what is expected and required of you in order to support a student on placement, which should be done whilst setting up the placement opportunity. There may be some things you wish to consider such as how you would complete an induction of the student to your organisation, and how you might set learning outcomes with the student. Templates for these can be found below. Education institutions or your organisation may already have an induction process in place that could be followed instead, as well as assessment documents which may be required so this should be discussed when setting up the placement opportunity.

Induction checklist

What may need to be covered	Who completed this element of the induction	Date it was completed
General orientation to the organisation/placement area <ul style="list-style-type: none"> • Introduction to staff members • Overview of the service and/or service users • Tour of the premises if onsite • Orientation to facilities both virtually and onsite • Expected dress code of the student • Access to computers/servers/any equipment • Storage of personal belongings if onsite 		
Onsite: Fire safety procedures explained including location of fire alarms, fire extinguishers and fire exits		
Onsite: Resuscitation policy and equipment discussed if applicable		
Onsite: Moving and handling policy and procedures explained if applicable and any equipment discussed/ demonstrated		
Procedure for student to follow to summon help if needed both onsite or remotely		
Location of policies on the following have been explained and the student has access: <ul style="list-style-type: none"> • Health and Safety • Safeguarding • Incident reporting • Infection control • Handling of information • Raising concerns • Lone working • Any other relevant to the day-to-day operation of the organisation 		
Any relevant risk assessments have been explained and completed		
Shift times, break times, and sickness reporting procedure have been explained		
Discussion of the student role and responsibilities during the placement		
Discussion of arrangements for supervision and contact details given		

Student SWOC analysis template to help set learning outcomes

	Notes
<p>Strengths: What are my strengths? How might these skills, knowledge or attitudes help in this placement?</p>	
<p>Weaknesses: What skills, knowledge or attitudes do I need to develop? How might this be achieved in this placement?</p>	
<p>Opportunities: What opportunities do you think might be available to you during this placement experience?</p>	
<p>Challenges: What barriers to your learning do you think may occur during this placement experience?</p>	

Learning outcomes (SMART) template

Specific	Measurable	Achievable	Realistic	Timebound
What is your specific learning outcome/goal for this placement?	How will you measure if this goal has been achieved?	Is this goal possible to achieve? How do you know this? Consider the timeframe of the placement, your skills, the equipment or materials you need, and what the placement is offering.	How is the goal going to aid with your development? How might achieving this help the organisation? What are the benefits to people and is it realistic to say these benefits will be met?	When will you achieve this goal by?

The student is a learner rather than an employee and therefore, requires supervision. Supervision of students whilst on placement can take many forms and be offered by different staff members in organisations. Supervision should be consistent (i.e., from the same member of staff) which provides students with feedback to enable their development in a structured format, such as using standard documentation. It is worth having this discussion with the education institution when developing a placement opportunity to establish how this would work for the specific student. In some cases, there is a need for a member of staff who is registered with the same professional body as the student to be employed by the organisation to be their [practice educator](#). However, it may be that this role can be offered by another organisation or the education institution, and a member of staff employed by your organisation would undertake the role of an [on-site supervisor](#). This is known as [long-arm supervision](#), teaching or mentoring. This role, or roles, are likely to undertake the formal assessment of the student, discussed in the next section.

Students may be on placement in an observational role or may play a more active role, depending on the learning outcomes they need to achieve, the remit of the placement organisation, and the conversation held between you and the education institution. This often means that they do not have to be with their named supervisor for the entire placement if appropriate. It may be that they meet with their supervisor for a set amount of time each day, or for set days in a week, and the rest of the time is planned to be spent with other staff members. This helps the students to see the different roles in your organisation, work with different people, and prevents one person having to supervise the student for the full placement length. However, in some situations, this may not be practical and the student would be better placed to spend all of the allotted placement time with one person. This is something that would be discussed between you and the education institution.

It is often a requirement for you to undertake a review with the student and this will be asked of you by the education institution. Reviews may be held at the start of the placement to help both the student and the placement provider get to know one another and set expectations, at an interim point to review how the student is progressing and discuss any concerns so they can be addressed, and at the end of the placement to review the achievement of the student during the placement. A template for what may be discussed during these interviews is provided below, although the education institution is likely to have their own documentation for completion.

Initial interview between the student and their supervisor

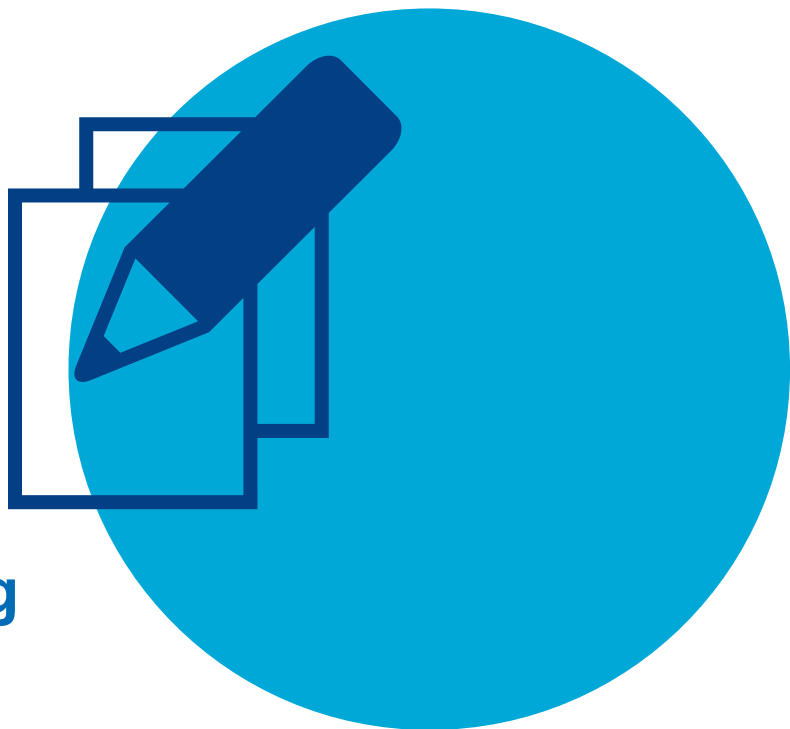
Initial Interview Template	
Student: Reflect on what you can bring to the placement and what you feel you will develop during the placement experience (Consider knowledge, skills, values and attitudes)	
Discussion around the learning outcomes and assessment tasks for the placement: What will be achieved and how? (Consider knowledge, skills, values and attitudes)	
Discussion around support mechanisms: What is in place and how will this be accessible to the student and supervisor?	
Discussion around the placement experience: What will the student be doing and when?	
Student name	Date:
Student signature	
Student name	Date:
Supervisor signature	

Mid-point Interview Template

Mid-point Interview Template		
<p>Student: Reflect on what you have been doing during the placement so far, what you think you have developed, and areas you feel you could develop going forward (Consider knowledge, skills, values and attitudes).</p>		
<p>Discussion around the learning outcomes and assessment tasks for the placement: What has been achieved so far and what was the feedback on this? What is yet to be achieved and when will this be done? (Consider knowledge, skills, values and attitudes).</p> <p>Complete any assessment documents.</p>		
<p>Discussion around support mechanisms: What support has been accessed and feedback on this? How supported is the student feeling and is anything additional needed? Contact the Education Institution if needed.</p>		
<p>Discussion around the placement experience: What has the student been doing and what will they do for the remainder of the placement?</p>		
Student name		Date:
Student signature		
Student name		Date:
Supervisor signature		

Final interview between the student and their supervisor

Final Interview Template	
<p>Student: Reflect on what you have done during the placement and what you think you have achieved (Consider knowledge, skills, values and attitudes).</p>	
<p>Discussion around the learning outcomes and assessment tasks for the placement: What has been achieved and what was the feedback on this? What was not achieved and feedback on this? (Consider knowledge, skills, values and attitudes). Complete any assessment documents.</p>	
<p>Discussion around support mechanisms: What support has been accessed and feedback on this? How supported has the student felt and can anything be changed for the future? Contact the Education Institution if needed.</p>	
<p>Discussion around the placement experience: What has the student achieved and how has this impacted on the placement organisation?</p>	
Student name	Date:
Student signature	
Student name	Date:
Supervisor signature	



Section 6: Assessing students

Whilst the student is on placement, they will be undertaking formative experiences and learning that will help them to develop their skills and knowledge. The final assessment the student is required to undertake may be classed as summative or formative and this should be discussed with the education institution. A summative placement will have an assessment task or criteria attached to the placement which the student will need to complete. This may be pass or fail or a graded assessment, and all information will be recorded in their practice-based learning documentation which will need to be completed. A formative placement means the student may not have a formal assessment task or criteria but may have been set learning outcomes to achieve. A summative assessment will contribute to the student's degree grade whereas a formative placement will not, but is instrumental to their development and learning.

Whilst setting up the placement, you and the education institution should discuss the assessment tasks and what is expected of the student. Any documents that the education institution needs you to complete should be explained before the student starts their placement which gives you an opportunity to ask any questions and consider if students can achieve what is being asked of them.

If a placement is formative, or students are able to set their own learning outcomes, you may wish to develop your own way of assessing how the student is achieving these and is progressing in the placement. An example template for an assessment using the learning areas discussed earlier can be found below. This template can be amended to include the learning areas relevant to the placement experience. This assessment should also be discussed with the student and the education institution to consider its suitability.

Suggested assessment template mapped to the learning areas

Learning Area	Suggested outcome	Achieved at mid-point interview		Achieved at final interview		Action plan to achieve/ progress
		Yes	No	Yes	No	
1 : The Public Health Conversation	The student is able to communicate effectively using verbal and non-verbal communication					
	The student is able to adapt their communication style to suit a range of audiences					
	The student has demonstrated their ability to listen, communicate, engage and respond to individuals, groups and/or communities					
	The student has effectively communicated information on health promotion, harm prevention and/or the wider determinants of health to reduce inequalities					
	The student is able to use a range of different medias to communicate with others					

Learning Area	Suggested outcome	Achieved at mid-point interview		Achieved at final interview		Action plan to achieve/ progress
		Yes	No	Yes	No	
2 : Working together to enhance the publics' health	The student has demonstrated their ability to work in partnership with other staff members during the placement					
	The student has demonstrated their ability to work with individuals in a collaborative way that enables consultation and empowerment in decisions about their involvement					
	The student has successfully identified and made referrals to other services to support individuals					
	The student works in a way to empower and connect communities to access resources to support their health and wellbeing					
	The student works with others in a respectful and professional manner					
	The student demonstrates leadership skills in the management of projects, service delivery or activities					

Learning Area	Suggested outcome	Achieved at mid-point interview		Achieved at final interview		Action plan to achieve/ progress
		Yes	No	Yes	No	
	The student has demonstrated their ability to share their ideas, knowledge and skills to help others to develop					
	The student has shared information in an appropriate way to ensure safeguarding of individuals					
	The student is able to effectively solve problems					
	The student has worked in a way to help facilitate change in the organisation, individuals, groups or communities					

Learning Area	Suggested outcome	Achieved at mid-point interview		Achieved at final interview		Action plan to achieve/ progress
		Yes	No	Yes	No	
3: Researching the public's health	The student is able to obtain and organise relevant data in order to understand the health needs of the population					
	The student is able to interpret, appraise and present data on the health needs of the population					
	The student is able to critique and synthesise research evidence to reach conclusions that can be applied in practice					
	The student is able to use data and information to consider how to help improve health, reduce inequalities and work in a preventative way					
	The student is able to work with others to design research ideas or evaluations					
	The student is able to work with others to conduct research into the public's health					

Learning Area	Suggested outcome	Achieved at mid-point interview		Achieved at final interview		Action plan to achieve/ progress
		Yes	No	Yes	No	
	The student is able to identify gaps in research, evidence or knowledge that affects practice and can make suggestions as to how to address this					
	The student is able to undertake an economic evaluation of a service in order to establish the benefits of any costs					
	The student demonstrates the ability to appraise new technologies, services, activities or practices in a balanced and structured manner					



Learning Area	Suggested outcome	Achieved at mid-point interview		Achieved at final interview		Action plan to achieve/ progress
		Yes	No	Yes	No	
4: Evaluating and quality assuring public health initiatives	The student is able to collate and analyse information that can help towards future planning or decision making for the service					
	The student has participated in audits or quality assurance processes and is able to report the findings					
	The student has demonstrated their ability to consider what data is needed in the future for an evaluation and design ways to undertake this					
	The student has undertaken work to monitor and evaluate their practice and report back on the impact of this					
	The student has participated in the development of standards or protocols which incorporate best practice guidelines					
	The student has effectively conducted risk assessments and communicated any findings					
	The student assesses the impact the organisation, service, or activity has on improving the public's health and reducing inequalities					

Learning Area	Suggested outcome	Achieved at mid-point interview		Achieved at final interview		Action plan to achieve/ progress
		Yes	No	Yes	No	
5: Public health policy, strategy and legislation	The student is able to manage personal information in line with the organisation's policy					
	The student is able to manage their own workload and resources in order to work effectively and complete tasks					
	The student acts in the best interest of individuals and treats everyone with the same respect					
	The student acts in line with current legislation around their role and those that affect the organisation					
	The student is able to gain consent from individuals, groups or communities					
	The student maintains confidentiality where applicable and is aware of the limitations of this					

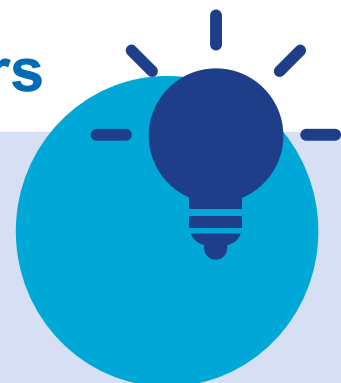
Learning Area	Suggested outcome	Achieved at mid-point interview		Achieved at final interview		Action plan to achieve/ progress
		Yes	No	Yes	No	
	The student is aware of and acts within their duty of care					
	The student seeks out opportunities to develop their skills and continue their professional development					
	The student is able to keep accurate and legible records in line with the organisation's policy					
	The student maintains the safety of the individuals, groups or communities they are working with and acts in line with all health and safety policies					



Learning Area	Suggested outcome	Achieved at mid-point interview		Achieved at final interview		Action plan to achieve/ progress
		Yes	No	Yes	No	
6: Planning public health initiatives	The student is able to plan different initiatives using a variety of approaches					
	The student is able to plan for emergencies where applicable, or for unforeseen circumstances related to the organisation and suggest alternative actions					
	The student has demonstrated their ability to scope ideas for future projects, activities, interventions or initiatives to address health inequalities, promote health or prevent harm, and presents these ideas with supporting evidence					
	The student is able to plan for the use of resources in order to deliver initiatives to individuals, groups or communities					

Learning Area	Suggested outcome	Achieved at mid-point interview		Achieved at final interview		Action plan to achieve/ progress
		Yes	No	Yes	No	
7: Delivering public health initiatives	The student is able to work with individuals, groups or communities with the aim to facilitate change to promote health, prevent ill health or reduce inequalities					
	The student effectively implements interventions, projects, activities or initiatives to individuals, groups or communities					
	The student is able to make decisions on what interventions to use and implement these					
	The student is able to effectively and collaboratively problem solve should the situation require this					
	The student demonstrates the ability to undertake assessments with individuals, groups or communities to assess their needs or to help implement initiatives that help to promote health, prevent ill health and reduce inequalities					
	The student demonstrates their ability to create and work within a safe environment when delivering initiatives to individuals, groups or communities					

Top tips for organisations/placement providers from the case study authors



- Think about the opportunities you have in your practice and what you could offer to students.
- Think about what you are already doing that would be fantastic to have a student voice on.
- Consider the intergenerational benefits which can accrue from young people working with your participants/clients if they are of an older generation.
- Answer the questions from the case studies yourself to start thinking about what you can offer.
- Collaboration and building relationships are essential to establishing successful placements and to demonstrate a commitment to new ways of working to improve health, for underserved populations.
- Be open-minded.
- Be brave! If it is the first time, it is new and takes getting used to, but give it a go.
- Offer the students the reality of the multi-factorial aspects of your work rather than feeling they need to focus on clinical skills only.
- Try not to focus on what you want the outcome to be, just sow the seeds and reap the benefits. It is about getting the message out and increasing enthusiasm in prevention and public health that is important.
- Don't strive for perfection as we are all learning.
- Collaborate or co-create the placement with the university and student to shape the project together.
- Realise that you or someone in your organisation will have to devote quite a lot of time to the mentoring process (setting up the placement, reading the background literature from the university, mentoring students after each session to help them analyse and reflect on their practice, and writing reports at mid and final point of the placement).
- Celebrate at the end of the placement.

Link to case studies

- [links to A student perspective](#)
- [links to An organisation perspective](#)
- [links to An education provider perspective](#)



Authors

Rachael Mason: University of Lincoln

Laura Charlesworth: University of Lincoln

Christine Jackson: Independent Consultant

Linda Hindle: Public Health England

Acknowledgements

With thanks to the Advisory Group for their support and guidance on the production of this toolkit.

- Public Health England: Linda Hindle (Chair), Craig Lister and Judy Walker
- Health Education England: Sharon Kibble, Carrie Biddle, and David Marsden
- Royal Society of Public Health: Kiran Kenth, Florence Gildea and Duncan Stephenson
- University of Lincoln: Laura Charlesworth, Rachael Mason, Sophia Hunt and Leah Holloway
- British and Irish Orthoptic Society: Jignasa Mehta
- Chartered Society of Physiotherapy: Gill Rawlinson
- NHS England: Julie Lowe and Angel Osei-Fasu
- University Hospitals Birmingham NHS Foundation Trust: Eleanor McGee
- Kings College London: Annemarie Knight
- Population Health: Kate Lees
- United Lincolnshire Hospitals NHS Trust: Rachel Thompson