

What do students need?

Training to Meet Competency Frameworks

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Integrated training: Traditional Model



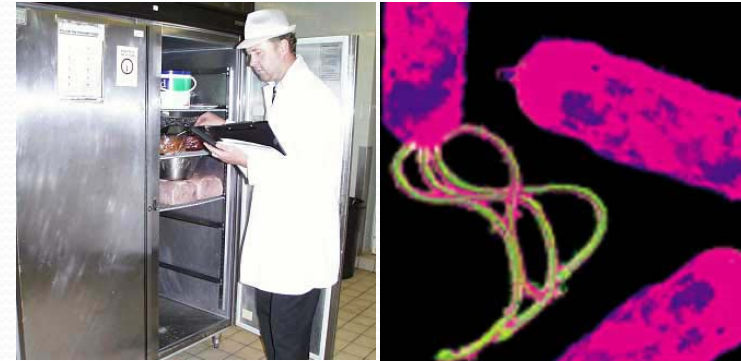
Local Authority
year long placement



Issues

- Positives
 - Easy to manage
 - Students spent time in each section
 - Learning technical, personal administrative, and communication skills
 - Specific focus could be provided based on student's needs e.g. more time in pollution, dealing with clients
 - Learnt about the workplace
 - Political, social, economic environment in which practice takes place
- Negatives
 - Increasingly difficult to access
 - Competitive, leaving some disillusioned.
 - Experiences differed
 - Only one perspective on practice
 - Limited commercial scope

Integrated training: Newer Model



Multi-component
Local Authority
placement

Issues

- Positives
- Students spent time in each section
 - Learning technical, administrative, personal, and communication skills
- Multiple perspective on practice
- Students focus on biggest issues in LA e.g.
 - Housing in Kensington
- Learnt about the workplace
 - Political, social, economic environment in which practice takes place
- Negatives
- More difficult to manage
- Student grab what they can not what they need?
- Increasingly difficult to access
- Remains competitive, leaving some disillusioned.
- Experiences differ making it difficult for student to disassemble practice and culture
- Limited commercial scope

Integrated training: Even newer model



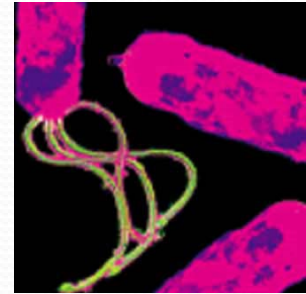
Multi-component
placement



Important to note

- Still the same people going into the system
- We now have 600+ trainees but (apparently) only 250 training placements
- Question how is the shortfall being provided for?
- Is a very multi-component placement work based learning?
 - Culture of organisation, political, social, environmental context of community assisting may be lost?
- However can be done any time, anywhere and not necessarily year long.

Integrated training: The Future? model



Fitting training to training need

- Students no longer need a placement per se.
 - Please don't throw them away...if you have them, keep them!!
- Can do small placements say 3 months. Most LAs suggest much easier to accept students for short term than 12 months.
 - Helps students understand practice, culture, organisations etc
- More students through the door!! Instead of 1 you can have 4.
 - You learn what works, and students become an asset to team
- Partner. If you can't offer alone work with others (Herts/Beds)

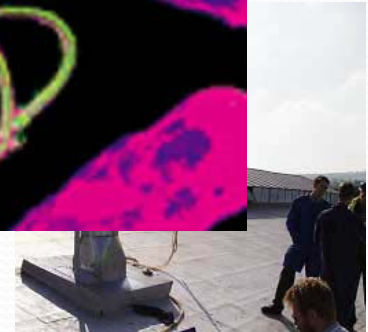
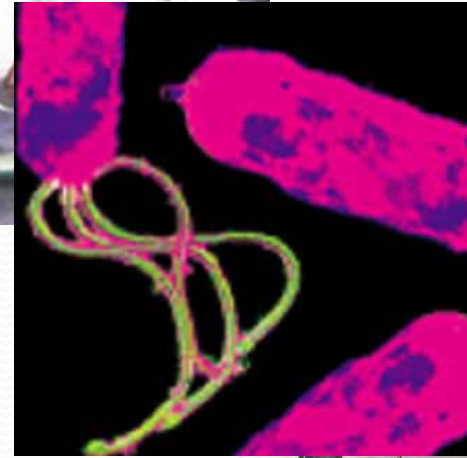
Fitting training to training need

- Offer experiences/visits
 - Example just offer “permits” visits. We have this arrangement
 - Arrange collective visits...but be wary of how fits to ELP.
 - Need a registry of experiences/visits etc to ensure students can access
 - Will need management and organisation otherwise you will be overwhelmed.
- Specialist visit for the specialist practice portfolios
 - We are slightly uncertain here as not all of the competency frameworks are available
 - But very likely that each will ask for access to specialist forms of premises (similar to the older logbook)

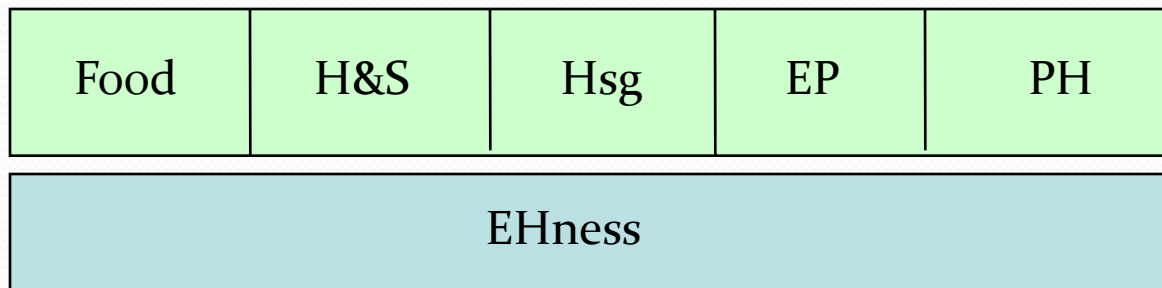


Training
Award

Training
Placement



The New Model: The Generalist EHP



‘Set on the road to competence as a Generalist EHP’

Evidenced through experiences, placements, visits.
All likely to be fairly easy to access and common to many local authorities

The new era

- Competency frameworks mean that may not be able to do all of a function
 - Food: may be only do cat C and below or not seize and detain

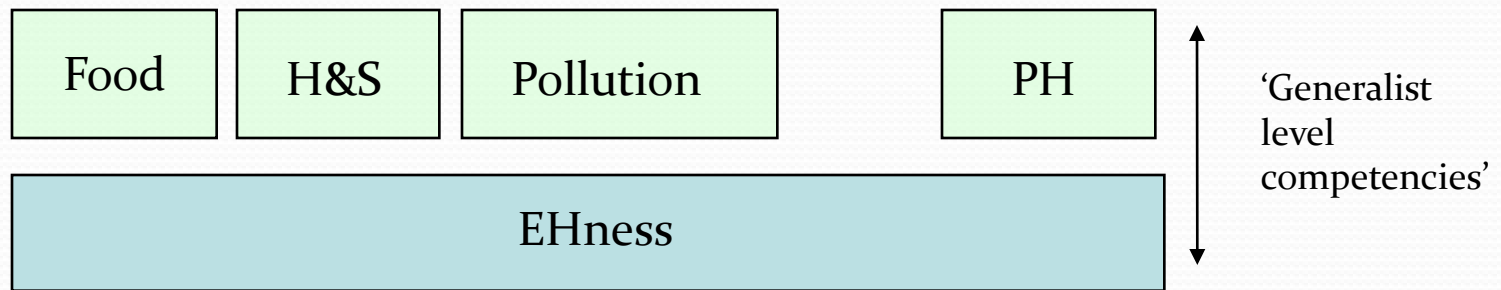
Question: is this a problem? Something to debate

Question: even if initially registered as generalist could one evidence specialism later on?

Answer: Yes, it is about evidencing practice

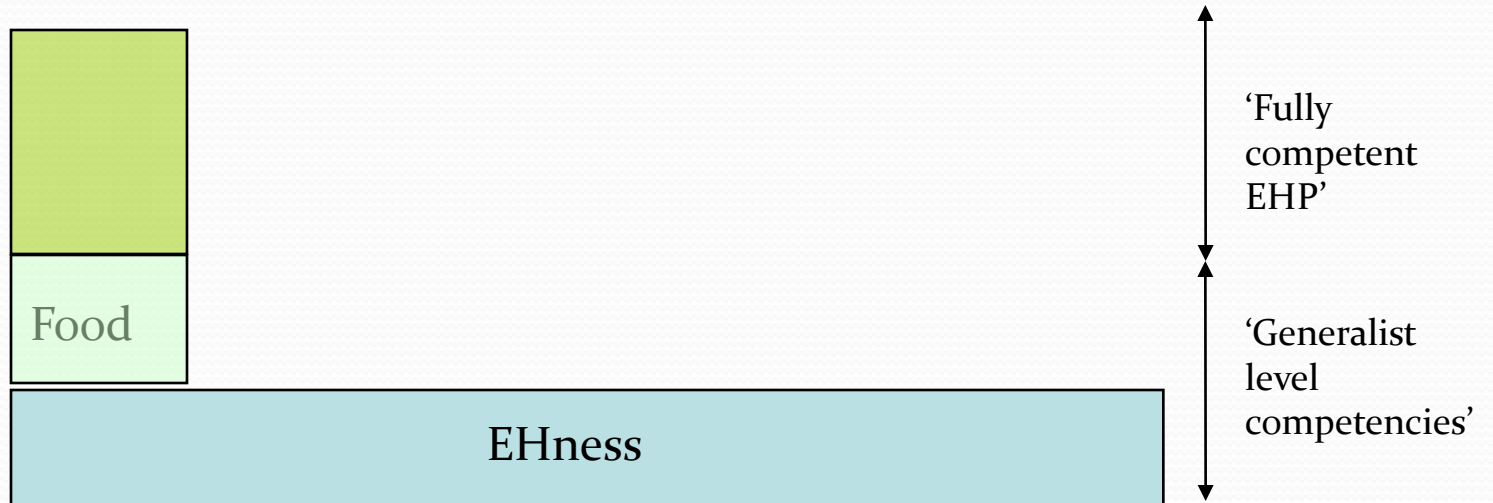
NOTE: development of competence is seen as a Post Graduation role

The even newer model: The restricted generalist



Already Happening: see Australian EHPs in UK
However does create an interesting option for you: could you offer a training placement in certain areas? If you Dept only offers certain functions would a restricted generalist be what you need?

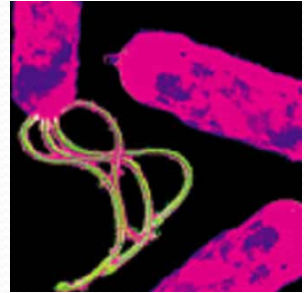
New model/New Idea: Specialist EHPs



Issues

- Can do all of a function (and probably do so really well if also have right attitudinal skills)
- But not deemed able to do other functions
- Question: is this a problem? Something to debate
- Note: We did try this at MU but you were not happy.
How do we collectively manage this
And what is the training requirement?

Back to the future model



What we need

- Registry of experiences
- Management of registry

- Inclusive training
 - Work with you national employers e.g. BMW
 - Work with local employers e.g. small cheese manufacturer
 - Work with others e.g. FSA, DEFRA

- Needs assess type of EHP you truly need for 5 years time so that can clearly develop the training experiences students require.

continued

- Get training on Work Based and Experiential Learning to support learners and our future professionals
- Access Modnet funding and other sources to support us
- Recognise that there are alternatives to the way in which we trained!! Paradigm shift is one of the hardest things to do
- Recognise that this form of training is JUST different, not better or worse.



Any Questions?