Standards for Employers of Public Health teams

Audit Checklist

# Purpose

This checklist template is intended as a “light touch” tool to help organisations audit themselves against the Standards for employers of public health teams in England. Organisations are encouraged to adapt the template to their own circumstances (e.g. setting timetables for action – if appropriate) and to create versions in different formats (e.g. Excel or PDF).

# Guidance Notes for Audit Checklist

The LGA, together with partner organisations and input from the public health system, has developed a set of [standards for employers of public health teams](https://www.local.gov.uk/standards-employers-public-health-teams-england).

As part of the process for ensuring that [insert organisation name] complies with these standards, we undertake assessments of our performance against the standards to:

* Review and record progress
* Confirm actions to address identified gaps
* assess the impact of actions to date.

Review each section as applicable to your area of responsibility

If needed, please assign a rating to summarise progress achieved to date:

* **GREEN – standard achieved/on track for delivery**
* **AMBER – standard partially achieved/on track with some delay**
* **RED – standard not yet achieved/severe delays or barriers to achievement**

Please also include a brief commentary (no more than a few sentences) on the evidence for the rating.

* Evidence that the standard has been achieved.
* Whether the standard is on track to be achieved.
* Any risks to achieving the standard

In the Actions column - list any actions arising from the Audit for each item. This will inform action planning for teams and organisations

Following audit we will develop an action plan, which will form part of our statement of commitment to upholding the standards, and make clear what [insert organisation name] will do as an employer.

# Standard 1: Accountability and Partnerships Framework

| **Standard 1: Accountability and Partnerships Framework:** Employers should establish effective partnerships, within and between organisations to support the delivery of public health and enhance education and continuing professional development. Employers should have in place a clear accountability framework informed by knowledge of good professional practice (at all levels) and the experience and expertise of service users (populations, communities and individuals), and practitioners. |
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| **Description** | **R/A/G rating** | **Evidence** | **Actions** | **Date** |
| **Partnership working and collaboration**All employers should: Have a clear understanding of relevant local organisations and structures and develop appropriate relationships within and across local authority boundaries |  |  |  |  |
| Establish and maintain effective strategic partnerships with partner agencies, such as NHS, police and voluntary sectors |  |  |  |  |
| Encourage staff to develop networks and relationships with their peers to ensure sharing of skills and efficient use of resources |  |  |  |  |
| Engage in networks to promote and share best practice and develop opportunities for joint research and evaluation |  |  |  |  |
| **Strategic accountability**All employers should:Be able to monitor and report on the effectiveness and responsiveness of the local public health system |  |  |  |  |
| Establish clear lines of accountability within the organisation for public health |  |  |  |  |
| **Operational Accountability**All employers should:In Local Authorities and other employment settings, identify a strategic lead (with authority) who will be responsible for implementing and leading the Standards for Employers of public health teams |  |  |  |  |
| Implement a system and processes to seek, collate, analyse and act upon the views of staff and stakeholders so that continuous feedback informs and supports the delivery of quality services |  |  |  |  |
| Promote awareness of public health practice and health inequalities amongst service directors and strategic managers, local politicians, community leaders, voluntary sector stakeholders and professionals in universal services such as schools, health and the police |  |  |  |  |
| Explain and promote the role of public health to the public |  |  |  |  |
| Meet the career needs of public health workers (Standards 3 and 4) |  |  |  |  |
| Understand the standards of regulators, registering and professional bodies to ensure that staff can operate within these ethical and competence frameworks |  |  |  |  |
| Work with professional bodies and trade unions and recognise and support the right of all public health workers to be engaged in the work of such bodies |  |  |  |  |

# Standard 2: Effective Workforce Planning

| **Standard 2:** **Effective Workforce Planning:** Employers should use effective workforce planning systems to make sure that a workforce, with the right level of skills and experience, in the right place, at the right time is available to deliver public health outcomes. |
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| **Description** | **R/A/G rating** | **Evidence** | **Actions** | **Date** |
| All employers should:Undertake an assessment of current and future need and engage with local, regional and national supply and demand systems |  |  |  |  |
| Ensure that workforce planning systems involve effective and strategic partnerships with Public Health England, Health Education England, higher education institutions (universities), local partners and other agencies |  |  |  |  |
| Provide good quality training placements and effective workplace assessment to help ensure that the right numbers of (e.g.) new Public Health specialists and practitioners, of the right calibre, are trained, developed and supported, including via apprenticeship routes  |  |  |  |  |
| Engage with the health and care education sector in order to facilitate exchanges of personnel and expertise |  |  |  |  |
| Facilitate learning and development opportunities via cooperation partner agencies and regional networks, and with further and higher education partners (Standard 5) |  |  |  |  |

# Standard 3: Continuing Professional Development:

| **Standard 3: Continuing Professional Development:** Employers should provide opportunities for effective continuing professional development, as well as access to up to date research and relevant knowledge. |
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| **Description** | **R/A/G rating** | **Evidence** | **Actions** | **Date** |
| **Supporting Staff Development**All employers should:Have effective induction systems and tailored professional and personal development plans, including protected development time |  |  |  |  |
| Have an appraisal or performance review system which assesses how well professional practice, as well as organisational objectives, is delivered and identifies a learning and development plan to support the achievement of objectives |  |  |  |  |
| Provide time, resources and support for CPD |  |  |  |  |
| Have fair and transparent systems to enable staff delivering public health functions to develop their professional skills and knowledge throughout their careers through an entitlement to formal and informal CPD, including specialist training and education as appropriate |  |  |  |  |
| Encourage public health team members to plan, reflect on and record CPD activity, using recording tools, such as an e portfolio |  |  |  |  |
| **Promoting evidence-based practice**All employers should:Support staff delivering public health functions to make decisions and pursue actions that are informed by robust and rigorous evidence, providing access to appropriate data and knowledge resources |  |  |  |  |
| Enable public health professionals to work with others engaged in research and practice development activities in universities, professional bodies and trade unions to develop the evidence base for good practice |  |  |  |  |
| Ensure that educational supervisors and others involved in supporting professional development are able to contribute to the learning, support, supervision and assessment of students and trainees, and CPD programmes |  |  |  |  |

# Standard 4: Professional Registration

| **Standard 4: Professional Registration:** Employers should ensure Public health specialists and practitioners, nurses and other professional staff can maintain their professional registration and undergo professional revalidation if appropriate. |
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| **Description** | **R/A/G rating** | **Evidence** | **Actions** | **Date** |
| All employers should: Ensure that recruitment processes include professional registration requirements (in Job Descriptions) and external assessors where needed |  |  |  |  |
| Support workers who are delivering public health functions to maintain their competence, credibility, and currency, as well as enabling professional accountability |  |  |  |  |
| Support continued professional registration by ensuring access to support, as necessary for each register, to re-register or revalidate |  |  |  |  |
| Support staff in meeting appropriate standards of conduct, performance and ethics, proficiency and standards for continuing professional development |  |  |  |  |
| Take appropriate steps to inform regulators, co-operate with investigations and hearings and respond appropriately to their findings and decisions, if there are concerns that an employee’s fitness to practise is impaired |  |  |  |  |
| Support staff who contribute to regulatory systems by taking on roles such as professional appraisers. |  |  |  |  |

# Standard 5: Education and Training:

| **Standard 5: Education and Training:** Employers should support the creation and maintenance of a qualified workforce, ensuring that public health teams have regular and appropriate opportunities for professional education, training and development. |
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| **Description** | **R/A/G rating** | **Evidence** | **Actions** | **Date** |
| **Developing Current Staff**All employers should: Ensure that strategic leads in public health, for example, Directors of Public Health, understand and manage the organisational responsibility for this standard |  |  |  |  |
| Promote continuous learning and knowledge sharing through which public health staff are encouraged to draw out learning points by reflecting on their own practice in the light of experiences of peers |  |  |  |  |
| Encourage public health workers to plan, reflect on and record learning activity, using recording tools such as an e-portfolio |  |  |  |  |
| Ensure that these Standards and relevant frameworks, at appropriate levels, are used as the basis for evaluating capability and identifying development needs |  |  |  |  |
| Provide support for public health specialists and practitioners who are preparing portfolios for professional registration, including public health practitioners |  |  |  |  |
| Focus support and supervision of apprentices, students and qualified public health specialists and practitioners on the outcome of staff meeting appropriate professional standards |  |  |  |  |
| Provide additional professional support and supervision for public health staff whose line manager is not a public health professional |  |  |  |  |
| For newly qualified public health professionals, provide support, supervision and mentoring in early years of employment. |  |  |  |  |
| **Training staff across the public health system**All employers should:Commit to supporting and engaging with the training of the future workforce, including upskilling the existing workforce by providing support for and access to training and education opportunities and by allowing appropriately qualified staff to act as educators |  |  |  |  |
| Ensure there are partnership arrangements that promote and enable effective joint planning, shared communication and activities to further the delivery of public health education and training and CPD at all levels |  |  |  |  |
| Contribute to efforts to recruit and retain students in professions and disciplines relevant to public health |  |  |  |  |
| Work collaboratively with partner organisations to develop the skills and knowledge required to deliver high quality education to support the delivery of public health functions |  |  |  |  |
| Provide high quality placements, secondments and support for people on professional training scheme or courses, e.g. HEE public health Speciality Training placements or equivalents |  |  |  |  |
| For apprentices or students on rotation or placements, provide support, supervision and mentoring as agreed with students and training providers (e.g. HEE or others) |  |  |  |  |
| Have a clear policy for recruiting, training and supporting professional educators and supervisors where appropriate |  |  |  |  |
| Assure themselves that providers of support and supervision are regularly trained in their roles and remain safe and effective, in line with guidelines for staff undertaking education and training activities. |  |  |  |  |