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Health and Care Intelligence Specialist Apprenticeship Level 7

Programme Description

The apprenticeship is designed to provide Health and Care Intelligence Specialists with a blend of practical and theoretical knowledge necessary to produce insights and deliver advanced analytics which impact strategic and operational levels.

Apprentices will learn how to design studies in population health, public health and epidemiology and lead on analytical projects that will improve implementation of services and inform evidence-based decision making and policy across health and social care. They will obtain and work with existing health and care data and also have responsibility for designing or carrying out bespoke data collections when required.

The course will support learners with the skills to be responsible for and lead on analytical projects in public and population health, including negotiating with internal and external stakeholders, drawing up health and care data sharing agreements, and compliance with the relevant legislation, procedures and health service guidance for handling confidential patient information.

Each module comprises seminars, skills workshops, practical projects and assessments which enable learners to apply leadership and analytical skills and knowledge to impact their workplace.

By the end of the course, apprentices will be able to:

- Lead on the linking, analysis and interpretation of complex health, care and population data using the most appropriate specialist health analytical, epidemiological and biostatistical techniques; and draw meaningful conclusions to understand the factors that influence population health, inequalities and the planning and delivery of health and care services.
- Provide professional leadership for health and care intelligence, embedding and shaping an evidence-led culture and influencing organisational strategy and the organisation or structure of health and care analytical teams including making the case for appropriate resourcing and development of analytical functions and systems.

- Lead, or advise expert colleagues, on the design requirements of the most appropriate information systems for holding, linking and analysis of sensitive health and care data and for population health surveillance.
- Identify and implement change management initiatives to meet technical and organisational requirements, ensuring that the delivery of health and care intelligence is not compromised.

For the full list of duties the learner will be trained for, please see the Health and Care Intelligence Standard.

Learners are encouraged to join the **Association of Professional Analysts (AphA)**.

Role Requirements and Occupation Duties

The apprenticeship prepares learners to undertake duties to prepare them for career progression from analysts to leading and overseeing analyst teams. As such, it is imperative that learners are exposed to the opportunities within their role to apply their learning. There are sixteen duties outlined in the apprenticeship standard.

Employers must check and confirm that learners are provided with the exposure to these duties and the means to produce evidence of competencies of their knowledge, skills and behaviours for their end-point assessment and successful completion of the programme.

https://www.instituteforapprenticeships.org/apprenticeship-standards/health-and-care-intelligence-specialist-v1-0

Entry Requirements and Duration

Apprentices without level 2 English and maths will need to achieve this level prior to taking the End-Point Assessment. For those with an education, health and care plan or a legacy statement, the apprenticeship's English and maths minimum requirement is Entry Level 3. A British Sign Language (BSL) qualification is an alternative to the English qualification for those whose primary language is BSL.

The course is aimed at persons undertaking an analyst role at Band 6/7 (or equivalent experience in a non-healthcare analytical role) with a view for apprentices to be competent to progress to Band 7/8A roles. This is equivalent to the National Competency Framework (NCF) upskilling from Data Analyst L2 (Practitioner) to L3 (Senior Practitioner).

Required Mathematics Qualifications or Experience (at least one of the following):

- Science, Technology, Engineering or Mathematics (STEM) undergraduate degree

- Social Sciences (e.g. Psychology, Geography, Economics, Accounting) undergraduate degree with Research Methods and/or Statistics and quantitative degree modules, and an undergraduate dissertation with a research or data analysis component
- Level 4 or higher qualification in STEM or a related field that includes substantial mathematical content (e.g., Higher National Certificate/Diploma in Computing, Engineering, or Science)
- Professional registration with FEDIP through the Association of Healthcare Analysts (AphA) at Practitioner or Senior Practitioner level
- Equivalent analytical work experience (e.g. Band 6 or Band 7 data/senior analyst or similar role

Duration: 22 months (18 months teaching Plus End Point Assessment)

The apprenticeship length is 22 months, including the End Point Assessment period.

The first month of the programme contains an introductory foundational module. This is followed by nine taught modules and five independent learner-led projects. The content is designed as a block approach of taught modules followed by a project where the learner can apply their learnings within the workplace. The teaching phase is, therefore, a total of 18 months. This is followed by 4 months to complete the End Point Assessment period which is undertaken independently under “exam conditions”.

Delivery Model and Programme Outline

The programme is delivered remotely via live, interactive online teaching seminars and workshops. Sessions are recorded to support post seminar learning, recall and revision.

The introduction module which includes the first day of learning, will provide the learner training on the online learning environment, OneFile, study skills, JGA’s Learner Zone, and the development of the individualised learning environment plan which is developed with the learner and line manager.

The indicative modules and content descriptions are outlined below. The content is regularly reviewed and co-created with the learners and individualised learning needs and plans. As such, the content is subject to change.

Introduction: First Day of Learning, Induction and Orientation

Learners will be introduced to the role of the employer, provider and apprentice. We will agree the expectations for the course, and ways of learning. Training will be provided on the OneFile eportfolio system, how to log learning and where to engage with the learning journal, learning resources, tasks and projects.

Key activities include:

- Complete the first day of learning and gain log-ins to the Team on Microsoft Teams, One-File and other resources.
- Understanding training.
- Reflecting on the learner's personalised learning requirements, skills and competencies to develop an individual workplace development plan with the Skills Coach, line manager and learner.

The Health and Social Care System

The learners will be introduced to the operational structures, processes and patient pathways within the health and social care system. We will explore the role of the analytic function, and the different models for organising analytical teams.

We will drill down further into the individual contexts of the intelligence analyst learners on the course, within these structures, their responsibilities, planning cycles and common policy issues.

This module forms the foundation of the knowledge needed for the subsequent modules which explore the different types of analysis needed, research and analysis audits and projects.

Personality, Stakeholders and Working Relationships

The learner will be introduced to the importance of continuing professional development and how to maintain specialist knowledge and skills in an ever-changing environment. To do this, we equip the learner with the tools to identify gaps in both their and their team’s knowledge and skills required to fulfil analytical intelligence roles. We will explore how adults learn and how to design effective training sessions and implement effective mentoring interventions.

To ensure the delivery of effective training and mentoring, we will evaluate the role of stakeholders, working relationships, partnership working, relationship management and techniques.

Leadership and Management

The leadership and management module will evaluate the difference between management and leadership. We will examine the role of effective leadership and management and how different styles and contexts affect decision-making.

The role of the Intelligence Analyst will be discussed and how the learner can both manage their team, influence senior leaders and others within the wider health and social care system, manage resources and budgets, and lead and manage change projects.

Project Management and Leadership

This module will explore the principles of project leadership and management. We will discuss the techniques and skills required to identify and scope complex intelligence projects, the associated stakeholders, assumptions, risks and uncertainties associated with projects.

Information, Evidence and Recommendations

The module will explore the design principles and technical aspects and systems for the input and dissemination of statistical and epidemiological information. Learners will be exposed to a wide range of data sources, how and where to collect data, the tools to do so, and the collection, storage and governance of the information.

The learners will discuss the legal implications of data collection, governance and recommendation development within their role. We will evaluate examples of best practice, introduce the clinical terminologies in use, Health and Care data standards, the data dictionary, data flows, and latest developments in these areas.

Study Design and Methodology

This large module will deliver the statistical, epidemiological, social and scientific concepts underpinning the interpretation of health data to produce intelligence that is impactful to organisations, policy and society at large.

We will review and critically evaluate the different data collection tools, such as survey design and analysis by reviewing and summarising literature relevant to the learner's role and context. Finally, the principles of developing data-driven modules to understand activity, financial impact and investigate patterns of disease or support service development.

Data Analysis and Evidence Informing Decision-Makers

This second large module will explore the needs of information users and focus on understanding how to formulate analytical questions and hypotheses, evaluate and solve problems, inform decision-making, and tailor reports and presentations to meet these needs.

Skills workshops will deliver the necessary knowledge and skills to import, extract, clean and manipulate data and to undertake advanced statistical and epidemiological analysis of qualitative and quantitative data. Furthermore, learners will interpret the data and visualise the results effectively.

Interpretation, Transfer and Dissemination of Information

Building on the modules on organisational context, project leadership, research design and analysis, this module focuses on the interpretation, transfer and dissemination of useful and relevant information to a variety of stakeholders. The learner can expect to develop presentation skills appropriate for a wide range of contexts and audiences to tell compelling data stories.

Finance, Economics and Planning

The module will evaluate analysis use-cases such as economic forecasting, evaluation and scenario modelling. Learners will be equipped with the stills to evaluate the resource needs and rationale for intelligence analysis that leads to longer-term investment in health and care delivery.

End Point Assessment Preparation

The seminars and coaching sessions provide practical support to apprentices to prepare for the two components of the End Point Assessment (EPA), throughout the apprenticeship, namely:

- A written project report with presentation and questioning.
- An interview underpinned by a Portfolio of Evidence created through the apprenticeship which contains a range of types of evidence.

This preparation will be complemented with ongoing one-on-one support from the apprentice's Skills Coach.

360° support: Tutor, Skills Coach, Learner Progress Advisor and Mentor

JGA appoint a **Tutor and Skills Coach** for each apprentice cohort. The Tutor and Skills Coach are specialist practitioners with skills in delivering learning and development in this field.

The **Tutor** delivers the apprenticeship curriculum in the seminars and provides broader information to ensure the apprentice experiences genuine, new learning.

The **Skills Coach** regularly meets with the apprentice to engage, motivate and assess their professional development, application of learning in work-based activities and encourage personal development. The Skills Coach's indicative assessment is for the apprentice's personal development and will not be used in the EPA. The line manager should join at least the initial skills coaching session with the apprentice and the Skills Coach to develop a Workplace Development plan. We encourage the line manager to be involved in subsequent meetings, as needed, to identify projects and on-the-job opportunities whereby the apprentice's learning can be applied in the role. Furthermore, the line manager can remain appraised of the learner's development and co-create future learning opportunities.

The **Learner Progress Advisor** meets with the learner and their line manager quarterly to undertake an overall review of their progress, gather feedback and provide support and direction if needed. The Learner Progress Advisor can also provide ongoing support to learners where additional learning needs have been identified.

The employer should also appoint a **Mentor** for the duration of the programme. This will ensure continuity if the apprentice's manager changes. The mentor's role is to act as a guide; listening, supporting and encouraging the apprentice to manage their own learning.

The mentor should be an experienced member of staff and not be in the line management chain for the apprentice. It is recommended that the mentor tries to find at least 30 minutes each week to check in with the apprentice for a chat and liaise with the apprentice's line manager about when this takes place. It's also important for the Mentor and line manager to have regular and open communication with each other.

They should encourage the apprentice to develop their skills and maximise their potential to move forward in their career.