



# Public Health Apprenticeships

A Newsletter for Public Health Apprenticeships in Yorkshire & Humber

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2022 L6 PHP Recruitment Timeline								
	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
Training Provider Selection	Green	Green	Green	Grey	Grey	Grey	Grey	Grey
Identification and/or Recruitment of apprentices	Blue	Blue	Blue	Blue	Blue	Grey	Grey	Grey
Completing and submission of training provider applications	Grey	Grey	Grey	Grey	Orange	Orange	Orange	Grey
Processing applications	Grey	Grey	Grey	Grey	Grey	Grey	Yellow	Yellow
Calling off contracts	Grey	Grey	Grey	Grey	Grey	Grey	Yellow	Yellow
Training Provider information events	Grey	Grey	Red	Red	Red	Grey	Grey	Grey

## Occupational Duties for Level 6 Public Health Practitioner Apprenticeship

Apprenticeship training equips apprentices with knowledge, skills and behaviours set out in the apprenticeship standard so they can achieve occupational competence ([Source1](#)).

Following on from this thought, there have been observations suggesting that apprentices who successfully complete their training are those whose daily activities are closely aligned to the occupational duties in the apprenticeship standard.

As we currently recruit our second cohort for the Public Health Practitioner degree apprenticeship, the application of this insight in the design of job description and person specification, will be a step in the right direction to supporting successful completion of training.

There are 14 occupational duties listed on the standard, and they are;

- **Duty 1:** Measure, monitor and report population health and wellbeing; health needs, risks, and inequalities; and the use of services.
- **Duty 2:** Promote population and community health and wellbeing, addressing the wider determinants of health and health inequalities.
- **Duty 3:** Protect the public from environmental hazards, communicable disease, and other health risks, while addressing inequalities in risk exposure and outcomes.
- **Duty 4:** Access and use the evidence base, conduct research and provide informed advice.
- **Duty 5:** Audit, evaluate and re-design services and interventions to improve health outcomes and reduce health inequalities.
- **Duty 6:** Work with, and through, policies and strategies to improve health outcomes and reduce health inequalities.
- **Duty 7:** Work collaboratively across agencies and boundaries to improve health outcomes and reduce health inequalities.
- **Duty 8:** Work in a commissioning-based culture to improve health outcomes and reduce health inequalities.
- **Duty 9:** Work within political and democratic systems and with a range of organisational cultures to improve health outcomes and reduce health inequalities.
- **Duty 10:** Provide leadership to drive improvement in health outcomes and the reduction of health inequalities.

- **Duty 11:** Communicate with others to improve health outcomes and reduce health inequalities.
- **Duty 12:** Design and manage programmes and projects to improve health and reduce health inequalities.
- **Duty 13:** Prioritise and manage resources at a population/systems level to achieve equitable health outcomes and return on investment.
- **Duty 14:** Work within ethical and professional boundaries while promoting population health and wellbeing and addressing health inequalities. ([Source 2](#))

Typical job titles or roles listed on the standard that are closely aligned to the occupational duties listed above include;

1. Accident Prevention Officer
2. Cardiovascular Disease (CVD) prevention lead
3. Community Engagement Officer
4. Health and Wellbeing Coordinator
5. Health Improvement Practitioner
6. Healthy Lifestyles Coordinator
7. Immunisation Programme Coordinator
8. Workplace Health Advisor
9. Tobacco Control Lead

There may be other roles out there not included in the list above that may benefit from this standard, because their daily tasks are closely aligned to occupational duties on the standard. This suggests room for creativity for employers in service design and improvement through workforce development.

## Training Providers' Minimum Requirements

Training providers also reinforce the need for apprentices with roles that are directly aligned to occupational duties by including this in their entry requirements.

Some training providers assess the academic capability of potential applicants with the request for UCAS points (112+). For applicants with insufficient UCAS points, a written account of their professional experiences is accepted.

Another common minimum entry requirement requested for by most training providers on the standard is an evidence (certificate) for Level 2 English and Maths certificate (Functional skills) or GCSE (grade C/4) equivalent.

Though most of these training providers support apprentices to get their Maths and English certificates during the training, they advise potential apprentices to acquire these certificates before enrolment, to enable them give full attention to their studies.

Finer details from training providers differ and as a region, we will soon have a decision on training provision for 2022/23.

# Social Mobility Considerations

The infographic below is a summary of Attachment 1.

**INCREASING SOCIAL MOBILITY WITH PUBLIC HEALTH APPRENTICESHIPS**

**Recruitment Considerations**

**Advertising**

- Circulating job adverts to under-represented groups/networks, i.e. these could be networks representing carers, faith groups etc. in addition to mainstream media outlets.
- Facilitating public health taster sessions or open forums for the local community to find out more about roles in public health.
- Provision of targeted general guidance on completing application forms and interview guidance.

**Person Specification**

Employers are encouraged to consider applicants who will benefit most from the 'on-the-job' training and 'off-the-job' training.

- **Qualifications:** Demonstrable ability to complete the degree programme.
- **Experiences:** Transferable experiences in voluntary capacities. NB: The apprenticeship provides training to be occupationally competent.
- **Skills & Knowledge:** Demonstrable team working, problem solving, time management, analytic skills etc from a range of day to day examples that can be drawn from home life, school life, volunteer life etc.

**Interviewing**

Following on from the skills and knowledge person specification discussed above, employers are encouraged to consider looking out for apprentices who

- Value both the experience and qualification, and why they need/want this.
- Have demonstrable passion for Public Health vocation.

**Network Diagram:**

The diagram at the bottom shows a network of social mobility factors: Health, Education Access, Education Quality & Equity, Lifelong Learning, Technology Access, Social Protection, Working Conditions, Fair Wages, Work Opportunities, and Inclusive Institutions. These factors are interconnected by lines, with Education Quality & Equity and Lifelong Learning acting as central nodes.

Following on from last issue (Attachment 2), these recruitment considerations have been put together to support social mobility during our second cohort recruitment.

## Upcoming Events

### Ensuring Quality of Apprenticeship Training Provision: An Employer's Role

#### Agenda:

This event will host Lucy Hunte from Health Education England to discuss ways employers can ensure quality training provision is given to their apprentices.

Monday 25<sup>th</sup> April  
10.00am to 11.30am

[Click here to join.](#)

### University of Sunderland Operational Meeting

#### Agenda:

Supporting Mentors

Friday 29<sup>th</sup> April 2022

10.30am to 11.30am

[Click here to join](#)

# Useful Links

[L6 PHP Job Description example](#)

[L6-PHP Apprenticeship Video](#)

[L6-PHP Implementation Guidance](#)

[Employing an apprentice](#)

[Apprenticeships funding rules for employers](#)

Send any concerns/ queries to  
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