



Public Health  
England

Protecting and improving the nation's health

# Level 6 (degree) apprenticeship standard Public Health Practitioner Ideation Workshops – Dec 2018/Jan 2019

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# what is an apprenticeship?

English Apprenticeships: O  
2020 Vision

- It is a job in a skilled occupation;
- It requires substantial and sustained training, lasting a minimum of 12 months and involving at least 20% off-the-job training;
- It develops transferable skills, and English and maths, to progress careers;
- It leads to full competency and capability in an occupation, demonstrated by achievement of an apprenticeship standard;
- It trains the apprentice to the level required to apply for professional recognition where this exists.

<https://www.ukphr.org/level-6-degree-apprenticeship-standard-for-public-health-practitioners/>

# journey so far



Public Health Apprenticeships – ‘exploring the possibilities’ workshop 23rd MAY 2017

Convening a Trailblazer group August 2017

Submitting an occupational proposal (**approved Dec 17**)

Consulting on a draft standard (July 2018)

Submitting the apprenticeship standard  
(**approved November 2018**)

**Submitting the End Point Assessment and funding application** (planned for 20<sup>th</sup> February 2019)

# characteristics of the PHP standard

- Level 6\*
- Integrated degree

The screenshot shows a webpage with a blue header containing the title 'DEGREE APPRENTICESHIP STANDARD PROGRAMME STRUCTURE'. Below the header is a navigation menu with several items: 'Developing new apprenticeship standards - overview', 'Forming a trailblazer group', 'Developing an apprenticeship occupation proposal', 'Developing and writing an apprenticeship occupational standard', 'Developing an end-point assessment plan', 'Allocating a funding band', and 'Apprenticeship builder & submissions'. The main content area is divided into two columns. The left column contains the same navigation menu items. The right column contains text explaining the apprenticeship standard, including a section titled 'Degree apprenticeship - non-integrated' and another titled 'Degree apprenticeship - integrated'.

Developing new apprenticeship standards - overview

Forming a trailblazer group

Developing an apprenticeship occupation proposal

Developing and writing an apprenticeship occupational standard

Developing an end-point assessment plan

Allocating a funding band

Apprenticeship builder & submissions

The apprenticeship standard defines the apprenticeship occupation. The duties, knowledge, skills and behaviours (KSBs) define occupational competence and hence the objectives of the training. Degree apprenticeship delivery is structured in one of two ways, as set out on the occupational standard and in the end-point assessment (EPA) plan.

**Degree apprenticeship - non-integrated**

Where an existing degree meets the academic knowledge requirements of an occupation, this can be combined with additional workplace training to meet the full apprenticeship standard requirements for occupational competence.

This approach will include a separate independent end-point assessment (EPA) that tests the occupation's duties and KSBs; separate to the assessment of the degree.

Non-integrated degree apprenticeship standards will usually relate to an existing occupation, with a regulatory or professional body requirement for a specific range of degrees.

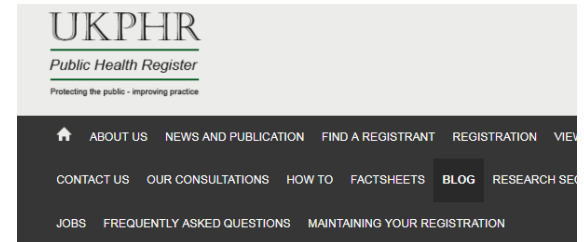
**Degree apprenticeship - integrated**

This was agreed by the trailblazer members – employers, HEIs and the professional bodies. This means that **the End Point Assessment is embedded as part of the degree programme** – this means that the apprentice will not be able to complete the degree without passing the EPA. The provider university will be responsible for the delivery of the EPA but it must be carried out impartially.

\* <https://www.gov.uk/what-different-qualification-levels-mean/list-of-qualification-levels>

# characteristics of the PHP standard

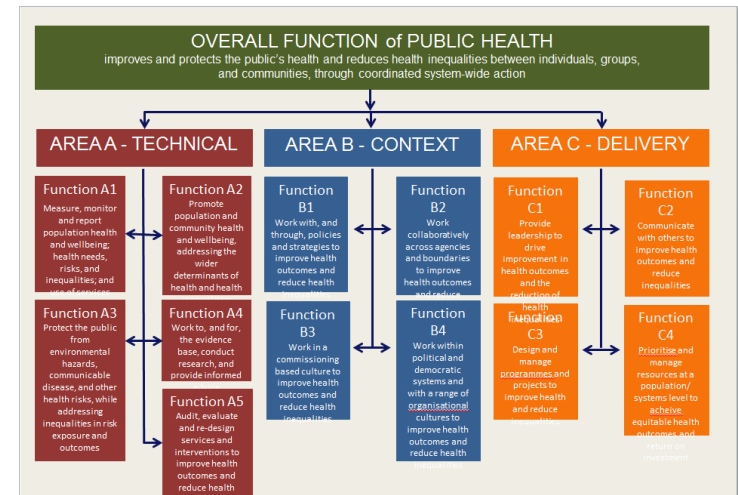
- 36 months (typically) duration
- developed to meet requirements for professional registration and the occupational competency required through the practitioner standards
- duties of the standard written around the 13 functional areas of the PHSKF with a 14<sup>th</sup> duty related to professional and ethical practice (KSBs – knowledge, skills and behaviours are written for all 14 duties)



Level 6 (degree) apprenticeship standard for public health practitioners: how does it link to practitioner registration?

October 4, 2018 UKPHR Uncategorized


By Claire Cotter, Workforce Development Programme Manager, Public Health England  
David Kidney, Chief Executive, UK Public Health Register  
Fiona Harris, Assistant Director of Public Health, Royal Borough Greenwich and Trailblazer Chair




# things to note.....

- it is a generic standard i.e.: an apprentice completing the programme and successfully being assessed as 'occupationally competent' will be employable by any of the employing organisations
- it has been drafted by a group of employers, and universities who have developed, or are offering, degrees in public health
- it has been written for a wide audience including school leavers and their parents/carers/teachers/mentors requiring us to resist the urge to use technical or specialised language
- the UKPHR is fully sighted on the requirements being set out and the standard being used for occupational competence (practitioner professional registration standards)


# Institute for Apprenticeships website




INSTITUTE FOR APPRENTICESHIPS

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Welcome to our new website. It's currently in beta, so please let us know [what you think](#).

[Home](#) > [Search the Apprenticeship Standards](#) > [Public health practitioner](#) 

## PUBLIC HEALTH PRACTITIONER




This apprenticeship standard is in development and is not yet ready to use

### Why is this apprenticeship not ready for delivery?

An apprenticeship standard is only available for delivery when both the standard and assessment plan is approved and a funding band (core government contribution) has been assigned to the standard.

### How can I get involved?

If you'd like to get involved and contribute to the development of this standard, please read about [developing standards and assessment plans](#). You can email the trailblazer contact using the details on this page.

**Status:** **In development** 


- Proposal approved
- Standard approved
- Assessment plan approved
- Funding band assigned

**Level:** 6

**Degree:** TBC

**Reference:** ST0631

**Route:** Health and science

**Trailblazer contact(s):**  
 [claire.cotter@phe.gov.uk](mailto:claire.cotter@phe.gov.uk)

**Employers involved in creating the standard:**  
London Borough of Greenwich, Public Health England, Barts Health NHS Trust, Birmingham City Council, Bolton Council, Lincolnshire County Council, Kent Community Health Foundation Trust, Livewell South West, Evolve, Yorkshire MESMAC

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# End Point Assessment (proposed)

Two assessment methods, which could be conducted in an assessment centre:

1. Project Presentation: 60 minute presentation (40 minute presentation with 20 minute Q&A), on a project/intervention/service that the apprentice has been involved in during their apprenticeship
2. 6 station assessment circuit: similar to an OSPHE (objective structured public health examination – FPH Part B) – which is a ‘show-how’ competency based assessment of knowledge, skills and behaviours – could include some pre-assessment prep (one station to be around professional and ethical practice)

All of the KSBs in the standard need to be assessed as part of the EPA – they only need to be assessed once, so they will be divided between the two assessment methods. Several can be assessed during the same activity.



# things we still need to do

- submit the End Point Assessment for approval (20<sup>th</sup> February 2019)
- submit an application for the funding band for the 'off-the-job' training and education – this is submitted with the EPA plan
- determine the entry/eligibility requirements and other finer details
- HEI's need to identify whether they are in a position to provide the 'off-the-job' training in a way that enables local employers to create apprenticeship positions

# following full approval and publication

- trailblazer members to lead on delivery
- employers to start to deliver the projected annual starts set out in the proposal
- trailblazer members to promote the standard to other employers, providing a LAUNCH ensuring:
  - training provider readiness
  - assessment organisation readiness
  - employer awareness



# how the standard might be used by employers

- to upskill existing staff who may have moved into public health teams from other departments (conversion)
- to upskill staff in more junior roles in the public health team who show an ambition and talent for public health
- to attract people from other occupations or agencies to public health roles in your organisation
- to provide a 'next step' in the development of staff who may have completed lower level apprenticeships eg: level 4 in project management

# Pre-requisites for a quality apprenticeship

- transparent and documented agreement between the employer, the apprentice and the education provider
- an employer has to create a job opportunity and pay the salary for the duration of the apprenticeship, and draw on the levy to procure the educational element from an IfA approved provider
- the provider of the 'off-the-job' training and the end point assessment (because it is integrated) has to register with the IfA so that it can deliver against this standard

# Pre-requisites for a quality apprenticeship

- clear mechanisms and commitment to support the apprentice on their journey – arranging the necessary placements or work experience; providing adequate supervision for skills development; tutorial support for the educational elements; performance management of the apprentice through joint efforts of the employer and the provider

[Blog](#)

## Institute for Apprenticeships

Organisations: [Institute for Apprenticeships](#)

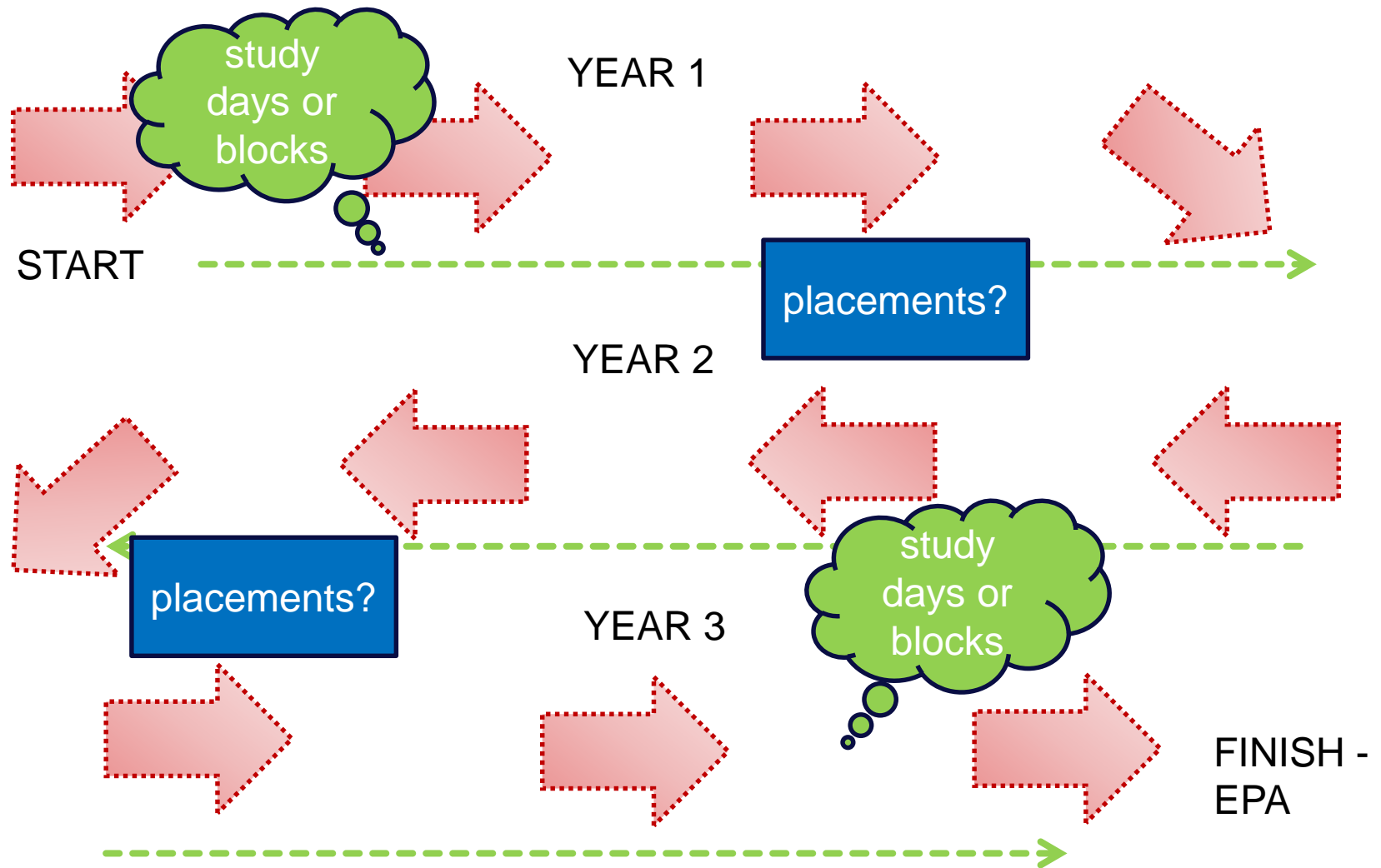
### How to be an Outstanding Apprenticeship Mentor

[Stefano Capaldo](#), 28 November 2018 - [Apprentices](#), [Training providers](#)

#### **Don't assume it'll be easy because you're already a manager**

It's important not to underestimate the time required to help even the most self-sufficient apprentices prepare for their qualification. 'Don't let your manager tell you it's something you can do on the side. You need to argue for a recognised amount of your time to be spent on it to do it justice,' Nick advises.

# what will the apprentices journey look like?



# key questions for key stakeholders

## Employing teams/employers

- how many job opportunities can you create, how many apprentices can you employ?
- what support systems do you have in place, and what capacity do you have managerially, to ensure that each apprentice is given the best chance for success, and you can deliver on your duty of care?
- what model of delivery would you require from an educational provider – when would you like the apprentice to be on-the-job or learning off-the-job (20%)?
- how strong is your relationship with other departments in your organisation, or other employers of practitioners in your area, to ensure that the practitioner apprentice can get meaningful exposure to all aspects of public health practice described in the standard?

# key questions for key stakeholders

## **Higher Education Institutions (HEIs/universities)**

- how many apprentices will be needed for you to be able to deliver the degree programme in a meaningful and sustainable way?
- will apprentices be invited to join existing student cohorts, or will you provide a different programme (perhaps more flexible or blended) for local apprentices?
- will you be able to adapt/develop provision so that apprentices can start and leave the programme at varying points throughout the year?
- how will you ensure impartiality for the EPA – sub-contracting a different university to carry out the EPA?



