



Public Health
England

Protecting and improving the nation's health

Level 6 (degree) Public Health Practitioner Apprenticeship

Yorkshire and Humber 2019

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the brief.....

the development of the Public Health Practitioner apprenticeship from concept to approval

how did this all start



the journey



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

convening an employer trailblazer group **August 2017**

preparing and submitting an occupational proposal
(**approved Dec 17**)

preparing and consulting on a draft standard (**July 2018**)

revising and submitting the apprenticeship
standard (**approved November 2018**)

preparing and submitting the End Point
Assessment (EPA) and funding application
(**approved Sept/Oct 2019**)

level 6 (degree) PHP (36mths)

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PUBLIC HEALTH PRACTITIONER

Overview of the role

Assessing and managing risk of disease and ill-health, and the prevention of premature deaths.

Status: Approved for delivery

Level: **6**

Degree: integrated degree

Reference: ST0631

Version: 1

Date updated: 30/09/2019

Approved for delivery: 30 September 2019

Route: Health and science

Typical duration: 36 months

Maximum funding: £20000

ST0631/AP01



End-point assessment plan for the Public Health Practitioner (Integrated Degree) apprenticeship standard at level 6

Apprenticeship standard number	Level of this end-point assessment (EPA)	Integrated
ST0631	6	Integrated degree apprenticeship

key points

- **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, **BSc (Hons) 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 alignment of the apprenticeship standard to the **standards for occupational competence** (practitioner professional registration standards)

what is an apprenticeship?

English Apprenticeships: Our 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/>

characteristics of the PHP standard

- Level 6*
- Integrated degree

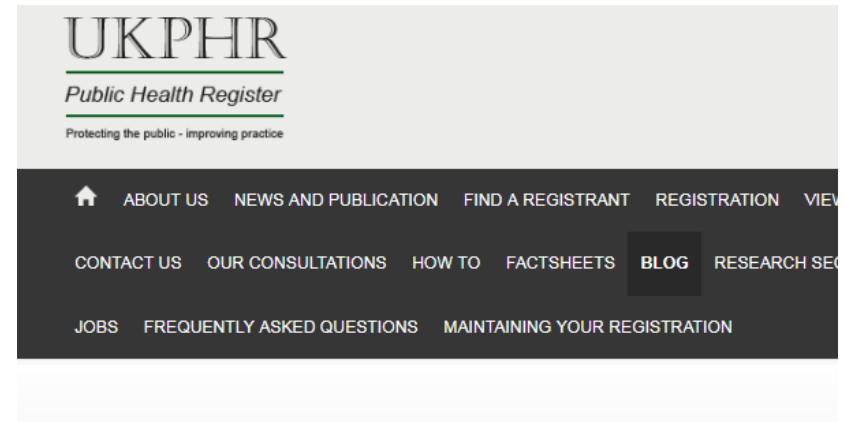
The screenshot shows a webpage with a blue header containing the title 'DEGREE APPRENTICESHIP STANDARD PROGRAMME STRUCTURE'. Below the header is a navigation menu with the following items: 'Developing new apprenticeship standards - overview', 'Forming a trailblazer group', 'Developing an apprenticeship 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 the following text: '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.' Below this is a section titled 'Degree apprenticeship - non-integrated' with the text: '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 is followed by another section titled 'Degree apprenticeship - integrated' with the text: '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.'

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.

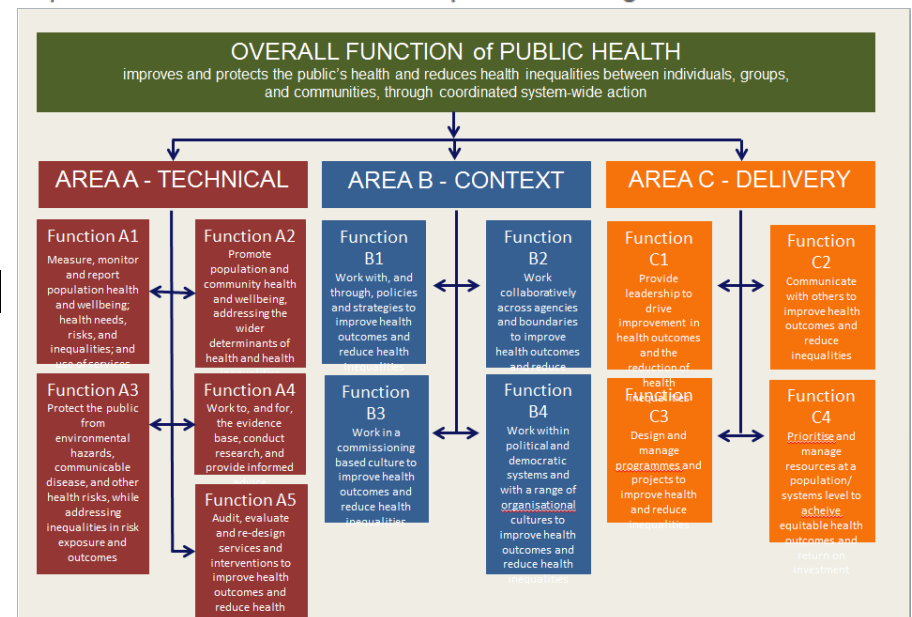
* <https://www.gov.uk/what-different-qualification-levels-mean/list-of-qualification-levels>

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 14th duty related to professional and ethical practice (KSBs – knowledge, skills and behaviours are written for all 14 duties)

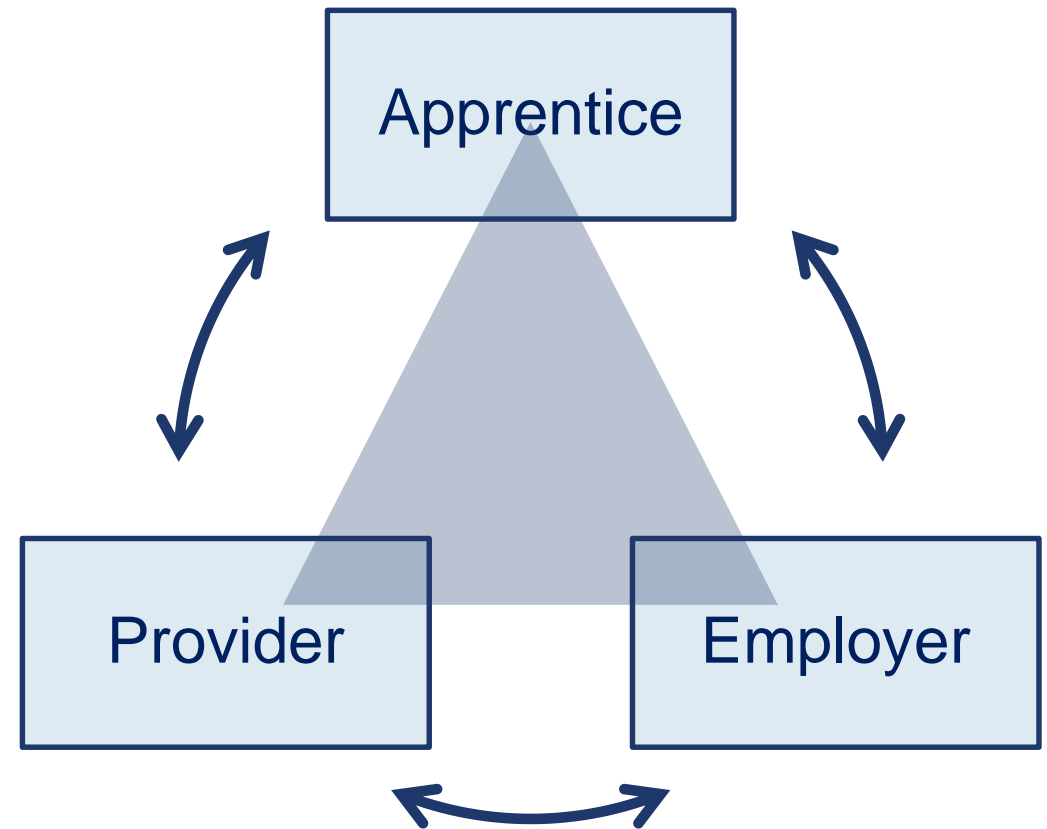


Level 6 (degree) apprenticeship standard for public health practitioners: how does it link to practitioner registration?



pre-requisites for a quality apprenticeship

- transparent and documented agreement between the employer, the apprentice and the education provider
- an employer creates a job opportunity and pays the salary for the duration of the apprenticeship, drawing on the levy to procure the educational element from an IfA approved provider (money goes from the levy 'pot' to the provider)
- NB: large levy paying organisations can make some of their levy available to smaller organisations



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.

gateway

- employer is satisfied that the apprentice is consistently working at, or above, the level of the occupational standard
- English/Maths Level 2
- apprentice has achieved 330 credits of the degree programme (the last 30 credits are allocated to the EPA)
- apprentice submits a portfolio of evidence to the End Point Assessment Organisation (EPAO) (university provider though the EPA must be carried out by assessors who have had no previous involvement with the apprentice) *NB: the portfolio will form the basis of the first assessment method*

End Point Assessment (EPA)

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. The assessment methods do not have to be delivered on the same day.

1. **Presentation of practice with question and answer session:**
40 minute presentation with 40 minute Q&A based on the portfolio of evidence submitted to proceed through gateway. The EPAO reviews the portfolio and sets a presentation title and brief for the apprentice.
2. **Scenario-based situational judgement test:**
a competency based assessment of knowledge, skills and behaviours through five 25 minute activities, with 5 minutes between each activity on a circuit. Total time for this methods can not exceed 150 minutes.

implications for universities

- most degree apprenticeships are only viable if the university offers a parallel offer to apprentices on existing degree programmes (i.e. developing a different programme just for apprentices won't work)
- this 'pathway' will need to be validated by the university i.e. the programme will need to be revalidated which takes time and planning
- the mode of delivery will need to be through blended learning if it is going to meet the needs of employers and if the apprentices are dispersed i.e. a predominantly classroom based programme will not work



Public Health Practitioner (Integrated Degree) apprenticeship standard at level 6

Claire Cotter – Programme Manager; Hannah Burn – Assistant Project Manager

Workforce Development Team, People Directorate

INTRODUCTION



Fiona Harris

Assistant Director of Public Health, Royal Borough of Greenwich

Chair, Trailblazer Group

In Improving the health of the population, our workforce is our greatest asset. It is our responsibility, as the incumbents, to ensure that we have a sustainable workforce, build capacity and capability for the future with dedicated and consistent training opportunities. The development of the Public Health Practitioner Apprenticeship adds to the existing routes. I would like to give my thanks to the Trailblazer Group, a partnership of employers, professional bodies and universities, for getting it to this point and I look forward to seeing it in operation.

WHY A PRACTITIONER APPRENTICESHIP?

Who are the Public Health Practitioners (PHPs)?

PHPs are part of the core public health workforce. They work across the full breadth of public health, focusing on health at a community or population level, assessing and managing risk of disease and ill-health, and the prevention of premature deaths. PHPs are employed in local councils; government bodies (e.g. PHE); NHS Trusts; and private, voluntary and community sectors.

Typical job titles:

- Public Health Practitioner
- Health Protection Practitioner
- Health Improvement Practitioner
- Public Health Intelligence Officer
- Public Health Data Analyst
- Health Lifestyles Coordinator
- Tobacco Control Lead
- Workplace Health Advisor
- Accident Prevention Officer
- Community Development Worker
- Public Health Project Manager
- Health and Wellbeing Coordinator

Why have we developed a practitioner apprenticeship?

The government in England set out a clear ambition in [English Apprenticeships: Our 2020 Vision](#), published in 2015, to increase opportunities for people to pursue on-the-job vocational training at all academic levels. This included people in professional occupations. The process of apprenticeship development would be employer-led and collaborative, to ensure that apprentices are 'fit-for-purpose' for the full range of workplaces in which they are employed.

In May 2017, PHE hosted a workshop with employers, education and training providers, professional bodies, and national public health agencies, to explore the potential for the development of apprenticeship standards to support career pathways in public health. Employers supported the development of a practitioner standard because degree programmes in public health and professional standards for registering practitioners were already established.

Public health professionals in England are now employed across a range of organisations including the NHS, PHE and local authorities, and some of these organisations want to be able to develop their own practitioners. This apprenticeship will support employers by providing an agile and responsive workforce who can readily adapt between roles and the different employing organisations, at the practitioner, or 'implementation' level of public health practice.

WHAT DOES THE APPRENTICESHIP LOOK LIKE (THE STANDARD)?



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

The standard is made up of 14 occupational duties, which describe the competences and activities a PHP would commonly do in the workplace.

A set of descriptors for the knowledge, skills and behavior requirements for each duty is available online.

The first 13 duties correspond to the 13 functions of the Public Health Skills and Knowledge Framework (PHSKF) across technical, context and delivery areas of practice. The 14th duty corresponds to the ethical and professional standards that are universally applicable across all practice.

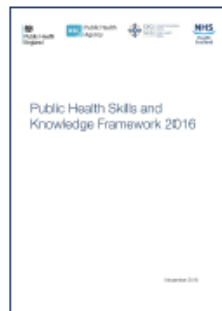


Figure. Public Health Practitioner (PHP) occupational duties: <https://www.instituteforapprenticeships.org/apprenticeship-standards/public-health-practitioner/>.

KEY FACTS

Duration:	36 months (typically)
Off-the-job training:	20% of the apprentice's time (minimum)
Integrated degree:	BSc (Hons) Public Health (typically)
Professional registration:	eligible on completion (subject to UKPHR's application and verification requirements)



For more information, search for **public health practitioner apprenticeship**



HOW WILL THEY BE ASSESSED?

Passing through the Gateway to assessment

When the employer is confident that the apprentice satisfies all the knowledge, skills and behaviours set out in the standard, and the minimum time period has been completed, the apprentice is put forward for end-point assessment (EPA). This is an independent assessment of occupational competence delivered by an end-point assessment organisation (EPAO). The apprentice has to prepare a portfolio of evidence in order to pass through this gateway.

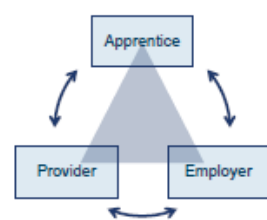
The End Point Assessment (EPA)

The EPA is made up of two assessment methods, designed from an employer perspective. The apprentice must pass both methods:

- Assessment method 1: presentation of practice with Q&A session**
This method enables the apprentice to showcase their competence and how they have contributed to public health activities. It assesses how the apprentice has developed their capabilities, through a multi-media presentation delivered by the apprentice to the assessor.
- Assessment method 2: scenario-based situational judgement test**
This method assesses the apprentice's grasp and application of the principles behind public health practice and methodology in the context of potentially new problems and challenges, with 5 unseen tasks. This takes place as a circuit of activities requiring both written and verbal responses from the apprentice directly to the assessor(s).

HOW WILL IT WORK IN THE WORKPLACE?

A successful apprenticeship relies upon a strong tripartite relationship between the employer, apprentice and training provider with clear roles and commitments.



Employers and training providers will often establish a working relationship prior to recruiting the apprentice.

A successful apprenticeship will require competent management, mentorship and supervision in the workplace to support their 'on-the-job' learning and development. This will be in addition to, and to complement the mentoring and general support they will receive from the training provider.

An initial assessment is carried out at the start to ensure that prior accredited learning is considered. This may reduce the duration of the apprenticeship.

Employers who created the standard include: Royal Borough of Greenwich, Public Health England, Barts Health NHS Trust, Lincolnshire County Council, Kent Community Health Foundation Trust, Luvwell South West, Evolve, Yorkshire MESMAC, Derbyshire Community Health Services NHS Foundation Trust, Leeds City Council.

This work is commissioned by the Department of Health and Social Care as part of the 'Fit for the Future' programme: <https://www.gov.uk/government/publications/fit-for-the-future-public-health-people>.