



Public Health
England

Protecting and improving the nation's health

Public Health Practitioner (integrated degree) apprenticeship at level 6

**Implementation guidance for
employers, training providers, and
apprentices**

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Purpose of this document

The Public Health Practitioner (integrated degree) apprenticeship¹ was approved for delivery by the Institute for Apprenticeships and Technical Education² in November 2019.

This document has been prepared through the joint efforts of those agencies that will play an important part in the successful implementation of the apprenticeship. Following a number of national and local workshops exploring the challenges and opportunities for implementation, useful information has been brought together to assist employers and universities (referred to as training providers herein) who are both new to the process, or already engaged in their planning, should they wish to support the development of Public Health Practitioners in their organisations.

The delivery of apprenticeships requires close partnership working between employers and training providers and this creates an opportunity for both parties to review and develop their offers to provide a rounded and practice-based learning and development experience for apprentices. The apprenticeship also offers an additional and proactive means of building capacity in the core public health workforce across the health economy, supporting the policy direction of integrated health and care services, and place-based workforce planning and development for a stronger and embedded approach to prevention.

This document provides an outline of the Public Health Practitioner occupation and apprenticeship, and looks at the implications for delivery from the perspective of employers, training providers and the apprentices themselves.

It is hoped that the first cohorts to start this apprenticeship could commence from late 2020 to early 2021 with some universities already making preparations, but it may take until autumn 2021 for those universities who are yet to have a business case, for delivery against this standard, approved within their organisations.

As it is a degree apprenticeship with an estimated 36-month duration, a full review of the standard and its implementation should take place between 2023 and 2024. Suggestions for evaluation criteria have been drafted towards the end of the document.

Background to the occupation of Public Health Practitioner

Public Health Practitioners (PHPs)³ make up the core public health workforce that leads on the implementation and delivery of public health services, programmes and interventions, translating public health vision, strategy and policy into operational deliverables. The focus of the work is most often in relation to groups, communities and populations, rather than in one-to-one situations with service users, though this may be the case in some roles.

PHPs are based in a range of different employing organisations across the UK, though primarily in the National Health Service (NHS) in Northern Ireland, Wales and Scotland. Since the Health and Social Care Act in 2012 in England, they are also employed in organisations such as Public Health England (PHE) which is a civil service agency, and the breadth of top tier and unitary local authorities (152 councils), as well as NHS and voluntary, community or social enterprise (VCSE) sector organisations.

PHPs will often work in departments overseen by directors and public health specialists who are drawn from a wide range of disciplines (for example medicine, dentistry, pharmacy, allied health professions, nursing, environmental health, nutrition and food science, community, social and sports sciences, psychology and behavioural sciences, biomedical or microbiological sciences, and others), and these senior staff will be required to be professionally competent in public health practice and registered either with the General Medical Council (GMC), General Dental Council (GDC), or with the UK Public Health Register (UKPHR). These senior or 'specialist' roles usually require professional registration to secure posts, for example as a Director of Public Health (**a statutory role**⁴ based in local authorities (England) or NHS organisations); or a Public Health Consultant (this job title originates from, and is equivalent to, medical consultant roles in the NHS).

People who work as PHPs are also drawn from a wide range of backgrounds and since 2011 the UKPHR has developed a **professional register for PHPs**⁵ that defines their shared occupational competence. PHPs who are already in practice can prepare a retrospective portfolio of evidence relating to at least 2 years of autonomous practice for assessment against standard competencies. Professional registration is a mechanism similar to regulation providing protection and assurance to employers and the public around suitability to practice. However, to many, practitioner registration is also seen as a validation of the otherwise undeclared skill-set of PHPs. The UKPHR register is a voluntary register accredited by the **Professional Standards Authority**⁶. During 2018 and 2019 the **UKPHR practitioner standards**⁷ were refreshed, informed by 5 years of implementation, and in response to a re-design of the **Public Health Skills and**

Knowledge Framework⁸ (PHSKF), that itself was reviewed in the light of the Health and Social Care Act 2012, and other changes across the home nations that have an effect on the UK-wide public health workforce.

Developing an apprenticeship standard for the Public Health Practitioner

In May 2017, PHE held a workshop to explore the need amongst employers for the development of **apprenticeship standards that could support public health careers⁹**. This work was led by the national public health workforce plan **Fit for the Future: Public Health People 2016¹⁰**. During the workshop there was significant interest in **an apprenticeship standard to support community centred roles¹¹**, and this work is being continued separately. Significant progress has also been made on a **post-graduate standard for the health and care intelligence workforce¹²**.

The consensus at the workshop was to first focus standard development on the role of the Public Health Practitioner. This was because the supporting infrastructure was already in place such as existing occupational standards (UKPHR) leading to professional registration; the design and establishment of BSc (Hons) Public Health degree programmes across the higher education sector; public health teams already engaging apprentices and looking for standards to support their work; and the publication and adoption of the re-designed PHSKF.

How the PHP apprenticeship can benefit the system

The degree apprenticeship standard for PHPs introduces a new training and development route for public health in England. While the role of the PHP is not new, this is a new prospective route to recognised graduate and professional status. **The PHP standard¹³** provides an outline of degree level (**level 6¹**) knowledge, skills and behaviours (KSBs) that are required by employers, and quality assured for delivery and assessment through the rigorous processes set out and supervised by the **Institute for Apprenticeships and Technical Education¹⁴** (referred to as ‘the Institute’).

Employers have supported the creation of this standard so that they can:

- offer new development opportunities, either for those in existing positions in their organisations, or to attract new talent to their team or organisation
- build capacity and resilience within their services by ‘growing their own’ workforce

¹ Level relates to the levels of qualifications in England, Wales and Northern Ireland. There are 9 levels in total. Scotland has a separate framework. See: <https://www.gov.uk/what-different-qualification-levels-mean/list-of-qualification-levels>

- offer new opportunities to individuals who may not otherwise access university education, seeking to redress inequalities that might prevail in their local communities and economies
- access their organisations **apprenticeship levy**¹⁵ to financially support ‘off-the-job’ training in their areas of practice, to potentially influence local provision of that training by building local partnerships between employment and education

One of the requirements of an apprenticeship standard is that it produces apprentices who are immediately employable by a range of employers (such as those represented on the trailblazer), providing both essential and transferable knowledge and skills. This not only ensures wider employment prospects for the apprentice but increases the mobility and flexibility of the overall workforce and its ability to adapt to change.

There is also a requirement under ‘The Public Sector Apprenticeship Targets Regulations 2017’, for all public bodies who employ 250 or more staff, to ‘have regard’ for the **target** of at least an average of 2.3% of their staff as new apprentice starts between 1 April 2017 and 31 March 2021¹⁶.

Links to UKPHR registration

One of the core principles of quality for an apprenticeship, as **set out in the government’s vision**, is that apprentices are trained to the level required to apply for professional recognition, where this exists¹⁷. The UKPHR has been an active participant on the trailblazer group that has developed the PHP degree apprenticeship, providing written assurances to the Institute that apprentices completing the integrated degree standard will meet the occupational competency requirements for professional registration. These assurances were required for the standard to be considered for approval. As professional registration of PHPs is voluntary (meaning that it is not a statutory requirement), apprentices, on completion of the apprenticeship can:

- submit an application to the UKPHR for access to the register
- maintain their registration by paying the annual fee, and adhering to the code of conduct and continuing professional development requirements set out by the register to ensure they maintain their competence at a level that is ‘fit to practice’

Components of the apprenticeship standard

All apprenticeship standards are made up of the following components:

- the **occupational standard** which contains the duties, performance criteria, knowledge, skills and behaviours for the occupation
- the **assessment plan** (or end point assessment (EPA)), which describes at least 2 methods of assessment that have to be successfully completed by the apprentice

The assessment plan also describes the **EPA gateway**¹⁸. The gateway is the transition from the training and development phase to the end point assessment. At this point, the employer determines whether the apprentice is ready

The 14 duties set out in the PHP standard reflect the functions described in the UK **Public Health Skills and Knowledge Framework**⁸ and the associated descriptors for professional and ethical practice.

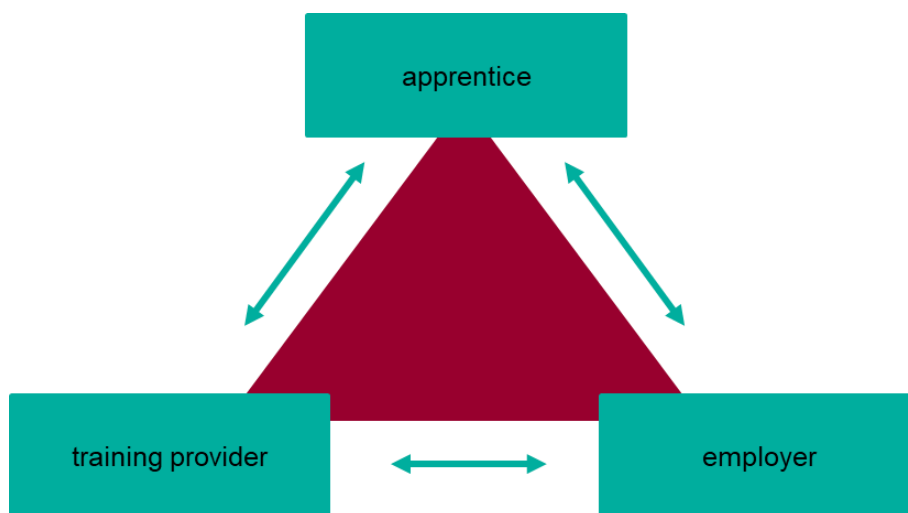
The PHP standard should typically take 36 months to complete, however, apprentices may have public health related accredited prior learning (APL) that will shorten the duration of the overall programme. This would be negotiated within the tripartite agreement. If a prospective apprentice already holds a degree, this does not prevent them from accessing a degree apprenticeship. The Institute has approved an upper limit of £20,000 levy funding for this standard.

Important roles in the delivery of the PHP apprenticeship

All apprenticeships are delivered through an effective tripartite relationship between the apprentice, the employer and the training provider.

The implications of these roles are discussed in the remainder of this document.

Figure 1: The tripartite relationship between the apprentice, employer and training provider



The commitment of each of these partners should be captured in the relevant documentation and templates can be found on line showing what these documents should cover:

- **apprenticeship agreement: template**¹⁹
- **apprenticeship commitment statement: template**²⁰

Information for employers

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What the employer needs to know to create and deliver a successful apprenticeship

If you are a manager or a department lead who is considering the recruitment and development of PHP degree apprentices in your team or service, you will need to consider the following:

- your understanding of apprenticeships, the apprenticeship levy, and how they work
- how apprenticeships are already being managed within your organisation (for example, depending on the size of your organisation, systems or agreements may already be in place with local training providers supporting other degree apprenticeships), and who leads on apprenticeships in your organisation
- who the possible training providers could be for the 'off-the-job' training (at least 20% of the learning) and how you can develop a relationship with them
- your team or department capacity and resource to adequately support a trainee practitioner including both supervision and the provision of a meaningful learning journey for them (up to 80% of the learning can be 'on-the-job'), for the full duration of the apprenticeship (could be up to 36 months), for example what 'workplace curriculum' can you provide?
- the impact of supporting a trainee practitioner on your team or service, including the added value that they could bring, how this will be monitored and managed, the associated administration (such as application processes linked with the provider, [Education and Skills Funding Agency](#)²¹ (ESFA) audits of training hours, tripartite agreements), and how the support given to the trainee by other staff will be recognised and accommodated
- what other employers in your area or region are offering in the way of PHP apprenticeship opportunities – for example the range in salaries being offered; which training providers they are using; whether an approach to a training provider through a group of employers would make for a stronger training offer, whether you can offer placements or experience for each other's apprentices
- where you can go for help and advice

[A step-by-step guide to employing an apprentice](#) is available on the GOV.UK website²².

What constitutes an apprenticeship and what is the apprenticeship levy?

An apprenticeship is a job. There are no age constraints on who can be an apprentice, and existing staff can be offered an apprenticeship as well as new recruits. As the employer, you need to create or adapt a position within your organisation and be able to pay the apprentice salary for the duration of the apprenticeship. There is no obligation to continue the employment of the apprentice on completion of the apprenticeship (unless they already have an employment contract), but you may want to consider the return on investment if the apprentice will not be employed beyond the training.

The apprenticeship levy affects all employers with a pay bill over £3 million a year. The levy is charged at 0.5% of the organisation's annual pay bill. [Apprenticeship funding and how it works](#)¹⁵ is explained online. The levy payment can be reclaimed to pay for the 'off-the-job' training²³ that will be provided by the university. The PHP apprenticeship standard has been awarded a funding band of up to £20,000 which is the maximum that can be drawn from the levy to pay for the delivery of both the degree programme and the end point assessment. Any training expense above this amount will need to be met by the employer.

Your organisation will have a levy budget against which you will claim funding for the apprenticeship that you are supporting. It is important, therefore, that you plan the development of an apprenticeship while working closely with those in your organisation who manage the apprenticeship levy.

Gifting, or transferring unused levy to other organisations

If you are in a levy paying organisation that does not fully use its levy, the [unused funds can be transferred to other employers](#)²⁴ (up to 25% of the annual funds) to fund the training and assessment costs of apprenticeships. This may include employers with whom you already work, or who provide services that you are commissioning, or smaller organisations, perhaps in the voluntary sector, who do not pay into the levy. This could help with capacity building across the local health economy.

Identifying a training provider and procurement of the training

Depending on your organisation, you will need to follow due process in the procurement of the training. There is a Health Education England (HEE) [procurement toolkit](#)²⁵ for apprenticeships online for NHS organisations. Local authorities and other organisations may have other arrangements that are being managed by their apprenticeship leads. Information is also available through [the Local Government Association apprenticeship support programme](#)²⁶.

However, employers may wish to work collaboratively to identify and procure training. HEE and PHE have an opportunity to work in partnership to undertake a nationwide procurement exercise that will satisfy both NHS and local government procurement requirements without individual organisations having to conduct further activity. This will be open to all public sector employers.

This process has already been used successfully for other professional apprenticeships to support health, local authority and third sector organisations. The intention is to create both a national delivery lot, for providers to incorporate new delivery technology and innovation in distance learning, as well as 4 regional lots to enable and strengthen collaboration between regional employer groups and providers.

There are 3 steps to this process:

1. Regional employer groups (for example London or North West) come together to identify what they want in relation to the delivery of the training provision from the training provider. This doesn't necessarily mean that the only providers are those situated in the region as delivery methods can allow for flexible and blended learning provision. HEE's procurement partner will assist these groups including support for the development of requirements for the apprenticeship programme.
2. HEE's procurement partner will manage the procurement process to identify providers who can meet the design of the training provision that employers and apprentices will need. The regional employers will select the provider(s) (depending on programme viability).
3. Once providers have been identified, employers collaborate with the provider of choice to deliver the degree programme to suit their needs, and to optimise the learner experience.

Training providers wishing to offer a BSc (Hons) Public Health for the PHP degree apprenticeship will need to register with the Institute ([see section in this document for providers](#)). Once registered as providers, they will be listed on the PHP apprenticeship page on the Institute website. However, potential providers may be reluctant to start preparing their programmes without a clear business proposition to make to their internal governance forums, and for this they will need some assurances that local employers are going to create the apprenticeship opportunities. This is why using a collaborative approach to procuring providers enables both the employers, and the providers, to design and produce programmes that reflect the employer led nature of apprenticeships, whilst ensuring providers have viable and sustainable numbers to support the investment they will need to make, for example:

- whether there will be enough apprentices to warrant the adaptation of their degree programme
- whether there will be enough apprentices year-on-year to warrant an annual intake or whether the intake will be bi-annually or less frequent
- when in the year the programme would start, or whether a roll-on/roll-off model of modular delivery is practical
- what balance of blended learning would meet the needs of the apprentice and their employer (contact time, virtual individual and group tutorials, distance or e-learning)

Consensus amongst groups of employers regarding the best model of delivery will help to initiate constructive discussions when approaching a provider and this will be facilitated through the PHE/HEE partnership. For more information about this process,

contact your local PHE/HEE workforce development and talent management contacts (see pages 32 to 34).

Developing a strong and productive relationship with the training provider

When a satisfactory provider has been identified the employer will need to work with them regarding those elements of the apprenticeship that will be delivered through ‘off-the-job’ training by the provider (at least 20% of the apprentice’s time), and which elements will be delivered through on-the-job training by the employer (could be 80% of the apprentice’s time).

Employers will need to look through the knowledge, skills and behaviours required of the apprentice, and think about the opportunities that will need to be offered for the apprentice to develop these attributes through the complementary package co-delivered by employer and provider. Planning the overall programme with the training provider will also ensure that the order in which the apprentice encounters these opportunities relates effectively with the order in which important topics and skills are addressed through off-the-job training, giving the apprentice the best chance to succeed.

Supporting a trainee working towards a graduate level qualification and the transition to the end point assessment

As the employer you will have a significant impact on the quality of the learning and development journey that the apprentice experiences. The apprentice will need to have the right level and quality of work experience to ensure they meet the requirements of the apprenticeship, the gateway requirements, and the end point assessment.

The PHP standard has been written for a practitioner ‘generalist’, meaning a practitioner with knowledge and experience of the breadth of public health practice including health improvement, public health knowledge and intelligence, aspects of healthcare public health and health protection. To support their development in this regard, you may wish to establish partnerships either with other local organisations who employ PHPs, or other teams or departments within your own organisation, where the apprentice can gain insight into aspects of public health work, including research, policy development or communications, that are not delivered by your own team or department. There is a [multi-agency consensus statement providing guidance on placements](#)²⁷ (January 2018) available online, and a [set of employer standards for employers of public health teams in England](#)²⁸ (January 2018) setting out the requirements for a workforce that is fit to practice. The KSBs in the standard give a clear description of the requirements in relation to the skills and expertise the PHP will need to develop.

The capabilities that you would expect to see of someone who holds a bachelor’s degree with honours, that the PHP would need to demonstrate on completion of the

apprenticeship, are outlined in figure 2 on page 15. While the training provider will work in partnership with the employer, it is the employer who judges whether the apprentice is ready to move through the 'gateway' to proceed to the end point assessment.

For the PHP apprenticeship, the requirements for passage through the gateway are as follows (see the [assessment plan on the Institute's website](#)¹):

- the employer is satisfied that the apprentice is consistently working at, or above, the level of the occupational standard
- the apprentice has achieved level 2 in English and Maths (it is often recommended that this is achieved prior to the commencement of the apprenticeship)
- the apprentice has completed 330 credits of the degree programme (all of the degree except for the end point assessment which makes up the final 30 credits)
- the apprentice has prepared a portfolio of evidence that underpins the first assessment method

Managing, supervising or mentoring a PHP apprentice where there are no senior public health specialists in the employing organisation

PHPs, both registered, and un-registered, are sometimes employed in organisations where the managers or directors to whom they report are not themselves specialists in public health. For example, some PHPs within local authorities have been dispersed across departments to embed public health expertise across council functions; some NHS trusts and other provider organisations in the voluntary, community or social enterprise sector (VCSE) might be delivering public health commissioned services employing PHPs but with no senior public health specialists in the workforce, though the service specifications may have been crafted by specialists.

English regions have a public health workforce development resource based within HEE and PHE (see pages 32 to 34) and these teams can advise on how PHPs can connect with other PHPs and the professional public health community both locally and nationally. Several regions host websites specifically for the public health workforce (see page 34). Both the [Faculty of Public Health](#)²⁹ and the [Royal Society for Public Health](#)³⁰ offer a student associate membership that would be accessible to those on their apprenticeship journey, and these organisations provide a range of services, networks and resources that support professional practice.

Figure 2: capabilities that you would expect to see of someone who holds a bachelor's degree with honours

Holders of a bachelor's degree with honours will have developed an understanding of a complex body of knowledge, some of it at the current boundaries of an academic discipline.

Successful students will be able to demonstrate:

- a systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline
- an ability to deploy accurately established techniques of analysis and enquiry within a discipline
- conceptual understanding that enables them:
 - to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline
 - to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline
- an appreciation of the uncertainty, ambiguity and limits of knowledge
- the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline)

Typically, holders of the qualification will be able to:

- apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects
- critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem
- communicate information, ideas, problems and solutions to both specialist and non-specialist audiences

And holders will have:

- the qualities and transferable skills necessary for employment requiring:
 - the exercise of initiative and personal responsibility
 - decision-making in complex and unpredictable contexts
 - the learning ability needed to undertake appropriate further training of a professional or equivalent nature

(Source: <https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf>)

Employer case studies and local support

Case Study	
Organisation(s)	Sandwell Metropolitan Borough Council
Author/contact	Paul Fisher
Apprenticeship	Social Worker (integrated degree) at level 6³¹
<p>Sandwell Metropolitan Borough Council have successfully been running a degree apprenticeship scheme for social workers since March 2018 and this experience is being used to inform the development of a similar programme for Public Health at the council.</p> <p>Although it has been hard work for the 3 apprentices who joined the scheme, the feedback from all of them has been overwhelmingly positive and they have been encouraging colleagues to apply and another 3 apprentices are about to start in March 2020.</p> <p>The key lesson from setting up this process is that it takes far more time and effort to get right than you would initially think. Ideally, a good year before the programme starts you need to think about how you are going to resource this and who the intended apprentices will be. If you are going to create new posts you need to (1) decide how you are going to resource this and (2) what will happen after the 3 years of the course – will the funds be used to make the post permanent or will they be used on the next set of apprentices with those finishing the programme having to apply for any existing vacancies. If a new post will be created will this be for anyone to apply for or will there be criteria to identify apprentices. If you are going to utilise existing staff then, although their salaries will already be covered and the costs for the course will be covered by the apprenticeship levy, a day a week that will be lost needs to be factored in to the planning.</p> <p>Work then is needed between the provider and the council. Enough detail needs to be available at an early stage so that people applied for this opportunity can make an informed decision. Therefore, details of the course, commitment, salary, situation after the 3-year apprenticeship is completed all need to be resolved. Ideally this information can be shared around a year before the course starts. For social work the apprenticeship was for existing staff and a number of workshops were held to inform the staff of the details. The university attended these workshops, and this was seen as a key way to ensuring potential apprentices were informed of the process.</p> <p>For the selection process there are criteria that the employer is looking for as well as the academic institution. For social work this resulted in a 3-stage recruitment process. In the first stage the entry requirements were shared with staff (both academic qualifications and experience in the area) and applications made. There was then a long listing process</p>	

and interviews used to get down to 5 applicants. These 5 applicants, who all would have been suitable from the council's point of view, were all sent on to the Higher Education Institute (in this case Warwick University) and they chose the 3 they thought were the applicants most likely to be a success academically. There was also an initial assessment of Maths and English at the university. This process took several months and so was started around 8 months before the programme was due to start so that successful applicants would have a reasonable amount of notice before the course started.

The fact that 3 apprentices are doing the course together has helped to create a supportive cohort of students who are all going through the same process at the same time. Overall this has been a positive experience and one that the council would like to roll out across other areas but do not underestimate the work needed to set up a successful programme from both the providers and employers side. Like most things in life you need to put the effort in to get the results you want.

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What the training provider needs to know and do to support a successful apprenticeship

If you are a college or university offering the relevant degree programme for the PHP apprenticeships it is vital that you know and understand your local employers, and you may wish to consider the following:

- your understanding of apprenticeships and the requirements for the 20% (minimum) 'off-the-job' training
- how apprenticeships are already being managed within your organisation (for example systems or agreements may already be in place with local employers who are supporting other degree apprentices), and who leads on apprenticeships
- the requirements for [registering with the Institute as an apprenticeship training provider](#)³² on the register of apprenticeship training providers (RoATP) (your organisation may already be registered)
- whether you are looking to develop a new degree programme or adapt the delivery of an existing degree programme, the KSB requirements of the PHP degree apprenticeship standard, and the time it will take to ensure that the programme delivers on all aspects (including British values, safeguarding, prevent) and has been through internal revalidation for this purpose
- whether apprentices will join existing cohorts on the degree programme, or whether an additional or separate offer is viable
- what it means to be an End Point Assessment Organisation (EPAO) as part of an integrated degree apprenticeship, how you will source and train assessors, and how you will ensure the EPA process is independent of the training provision, for example could the EPA be established in partnership with other training providers?
- how you will engage with local employers to understand what they will need from their training provider weekly day-release, intermittent intensive contact time, blended learning approaches, virtual or remote tutorial support, e-learning modules, several start points during the year (apprenticeships will run through 12 months or 48 weeks of the year)
- what other training providers in your area or region, or across England, have done to support degree apprenticeships and what they have learned from the experience, and accessing national guidance such as [QAA guidance 'Supporting Higher Education in Apprenticeships' \(August 2019\)](#)³³
- where you can go for help and advice, for example [Degree Apprenticeships, UCAS](#)³⁴

What constitutes an apprenticeship and what is the apprenticeship levy?

An apprenticeship is a job. There are no age constraints on who can be an apprentice, and staff already employed within an organisation can be offered an apprenticeship as well as new recruits including school leavers. Higher education providers are often accustomed to working with mature students, and some of these may be part-time and

also in employment. The difference with an apprenticeship is that the programme of study has to be integrated concurrently with the world of work, in aspects of programme planning, delivery and assessment. The employer will create or adapt an employment opportunity for the apprentice to follow the degree programme, and the apprenticeship levy will be transferred to the training provider delivering the degree in no less than 20% of the time it takes for the apprentice to complete the apprenticeship. The maximum that the provider can claim against the PHP degree apprenticeship is £20,000 (£16,000 for the delivery of the degree programme and £4,000 for the delivery of the End Point Assessment (EPA)). Any costs above this limit will need to be met by the employer.

Provider links to the Education and Skills Funding Agency (ESFA)

The provider will need to meet the [ESFA funding rules](#)³⁵. Providers will need to provide auditable evidence regarding the management of the apprenticeship, for example as set out in the [audit evidence pack](#)²¹.

Developing strong and productive relationships with employers

Apprenticeships operate through the tripartite relationship between the employer, the apprentice and the provider. As the provider, you will need to:

- understand the requirements of the employer
- understand the needs and ambitions of the apprentice
- have the required supervisory and support systems in place to support the apprentice

Even if you are already delivering the relevant degree programme, you will need to adapt how it is delivered to meet the needs of working apprentices and their employers. Once you have established the most appropriate mode of delivery, you will need to work with your employers about how the off-the-job training through the degree programme will align with the on-the-job training provided by the employer, in terms of topics covered, skills developed and how activities in the workplace might inform learning and assessment on the degree programme (and vice versa).

You may be increasingly geared to the needs of employers, and extending your offer to support continuing professional development in relation to the [Teaching Excellence and Student Outcomes Framework \(TEF\)](#)³⁶, against which universities can be assessed and ranked. One of the criteria for this award is 'embedding employability into your curriculum and the broader student experience as a way of enhancing your DLHE (destinations of leavers from higher education) performance'. The framework presents an incentive to develop more blended approaches to teaching and learning.

Being the End Point Assessment Organisation (EPAO) as well as the provider, and the need to have enough assessors

Because the PHP standard is an 'integrated degree' apprenticeship, the training provider providing the training programme is also the EPAO. To become the EPAO the provider will need to **make an application for the Register of Approved Training Providers**³⁷. The EPA will make up the last 30 credits of the degree. With regard to the funding provided by the apprenticeship levy (not to exceed £20,000), 80% can be claimed against the programme of study (degree), and 20% for the EPA.

The EPA has to be independent of the training programme, meaning that it is carried out by individuals who have not been involved with the apprentice during the programme of study and the apprenticeship journey. Ways in which the training provider might recruit independent assessors could include colleagues from other parts of their organisation; senior workers from the employing organisations; or by sub-contracting the EPA delivery to another university or agency. Guidance on **contracting and sub-contracting**³⁸ for apprenticeships is available from the ESFA.

To support the apprentices in successfully completing their EPA, with a view to becoming professionally registered with the UKPHR, the EPAO should ensure that the assessment process, including gateway, clearly requires the apprentice to demonstrate the application of their knowledge and understanding, as required for professional registration, and which has been integral to the design of the EPA.

Existing, and fully competent PHPs who achieve professional registration by retrospective portfolio with the UKPHR, are assessed by UKPHR trained and approved assessors. The EPAO may wish to engage with the UKPHR Practitioner assessor community, who are accessible through the local **UKPHR Practitioner Registration Scheme**³⁹, or through the local employers engaged with the apprenticeship.

Setting out the entry requirements for apprentices

Providers will need to work with the employers to decide what capabilities the apprentices will need to be able to demonstrate before being accepted on the apprenticeship programme. They will need to conduct an initial assessment (IA) with each candidate. Those agencies already delivering degree level apprentices recommend that the level 2 in Mathematics and English is achieved before starting the programme.

Some apprentices will have previous learning and experience that may still be relevant and could enable them to reduce the total duration of the apprenticeship. Any reduction in duration will have implications regarding the funding for each apprentice. The apprenticeship cannot be reduced to less than 12 months in duration, and the requirement for the 'off-the-job' learning to be 20% of the apprentice's time still holds.

The provider will need to have clear criteria and methods for recognising accredited prior learning (APL), and this is explained in the guidance [Apprenticeships: initial assessment to recognise prior learning](#)⁴⁰ (2019).

Training provider case studies and local support

Case Study	
Organisation(s)	University of Derby
Author/contact	Denise Baker
<p>What worked well during implementation:</p> <p>Whilst many of the apprenticeships being developed are already in existence as established degree programmes, an apprenticeship needs to look and feel slightly different.</p> <ul style="list-style-type: none"> • From the outset, work with employers. If their perception of apprenticeship is studying 1 day per week and you think differently, then this needs to be established at the very beginning • You may also need to think differently about how teaching is delivered – here is an opportunity to do much more work-based learning and bring workplace experiences into the classroom. Can teaching be delivered online? Do employers want to deliver some of the content themselves? • Work with colleagues who have existing apprenticeship knowledge, regardless of discipline – they will offer the support you need to ensure you are compliant • If possible, apprentices need to have their maths and English qualifications on entry and make sure you see the certificates. Lost certificates mean they need to redo the qualification, and this detracts from the apprenticeship qualification itself • Start procurement and contracting early – this may take up to 6 months, especially if you are working with the public sector. Recognition of prior learning needs to form part of this (under the funding rules) and can be a protracted process • Does your university have different validation requirements for apprenticeships and what are they? Understand these as soon as you can • Map to the apprenticeship standard to ensure that apprentices can achieve all of the required knowledge skills and behaviours during the apprenticeship • Work with employers to establish robust support in the workplace for the apprentices. This is above and beyond traditional mentorship models – successful apprenticeships are founded on good workplace support • Ensure the employer understands their commitment to the apprenticeship journey – agree roles and responsibilities and schedule tripartite meetings early on so that they aren't overlooked. You will be audited on their regularity as well as the quality of the discussion and action planning, information will need to be recorded in the evidence pack²¹ per apprentice 	

- Whilst the apprentice is in their workplace, you will still have a responsibility to ensure their learning environment is safe and effective. Robust workplace audits and reporting mechanisms are essential and should be established early
- The EPA methodology is specified, but not the module content. You can still teach material in the EPA module, but it needs to be assessed in the way specified

What you might do differently next time or suggest to someone who is planning to offer an integrated degree apprenticeship:

- If your university does not have a bespoke apprenticeship quality assurance framework in place, they probably need to be thinking about it and how apprenticeships differ from traditional degrees
- Apprenticeships are expensive to deliver. They involved increased levels of quality assurance and compliance and staff will need to make themselves available to support apprentices and employers
- Utilise someone outside of the programme team to undertake negotiations with employers. The relationship between training provider and employer / placement is critical and needs to be maintained. Having someone to do the negotiations over costs and contracting will allow you to focus on the educational rather than business requirements
- Keeping abreast of the funding rules and requirements is challenging – having an apprenticeship guru in the organisation to talk to is helpful. You also need to help employers navigate through the new landscape
- Sub-contracting is particularly challenging and is becoming increasingly regulated and scrutinised. Think very carefully about how this would or should be managed
- Think very seriously about investing in an apprenticeship dashboard which is suitable for higher education (HE). You will need to evidence engagement and compliance, and this will make it easier. Do not assume that the HE data management systems you already use will suffice
- End Point Assessment is a necessary element but needs to be managed as a separate programme of work. There needs to be clear water between the teaching and EPA processes
- Apprentices cannot be funded to 'repeat' learning. How will you Recognise Prior Learning and how will adjustments be made to the cost or length of the apprenticeship as a result? In modular programmes, this is challenging to manage, so have this conversation now in your organisation
- Form a community of practice amongst yourselves as training providers

Case Study	
Organisation(s)	University of Sunderland
Author/contact	Jennifer Dent /Jo Thirlaway
Apprenticeship	Registered Nurse Degree (NMC 2018) at level 6 ⁴¹
<p>What worked well during implementation:</p> <p>The University of Sunderland has successfully been running apprenticeships since 2014. One of main success factors is our links with health care environments across public and private sectors. Our engagement with key stakeholders from development to on-going stakeholder meetings has helped transform our learning provision. It has enabled us to provide purposeful learning experiences which meet the demands of the health sector.</p> <p>Two entry points and the introduction of Educational Supervisors</p> <p>Our Registered Nurse degree apprenticeship is one of our flagship programmes. We offer 2 entry points with the flexibility to stagger start dates. Our unique introduction of Apprentice Educational Supervisor in Practice (AESIP) roles has helped to reinforce the status of apprenticeships, reintroducing the recognition of the value and understanding of apprenticeships to the wider audience as well as having an expert on hand for our apprentices. This role offers a Master of Apprentice in nursing for apprentices to guide and train them on their learning journey.</p> <p>Link theory to application</p> <p>The apprenticeship combines theory with practice with delivery options to have the majority of the ‘off-the-job’ training delivered by our Masters of Apprentices in the workplace. The programme design continually links theory to application and stretches proficiency throughout the learning journey. Linking theory to practice helps to underpin developmental opportunities and safer delivery of care.</p> <p>Collaborative approach</p> <p>Our collaborative approach means we are able to offer a broader and enriched opportunity as our apprentices can gain experience in the different fields of practice, which meets the Nurse Midwifery Council requirements.</p> <p>Employer engagement</p> <p>Our approach of non-traditional delivery and employer engagement has helped raise the role profile of the workforce in non-popular areas. We are also proud to have been commended by the NMC for our innovative approach to programme design and our engagement with employers to writing an employer driven programme.</p>	

What you might do differently next time or suggest to someone who is planning to deliver an integrated degree apprenticeship:

Whether you offer an integrated and non-integrated degree apprenticeship consider starting with a blank piece of paper. Don't have any preconceived ideas. If you take this approach it allows more flexibility and support for the apprentice and employer. It will also help you to create clear links and excellent working relationships.

Employer engagement is fundamental. Any apprenticeship needs to be employer driven so it is essential you engage and work together.

Employer consultation is key. It is important to consider where health promotion takes place. Think out of the box and consider health at an international level.

Consider who you wish to recruit on to the apprenticeship programme. It is important to explore whether it will be new or existing employees and their level of experience. If you address these considerations in the development stage it allows flexibility around entry points.

Information for apprentices

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What the apprentice needs to know and do to get the most out of a PHP apprenticeship

If you are thinking of becoming an apprentice, you will need to consider the following:

- make sure you understand what an apprenticeship is and the roles of the agencies involved (see page 7)
- if you are hoping to follow a degree apprenticeship programme for the occupation of PHP familiarise yourself with the requirements of the standard and consider what the demands might be in relation to your personal resources (time, energy, motivation, finances, commitment). The learning journey could take up to 36 months
- take some time to find out more about the occupation, talk to people already in the role (for example in your county or unitary council public health team), and explore the organisations and resources that are already on-line relating to the role
- be prepared to commit to the tripartite agreement between the apprentice, the employer and the training provider (university)
- be prepared to share the responsibility for the quality of your experience, recognising the need to communicate with your employer and training provider supervisors throughout the process, when issues arise, and when you feel you need support and advice with a mature, honest and open approach to relationship development
- approach the opportunity proactively engaging positively with academic and practice feedback that will help you to build your self-awareness skills, and in becoming a reflective practitioner
- set out to make the most of wider support and services that the university will offer (such as study skills, seminars and events; support for additional needs) to maximise your learning and success

Apprentice case studies and local support

Case Study	
Organisation(s)	Public Health England
Author/contact	Nicola Hodgkiss
Apprenticeship	Operations / Departmental Manager at level 5 ⁴²
<p>What worked well for you while you were completing your apprenticeship:</p> <ul style="list-style-type: none"> • Taking advantage of the regular contact and support offered by my tutors • Protected time blocked out of my week (in agreement with my line manager) to focus on the coursework • Find a buddy if you can of someone doing the same or a similar course so you can bounce ideas and provide support to each other. This can be beneficial when you're working on a difficult module or if you're panicking about finishing the work on time 	
<p>What you might do differently next time, or would have found helpful from either your employer or training provider:</p> <ul style="list-style-type: none"> • Don't underestimate the amount of work involved! But don't shy away from it either • Take full advantage of the timescales for each piece of work rather than thinking I had ages and then trying to pull it together at the last minute! (Might say more about my tendency for procrastination!) • Set a proper timetable for when each module of work needs to be delivered and stick to it. I didn't do this and ended up having to complete a number of modules within the space of a few weeks (see earlier point re procrastination!) 	

Case Study	
Organisation(s)	Public Health England
Author/contact	Kate Kelly
Apprenticeship	Learning and Development Consultant / Business Partner at level 5 ⁴³
<p>What worked well for you while you were completing your apprenticeship:</p> <ul style="list-style-type: none"> • Looking at the Standard and the KSBs to be evidenced during the journey ensuring they could be covered • Mapping current workload to the KSBs to identify gaps where exposure may be required/stretch projects and what skills I can already demonstrate and evidence. Putting this onto a Standard Development Plan where I could highlight what I already do so as not to create a massive amount of new learning to achieve evidence against the KSBs • Ensuring line manager was on board and supporting/mentoring through the process and making it part of our regular 1:1 discussions • Ensuring that the learning gained from the 20% off-the-job training was mapped back into my day job to increase capability and capacity as the learning took place • Undertaking the portfolio and EPA process cemented the knowledge gained through the qualification element and showing how I practice what I have learned gives me the confidence that I am an effective L&D practitioner • Anyone can get a degree qualification but that does not make them competent. The competency comes from putting that learning into practice and the EPA process ensures this happens • I feel a lot more confident and competent having done my CIPD qualifications as an apprenticeship as I have to demonstrate my competency 	
<p>What you might do differently next time, or would have found helpful from either your employer or training provider:</p> <ul style="list-style-type: none"> • Ensure the EPA and portfolio evidence is gathered from day 1. Do not leave it until EPA to try and think back. This can be done using a simple template such as a Standard Development Plan or learning journal document which the provider can prepare and give to learners with guidance notes on how to use it such as date, actions, critique the evidence and reflect then map it to the relevant KSB • Whenever you have got evidence against a Knowledge Skill or Behaviour, mark it off on your Standard Development Plan/learning journal – give guidance on best practice and how to complete/compile the evidence 	

- Encourage learners to have more than 1 piece of evidence against KSBs where possible – this means if they cannot achieve 1 objective they have set on their SDP, they have another to fall back on
- Ensure you have your skills coaches in place and treat them well in order to ensure they stay with you for the benefit of your learners – there is nothing worse than swapping skills coaches part way through learning – it is disruptive and bad for the reputation of providers
- Ensure skills coaches are all singing from the same song sheet and they know exactly how to complete the Standard Development Plan/learning journal in case they need to take on a second cohort of learners who they have not had from the beginning. This ensures all advice is consistent
- Encourage learners to put the 20% aside as protected time. I took 1 day a week as the majority of my delivery was online learning – this meant I had that 1 day to do the weeks learning and that time was protected. If I had to forfeit for any reason, then another day was allocated according to the needs of the business, but it was always protected
- It is important for a provider to work with employers to ensure the 20% off-the-job training is seen as a short-term loss for a long-term gain. 20% now of someone's career is a small price for the increased capability and capacity in the longer term

Multi-agency collaboration

Attendees to an implementation workshop setting out this document:

Public Health England (national workforce development team)
Public Health England (centres and regions)
Health Education England
Institute for Apprenticeships and Technical Education
Bristol City Council
Cardiff Metropolitan University
Enfield Council
NHS Lincolnshire Talent Academy
Royal Borough of Greenwich, London
University College Birmingham
University of East London (UEL)
University of Salford
University of Sunderland
University of the West of England (UWE)
University of Wolverhampton

Health Education England Talent for Care Leads

The **HEE Talent for Care team** lead on the development of apprenticeships and widening participation:

National

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North West	Gemma Hall gemma.hall@hee.nhs.uk
South East	Elaine Lancaster elaine.lancaster@hee.nhs.uk
South West	James Orpin-Wright james.orpin-wright@hee.nhs.uk

Health Education England Population Health and Prevention

The **HEE Population Health and Prevention team** lead on the development of the core and wider public health workforce in their areas:

Janet Flint, janet.flint@hee.nhs.uk
Population Health and Prevention National Programme Lead, National programmes

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Head of Public Health Workforce Development Programmes, Wessex

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Public Health Workforce Programme Lead, West Midlands

Branwen Thomas, branwen.thomas@hee.nhs.uk
Workforce Programme Lead, Thames Valley

Alison Farrar, alison.farrar@hee.nhs.uk
Public Health Workforce Lead, North West

Deb Lear, deb.lear@hee.gov.uk
Head of Public Health Workforce Development Programmes, South West

Lara Hogan, lara.hogan@hee.nhs.uk
Programme Lead for the Academy for Public Health for London and Kent, Surrey & Sussex

Public Health England Workforce Development Managers

The PHE **Workforce Development Managers** lead on the development of staff employed within PHE, and the capacity and capability of the core and wider public health workforce in their areas:

East Midlands	Sarah Hassell sarah.hassell@phe.gov.uk
East of England	Tracy Mann tracy.mann@phe.gov.uk
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Yorkshire and Humber	Chris Sharp chris.sharp@phe.gov.uk

(All organisations have been named in this document with consent. Information correct at time of publication and subject to change.)

Local websites dedicated to the development of the public health workforce

London and the South East: <https://www.hee.nhs.uk/our-work/population-health/london-kent-surrey-sussex>

North West: <https://www.nwcpwd.nhs.uk/nwphpn/>

Wessex: <http://www.wessexphnetwork.org.uk/>

West Midlands: <https://www.lfphwm.org.uk/>

Yorkshire and Humber: <https://www.yhphnetwork.co.uk/>

Evaluation criteria for implementation review 2023

Possible metrics for evaluation

The following could be potential indicators of success:

- completion rates/attrition and pinch-points where drop-out occurs
- employability of apprentices as experienced by the apprentice
- retention of apprentices by employer
- rates and success of apprentices becoming professionally registered
- employer experience
- provider experience as i) programme provider, and ii) end point assessment organisation
- lessons learned and processes for experience sharing with tripartite partners
- risks and issues raised in situations where there has been failure

Strategic Needs Assessment template

Apprenticeships in public health – Strategic Needs Assessment

Background

The government has made a commitment to working with employers to continue to improve the quality of apprenticeships and provide the skills the workforce needs.

These changes apply to all sectors in England, and aim to improve the quality of training, as well as providing incentives to employers to train more apprentices.

From May 2017, all employers in England with a pay bill over £3 million have been required to invest in apprenticeships by paying into a central, government-managed apprenticeship levy pot every year. Levy-paying employers are required to contribute 0.5 per cent of their pay bill (equal to their employees' taxable earnings) towards a government-held apprenticeship fund. The levy that you are already paying, covers the vast majority of the public health practitioner training fees – see <https://www.gov.uk/government/publications/apprenticeship-levy-how-it-will-work/apprenticeship-levy-how-it-will-work>. There are contact details on this link for further information about funding and costs.

The public sector has been asked to achieve a greater proportion of growth in apprenticeships and this takes the form of a Public Sector Duty to ensure that 2.3% of the workforce are apprenticeships by 2020.

Many local authorities are utilising this requirement as an opportunity to review how apprenticeships can support key organisational priorities and create stable and inclusive growth.

The development of a new trailblazer Public Health Practitioner standard (level 6) enables Public Health Practitioners to be trained to degree level under the apprenticeship scheme.

To establish how this new training route can be utilised within current public health provision we would ask you to complete the questions below to help apprenticeship providers to assess demand for this apprenticeship. You can learn [more here](#)⁴⁴ about the Public Health Practitioner apprenticeship standard.

Apprenticeships in the public health workforce

The Public Health Practitioner apprenticeship can be utilised within the core and wider-public health system, both for the development of new and existing staff of all ages, across a wide range of occupations and job roles. Key considerations include:

- Creating new entry routes into the public health workforce
 - To support inclusive growth: providing opportunities to under-represented members of the community to access opportunities
- Developing internal talent pipelines in the public health workforce
 - Provide opportunities for staff to gain a qualifications, skills and experience across all domains of public health support career progression and aid mobility across the system
- To broaden the influence of public health throughout a wider workforce
 - To encourage the wider workforce to embed public health into their day to day practice
- To support commissioned/partnership providers to develop their staff
 - To support the provision of apprenticeships opportunities within provider partners to increase role and skill diversification
- To support public health workforce planning
 - Public health apprenticeship opportunities will enable future employees to develop a career in public health

Assessment of demand

In order to assess the potential demand for the Public Health Practitioner apprenticeship, it would be appreciated if the following questions could be answered. There are a number of questions/prompts to consider on the template that might help form a view about overall demand in the system.

These findings can then be shared with potential providers of the apprenticeship to determine the demand that will ultimately drive the development of this apprenticeship forward.

Local Authority:

Would you use the Public Health Practitioner level 6 apprenticeship to recruit 'new entrants' into your public health team?

What kind of 'new entrants' would you consider?

Questions to consider:

- Are we able to do anything different to attract people from disadvantaged backgrounds into public health roles, for example long term unemployed, carers?
- Would the apprenticeship be a way of engaging with the local community, for example schools, voluntary and community organisations and colleges?

Would you use the Public Health Practitioner level 6 apprenticeship to provide development for 'existing members' of your Public Health team?

What do you think the benefits of this would be?

Questions to consider:

- What are the strategic benefits for widening access to this apprenticeship standards for existing employees?
- Would a level 6 degree be a viable alternative to a Masters in Public Health for entry level practitioners?

How do you see the apprenticeship as a way of developing public health careers and capacity in commissioned/provider organisations and voluntary services?

Would you see opportunities for a public health apprentice to move around your local system over the 3 years period, for example to spend time in Health and Social Care and other service within the local authority that influence public health such as Housing or Transport.

Questions to consider:

- Would we wish to promote access to Public Health Practitioner apprenticeships to staff working in the wider public health workforce to broaden the scope for high quality public health practice?
- Will the apprenticeship support career development within the system?

Are there any barriers that you perceive to putting apprentices through the Public Health Practitioner apprenticeship?

Questions to consider:

- Would you be able to have an annual cycle of apprentices?
- Would they be able to get opportunities to learn on the job in different parts of the organisation?
- Do you know enough about the apprenticeship to make a decision? If not, what further information would help you to decide?

Projected demand

Please give an indication of the numbers of apprenticeships (including both new entrants, and existing staff within your public health team) that you would envisage putting through the scheme (anticipated start date of September 2020):

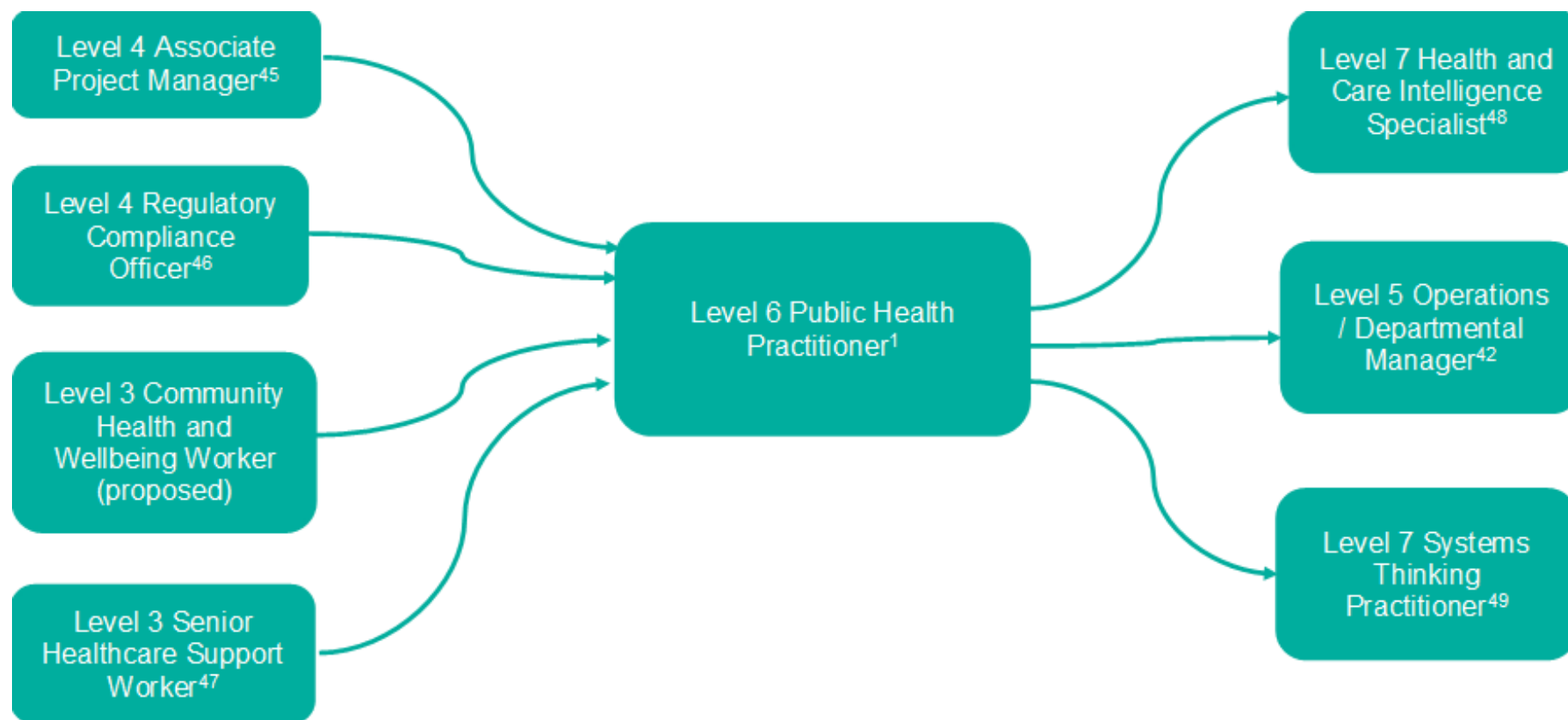
Would you envisage putting one or more apprentices through on an annual basis (over the next 3 years)?

Thank you for completing

Links with other apprenticeship standards

The level 6 (degree) practitioner apprenticeship can contribute to the career development of individuals. There is no limitation on individuals following more than one apprenticeship programme, and the following standards may support a career journey. Please see examples below in figure 3. As public health is multidisciplinary, this is an indicative illustration rather than exhaustive.

Figure 3: Examples of career development opportunities



Weblinks

¹ Public Health Practitioner (degree) apprenticeship standard at level 6, Institute for Apprenticeships and Technical Education
<https://www.instituteforapprenticeships.org/apprenticeship-standards/public-health-practitioner-degree/>

Accessed 6 February 2020

² Institute for Apprenticeships and Technical Education
<https://www.instituteforapprenticeships.org/>

Accessed 10 February 2020

³ Health Careers website, Health Education England
<https://www.healthcareers.nhs.uk/explore-roles/public-health/roles-public-health/public-health-practitioner>

Accessed 11 December 2019

⁴ Role of the Director of Public Health, Guidance, Public Health England 2012
<https://www.gov.uk/government/publications/role-of-the-director-of-public-health-in-local-authorities>

Accessed 19 December 2019

⁵ Public Health Practitioner, UK Public Health Register
<https://ukphr.org/practitioner/>

Accessed 19 December 2019

⁶ Professional Standards Authority website
<https://www.professionalstandards.org.uk/home>

Accessed 11 December 2019

⁷ UKPHR Registration Standards, Public Health Practitioners, 2018 (2nd edition)
<https://ukphr.org/how-to-apply-for-practitioner-registration/>

Accessed 19 December 2019

⁸ Public Health Skills and Knowledge Framework, published by Public Health England 2016
<https://www.gov.uk/government/publications/public-health-skills-and-knowledge-framework-phskf>

Accessed 11 December 2019

⁹ Apprenticeships that support public health careers: November 2019 Update, Public Health England

<https://www.gov.uk/government/publications/apprenticeships-that-support-public-health-careers/apprenticeships-that-support-public-health-careers-november-2019-update>

Accessed 7 February 2020

¹⁰ Fit for the Future - Public Health People, A review of the public health workforce, May 2016, Public Health England

<https://www.gov.uk/government/publications/fit-for-the-future-public-health-people>

Accessed 19 December 2019

¹¹ Public health apprenticeships: supporting community-centred roles across health and care, outcomes from a workshop held on 29 March 2019, London, Public Health England

<https://www.gov.uk/government/publications/public-health-apprenticeships-march-2019-workshop-report>

Accessed 12 December 2019

¹² Health and Care Intelligence Specialist apprenticeship standard, Institute for Apprenticeships and Technical Education

<https://www.instituteforapprenticeships.org/apprenticeship-standards/health-and-care-intelligence-specialist/>

Accessed 12 December 2019

¹³ Public Health Practitioner (degree) apprenticeship standard, Institute for Apprenticeships and Technical Education

<https://www.instituteforapprenticeships.org/apprenticeship-standards/public-health-practitioner-degree/>

Accessed 19 December 2019

¹⁴ Developing new apprenticeship standards – overview, Institute for Apprenticeships and Technical Education

<https://www.instituteforapprenticeships.org/developing-new-apprenticeships/developing-new-apprenticeship-standards-overview/>

Accessed 2 January 2020

¹⁵ How to register and use the apprenticeship service as an employer, Education and Skills Funding Agency

<https://www.gov.uk/guidance/manage-apprenticeship-funds>

Accessed 18 March 2020

¹⁶ Meeting the Public Sector Apprenticeship Target, statutory guidance for bodies in scope of the Public Sector Apprenticeship Target, Department for Education, (revised) February 2018

<https://www.gov.uk/government/publications/public-sector-apprenticeship-target>

Accessed 31 January 2020

¹⁷ English Apprenticeships: Our 2020 Vision, HM Government 2015

<https://www.gov.uk/government/publications/apprenticeships-in-england-vision-for-2020>

Accessed 3 January 2020

¹⁸ Developing an end-point assessment plan, Institute for Apprenticeships and Technical Education

<https://www.instituteforapprenticeships.org/developing-new-apprenticeships/developing-an-end-point-assessment-plan/>

Accessed 3 February 2020

¹⁹ Apprenticeship agreement: template (guidance), Education and Skills Funding Agency

<https://www.gov.uk/government/publications/apprenticeship-agreement-template>

Accessed 2 January 2020

²⁰ Apprenticeship commitment statement: template (guidance), Education and Skills Funding Agency

<https://www.gov.uk/government/publications/apprenticeship-commitment-statement-template>

Accessed 2 January 2020

²¹ Apprenticeship funding rules for main providers, evidence requirements, Education and Skills Funding Agency, 2019

<https://www.gov.uk/guidance/apprenticeship-funding-rules-for-training-providers/evidence-requirements>

Accessed 1 April 2020

²² Employing an apprentice, GOV.UK

<https://www.gov.uk/take-on-an-apprentice>

Accessed 3 March 2020

²³ Apprenticeships: off-the-job training (guidance), Education and Skills Funding Agency

<https://www.gov.uk/government/publications/apprenticeships-off-the-job-training>

Accessed 2 January 2020

²⁴ Transferring unused apprenticeship funds to other employers, Education and Skills Funding Agency

<https://www.gov.uk/guidance/transferring-apprenticeship-service-funds>

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