



# Faculty of Public Health

of the Royal Colleges of Physicians of the United Kingdom

Working to improve the public's health

# Public Health Specialty Training Curriculum

# 2010



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## Curriculum Guide

The curriculum consists of the following sections:

**The entering public health pages** gives details of the requirements for entry to the run-through Public Health Specialty Training programme.

**The curriculum statement** defines the curriculum and its purpose.

**The training pathway** which outlines schematically the expected path through training for a normally progressing Specialty Registrar.

**The Programme Delivery page** describes the delivery of the public health training programme, educational methods, learning experiences, induction, supervision and remediation.

**The three dimensional model of learning** which links the learning outcomes with the knowledge base, *Good Public Health Practice*, learning settings and phases of training.

**The glossary** lists words which may be unfamiliar together with their definitions/explanations.

**The knowledge syllabus** details all knowledge requirements which are assessed in the Part A examination for the Membership of the Faculty of Public Health (MFPH). Knowledge requirements are mapped to learning outcomes. This document can also be located on the FPH website at [http://www.fph.org.uk/exams/part\\_a/syllabus.asp](http://www.fph.org.uk/exams/part_a/syllabus.asp)

**The learning outcomes framework** presents all the core learning outcomes, categorised as follows:

General guidance to the use of the framework.  
Ethical management of self and professionalism.

Nine key areas of public health practice including:

- 186 Learning Outcomes (18 ethical management of self; **121 core**; 46 trainee selected) grouped by key area and linked to
- the target phase of training for achievement
- the Knowledge and Skills Framework (for trainees from disciplines other than medicine),
- suitable assessment methods
- knowledge base
- links to other key areas

**Good Public Health Practice** which maps *Good Public Health Practice* to learning outcomes.

**Knowledge and Skills Framework Levels** lists the core and specific dimensions which apply to other graduate trainees.

**The Assessments page** blueprints each learning outcome to assessment methods and describes assessment methods in detail with examples. It allows access to the relevant documentation including examination guide to the Parts A & B MFPH with sample questions, guidance to the development of a public health portfolio, workplace-based assessment forms and Annual Review of Competence Progression (ARCP).

**The Log of changes** lists all changes made to this document since 1 January 2007.

## Entry to public health training

This short guide is written for those thinking of applying for a Public Health Specialty Training Programme. Public Health Specialty Training is multi-disciplinary and applications are welcomed from both doctors and graduates from other backgrounds.

### What is Public Health?

Public health is concerned with the health of a population rather than individuals. It has been defined as 'the science and art of preventing disease, prolonging life and promoting, protecting and improving health through the organised efforts of society.' It is about promoting well-being, not just dealing with illness, and looks at the impact on health of social, economic, political and environmental factors as well as individual behaviour.

### Public Health as a career

Public health is a great career for those who have a passion for improving health and reducing inequalities in health. Public health specialists work across organisations, particularly with local NHS organisations, local authorities and local communities, and in a variety of settings, from acute hospital trusts, and local health organisations, through to local authorities and the voluntary sector, on issues which affect health and well-being. Some examples of recent priorities for public health work include reducing smoking rates and protecting people from environmental tobacco smoke, looking at ways of reducing obesity, the effects of and tackling climate change, looking at ways to reduce alcohol consumption and new ways of delivering elderly care. This sort of work often has long timescales and results can take years to achieve but can have a lasting impact on improving health and tackling the causes of ill-health.

### Application: timing

Entry into training may take one of several routes:

1. Most trainees will enter public health specialty training directly from completion of Foundation Programmes (or equivalent). Some of these may have spent four months in a public health Foundation year 2 slot but this is not a prerequisite. Entrants from disciplines other than medicine enter after a minimum of three years post graduate/post registration experience in service work in a health related field.
2. Trainees may apply to enter after a variable period in another training programme/career. Trainees may have changed their career plans or have spent time in a fixed term post having been unable to enter specialty training on first application. Transferable competence will be assessed on entry. This route applies only to medical graduates.
3. Some trainees may enter public health specialty training having spent some time in career posts which are not formally recognised for training. This route applies to medical and other graduates. Minimum eligibility criteria still apply. Transferable competence will be assessed on entry. Trainees entering through routes 2 & 3 will be required to fulfil the full elements for CCT but will have their equivalent competence assessed against the learning outcomes framework on an *ad personam* basis. This assessment may reduce the time estimated for completion of training if evidence can be provided for prior satisfactory achievement of learning outcomes.

### Application: process

Guidance for application will be available through the MMC website [www.mmc.nhs.uk](http://www.mmc.nhs.uk) deaneries and also from the Faculty of Public Health website [www.fph.org.uk](http://www.fph.org.uk)

## Application: eligibility

In order to be eligible for entry to public health specialty training in the UK all applicants must demonstrate that they are eligible to work in the UK. To view the full requirements for entry to public health training view/ look at the person specification via the FPH website at [www.fph.org.uk](http://www.fph.org.uk)

Medical graduates	Other graduates
<ul style="list-style-type: none"><li>• Full GMC registration</li><li>• Completion of an F2 programme or equivalent</li></ul>	<ul style="list-style-type: none"><li>• A good first degree in a relevant discipline (equivalent to a 2:1 or above or a relevant higher degree)</li><li>• At least three years post degree experience in a relevant setting</li></ul>
For all applicants	
<ul style="list-style-type: none"><li>• Basic understanding of public health</li><li>• Awareness of the determinants of health/interest in reducing health inequality</li><li>• Commitment to public health principles</li><li>• Leadership, resilience and influencing skills</li><li>• Strategic outlook and vision</li><li>• Interest in the evidence base</li><li>• Good communication skills – listening, verbal, presentational and written</li><li>• Fluency in spoken and written English</li><li>• Non hierarchical and collaborative working style</li><li>• Significant numeracy and IT skills</li><li>• Desire to keep learning</li><li>• Self-motivation</li><li>• Professional integrity</li></ul>	

## Application: selection

Selection is a multi-stage process. Applicants will be shortlisted against the criteria stated in the person specification. Multi deanery assessment centres, with representation from participating programmes, will select candidates using a combination of validated numeracy and communication tests and a number of small panel based assessments.

## More information

For more information about working in public health see also:

- 1 Pencheon D. Will you blossom in public health medicine? *BMJ* 1997;314:2
- 2 Gibbs S and Thalange N. Public health is good for you. *BMJ* 1999;319:2
- 3 Duff CH, Pencheon D, Thalange N, Kay L. The Anglia Public Health Fellowship – an innovative training opportunity. *Arch Dis Child* 2000;83:0-1.
- 4 Morris M, Bullock A, Cooper R, Field S & Thomas H. The role of basic specialist training in public health medicine in promoting understanding of public health for future GPs – evaluation of a pilot programme. *Journal of Education for Primary Care* (2001);12:430-6.
- 5 The Faculty of Public Health website: [www.fph.org.uk](http://www.fph.org.uk)
- 6 Public Health Online Resource for Careers, Skills and Training (PHORCaST) [www.phorcast.org.uk](http://www.phorcast.org.uk)

# Curriculum statement

## Curriculum coverage

The curriculum for specialty training in Public Health provides guidance for trainees, trainers and those considering entering the specialty. The curriculum describes all required components of training to lead to a certificate of completion of training (CCT) in public health; medical trainees (trainees with a background in medicine) will lead to a CCT in Public Health Medicine and normally lasts a period of five years. The Public Health Curriculum document supports a number of outcomes and may be accessed by a wide range of Public Health professionals. This document has been approved by GMC for Public Health training that leads to a CCT in Public Health Medicine for medical trainees.

The curriculum provides a framework within which trainees and trainers can determine and understand the knowledge, skills, attitudes and behaviours which will allow a trainee to achieve the level of competence required of a specialist in the field. It has been future proofed by adhering to enduring principles of the practice of public health rather than the detail of the current system within which health and health care is delivered. The curriculum as developed should therefore be relevant through structural reorganisation and in different systems/cultures/countries.

The curriculum defines and describes the processes (recruitment, induction, assessment and remediation), phases of training, settings, learning methods and outcomes. Learning outcomes are divided into core (those which every trainee must have to gain a CCT) and trainee selected (these areas of optional special interest are available in addition to the core and allow development of special interest either in a particular area of public health practice or in a particular setting).

The curriculum covers the following broad competency areas:

- Knowledge requirements to underpin specialist public health practice.
- Principles of ethical and professional practice through *Good Public Health Practice*<sup>1</sup>.
- Curriculum core requirements described in nine key areas of public health practice.
  - Surveillance and assessment of the population's health and well-being.
  - Assessing the evidence of effectiveness of health and healthcare interventions, programmes and services.
  - Policy and strategy development and implementation.
  - Strategic leadership and collaborative working for health.
  - Health Improvement.
  - Health Protection.
  - Health and Social Service Quality.
  - Public Health Intelligence.
  - Academic Public Health.

The nine key areas relate to the three domains of public health practice (health protection, health improvement and service quality) and are derived from a description of what a consultant in public health is able to do, in what setting and how they deliver their service.

A consultant in public health in the UK

- is able to assess, measure, describe, promote and protect the health of a population, plan and evaluate health services in support of commissioning (or other methods of allocating resources), critically appraise evidence of effectiveness and develop and implement health policy in collaboration with health partners and other agencies;
- has a sound understanding of the sciences of epidemiology, statistics, health economics, social science, management studies, ethics and law;
- is competent in a range of academic, research, analytic, management, leadership, collaborative and strategic skills;
- communicates effectively with other individuals and agencies whose actions impact on the health

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<sup>1</sup> [http://www.fph.org.uk/prof\\_standards/downloads/appraisals/B\\_GPHP.pdf](http://www.fph.org.uk/prof_standards/downloads/appraisals/B_GPHP.pdf)

- of the population and has responsibilities for teaching in the field;
- is aware of their advocacy and influencing role within the wider family of health and health care services and practises with appropriate levels of judgement and confidentiality;
- is aware of their limitations in terms of knowledge, experience and skills and always practises within these limits;
- has commitment to continuing personal and professional development and demonstrates reflective practice.

## **Curriculum development**

The content of the curriculum was developed from existing well established competency frameworks which have been in use by the Faculty of Public Health for many years and have guided our development of the RITA framework since 1998 and our Article 14 assessments. We have been supported by significant work for the UK Public Health Register and the Knowledge and Skills Framework under Agenda for Change, all of which work contributes to the wider view of public health specialist competence.

The curriculum was agreed through various committees of the Faculty of Public Health and approved by the Board. There has been wide representation of experienced practising public health consultants from many different areas of public health practice, senior public health specialists and representation from the trainee members. Our lead Dean and lay members have been involved throughout.

Responsibility for the curriculum development lies with the Academic Registrar, accountable through the Curriculum Committee to the Standards Committee of the Faculty of Public Health. The membership was widely consulted during development. The curriculum has been endorsed by CoPMED and by representatives of employers of public health specialists.

The Faculty has a commitment to update and develop the curriculum in line with the principles and standards outlined by the regulators.

The Faculty of Public Health actively promotes sustainability and mitigation of climate change. The Faculty of Public Health believes that sustainability and carbon reduction are fundamental to all core competency areas of the curriculum statement and are essential to ensure continuing improvement of quality public services.

### **Equality and Diversity**

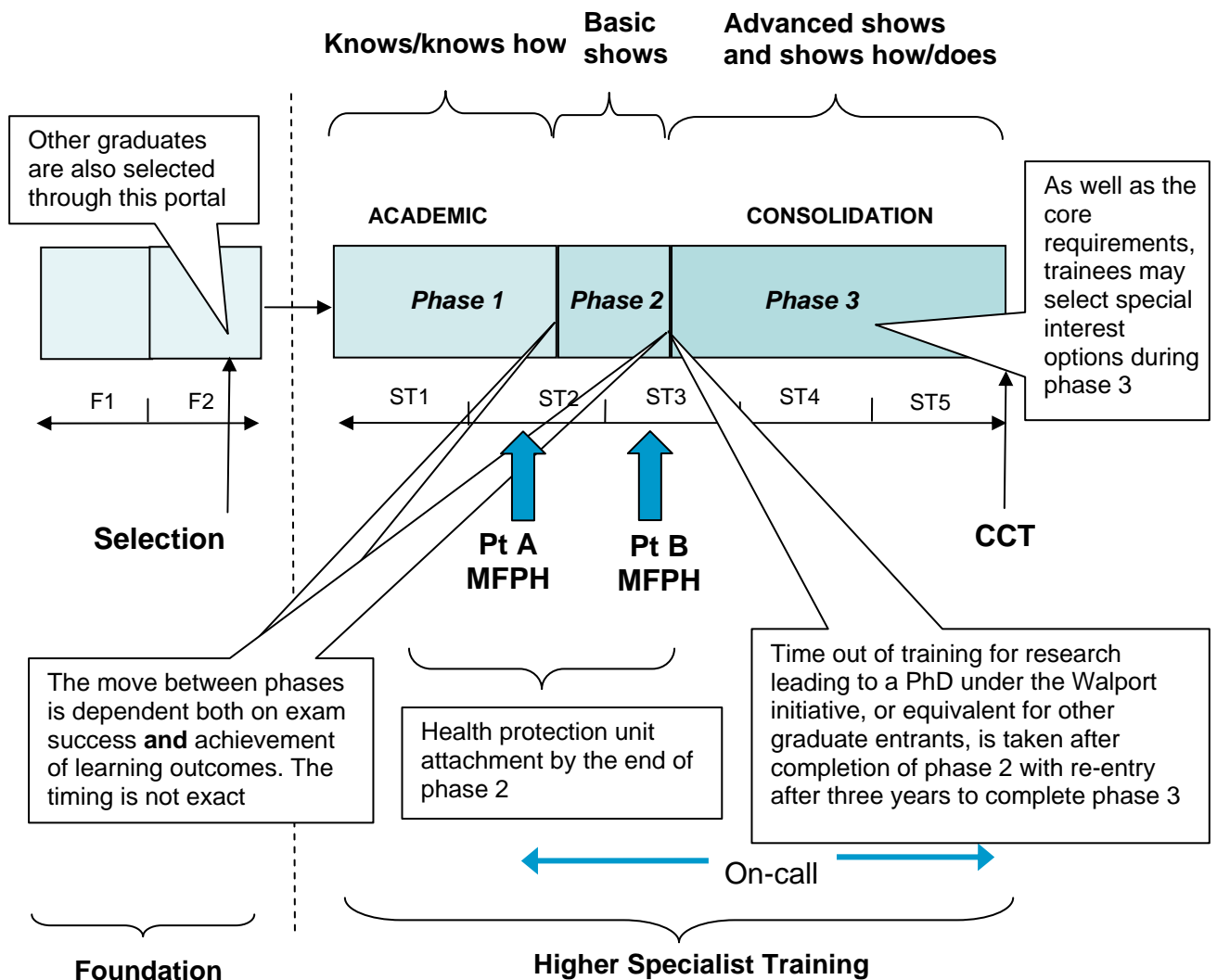
The Faculty of Public Health will actively promote, and ensure compliance with, the requirements of relevant legislation and is committed to ensuring that the principle of equality of opportunity is applied in all areas of its operation.

The Faculty of Public Health believes that equality of opportunity is fundamental to the many and varied ways in which individuals become involved with the Faculty; as members of staff and Officers; as advisers to and members of the Faculty's committees; as doctors/other graduates in training and as examination candidates. Accordingly, it warmly welcomes contributors and applicants from as diverse a population as possible, and actively seeks to recruit people to all its activities regardless of race, religion, ethnic origin, disability, age, gender or sexual orientation.

In addition the Faculty of Public Health believes that equality and diversity issues must underpin the core competency areas of the curriculum statement in order to ensure quality public services.

FPH has its own Equality and Diversity Policy which underpins the work and values of the Faculty. FPH expect that each training programme will have its own Equality and Diversity policy and as such will implement them to complement the above principles and the FPH internal policy.

# Public Health Training Pathway

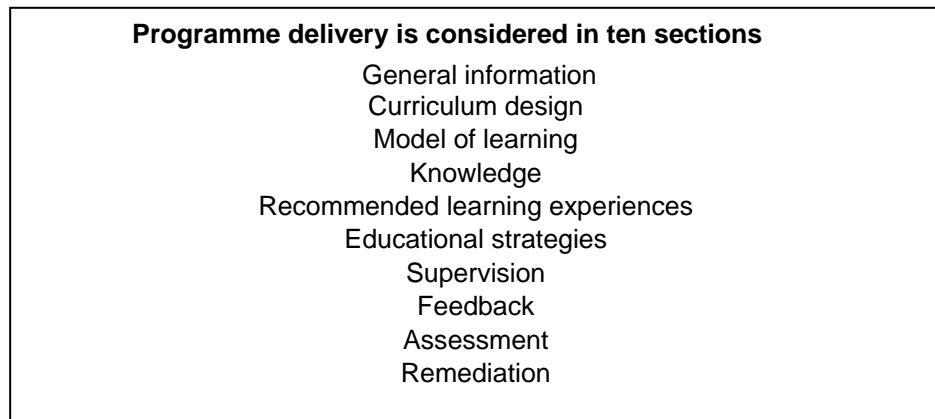


- ⊕ ST1 – ST5 refer to the years of training after Foundation, Training is continuous across the five years. (indicative)
- ⊕ Entry into specialty training for medical graduates is normally straight from Foundation. Medical graduates may also be able to apply for competitive entry from fixed term specialty training posts and from career posts. Successful applicants from these routes will be assessed on an *ad personam* basis for transferable competence but will be required to pass both parts of the MFPH before adjustment of the training pathway. If successful, entry will be considered to have been at ST2 or ST3 as appropriate.
- ⊕ Entry into specialty training for other graduates requires a good (2:1 or above) first degree or a higher degree in a subject relevant to public health plus a minimum of three years post first degree health related and relevant work experience. Individuals will be assessed for transferable competence.
- ⊕ Other graduates apply for entry into specialty training through the same portal as medical applicants. There is no national quota applied to either group.
- ⊕ Entry for an individual from either group with Part A MFPH will lead to a reduction in training time.
- ⊕ Entry from either group who has completed an appropriate postgraduate degree in Public Health will lead to a reduction in training time provided the appropriate competencies in Phase 1 can be evidenced.

- ⊕ Most trainees undertake a course of formal academic study leading to Pt A MFPH. The course may be taken over one or two years. Part A may be taken at any time during phase 1.
- ⊕ Some trainees may apply successfully for time during phase 3 to undertake a PhD (outside the Walport initiative). Two years of this may count towards a CCT provided all core competencies are also met.
- ⊕ Time out of training, for example to gain experience abroad, may be granted at the discretion of the local Dean. Experience abroad during training can be counted towards training provided that it is part of an approved programme, is supervised and has prospective GMC approval.

## Programme Delivery

This section describes in detail the delivery of public health specialty training and describes the phases of training, the gateways between phases including examinations and the opportunity to develop special interests in areas of practice or settings for public health delivery<sup>2</sup>.



### ***General information***

The curriculum builds on learning from both the undergraduate public health curriculum and generic competencies from the Foundation Programme curriculum, or from other experience in the case of Specialty Registrars from backgrounds other than medicine. The curriculum is designed so that the trainee gains orientation into public health on first recruitment, with early induction in settings in which public health is practised, then moves into academic study leading to satisfactory completion of the core knowledge/knows how requirements of the curriculum. During this phase, alongside academic study, simple service work allows the trainee to put knowledge into supervised simple practice in clearly defined areas using basic skills which are assessed in the workplace.

This knowledge and basic skills base is used as the platform from which the trainee enters the next stage of training during which generic communication, media training and health protection training<sup>3</sup>, combined with further graded service work using core knowledge, leads to a second stage exam of practical show how skills in an OSCE format and further skills assessed in the workplace.

This skills platform allows the trainee to move into the final phase of training where skills are further developed and consolidated. There are opportunities for focussed optional special interests to develop in key areas and particular settings with specified learning outcomes. This opportunity for either consolidating core competency in generalist settings or developing skills in defined settings will reflect the broad profile of consultant level public health practice and ensure availability of an appropriately trained workforce.

Public health specialty training normally lasts five years. The training covers nine key areas<sup>4</sup> of

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<sup>2</sup> There are significant variations in the organisation of public health and health protection services across the countries of the UK and the DMS and the health context is determined through the devolved administration. It is recognised that interpretation of the curriculum will be required for implementation in each UK country.

<sup>3</sup> Core health protection training may be undertaken at any stage in the first two phases.

<sup>4</sup> The nine key areas are: health assessment and surveillance; assessment of evidence of effectiveness; policy and strategy development; leadership and collaborative working; health improvement; health protection; health and social service quality; health intelligence; academic public health.

public health practice in the three domains<sup>5</sup> of the public health and aspects of professionalism.

On award of a CCT in public health (Medicine) the curriculum will have prepared the newly accredited trainee, once appointed as a consultant, to continue in reflective professional development, to engage with appraisal and revalidation with regular review of their own learning needs in the light of *Good Public Health Practice* (a direct adaptation of the GMC guidance *Good Medical Practice* used by public health specialists for appraisal and revalidation) and their personal goals for future consultant level practice.

### ***Curriculum design***

The curriculum is designed to ensure that trainees awarded a CCT have achieved all core learning outcomes defined in the learning outcomes framework. Learning outcomes are designed to allow the trainee to gain competence in all areas of practice expected of a newly qualified consultant in public health. A public health consultant should be able to:

- \* Quantitatively and qualitatively assess the population's health and health needs, including managing, analysing, interpreting, and communicating information that relates to the determinants and status of health and well-being and allows development of effective action.
- \* Critically assess the evidence relating to the effectiveness of health and healthcare interventions, programmes and services, apply this to practice and improve services and interventions through audit and evaluation.
- \* Influence the development of policies, implement strategies to put the policies into effect and assess the impact of policies on health.
- \* Lead teams and individuals, build alliances, develop capacity and capability, work in partnership with other practitioners and agencies and effectively use the media to improve health and well-being.
- \* Promote the health of populations by influencing lifestyle and socio-economic, physical and cultural environment through methods of health promotion, including health education, directed towards populations, communities and individuals.
- \* Protect the public's health from communicable and environmental hazards by application of a range of methods including hazard identification, risk assessment and the promotion and implementation of appropriate interventions.
- \* Support commissioning, clinical governance, quality improvement, patient safety, equity of service provision and prioritisation of health and social care services.
- \* Collect, generate, synthesise, appraise, analyse, interpret and communicate intelligence that measures the health status, risks, needs and health outcomes of defined populations.
- \* Teach and research in public health.

Further than this, the curriculum recognises that some trainees will wish to focus their competence development beyond the core either by taking their competence within a key area (or areas) a stage further (through optional special interest learning outcomes) or by refining their generalist skills within specific specialist settings. This reflects the broad church of public health practice which requires a working knowledge and practice of core competence but also requires consultants to practice in a wide range of settings, both in terms of organisation type and work focus which require specific and particular knowledge and skills. However, the curriculum is predicated on the basis that most public health practice in the UK is delivered in core NHS organisations, currently Primary Care Trusts in England/Health Boards in Scotland/Health and Social Services Boards in Northern Ireland/National Public Health Service (NPHS) in Wales and the regional/national tier of the NHS/DH, and the core learning outcomes are designed to ensure the delivery of an effective consultant workforce for these settings. Trainees will develop a working understanding of the delivery of healthcare in general practice, primary care, the acute hospital, the community and in partnership with other agencies.

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<sup>5</sup> The three main domains of public health are: health protection; health improvement and service quality.

The broad areas within which competence may be taken beyond the core through focussed learning are:

- \* Health protection.
- \* Health improvement.
- \* Health and social service quality.
- \* Public health information and intelligence.
- \* Academic public health.

The curriculum identifies these optional special interest learning outcomes. This focussed training can only be addressed in phase 3. The curriculum also recognises that some learning goals for highly specialised practice and experience in very specialist settings may need to be fulfilled through professional development beyond CCT.

The curriculum is also mapped against the Knowledge and Skills Framework competency domains. The NHS Knowledge and Skills Framework (KSF) lies at the heart of the career and pay progression strand of Agenda for Change. The NHS KSF is a developmental system that defines and describes knowledge and skills for NHS staff. It provides a single, consistent, comprehensive and explicit framework for review and development for all staff from a background other than medicine. Specialist public health training is open to both medical and other graduate entrants. Reference to the [mapping of this framework](#) can be found further on in the curriculum.

Throughout training it is expected that Public Health Specialty Registrars will take on a leadership role within the community. This will develop as they progress through training, reflecting their evolving capability. These aspects of clinical leadership are integrated throughout the curriculum but cover all aspects of the Medical Leadership Competence Framework (MLCF)

This framework was jointly developed by the Academy of Medical Royal Colleges and NHS Institute for Innovation and Improvement with input from a wide range of stakeholders. The MLCF describes the leadership competences that doctors need to become more actively involved in planning, delivery and transformation of services for patients. Reference to the [mapping of the MCLF](#) can be found further on in the curriculum.

The curriculum has also been developed in line with key documents including Good Medical Practice and Good Public Health practice (GPPP). The guidance contained within GPPP aims to provide a basis for good professional practice in public health. GPPP adapts the General Medical Council's Good Medical Practice for specialist public health practice. The purpose of the document is to set out a framework of professional behaviours and values which underpin public health practice and apply equally to all public health consultants, regardless of their professional background. Mapping of the [documents and frameworks](#) can be found further on in the curriculum.

## ***Model of learning***

### **Introduction**

The curriculum has been developed around a model of three phases of learning. These phases reflect an early induction and basic grounding in public health; acquisition of the knowledge base; basic skills training; consolidation of core advanced skills and an option for trainee selected components which will allow development of defined interest or practice within a specified setting. The curriculum has been designed to allow the trainee a graded or spiral progression through competency acquisition with increasing levels of complexity and responsibility, leading to an ability to integrate competencies across work areas to demonstrate complex consultant level practice. Passage between phases is dependent on success both in examinations and in satisfactory workplace based assessment.

The learning outcomes framework clearly identifies target phases of training for each learning outcome, its knowledge base, links to the KSF, related curriculum areas and assessment method. The framework describes the elements of competence that a trainee must acquire and demonstrate by the end of training but a trained specialist must also be able to integrate these competences to provide specialist capability. It is not expected that the individual learning outcomes will be addressed one at a time, but that they will be tackled in groups within projects, reflecting the normal practice of public health.

Public health is a wide ranging specialty, and it is important that Specialty Registrars work within the current context of the specialty. To reflect this the learning outcomes are not intended to be prescriptive but to outline likely types of work that will address the training requirements of that learning outcome.

### **Phases of learning**

The three phases of learning are not defined by time but by successful acquisition of learning outcomes defined for each phase. Learning outcomes are linked to a target phase of training; this is the latest phase by the end of which the competency should be evidenced. This does not preclude early achievement, but due to the spiral nature of the curriculum (see page 36) it is likely that a learning outcome in a later phase will be dependant on achieving learning outcomes from earlier phases.

**Phase 1** combines early induction to training and introduction to basic core public health skills with acquisition of knowledge. The induction will include workplace and human resources policies and practice. Trainees may attend courses of academic study (or engage in self directed learning and other focussed courses) which will run across one or two years. Academic courses combine face to face teaching with self directed learning and this is complemented by workplace-based experiential learning, putting into practice early knowledge. This phase is assessed through examination (Part A MFPH), a two part examination testing knowledge through short answer questions and knows how through critical appraisal and a practical written exercise of a real public health problem.

During this phase trainees will also be assessed on small pieces of work using their developing academic base through reflective summaries and production of formal written documents for real life use (e.g. letters, reports, data analyses etc). Work based discussion and an adaptation of the mini clinical exercise will be used to assess analytic and data handling skills. Passage from phase 1 to phase 2 requires a pass at the examination for Part A MFPH **and** a satisfactory assessment in phase 1 learning outcomes in the workplace.

**Phase 2** sees trainees begin to develop further their basic practical competence, typically through clearly defined service work which uses their knowledge base and applies this in increasingly complex practical settings. In this phase trainees will be expected to take the lead for simple areas of work and develop their skills of presentation and debate. Out of hours experience does not begin until the knowledge base is secured, as evidenced through a pass at Part A MFPH and satisfactory local workplace based assessment of knowledge of on call procedures. During phases one or two trainees will spend three months (wte) on an attachment to a health protection unit or in health protection work and, when assessed as competent, will start out of hours duties.

This phase of the programme is mainly delivered through work place based experiential learning assessed through presentation of written work and reflective log books; by direct observation and work based discussion with the trainer; through direct feedback from colleagues and by formal assessment of competence to be on-call. The end of this phase is completed after a satisfactory performance at the Part B MFPH **and** satisfactory assessment of phase 2 learning outcomes in the workplace.

**Phase 3** allows the trainee to consolidate core skills in the practice of public health and to develop specific interests which will enhance career opportunity. This phase is again covered mainly by experiential learning with new advanced theoretical knowledge covered by formal courses and

conferences, potentially at a national level (e.g. advanced critical appraisal skills, specialist health protection skills). Trainees are encouraged to use their study leave allowances to support their educational and career objectives.

This phase allows those trainees progressing well in training to select optional special interest learning outcomes to add to their core competence. These options will have been planned during phase two and through regular discussions between educational/ academic supervisor, trainee and programme director. Some trainees will choose to remain within a generalist public health setting and consolidate their core skills. Some will wish to develop a defined interest which may require concurrent extended experience in a specific key area (e.g. health protection, health improvement, academia etc) or may choose to consolidate and extend experience of general core public health within a defined placement setting (e.g. public health genetics). Phase 3 learning outcomes can be developed in these defined fields/settings. These trainee selected components will allow an individual to develop specific competence for defined practice or promote their generalist skills within specific settings (either a core NHS organisation or highly specialist location) thus enhancing their particular career aims.

Time out of programme, for example for NIHR (or equivalent) academic training or relevant experience abroad, may be possible. This phase is assessed through multiple source feedback, work based discussion, direct observation of practice and the trainee's portfolio of work.

## ***Knowledge***

Public health skills are built on a knowledge base which is detailed in the MFPH Part A syllabus, including:

- Basic and clinical sciences including research method, epidemiological and statistical method, health needs assessment and evaluative technique.
- Disease causation and prevention including health promotion, screening, communicable disease and environmental hazard control and social politics.
- Organisation and delivery of health care including health intelligence.
- Knowledge of the law as it affects the population's health.
- Leadership and management skills including change management and health economics.

This knowledge base has been mapped to the nine key areas of public health practice and every learning outcome has a clearly identified knowledge base (other than those which define attitudes and behaviours).

Trainees may attend a formal academic course (generally leading to a Masters) or prepare for the examination under their own direction (including self directed study, programme led study groups, programme organised study courses, top up modules and exam familiarisation courses). A Masters is not a pre-requisite for a CCT in public health (Medicine). Academic courses generally run to university timetables and start in September/October of each year. The Part A MFPH is held twice yearly, in January and June. Trainees would normally be expected to sit this examination at the earliest opportunity depending on the length of their academic course.

## **Recommended learning experiences**

Public health training is delivered on a deanery or multi-deanery basis through programmes and Specialty Schools. The delivery of training is overseen by a Training Programme Director or Head of School. Each programme has a range of approved posts at Primary Care Trust/Health Board level into which new recruits will normally be placed during the first two stages of training. These posts are similar across the UK (although the terminology may vary).

All programmes also hold a number of specialist posts which are similar between programmes (e.g. health protection, academic public health, Department of Health/NHS regional tier<sup>6</sup>, Public Health Observatory etc) which will allow trainees to develop special interests in defined settings. Several programmes also hold a number of 'national treasure'<sup>7</sup> posts which are available by negotiation and/or competitive allocation during the final phase of training. These posts include highly specialist public health functions such as NICE, public health genetics units, central DH, other Government departments etc.

The Faculty of Public Health recognises that most consultants will work in a PCT/Health Board and therefore the majority of training and provision of key learning experience is in this setting. Some consultants practice public health in highly specialised areas, the greater proportion of who work in the Health Protection Agency. Trainees expressing interest in developing special interests and who move onto this path of Stage 3 training will be able to achieve additional learning outcomes in certain areas of the curriculum through trainee selected special interest options and experience specialist settings while also consolidating their more advanced core competence.

Whether trainees choose to develop focussed interests or not, all trainees are required to gain experience in at least two different training locations, in addition to health protection experience, in order to be exposed to a wide range of organisational cultures and public health issues.

Recommended learning experiences in terms of potential vehicles and settings for demonstration of competence are included with each learning outcomes framework for the nine key areas of public health.

### **Public health settings**

The majority of trainees will be placed initially in primary care trusts/health boards which will allow early exposure to routine public health practice. Trainees enrolled on an academic course are encouraged to integrate their knowledge of theory and practice of public health in the context of public health practice in their training location. During phase 1 or 2 the trainee will undertake a three-month attachment (or equivalent period) to a health protection unit or consultant in communicable disease control, where they are expected to acquire many of the public health skills to deal with health protection issues.

Trainees will discuss possible and suitable subsequent placements with their training programme director and deanery Specialty Training Committee to agree the placements that best meet with identified educational needs and career aspirations.

During Phase 2 and Phase 3, trainees will have the opportunity to undertake training in a variety of settings. This is intended to give them an opportunity to experience the breadth of public health practice. There will also be opportunities for concentrated practice in specialist areas of public health practice. Such concentrated practice could be undertaken in a variety of local and regional settings, including: strategic health authorities, local authorities, regional government offices, public health observatories, health protection agency, and academic institutions. Where appropriate trainees may gain experience outside the deanery programme in settings such as: Department of Health, Office of National Statistics, Health Protection Agency Centres, King's Fund, and National Institute of Health and Clinical Excellence. For trainees intending a career in international public health, training may be possible with WHO or other agencies abroad.

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<sup>6</sup> Terminology varies between countries of the UK

<sup>7</sup> Details of National treasure placements can be found on the FPH website at [http://www.fph.org.uk/training/curriculum/How\\_you\\_learn/nat\\_treasures.asp](http://www.fph.org.uk/training/curriculum/How_you_learn/nat_treasures.asp)

## ***Models of Learning***

The following sections detail the various models of learning available to trainees.

### **Learning from practice**

From early stages of training, trainees undertake guided and supported service work with regular feedback on specific learning outcomes. Trainees, with their educational supervisor<sup>8</sup>, develop an educational plan through which they identify specific outcomes to achieve, develop, negotiate and agree work in support of this. Trainees are given exam preparation practice in groups and individually.

Trainees spend the majority of their time in experiential work based learning through delivery of service work closely supervised by their supervisor. Initially this work is focussed around the needs of the population served by a PCT/Health Board. Trainees will apply their academic knowledge to public health problems of increasing levels of complexity and weight working both in an analytical capacity, formulating solutions and presenting results. The trainee will shadow their supervisor or other practitioner, providing elements of the overall task. With increasing responsibilities and independence, the trainee will take the lead for an area of work, ultimately integrating competencies to deliver consultant level practice.

### **Concentrated practice**

Some learning outcomes are best achieved or consolidated through periods of more focussed, repeated and directed practice which may be possible at any point during training and either in the service setting or by special arrangement.

The training programme director and deanery STCs determine training placements. Initially these will normally be in a primary care trust/health board and subsequently will take account of educational need and career aims. The later years of training will allow concentrated practice during a period of consolidation and development of special interests; where practicable this may require experience outside the deanery programme. Concentrated practice is also available as a routine during all phases of training for specific elements e.g. sophisticated data handling and development of major public health emergency management skills. Concentrated practice is also available as a part of a remediation plan.

### **Learning with peers**

Trainees are encouraged to learn with their peers and particularly in the first two stages of training, will generally be placed alongside other trainees. Regional postgraduate teaching opportunities will allow trainees at different phases of training to come together for group learning. Examination preparation for both parts of MFPH will encourage the formation of self-help groups and learning sets. Self directed trainee groups are also encouraged to meet and work together as a peer group to develop and practice specific skills such as critical appraisal, presentation, on call debrief etc. Learning sets may be facilitated by public health specialists and senior trainees.

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<sup>8</sup> For definition of the term educational supervisor see Glossary. All trainees have an educational supervisor overseeing their training progress and may be attached for specific pieces of work to a project supervisor.

## **Learning in formal situations**

Formal learning in phase 1 is generally delivered through university based academic courses. In subsequent phases of training there are regional and national opportunities to attend courses and conferences which meet educational needs. Supervisors and trainees meet regularly on a formal basis to assess progress. Training programmes also offer regional training events which cover elements of the curriculum best learned as a cohort to support service based work (e.g. media handling, safe on call, reflective writing etc) and for examination preparation at an appropriate stage in training. Some programmes combine across deaneries to provide courses for trainees at specific phases of training. Training programmes link to their local public health CPD programmes/postgraduate meetings which afford opportunities for trainees to undertake presentations.

## **Personal study**

Study leave allocation is managed in accordance with CoPMED principles. During all stages of training, trainees have opportunity for study leave which may be taken as self directed learning to support educational objectives/examination preparation or to attend formal courses in support of their stage in training, special interests and career aims.

## **Specific teacher inputs**

Supervisors work in settings where, normally, there are other supervisors. While every trainee is allocated a specific educational supervisor, there will be support and input from other supervisors and more senior trainees in that location. Some supervisors have particular expertise and trainees may either request placements with these individuals or undertake work that links across to them. Some supervisors will be involved in delivery of regional training packages in more formal settings, both to deliver teaching and training in skills and in concepts. Named academic supervisors<sup>9</sup> provide an academic focus to all elements of the trainees' educational progress including support in examination preparation, maintaining an academic rigour for service work and in encouragement to publish and disseminate their work. Academic supervisors provide more detailed training support for those trainees pursuing specialist training in academic public health, in effect acting as day to day trainers for this group. All supervisors are accredited for their training role and fully conversant with the requirements of the curriculum and with assessment methods.

Each programme has a representative amongst the body of national examiners for the OSPHE who are able to bring expertise in process and performance to their trainees. The pool of examiners for Part A MFPH is too small to allow this but programmes will have an individual identified to take the lead in supporting a group through this element of training.

## **Proportions of time spent in various learning methods**

Time in independent self directed learning may be used for examination preparation; appraisal, feedback and reflection; maintenance of personal logbook; reading. Across the five years a trainee would normally expect to spend up to 150 days in off the job programme education or in independent self directed learning. The remaining time would be spent in experiential learning. However, during phase 1 a greater proportion of time is spent in academic study and programmes will vary in how this is distributed across the first stage of training. This period is taken in lieu of formal study leave. The remainder of the five years, apart from annual leave, is spent in work based experiential learning which incorporates learning from practice, concentrated practice and learning with peers.

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<sup>9</sup> For definition of the term "academic supervisor" please see Glossary.

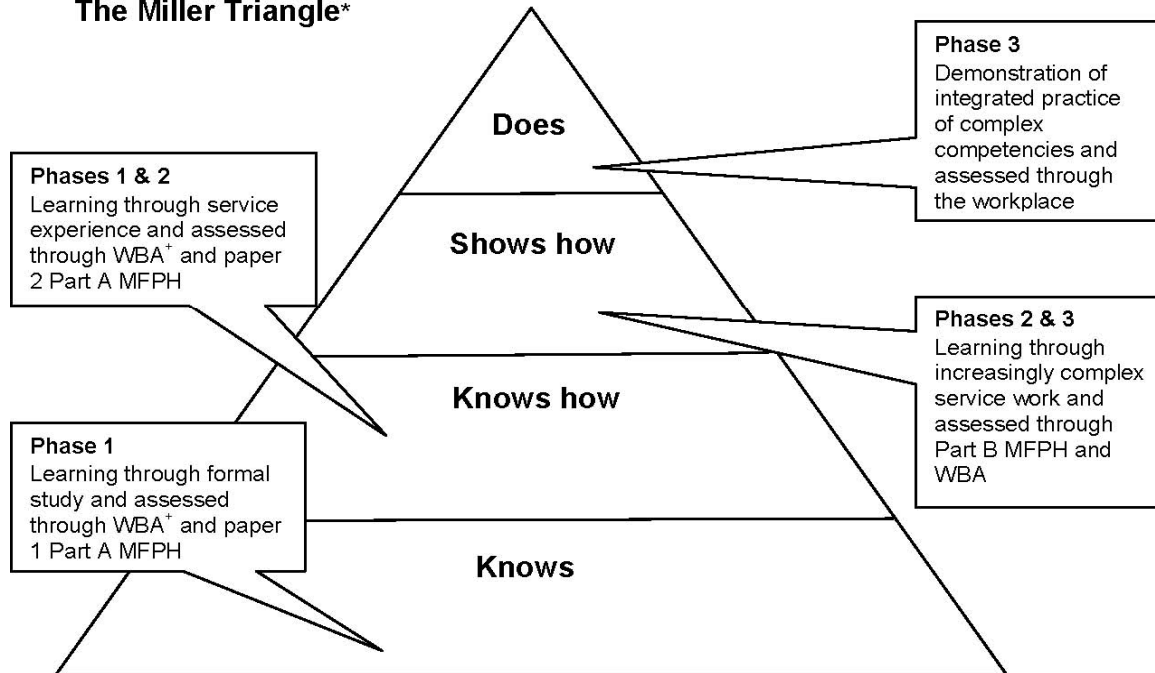
## ***Educational strategies***

The curriculum is designed to deliver staged achievement of learning outcomes through knows/knows how/shows how/does.

Core elements of what constitutes good public health practice have a strong focus in this curriculum, so that public health trainees will have an opportunity to demonstrate in actual service practice both the confidence and competence necessary to go on to develop increasing levels of expertise in their subsequent, more specialised professional practice.

Public health trainees are expected not only to know about good public health practice and show they can do it or apply it in a protected setting, but, over the length of the training programme, to undertake and actually do their daily work with required levels of knowledge and understanding and at increasing levels of complexity.

### The Miller Triangle\*



+ Workplace based assessment

\* Miller GE. The assessment of clinical skills/competence/performance. *Acad Med* 1990;65 (suppl):S63-67

Academic learning is mainly delivered through formal academic Masters level courses. Teaching/learning styles typically include didactic presentation of core knowledge, group based discussion and application of theory and self directed learning through peer led group work or individual study for written assignments.

Work based experiential learning is delivered through staged complexity of service work with regular feedback and opportunity for reflection. Mentoring support is given by an accredited educational supervisor, more experienced trainees or other senior public health professionals. All trainees have a learning contract, renewed on at least an annual basis and at every change of training location. Learning contracts encourage reflective practice through feedback on competence from multiple source feedback, observation of practical skills, discussions of work cases, mini case exercises and tutorials. Learning contracts also encourage reflective practice through trainee's ownership of their educational objectives, clear definition of their training needs and negotiation of experiences to meet these needs.

### **Supervision**

The curriculum is designed to ensure graded learning and responsibility. All trainees have a designated educational supervisor. A project supervisor may take responsibility for supervising specific areas of work, overall responsibility remaining with the educational supervisor. Trainees will work with a level of supervision commensurate with their experience and level of competence. All trainees also have an academic supervisor who will support preparation for Part A MFPH, provide academic rigour for service work and encourage publication and dissemination of work. Educational supervisors are expected to meet regularly with their trainee to review the learning contract and current service work progress and learning. Regular three way meetings between trainee, academic and educational supervisors are encouraged. All supervisors are accredited appropriately for their level of supervision.

Immediate patient safety is a significant issue during the health protection element of training and out of hours work and indirectly in some specific areas of work such as development of patient pathways and services. Trainees are first on call out of hours from phase 2 and always supervised by a consultant second on call. Trainees are not allowed on call until they have fully passed the knowledge element of the curriculum (Part A MFPH), have passed a further specific knowledge test on emergency protocol and are training or have trained in a health protection unit.

Training placements will be required to comply with the European Working Time Regulation and relevant health and safety at work standards. These will be assured through regular external quality assurance systems. Trainees will be expected to understand the limits of their own competence, in accordance with Good Public Health Practice, and to seek help when practising outside this.

## ***Feedback***

The curriculum expects that all supervisors and trainees understand and comply with the principle that regular and high quality assessment and feedback is essential for development of consultant level competence. Regular and timely feedback is an essential component of educational progress and development. The curriculum allows rich opportunity for the trainee to develop the ability to seek and act on feedback from a variety of sources. Trainees are also encouraged to self assess. This sets the foundation for compliance with Good Public Health Practice and subsequent revalidation.

Formative assessment and feedback takes place during the required regular service progress meetings between trainee and trainer which measures progress against agreed educational objectives and identifies further educational need and opportunity. Regular informal feedback is given by the trainer as tasks are delivered and formally at dedicated training feedback sessions. Feedback should also be encouraged in an appropriate and timely manner. Trainees are encouraged to seek formative feedback on their public health practice from other colleagues both over specific pieces of work and more formally through multi-source feedback. The use of the portfolio templated summary sheet encourages a reflective approach, incorporating a section for trainer reflection, and requires discussion with the trainer before presentation as evidence to support signing off of competence in a particular area for the Annual Review of Competence Progression (ARCP).

Trainees will have an initial induction appraisal with their supervisor shortly after the start of any placement to identify and agree learning objectives. Progress towards these will be measured through a series of regular appraisals. Structured written feedback is an essential part of this process. At every change of placement an end of placement assessment will be followed by a three way handover – a meeting between the trainee and the old and new supervisor to discuss progress and further educational needs.

Trainees are encouraged to form study groups especially for preparation of the two examined components which are actively supported by supervisors and the Programme Director with opportunity for group and individual feedback.

Each phase of training has a clearly identified assessment blueprint which includes formal examination with work place based assessment and development of a portfolio log book of experience and reflection. Supervisors discuss their assessment of their trainee and formally offer their views on educational progress and further learning needs in their educational (service and academic) supervisors report at the ARCP.

Feedback in the form of examination mark breakdown is available from the Faculty of Public Health for trainees failing either part of the MFPH. Trainees are encouraged to discuss and reflect on their examination performance in relation to either the examination papers and key points or the competency areas which may require further and targeted training.

Evidence that feedback has been sought and responded to will form part of the annual ARCP, in

accordance with the principle that reflective practice is a core element of consultant level competence.

## ***Assessment***

The full details of assessment method and the blueprint of assessment against learning outcomes can be found in the separate assessment section of the curriculum. This section briefly outlines the principles behind assessment in public health specialist training, lists the elements of assessment and describes the examinations for MFPH and the public health portfolio.

Assessment aims to determine progress towards a learning objective, identify learning experiences which will contribute towards achieving learning outcomes and confirm attainment of these outcomes. Learning outcomes should be assessed by more than one assessor at more than one time. Self assessment and reflective learning should be seen and developed as an integral part of professional life.

### **Elements of assessment**

Knowledge (gained mainly in phase 1) is assessed through examination. Trainees demonstrate their application of knowledge in examination in phases 1 and 2 and in the workplace. This demonstration of knows and knows how provides the platform for the practice of public health. Shows how competence is assessed in the workplace by a variety of methods including multiple source feedback, work based discussion, direct observation of practice. Assessment may take place in a real life situation or in a simulated environment. At the end of training the trainee will need to demonstrate an acceptable level of performance where knowledge, understanding, skills and competences are integrated. Such performance should be robust under pressure, and be able to withstand the demands of increasing responsibility. This achievement will be signed off with recommendation for CCT. Integration of competencies in increasingly complex situations will be assessed in the final stages of training to assure that the trainee is able to practice independently at consultant level rather than simply in the delivery of more clearly defined projects.

Public health trainees are expected to demonstrate the maintenance of performance in increasingly varied, challenging and less controlled situations. Therefore learning outcomes will need to be demonstrated and assessed more than once, often several times, to confirm progression. The assessment blueprint ensures that all learning outcomes are sampled a number of times across the whole training pathway as appropriate.

### **Training portfolio**

Trainees will keep a portfolio of experience to support claims of competence through cross referencing evidence against learning outcomes claimed, with a description of the context for the work and a reflective summary of the whole. The trainee is encouraged to log each area of work/experience into a standard format which records the aims, methods, results and outcomes supported by personal reflection on the lessons learned. This portfolio will allow audit of each learning outcome against each piece of work recorded as evidencing the learning outcome. The trainee will also maintain a record of out of hours calls, action taken and learning. The portfolio will be available at each ARCP for scrutiny. The portfolio provides a comprehensive record of the package of assessment for each trainee.

## Examinations

The MFPH consists of the Part A and the Part B examinations.

### Part A

The Part A examination is intended to test a candidate's knowledge, understanding and basic application of the scientific bases of public health. The examination syllabus is blueprinted against the core learning outcomes in the curriculum. The examination consists of two papers taken over two days. The examination must be passed in order to progress from phase 1 to phase 2 and before starting out of hours duties.

In paper one candidates answer 10 compulsory short answer questions across the range of the knowledge syllabus. Paper two tests a candidate's basic skills in critical appraisal, distillation of information from supplied material, data manipulation and preparation of a written brief in some form.

### Part B

The Part B examination is designed as a show how assessment of the candidate's ability to apply relevant knowledge, skills and attitudes to the practice of public health. It takes the format of an OSCE with six scenarios or stations. The OSPHE (objective structured public health examination) assesses the ability of the candidate to apply relevant knowledge, skills and attitudes to the practice of public health.

It requires candidates to show that they can integrate the theoretical and practical aspects of their learning. The OSPHE tests five core practical competencies in each of six independently assessed scenarios.

The three domains of public health are represented across the six scenarios.

The Part B must be passed in order to progress from phase 2 to phase 3 and normally with two years full time equivalent training left.

## Workplace based assessments

The public health workplace-based assessment strategy and matrix has been developed to encourage a triangulated approach to how learning outcomes should be assessed – by ensuring learning outcomes can be assessed by a variety of methods appropriate to the workplace. Within public health training there are 4 types of assessment that are utilised within the workplace setting – direct observation of practice, Case-based discussion, 'written reports', multiple-source feedback.

### Direct observation of practical skills (DOPS)

Trainees will be observed in a number of different settings to assess certain learning outcomes. This method of assessment enables the educational and project supervisors to observe public health skills in a prearranged or planned scenario. Examples of common observations would be participating in a meeting, chairing a meeting, interacting whilst on-call or making a presentation.

Trainees are able to plan when direct observation assessments will occur as part of their project brief when planning a single or series of projects. There would normally be pre-determined outcomes that are agreed as part of the assessment/ event.

Outcomes from the assessment should be documented and feedback should be provided to the trainee at the earliest appropriate time. Any developmental requirements should also be identified and discussed during the feedback session.

### Case-based discussion (CBD)

From time to time there will be situations when educational and project supervisors are able to explore the trainees understanding of a number of components of a project. This may involve the use of a number of resources when undertaking items for reference when undertaking this type of assessment.

Case-based discussions should again be planned in relation to the assessment blueprint document and the context of the project and learning outcomes to be addressed. Outcomes following CBD assessments should be documented and fed back in an appropriate and timely manner. Any development requirements should also be identified and discussed in tandem with providing feedback.

### Written report

A major activity within public health is to assess the health of the community being served. This is undertaken using a number of sources of information, and the output is usually in the form of a written document of some nature.

As part of a planned assessment process a trainee should provide examples of 'written' output to be reviewed; this will be originally agreed as part of a project or determined by the nature and/or context of the project. These will usually be planned outputs to meet with stages of a project, intended to assist with the progress of the project rather than just to inform an assessment. Examples of 'written reports' include - a health needs assessment, a presentation to a group, a literature review, data analysis output including standardisation etc."

The level/ standard for the document to reach would normally be determined by the phase of training in which the report is for, the particular learning outcome(s) and input from the trainee's supervisor(s).

### Multi source feedback (MSF)

Multi-source feedback should be regarded as a useful development tool. It helps trainees to understand how others interpret the behaviour they are exhibiting. Gaining an understanding of how others view your behaviour is a good starting point for understanding yourself better and, as a result, becoming more effective. Reinforcing effective behaviours, and adjusting any that others view less favourably, helps you to improve leadership and management skills.

As with any other assessment, trainees should discuss and agree the timing of the assessment with their Educational Supervisor. The curriculum specifies that the MSF assessment should take place at least once, Phase 3, of training.

Results of MSF assessments should be discussed carefully with Educational Supervisors and Training Programme Directors for any identified areas for development.

## **Remediation**

A trainee progressing normally would expect to complete specialist public health training within five years (wte). Some trainees will progress more quickly than this, while others will progress more slowly and require additional, targeted, support. Remediation is tailored to the individual and to the particular milestone or learning outcome causing difficulty. Principles are: early identification of difficulty and particular need; focussed support to address identified need; regular monitoring and feedback to avoid surprises; appropriate evidence of progress supports all decisions taken. Remediation is particular to the trainee and will be under the overall direction of the Programme Director and Head of School. The educational supervisor will be pivotal in targeting remediation.

Assessments are carefully and fully integrated and problems may be identified at any time in training. There are also specific checkpoints at which the need for remediation may be identified. These include examinations, regular work based assessments and ARCP.

### **Examination checkpoints**

Trainees would normally be expected to sit the Part A MFPH within 12 to 18 months of starting training. Failure at Part A should enable the trainee to identify, from feedback provided by the examiners, gaps in knowledge and/or written presentation skills. A remediation plan at this stage will include targeting weak areas and attendance at a formal revision course. Failure at the second and subsequent attempts should identify the need for highly structured practice with specialist support and additional time built into the training plan for revision.

Part B MFPH is designed to be taken and passed with at least two full years of training left during which consolidation of competence and acquisition of advanced competence may be achieved. The process following failure at Part B should follow the suggested procedures as outlined for unsuccessful attempts at the Part A above, including attendance at a preparation/communication skills course and targeted training with a trainer experienced in Part B preparation.

Within the examination regulations there is no limit to the number of attempts that a trainee can take the examinations; however the training pathway indicates that the full MFPH would normally be gained around half way through training. Significant delay in passing Part A or Part B will clearly defer this milestone and should be taken into consideration at ARCP. The ARCP panel may choose to use this as a deciding factor in recommending to the postgraduate dean whether the trainee should progress further on the training programme.

### **Work based assessments checkpoints**

Regular in service assessments may identify difficulty with particular learning outcomes. Each phase of training has a set of ascribed learning outcomes which, when satisfactorily achieved together with the appropriate part of the MFPH, allow passage into the next phase of training. Where progress with learning outcomes is slow the supervisor should allow targeted practice with close and regular supervision. If necessary, a short placement with a specialist supervisor may be agreed with the programme director for very specific and regulated projects with clearly defined objectives and timelines. This will allow triangulation of assessment within a highly structured and controlled training environment and between assessors. Difficulty with skills may be addressed through formal courses as a part of targeted training. Problems identified with attitudes and behaviours will trigger discussion with the educational supervisor and referral to the programme director if unresolved. In some circumstances a change of placement may resolve the problems.

### **ARCP checkpoints**

The ARCP is typically held at annual intervals throughout specialist training. Trainees are expected to submit supportive evidence through their structured portfolio to indicate they have achieved a particular learning outcome. ARCP panels always include an external assessor who is an experienced trainer from another programme.

Failure to progress and failure to achieve milestones may result in the ARCP panel recommending targeted training to achieve specific learning outcomes over a prescribed period. Trainees failing examinations should normally be seen at the next available ARCP panel for a formal and documented discussion of their further need for support.

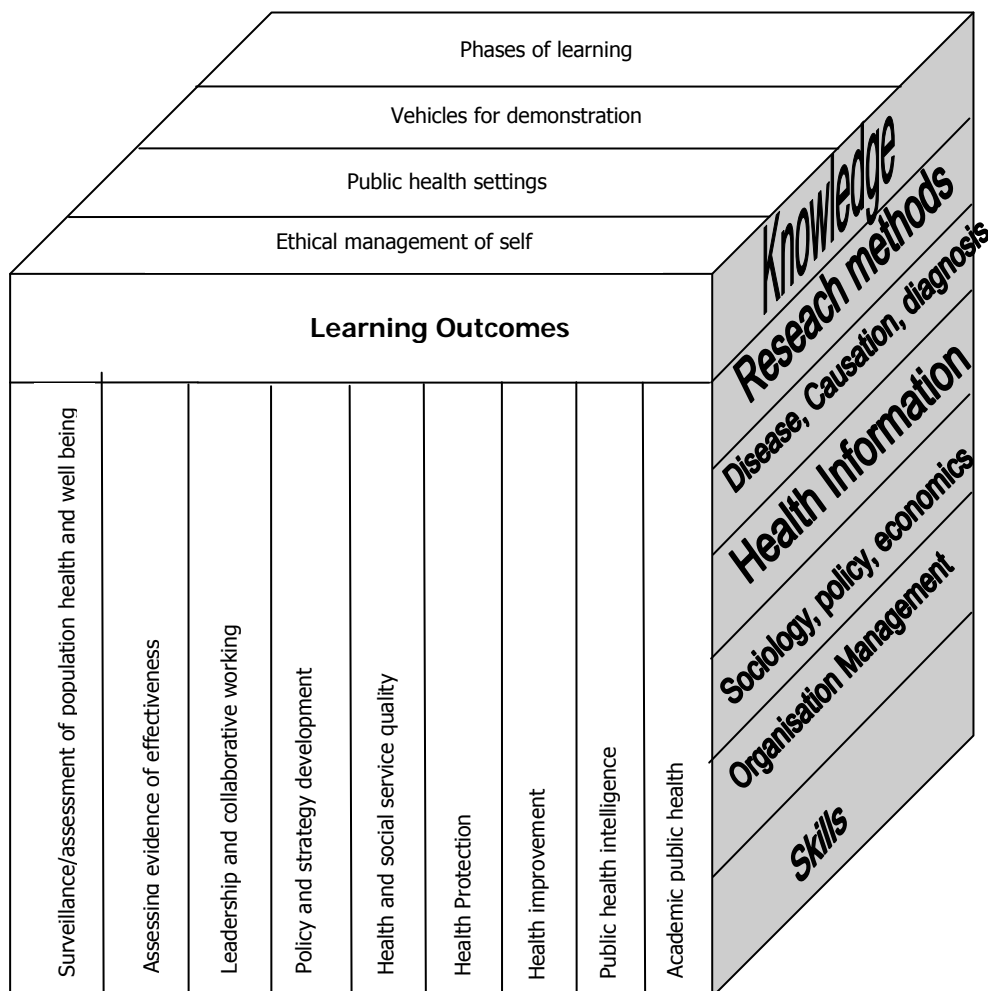
An ARCP outcome 2 allows for targeted training with clearly identified objectives. An ARCP outcome 3 requires the trainee to repeat a period of training and extends the time to CCT. Progress against such recommendations should be monitored at frequent intervals and normally at least six monthly for a further formal review.

The ARCP panel will consider progress in achieving learning outcomes alongside examination results to determine whether a trainee should remain in training. The decision will also take into account the range of remediation opportunity made available and a triangulation of assessment both between methods and assessor.

## Three Dimensional Model of Learning

(linking knowledge base with learning outcomes within a public health context<sup>10</sup>)

This model shows schematically the inter relationship between the knowledge base (shown on the side face in six domains), the learning outcomes (shown on the front face in the nine key areas of public health practice) and professional behaviours/public health contexts and learning phases (shown on the top face). The model explores how each part of the three elements cross cuts the other two.



<sup>10</sup> This model is adapted from the Phrubik cube developed by the Public Health Resource Unit, Oxford, and Skills for Health to support the development of a career framework for public health for all levels of staff involved in the delivery of health and health care services.  
[http://www.phru.nhs.uk/Pages/PHD/public\\_health\\_career\\_framework.htm](http://www.phru.nhs.uk/Pages/PHD/public_health_career_framework.htm)

## Public Health Training Glossary

Word or phrase	Meaning
360 degree appraisal	See Assessment - multi source feedback (MSF).
Academic supervisor	A trainer with responsibility for assisting the training to prepare for the MFPH examination, to develop a habit of academic rigour in service work, and to produce work of a standard suitable for peer review, presentation and publication. Each trainee is allocated an individual academic supervisor, who usually remains the same for the duration of training.
Academic tutor	See academic supervisor.
Achievement (applied to a project)	The nature and extent of change brought about as a result of a project. This may range from incremental change to transformational change.  Phase 1 achievement - Displays knowledge of management change theory. Phase 2 achievement - Can manage incremental change. Phase 3 achievement - Can manage small transformational change.
Activity	A set of tasks related either by topic, dependencies, data, common skills, or deliverables.
Advocacy	Speaking out on issues of concern to the public's health. Advocacy usually related to organised activism.
AfC	Agenda for Change. A pay system for nearly all NHS employed staff across the UK that replaced the previous Whitley Council system.
Annual review	The means by which a trainee's progress through the training programme is reviewed by a panel accountable to the postgraduate dean and operating on behalf of the deanery Specialty Training Committee.
Appraisal	An individual and private planned review of progress, focusing on the trainee, achievements and future activity. It allows training needs to be identified and is primarily concerned with development.
ARCP	Annual Review of Competence Progression. A written record of the trainee's progress. It records core information about the trainee, achievement of competencies and learning outcomes, assessment and subsequent decisions, and confirmation that training has been satisfactorily completed. It is required as part of the evidence needed to recommend the award of the CCT on completion of training.
ARCP panel	A panel, accountable to the postgraduate dean and operating on behalf of the deanery Specialty Training Committee, that undertakes an annual review of each trainee. It decides on the trainee's progress and training needs.

ARCP Outcomes	<p>Form R records core information about the trainee. ARCP Outcomes are records of assessment and subsequent decisions made by the ARCP panel:</p> <ul style="list-style-type: none"> <li>• Outcome 1 states that progress since the last annual assessment was satisfactory.</li> <li>• Outcome 2 states development of specific competences required – additional training time not required</li> <li>• Outcome 3 states that inadequate progress by the trainee – additional training time required</li> <li>• Outcome 4 states that the trainee is released from the training programme – with or without competences.</li> <li>• Outcome 5 – Incomplete evidence presented – additional training time may be required</li> <li>• Outcome 6 Gained all required competences</li> <li>• Outcomes 7-9 are outcomes for trainees out of programme or not in training.</li> </ul>
ARCP process	<p>The formal method by which a trainee's progress through the training programme is recorded. ARCP is not an assessment – it is a review of competence progression. Towards the end of each training year an ARCP panel is convened to review the assessment documentation for each trainee. The panel is required to make a judgment, based on the assessment material, which leads to the issue of an ARCP outcome.</p>
Assessment	<p>A regular process that collects evidence about progress towards a goal and makes a judgment about whether this goal has been reached. It determines whether trainees can move from one stage of training to the next or whether they have reached an appropriate standard for certification. Assessment is primarily an educational activity whose main purpose is to provide information about progress in learning and about the environment and activities that support it. Valid and reliable evidence is required for this process to be acceptable and able to be documented.</p>
Assessment - formative	<p>Assessment that is designed to provide immediate, contextualised feedback and thereby enhance the learning process. It occurs when teachers feed information back to students in ways that enable the student to learn better, or when students can engage in a similar, self-reflective process. It is most helpful when information is focused on the task, not the student, and when students learn to undertake regular self-assessment.</p>
Assessment - summative	<p>Assessment that attempts to summarise student learning at some point in time, e.g. the end of a course. It usually involves taking standardised tests or examinations.</p>
Assessment - multi source feedback (MSF)	<p>A workplace based assessment of a trainee's attitudes and behaviour, obtained by collecting the opinions of other professional colleagues using standardised and validated questionnaires. The assessed trainee receives anonymous feedback about his or her performance.</p>
Attitude	A settled opinion or way of thinking.
CCT	<p>Certificate of Completion of Training. It is awarded by GMC (or the UK Public Health Register for non-medical trainees) upon receipt of evidence of satisfactory completion of training from the ARCP panel and Faculty Adviser.</p>
Competence	The ability to carry out a task or activity well enough to meet a specified standard.

Competence to practice	The whole range of knowledge and skills that are needed to carry out the job in all its complexity, including the exercise of professional judgement.
Core curriculum area	A key area which is deemed central to the practice of all aspects of public health.
Complex (applied to a project)	<p>A complex project is one in which the issue is influenced by a number of other factors, the more external influences the more complex. The nature of the external influences may be more or less well defined, the less well defined the external influences the more complex the project.</p> <p>There may be interactions between the influences and again complexity increases as the interactions are less well defined.</p> <p>Phase 1 complexity - Complicated by the influence of at most two external factors.</p> <p>Phase 2 complexity - Complicated by two or more external factors the influence of which is not completely defined.</p> <p>Phase 3 complexity - Complicated by a number of factors whose influence and interaction is uncertain.</p>
The Conference of Postgraduate Medical Deans (COPMeD)	Postgraduate Deans manage the postgraduate training of doctors, and the continuing professional development of GPs. COPMeD provides a forum in which members can meet to discuss current issues, share best practice and agree a consistent and equitable approach to training in all Deaneries. It acts as a focal point for contact between the Postgraduate Medical Deans and other organisations, e.g. Medical Royal Colleges, GMC, BMA, MRC, AMRC and NHS Executive.
Curriculum	<p>An integrated learning programme.</p> <p>The curriculum describes the objectives of training, expressed in terms of learning outcomes, and how they will be assessed.</p>
Deanery	The designated area of responsibility of a postgraduate dean. In the UK the organisation of postgraduate medical and dental education is organised through Deaneries. England has 14 Deaneries, Scotland four and one Deanery covers each of Wales and Northern Ireland.
Does	Once trainees have gained knowledge (know) and applied this in theoretical (know how) and controlled (show how) situations, they are then expected to become competent in integrating these skills to enable them to practice safely in real life situations (do).
Education	The process of learning or teaching. It includes any activity that supports the development of professional practice.
Educational supervisor	<p>A trainer with overall responsibility for planning, co-ordinating and supervising the training of a trainee.</p> <p>Each trainee is allocated an individual educational supervisor, who usually remains the same for the duration of training.</p> <p>The educational supervisor may co-ordinate the work of other designated trainers as the trainee rotates through a variety of training experiences, e.g. attachments to different training bases.</p>
Experience	Obtaining knowledge and/or skill through seeing or doing things.
Expertise	A high level of knowledge or skill.
Faculty Adviser	<p>The person with responsibility, on behalf of the Faculty of Public Health, for promoting and maintaining high standards of professional competence and practice in public health within each NHS region or UK country.</p> <p>On behalf of the postgraduate dean, sits on trainee appointment panels and ARCP panels, completes and maintains ARCP forms, and advises on CCT dates in the light of retrospective recognition of training.</p>

	On behalf of the Faculty, provides advice to those who are interested in pursuing a career in public health, assesses the suitability of training locations, and facilitates external Faculty visits to review the training programme.
General Medical Council (GMC)	The GMC is the statutory body responsible for regulating the medical profession in the United Kingdom. Its purpose is to <i>'Protect, promote and maintain the health and safety of the community by ensuring proper standards in the practice of medicine.'</i>
Head of School	The Heads of School provide strategic leadership for the development of the postgraduate school within the Deanery, which provides and co-ordinates the education and training of trainees within a specific specialty grouping  The Head of School is managerially responsible to the Postgraduate Dean and professionally responsible to the Faculty of Public Health.
Incremental change	A change process where each new element follows in a logical and predetermined way and builds on what went before e.g. having two chiropodists where there used to be one; opening another clinic; commissioning new equipment; opening a new building; spending more money on the same thing. This is the sort of change that used to happen in NHS annual programmes.
Involvement	A measure of the contribution made by the trainee to the project.  Phase 1 involvement - Participated or collaborated in a project. Phase 2 involvement - Contributed significantly to a project. Phase 3 involvement - Led or managed a project.
Key curriculum area	A thematic grouping of learning outcomes (and assessments) within the curriculum, each specialising in a specific part of the curriculum. Trainees are required to complete training in all key curriculum areas.
Knowledge	Information about a subject which has been obtained by study or experience.
Knows	A trainee who knows part of the public health knowledge base will be able to demonstrate this knowledge on assessment (for example by examination)
Knows how	Once knowledge has been acquired (knows) it is applied to answering a question, solving a problem or undertaking a task. This more than simply repeating knowledge gained (knows how).
KSF	NHS Knowledge and Skills Framework. Defines and describes the knowledge and skills which NHS staff need to apply in their work in order to delivery quality services. It comprises six dimensions: communications; personal and people development; health, safety and security; service development; quality; and equality, diversity and rights. It provides a single, consistent, comprehensive and explicit framework on which to base review and development for all staff and design new roles to respond to changes in service delivery. It also contributes to decisions about pay progression under Agenda for Change.
Lead Dean	A Lead Dean has a specific UK responsibility for a specialty including working with the relevant Royal College, Faculty or specialty association
Learning	The activity of obtaining knowledge.
Learning experiences	Practical activities that can result in acquiring new knowledge or skills.
Learning outcomes	Training objectives defined as part of the curriculum. These define what the trainee will know, understand, describe, recognise, be aware of, and be able to do at the end of the training programme.
Magnitude (applied to a	Magnitude describes the size of a project. Bigger projects influence

project)	<p>more stakeholders who are more disparate; by comparison small projects affect a limited number of people who are more homogeneous.</p> <p>Phase 1 magnitude - A small population which is relatively homogeneous in make up.  Phase 2 magnitude - A population that has more complex make up, e.g. multiple age groups, social groups, or ethnic groups.  Phase 3 magnitude - A large population with disparate make up spread over a wide area, like a whole district or part of a region.</p>
MFPH/DFPH	<p>Membership/Diplomate membership of the Faculty of Public Health. The MFPH consists of the Part A and Part B (OSPHE) examinations. Success in the Part A examination leads to election into Diplomate Membership, and success in the Part B examination leads to election into full Membership of the Faculty of Public Health.</p>
MFPH Part A	<p>A written examination which forms the first part of the MFPH. The examination is intended to test a candidate's knowledge and understanding of the scientific bases of public health. Candidates are expected to have acquired specialist knowledge and skills in public health, and to show a clear understanding of the principles and methods of related disciplines, notably applied statistics, behavioural sciences, health economics, and management.</p>
MFPH Part B	<p>An oral examination, consisting of an OSPHE, which forms the second part of the MFPH. It requires candidates to show that they can integrate the theoretical and practical aspects of public health practice.</p>
OSPHE	<p>Objective Structured Public Health Examination.  An oral examination, based on a series of real life scenarios, which is designed as a 'show how' assessment of the ability of the candidate to apply relevant knowledge, skills, and attitudes to the practice of public health. It forms the Part B examination for Membership of the Faculty of Public Health.</p>
Performance	<p>The ability to carry out a task or activity.</p>
Phase	<p>A grouping of activities that leads to a major milestone.</p>
PMETB	<p>The Postgraduate Medical Education and Training Board (PMETB) was an independent statutory body which is responsible for promoting the development of postgraduate medical education and training for all specialties across the UK. The PMETB was merged with the GMC in 2010.</p>
Postgraduate Dean	<p>The person with overall responsibility for the appointment and training of Specialty Registrars (StRs) in specialty training and for establishing training contracts with NHS Trusts in accordance with national guidelines.  The dean also appoints training programme directors and sits on the deanery Specialty Training Committee.</p>
Project	<p>A piece of planned work or activity that is completed over a period of time and intended to achieve a particular aim.</p>
Project supervisor	<p>A person responsible for overseeing a specific piece of planned work being undertaken by a trainee.</p>
Remediation	<p>Action taken to remedy a situation where a trainee has failed to achieve expected learning outcomes.  It may include targeted training to achieve specific learning outcomes within a defined period, together with frequent monitoring of progress.</p>
Service tutor	<p>See educational supervisor.</p>
Schools (Schools of Public Health)	<p>Leads on specialty specific postgraduate medical training. The main purpose of a School is to advise the Deanery on all matters relating to postgraduate training in public health and quality assurance of postgraduate training in public health.</p>

Shows how	Building on knowledge (knows) and an ability to apply knowledge in theoretical situation (knows how), trainees are then expected to demonstrate they can apply this to real problems in small scale or simulated situations. This is the application of knowledge in controlled settings (shows how).
Skill	The ability to carry out a task or activity well, usually because one has practised it.
Specialist curriculum area	A key area of specialist experience which forms a major part of the practice of some areas of public health.
Specialty Registrar (StR)	See trainee.
Specialty Training Committee	The committee which supervises and manages the delivery of the training programme and to whom ARCP panels report. They are based in each deanery and accountable to the postgraduate dean.
Syllabus	An outline and summary of topics and subjects to be studied, usually leading to an examination. It forms part of the knowledge base for the curriculum.
Task	A piece of work, especially one done regularly.
Trainer	See academic supervisor and educational supervisor.
Trainee	A trainee in public health.
Training	The process of learning the specific skills and procedures needed to do a particular activity or job, and to produce and/or develop a workforce.
Training phase	A period of time during which trainees are expected to have achieved a specified set of training objectives. The curriculum is delivered over three phases of training.
Training phase 1	The period of time (normally a maximum of two years) up to demonstration of a secure public health knowledge base, typically achieved by success in the MFPH Part A examination. By the end of phase 1, trainees will have achieved learning outcomes in simple situations.
Training phase 2	The period of time (typically six to nine months) between demonstration of a secure public health knowledge base and demonstration of the core public health skills examined by the MFPH Part B examination. By the end of phase 2, trainees will have achieved learning outcomes in moderately complex situations.
Training phase 3	The period of time after award of MFPH to CCT. By the end of phase 3, trainees will have achieved learning outcomes in highly complex situations.
Training policy	A written policy that prescribes the structure of an acceptable training programme and/or location. This will include arrangements for academic and service supervision, provision for trainer development, facilities expected in a training location, induction programmes for new trainees, requirements for learning frameworks (contracts), on-call arrangements, opportunities for external attachments, arrangements for rotation between training locations, study leave, and performance assessment and review processes.
Training programme	A structured period of training designed to culminate in the award of a CCT. It is managed by the programme director.
Training Programme Director	The person within each deanery responsible for managing the training programme in public health. Also acts as a co-ordinator and communicator between trainees, the postgraduate dean, the local Specialty Training Committee, the Faculty of Public Health, and the personnel (human resources) department in the Trust or Trusts that employ trainees.
Training setting	The location where a period of training takes place. Most public health training will take place in general training posts in a primary care trust, health protection unit, or academic public health

	<p>department, though arrangements differ in Scotland, Wales and Northern Ireland.</p> <p>There are a wide variety of other potential training settings, some of which are particularly suited to gaining experience in specialist curriculum areas. These include statutory authorities, acute and specialist trusts, strategic health authorities, public health observatories, cancer registries, clinical networks (including the Royal Colleges), government offices of the regions, and the Department of Health.</p>
Transformational change	A change process where the end point is not known even though the general direction is clear e.g. most NHS reorganisations.
UK Public Health Register	The <a href="#">UK Public Health Register</a> is an independent multidisciplinary register which ensures that only competent specialist public health professionals are registered and that high standards of practice are maintained.
Walport initiative	Academic Clinical Fellowship posts which allow trainees to set aside time to develop academic skills in research and/or teaching leading to the award of a higher degree. Up to three years academic time is permitted.
Weight (applied to a project)	<p>A measure of the importance or seriousness of a project, usually indicated by who has to sign it off.</p> <p>Phase 1 weight - A simple issue signed off by a single manager.</p> <p>Phase 2 weight - An intermediate issue that might be signed off by a sub-committee or committee.</p> <p>Phase 3 weight - A substantive issue signed off at board level.</p>

# Learning Outcomes Framework

This document details the expected learning outcomes for all trainees in Public Health wishing to achieve entry via CCT to the GMC Specialist Register or the UK Public Health Register. Learning outcomes are grouped into nine themes (Key Areas):

1. Surveillance and assessment of the population's health and well-being
2. Assessing the evidence of effectiveness of health and healthcare interventions, programmes and services
3. Policy and strategy development and implementation
4. Strategic leadership and collaborative working for health
5. Health Improvement
6. Health Protection
7. Health and Social Service Quality
8. Public Health Intelligence
9. Academic Public Health

The curriculum is delivered over three phases of training:

For each learning outcome the target phase of training is given. The target phase is the last point at which the learning outcome should be achieved. It does not preclude achievement at an earlier phase. However, many of the learning outcomes identified for phase three involve work of complexity for which experience and competence might accumulate over a longer period and build on learning outcomes from earlier phases.

## Phase 1

The period of time (normally a maximum of two years) up to demonstration of a secure public health knowledge base (knows and knows how). In addition, by the end of phase 1 (of which knowledge is a component and typically assessed by success in the MFPH Part A examination) trainees will achieve learning outcomes in simple situations (assessed in the service environment) for example: those which are complicated by the influence of at most two external factors; involve a small population which is relatively homogeneous in make up; involve simple issues (e.g. can be decided by a single manager); are demonstrated as part of a larger project led by others. The total period of time in phase 1 would normally allow one year full time equivalent, in three university terms, on an academic course plus a further year in early service work. Trainees who take their academic course in a modular structure across two years would achieve the same service level experience across that period of time. A secure knowledge base is an essential requirement to train effectively in public health and must therefore be evidenced through examination early in training. **The very nature of public health practice may mean that trainees commence gaining some phase 2 competencies during phase 1, when they may start to put into practice their expanding knowledge base in pieces of service based work.**

## Phase 2

The period of time (up to a year) between demonstration of a secure public health knowledge base/know how and demonstration of the core public health skills examined via the MFPH Part B (OSPHE – objective structured public health examination) and further demonstration of competence in the service environment. The Part B MFPH can only be attempted after success at Part A. In addition, by the end of phase 2 trainees will achieve learning outcomes in more complex situations for example: those which are complicated by two or more external factors the influence of which is not completely defined; involve a population that has more complex make up, e.g. multiple age groups, social groups or ethnic groups; involve intermediate issues (require a committee or subcommittee to make a decision); are demonstrated where the trainee is making a significant contribution to a larger project led by others or leading a smaller project. **The very nature of public health practice may mean that trainees commence gaining some phase 3 competencies during phase 2.**

The move into phase 3 is conditional upon success in Part B MFPH and achievement of the learning outcomes designated for this phase.

### Phase 3

The period of time after award of MFPH to CCT (typically 24-30 months). By the end of phase 3 trainees will achieve learning outcomes in complex situations for example: those which are complicated by a number of factors whose influence and interaction is uncertain; involve a large population with disparate make up and spread over a wide area such as a whole district or part of a region; involve a substantive issue (require senior management or multi-agency decision making). This phase includes opportunity to develop optional interests and competence in more specific areas of practice or further experience in specialist settings. This range of options will allow a diversity of public health practice to flourish and will support career opportunity. For a normally progressing trainee, consolidation of core competence would require the full indicative period identified for this phase. A rapidly progressing trainee would be able either to develop a special interest and higher competence or might complete training at an earlier stage. It will be made clear in the assessment package that satisfactory completion of training is not simply a signing off of individual learning outcomes but will also require evidence both of experience of several settings as the context for competence and of integration of competencies to evidence performance in individual practice at consultant level. Competence in this phase is assessed in the workplace through a variety of methods.

All trainees satisfactorily completing this curriculum will be awarded a Certificate of Completion of Training (CCT) in Public Health (medicine). This applies both to those trainees who choose not to add optional special interest learning outcomes and to those who do.

Each key area of public health practice is presented in a standard format

1. A general descriptor of the area of practice.
2. **Xa Learning experience** This section broadly delineates the expected learning outcomes in each of the three phases of training. It describes potential vehicles and settings for demonstration of competence in the particular area of public health practice.
3. **Xb Links to KSF** This section gives the broad links to the Knowledge and Skills Framework which applies only to trainees from backgrounds other than medicine (see below).
4. **Xc Knowledge base and knows how** This section outlines in general terms the knowledge and knows how needed to underpin required learning outcomes. The detailed knowledge requirements are listed in the syllabus for Part A MFPH.

The learning outcomes for each key area are presented in tabular form which links specific competencies with their target phase for achievement, the related KSF competency, suitable assessment methods, the Part A MFPH syllabus and related curriculum areas

### Learning outcome

This covers the skills, attitudes and expertise expected of a Consultant in Public Health and outlines what the trainee will know, understand, describe, recognise, be aware of and be able to do at the end of training. Some learning outcomes use words such as 'complex', 'weight' etc which are defined in the glossary and give a fuller description of the level of attainment expected. The learning outcomes framework should therefore be read in conjunction with the glossary.

### Target phase of achievement

This is the point in training by which most trainees must achieve the outcome. It does not necessarily preclude a trainee achieving outcomes earlier but may act as a trigger for remediation if the outcome is significantly delayed. Where a target phase indicated covers multiple phases, the trainee is expected to provide evidence of achievement at each level. Where a target phase indicates

multiple phases, the trainee is expected to provide evidence of acquisition of the learning outcome in each phase.

### ***Link to related KSF competency***

Public health specialty training is a multi-disciplinary programme, open to graduates from medicine and other disciplines. Trainees from backgrounds other than medicine are employed under Agenda for Change Terms and Conditions. The NHS Knowledge and Skills Framework (KSF) lies at the heart of the career and pay progression strand of Agenda for Change; linking the KSF requirements to this new curriculum is therefore essential. The NHS KSF is a developmental system that defines and describes knowledge and skills for NHS staff. It provides a single, consistent, comprehensive and explicit framework for review and development for all staff from a background other than medicine. Each learning outcome is linked to a KSF competency at the level required by the end of training.

<http://www.dh.gov.uk/PolicyAndGuidance/HumanResourcesAndTraining/ModernisingPay/AgendaForChange/fs/en>

### **Suitable assessment methods**

Each learning outcome will be assessed by multiple methods and by multiple assessors. These are described further and blueprinted in the curriculum section on assessment/examination. The Assessment blueprint can be found at

[http://www.fph.org.uk/training/downloads/assessment/FPH\\_assessment\\_blueprint.pdf](http://www.fph.org.uk/training/downloads/assessment/FPH_assessment_blueprint.pdf)

### **Knowledge base**

The knowledge base necessary for public health consultant level practice is outlined in the public health knowledge syllabus and is not included in the learning outcomes framework. Each learning outcome is mapped to a relevant part of the knowledge syllabus which is also included as a separate section in this curriculum.

### **Related curriculum areas**

Each learning outcome is cross referenced to other key areas.

The full learning outcomes framework is preceded by a section on *Good Medical Practice and Good Public Health Practice* which describes the behaviours and attitudes necessary for professional practice. The Public Health Curriculum is mapped directly to the sections and domains of GMP and GPHP

## Learning Outcomes: Ethical management of self and Professionalism

The Faculty of Public Health has adapted the GMC document *Good Medical Practice* for public health consultant practice. *Good Public Health Practice* describes the professional behaviours and values which underpin public health practice and apply both to medical and other graduate public health consultants. The document can be found at: [http://www.fph.org.uk/prof\\_standards/downloads/appraisals/B\\_GPHP.pdf](http://www.fph.org.uk/prof_standards/downloads/appraisals/B_GPHP.pdf)

On completion of training it is expected that the public health consultant can work with clinical practitioners rather than function as a clinician. Some medically qualified public health consultants, especially those working in health protection, may undertake work of a clinical nature. This work will be governed by *Good Medical Practice* [http://www.gmc-uk.org/guidance/good\\_medical\\_practice/index.asp](http://www.gmc-uk.org/guidance/good_medical_practice/index.asp) and the documents should be used alongside each other. There may be aspects of health protection work that involve direct interaction with individuals who have, or who have been exposed to, communicable and environmental hazards (and their relatives and carers). When practising in clinical areas and with patients, *Good Medical Practice* must also be integrated into training within the limits of professional competence.

	Learning outcome	<a href="#">Link to related KSF competency</a>	<a href="#">Link to MLCF</a>	<a href="#">Link to GMP</a>	Suitable assessment methods
EMS 1	Recognise and work within the limits of professional competence including working within the limits of personal clinical competence when dealing with individual patients	C2:3		1, 2, 3	<a href="#">See Blueprint</a>
EMS 2	Be willing to consult colleagues	C2:3	2a	41, 50-52	<a href="#">See Blueprint</a>
EMS 3	Keep clear, accurate and contemporaneous records including clinical record as necessary	C1:4		3	<a href="#">See Blueprint</a>
EMS 4	Keep colleagues well informed when working in partnership including referring appropriate clinical issues	C1:4	2a	50-55	<a href="#">See Blueprint</a>
EMS 5	Establish and maintain trust by listening to and respecting others' views including giving patients and others the information they need in a way they can understand	C2:3	2b	20-28	<a href="#">See Blueprint</a>
EMS 6	Treat others with courtesy	C2:3		21, 41, 42	<a href="#">See Blueprint</a>
EMS 7	Respect the rights of the public and patients to be involved in choices	C6:3		4, 21, 22	<a href="#">See Blueprint</a>
EMS 8	Treat information about patients as confidential. If in exceptional circumstances you feel you should pass on information without a patient or an individual's consent, or against their wishes, you should follow agreed guidance on confidentiality and be prepared to justify your decision	C2:3		37	<a href="#">See Blueprint</a>
EMS 9	Treat colleagues fairly and maintain the public's trust through avoidance of unfounded criticism	C2:3		46, 47	<a href="#">See Blueprint</a>

EMS 10	Respect skills and contributions of colleagues and maintain professional relationships and effective communication in multi disciplinary teams	C2:3	2b; 2c	41, 46	<a href="#">See Blueprint</a>
EMS 11	Be readily accessible to the public and colleagues when on duty including arranging suitable cover	C6:3	1b	48	<a href="#">See Blueprint</a>
EMS 12	Pay regard to efficiency while not discriminating against individuals/populations	C6.2			<a href="#">See Blueprint</a>
EMS 13	Keep knowledge and skills up to date, including regular audit, appraisal and reflective learning	C2:2	1c	12, 13	<a href="#">See Blueprint</a>
EMS 14	Practise safely including assuring professional indemnity, safeguarding the public from others' unsafe practice, adhering to safe management practice through maintenance and development of an environment and culture that improves health, safety and security	C3:2		6, 43-45	<a href="#">See Blueprint</a>
EMS 15	Deal with complaints fairly and co-operate with enquiries into practice	C5:2	4a	30, 31, 41	<a href="#">See Blueprint</a>
EMS 16	Demonstrate probity in professional and personal practice	C2:2		56-59	<a href="#">See Blueprint</a>
EMS 17	Seek and follow advice where health concerns may affect practice	N/A		78, 79	<a href="#">See Blueprint</a>
EMS 18	Work within a value system appropriate to public health advocacy	C6:3	1d		<a href="#">See Blueprint</a>

Demonstration of *Good Public Health Practice* is expected of all trainees at all phases of training and assessed at regular intervals including at ARCP. General behaviours are listed above. Others are included in the relevant learning outcomes framework for a specific key area (8.7, 8.8, 9.10, 9.11, 9.12 and 9.13).

## ***Areas of public health practice***

Many of the generic learning outcomes in the first four competency areas are applicable to key areas 5 to 9 which cover systems within which public health is practised. The section describing potential settings for demonstration of competence in KA 1 to 4 details the possible settings in which generic competence may be demonstrated. These learning outcomes are therefore not repeated in the learning outcomes frameworks for KAs 5 to 9. For example, undertaking a health needs assessment, the learning outcomes for which are detailed in KA 1, can be applied in several settings such as health protection, health improvement etc.

The core learning outcomes for KAs 5 to 9 are complemented by a number of additional learning outcomes listed in the optional special interest section. All trainees are required to achieve all core learning outcomes for all nine areas of public health practice. The special interest learning outcomes are optional. These options may be selected by trainees making good progress and aiming at a more focussed area of practice after CCT. Special interest learning outcomes are designed to be gained alongside core learning outcomes and are therefore not identified separately on the training pathway schematic.

A detailed list of the various groups with whom a public health consultant might work while demonstrating any of the competencies in the nine key areas has not been included. Such a list would not be fully comprehensive and might therefore suggest exclusion rather than inclusion. Trainees and trainers should think broadly across the range of groups to allow learning experience in different contexts to include the disadvantaged, different age groups, different client groups, different organisations etc.

To jump straight to key areas click the links below:

- [\*1. Surveillance and assessment of the population's health and well-being\*](#)
- [\*2. Assessing the evidence of effectiveness of health and healthcare interventions, programmes and services\*](#)
- [\*3. Policy and strategy development and implementation\*](#)
- [\*4. Strategic leadership and collaborative working for health\*](#)
- [\*5. Health Improvement\*](#)
- [\*6. Health Protection\*](#)
- [\*7. Health and Social Service Quality\*](#)
- [\*8. Public Health Intelligence\*](#)
- [\*9. Academic Public Health\*](#)

## **Key area 1: Surveillance and assessment of the population's health and well-being**

This area of practice focuses on the quantitative and qualitative assessment of the population's health, including managing, analysing, interpreting, and communicating information that relates to the determinants and status of health and well-being. Integral to this is the assessment of population needs and its relationship to effective actions.

### **1a Learning experiences**

By the end of phase 1, trainees will be expected to assess and describe the health status and determinants of health of a defined population by measuring, analysing and interpreting appropriate routine and ad hoc mortality, morbidity data, and subjective health status.

By the end of phase 2, trainees will be expected to have assessed the status, health needs and determinants of health of a (sub) population systematically for a known reason. This will demonstrate use of appropriate qualitative and quantitative methods, including comparison over time, place and person. It will also demonstrate the ability to accurately describe and clearly communicate findings to others and translate surveillance results and assessment into appropriate recommendations for action.

By the end of phase 3, trainees will be expected to demonstrate that action has taken place as a result of their assessment of health status and needs. If no action has occurred then they will understand why and have developed alternative strategies. Trainees will have been assessing health status throughout their training and will have accumulated evidence that they are proficient in the use of a broad range of types of health data in a range of settings.

#### **Potential vehicles for the demonstration of this competence area include:**

- Gathering, analysis and presentation of data for a health report.
- Data set manipulation and analysis.
- Development, administration and analysis of questionnaires.
- Board reports.
- Health needs assessment.
- Geographic mapping of health indicators.

#### **Potential settings for the demonstration of this competence area:**

By the end of training trainees will be expected to have worked with the following types of health data: mortality, morbidity, cancer registry, local, national and international communicable disease notifications and laboratory data, demographic, hospital episode statistics and health survey. They will be expected to have done this in a setting where they can demonstrate the contribution made to decision making at a Board / Senior Management level within a health or partner organisation. They will need to have analysed data by geographical levels, by sub-populations, by time and by risk factors.

### **1b Links to KSF**

IK2: Information collection and analysis

C6: Equality and Diversity

### **1c Knowledge base**

Populations; collection of routine and ad hoc data; demography; life-tables; population projections; population structure and fertility, mortality and migration; the significance of demographic changes for the health of the population and its need for health and related services.

Sources of routine mortality and morbidity data, including primary care data, collection and publication at international, national, regional and district levels; biases and artefacts in population data; methods of classifying health and disease, appreciation of the importance of consistency in definitions and (public health) language. Methods used to measure health status; notification and registration systems; data linkage within and across datasets.

Use of information for health service planning and evaluation; specification and uses of information systems; common measures of health service provision and usage; the uses of mathematical modelling techniques in health service planning; indices of needs for and outcome of services; the strengths, uses, interpretation and limitations of routine health information; use of information technology in the processing and analysis of health services information and in support of the provision of health care.

## Learning outcomes: Key area 1. Surveillance and assessment of the population's health and well-being

The assessment criteria for this Key area can be found in the [Assessment for Key Area 1 section](#)

	Learning outcome	Target phase	<a href="#">Link to related KSF competency</a>	Suitable assessment methods	Link to knowledge base <sup>1</sup>	Related curriculum areas
1.1	Show awareness of available data to describe the health status and determinants of a local population and compare with other populations using appropriate statistical and standardisation techniques and identify localities or groups with poor health	1	IK2:3	<a href="#">See Blueprint</a>	1.1.1 to 1.1.9, 1.1.19 to 20, 1.1.35, 1.3.1 to 1.3.8, 1.3.10	KA 7, 8
1.2	Undertake a brief health needs assessment for a defined population for a specific purpose using appropriate qualitative or quantitative methods and make recommendations for action	2	IK2:3	<a href="#">See Blueprint</a>	LO 1.1 plus 1.1.27 1.1.29 to 31 1.3 (all)	KA 7, 8
1.3	Use a range of methods of assessing morbidity and burden of disease within and between populations, both as ad hoc analysis and as part of systematic health surveillance.	3	IK2:3	<a href="#">See Blueprint</a>	1.1 to 1.3 4.4.5	KA 7, 8
1.4	Analyse data of populations in specific geographical areas and in particular groups of people in order to assess health status, health inequalities, determinants and different needs to support prioritisation of action.	3	IK2:4	<a href="#">See Blueprint</a>	1.1 to 1.3	KA 8
1.5	Use a range of routine information sources and surveillance systems including, as a minimum, mortality, hospital admission, census, primary care, communicable disease, cancer intelligence data, reproductive and sexual health data, and government surveys to support public health activity	3	IK2:3	<a href="#">See Blueprint</a>	As KA 1.1 plus 1.1.27, 1.1.29 to 31, 1.3 (all)	KAs 6, 7, 8
1.6	Use qualitative and ad hoc or local survey data	3	IK2:4	<a href="#">See Blueprint</a>	1.1.27, 1.1.29 to 31, 1.4	KAs 7, 8
1.7	Undertake a health needs assessment for a defined population for a specific purpose and demonstrate that this work has been considered at a high level in a relevant organisation	3	C6:3 IK2:4	<a href="#">See Blueprint</a>	LO 1.1 + 1.1.27, 1.29 to 31, 1.3 (all), 5	KAs 3, 4, 7
1.8	Undertake an assessment of the health impact of a policy or project for a defined population and demonstrate that this work has been considered at a high level in a relevant organisation	3	C6:3 IK2:4	<a href="#">See Blueprint</a>	1.3.17	KAs 3, 4, 7

	<b>Learning outcome</b>	<b>Target phase</b>	<a href="#">Link to related KSF competency</a>	<b>Suitable assessment methods</b>	<b>Link to knowledge base<sup>1</sup></b>	<b>Related curriculum areas</b>
1.9	Quantify inequalities and inequities within and between populations in valid ways which make sense to the relevant audience/commissioner.	3	C6:3	<a href="#">See Blueprint</a>	1.3.6, 1.3.10	KAs 1, 5, 8

<sup>1</sup> Numbers link either to Key Areas (KA), learning outcomes (LO) or to the Part A syllabus

## Assessment for Key Area 1

LO	Assessment Type	Phase	
	<b>CBD, PART A</b>	<b>1</b>	
<b>1.1</b>	<i>Show awareness of available data to describe the health status and determinants of a local population and compare with other populations using appropriate statistical and standardisation techniques and identify localities or groups with poor health.</i>		
<b>Criteria</b>	<p>For this learning outcome, the assessor will seek evidence that the trainee is aware of:</p> <ul style="list-style-type: none"> <li>• Mortality</li> <li>• Hospital episode</li> <li>• Cancer registry data</li> <li>• Communicable disease data</li> </ul> <p>for the local population.</p> <p>The trainee can compare each source with, for example, data for neighbouring areas or the national population. Since the learning outcome is 'awareness' the trainee may present data from for example a public health director's annual report.</p> <p>The trainee can present standardised mortality, admission or registration data.</p> <p>The trainee can present data showing geographical variation – again this might be from a local public health report or similar.</p>		

LO	Assessment Type	Phase	
	<b>WRITTEN REPORT</b>	<b>2</b>	
<b>1.2</b>	<i>Undertake a brief health needs assessment for a defined population for a specific purpose using appropriate qualitative or quantitative methods and make recommendations for action</i>		
<b>Criteria</b>	<p>The assessor will seek evidence that:</p> <ul style="list-style-type: none"> <li>• The trainee has written a definition of the needs which are being assessed</li> <li>• The trainee has written a definition of the relevant population</li> </ul> <p>The method used to assess need has been documented in sufficient detail that someone else could replicate the work done. The method may be quantitative (using numerical data) or qualitative (using textual information for example from documents or focus group reports).</p> <p>The work has included personal contact with both professionals (e.g. relevant consultants in the relevant specialty) and patients (or their representatives).</p> <p>The recommendations flow clearly from the assessment of need and address the health need. The recommendations should include proposals for prevention as well as treatment.</p>		

LO	Assessment Type	Phase	
	<b>WRITTEN REPORT, CBD</b>	<b>3</b>	
<b>1.3</b>	<i>Use a range of methods of assessing morbidity and burden of disease within and between populations, both as ad hoc analysis and as part of systematic health surveillance</i>		

<b>Criteria</b>	<p>For this Phase 3 learning outcome, the assessor will seek evidence that:</p> <p>The trainee has used mortality, hospital episode, primary care, communicable disease and registry data. Communicable disease data includes laboratory reports, notifications and enhanced surveillance data.</p> <p>The trainee has <u>analysed</u> the data – this implies activities such as inspecting trends, looking for spatial variation, standardisation where needed, statistical tests and so on.</p> <p>'Ad hoc' analysis is carried out in response to a specific query or concern. 'Systematic health surveillance' is the regular, exploratory analysis of routinely collected data with no prior hypothesis. Such analysis is however executed in accord with a pre-specified plan or protocol.</p>
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LO	Assessment Type	Phase
	<b>WRITTEN REPORT, CBD</b>	<b>3</b>
<b>1.4</b>	<i>Analyse data of populations in specific geographical areas and in particular groups of people in order to assess health status, health inequalities, determinants and different needs to support prioritisation of action</i>	
<b>Criteria</b>	<p>For this Phase 3 learning outcome, the assessor will seek evidence that the trainee has analysed data relevant to:</p> <ul style="list-style-type: none"> <li>• Health status</li> <li>• Health inequalities</li> <li>• Social determinants of health</li> </ul> <p>As with learning outcome 1.3, 'analysed' implies activities such as inspecting trends, looking for spatial variation, standardisation where needed, statistical tests and so on.</p> <p>The trainee has presented evidence and justification placing the findings in order of importance as regards public health action.</p>	

LO	Assessment Type	Phase
	<b>WRITTEN REPORT, CBD</b>	<b>3</b>
<b>1.5</b>	<i>Use a range of routine information sources and surveillance systems including, as a minimum, mortality, hospital admission, census, primary care, communicable disease, cancer registry, reproductive and sexual health data and government surveys to support public health activity</i>	
<b>Criteria</b>	<p>For this Phase 3 learning outcome the assessor will seek evidence that the trainee has 'used' the specified data. Evidence of 'use' is that the trainee has incorporated information from these sources in a document or presentation, indicating the strengths and weaknesses of the data used, and added value by interpreting the results / consequences / possible actions or further analysis needed.</p>	

LO	Assessment Type	Phase
	<b>WRITTEN REPORT, CBD</b>	<b>3</b>
<b>1.6</b>	<i>Use qualitative and ad hoc or local survey data.</i>	
<b>Criteria</b>	<p>For this Phase 3 learning outcome, the assessor will seek evidence that the trainee has 'used' the specified data. Evidence of 'use' is that the trainee has incorporated information from these sources in a document or presentation, indicating the strengths and weaknesses of the data used, and added value by interpreting the results /</p>	

	consequences / possible actions or further analysis needed.
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LO	Assessment Type	Phase
	<b>WRITTEN REPORT, CBD</b>	<b>3</b>
<b>1.7</b>	<i>Undertake a health needs assessment for a defined population for a specific purpose and demonstrate that this work has been considered at a high level in a relevant organisation</i>	
<b>Criteria</b>	<p>For this Phase 3 learning outcome the assessor will seek evidence that the trainee has written a definition of the needs which are being assessed.</p> <p>The trainee has written a definition of the relevant population</p> <p>The method used to assess need has been documented in sufficient detail that someone else could replicate the work done.</p> <p>The work has included personal contact with both professionals (e.g. relevant consultants in the relevant specialty) and patients (or their representatives).</p> <p>The work takes account or relevant guidance and policy documents of government and other national organisations</p> <p>The recommendations flow clearly from the assessment of need and address the health need. The recommendations should include proposals for prevention as well as treatment.</p> <p>In demonstrating that the work has been considered at a 'high level' the key point is that the work is substantial enough not to be considered only by the trainee's immediate supervisor.</p>	

LO	Assessment Type	Phase
	<b>WRITTEN REPORT, CBD</b>	<b>3</b>
<b>1.8</b>	<i>Undertake an assessment of the health impact of a policy or project for a defined population and demonstrate that this work has been considered at a high level in a relevant organisation</i>	
<b>Criteria</b>	<p>For this Phase 3 learning outcome, the assessor will seek evidence that the trainee has clearly defined the relevant policy or project.</p> <ul style="list-style-type: none"> <li>• The trainee has clearly defined the relevant population</li> <li>• Positive and negative impacts have been considered</li> <li>• Physical and mental health have been considered</li> <li>• Numerical estimates have been made where appropriate</li> <li>• Uncertainties surrounding any estimates have been clearly documented and discussed</li> <li>• The source of evidence for any estimates is documented</li> </ul> <p>In demonstrating that the work has been considered at a 'high level' the key point is that the work is substantial enough not to be considered only by the trainee's immediate supervisor.</p>	

LO	Assessment Type	Phase
	<b>WRITTEN REPORT, CBD</b>	<b>3</b>
<b>1.9</b>	<i>Quantify inequalities and inequities within and between populations in valid ways which make sense to the relevant audience or commissioner.</i>	

<b>Criteria</b>	The assessor will seek evidence that this Phase 3 learning outcome has been achieved. The simplest way to do this will be to ask a member of the target audience whether the trainee's presentation (written or verbal) of inequalities and inequities made sense.

## ***Key area 2: Assessing the evidence of effectiveness of interventions, programmes and services intended to improve the health or wellbeing of individuals or populations***

This area of practice focuses on the critical assessment of evidence relating to the effectiveness and cost-effectiveness of public health interventions, programmes and services including screening. It concerns the application of these skills to practice through planning, audit and evaluation.

### **2a Learning experiences**

#### **Examples to support training and assessment**

By the end of phase 1, trainees would be expected to understand and apply critical appraisal techniques within simple, well-defined contexts (for example writing a briefing on the evidence for a single, non-contentious issue). Findings and recommendations will be communicated to limited audiences.

By the end of phase 2, trainees would begin to incorporate multiple types of evidence into their recommendations; begin to take a greater lead in the incorporation of evidence into practice and apply this competence in a wider range of situations; and appropriately communicate findings to a wider range of audiences. For example provide support to the development of a business case for a defined service.

By the end of phase 3, trainees would be expected proactively to seek out opportunities for using evidence to influence decisions. They would be working with highly complex issues and would be influencing the deliberations of senior decision-makers. For example, through the development of systems and processes for delivering evidence-based recommendations; the supervision of others; horizon scanning or prioritisation. It is expected that trainees at phase 3 will be using evidence to influence change effectively by incorporating fully the competencies of leadership, surveillance, public health intelligence, and strategy and policy development.

#### **Potential vehicles for the demonstration of this competence area include:**

- Evidence-based policy briefings (for boards, committees, public health colleagues or the public).
- Writing or appraising business cases.
- Health Needs Assessment.
- Press release.
- Master's level dissertations or assignments.
- Clinical or public health audit.
- Development of clinical guidelines.
- Calculation of population costings for a new technology.
- Commissioning plan.
- Health improvement strategy/policy/programme.
- Peer reviewed publication.

#### **Potential settings for the demonstration of this competence area:**

By the end of training trainees will be expected to have undertaken at least three assessments of evidence (one in each phase of training) including critical appraisals of the following study types: ecological, qualitative, aetiological, interventional, and economic. These assessments must vary by setting (e.g. acute hospital, community health care or other setting such as local government), or risk factor or sub-population so as to encourage a broad experience of assessing evidence.

### **2b Links to KSF**

C1: Communication; C4: Service Improvement, C5: Quality

IK2: Information Collection and Analysis

IK3: Knowledge and Information Resources

HWB1: Promotion of health and well being and prevention of adverse effects on health and wellbeing

G5: Services and Project Management

**2c Knowledge base**

Design and interpretation of studies: skills in the design of research studies; critical appraisal of published papers including the validity of the use of statistical techniques and the inferences drawn from them; ability to draw appropriate conclusions from quantitative and qualitative research.

Screening: principles, methods, applications and organisation of screening for early detection, prevention, treatment and control of disease.

## Learning outcomes: Key area 2. Assessing the evidence of effectiveness of health and healthcare interventions, programmes and services

The assessment criteria for this Key area can be found in the [Assessment for Key Area 2](#) section

	Learning outcome	Target phase	<a href="#">Link to related KSF competency</a>	Suitable assessment methods	Link to knowledge base <sup>1</sup>	Related curriculum areas
<b>Learning outcomes to be achieved at each phase of training</b>						
<i>Trainees must demonstrate competence at least three times during training in contexts where the complexity, weight, magnitude, involvement and achievement (see glossary) are appropriate for the phase of training</i>						
<b>Finding and retrieving evidence</b>						
2.1	Generate an appropriate question in order to assess the evidence	1, 2 & 3	IK2:4	<a href="#">See Blueprint</a>	1.1.19, 1.1.21, 1.4.6	KA 9
2.2	Use health and non-health evidence from formal research and other sources to answer a defined question, taking into account relative strengths and weaknesses of evidence used	1, 2 & 3	C4:3	<a href="#">See Blueprint</a>	1.1.19, 1.1.21, 1.1.35 to 40, 1.4.6	KA 1
2.3	Make use of others in finding and retrieving evidence (e.g. librarians, information specialists)	1, 2 & 3	IK3:1	<a href="#">See Blueprint</a>	As above + 5.1	KA 4
2.4	Define a literature search strategy with appropriate inclusion and exclusion criteria to find relevant evidence to answer a question	1, 2 & 3	IK3:1	<a href="#">See Blueprint</a>	n/a	KA 9
2.5	Clearly document methods used in finding and retrieving evidence	1, 2 & 3	C1:3	<a href="#">See Blueprint</a>	n/a	KA 9
<b>Assessing evidence</b>						
2.6	Filter and refine searches to select appropriate evidence, incorporating the hierarchy of evidence	1, 2 & 3	IK2:4	<a href="#">See Blueprint</a>	1.1.35 to 40	KA 9
2.7	Use an appropriate framework to critically appraise evidence	1, 2 & 3	IK2:3	<a href="#">See Blueprint</a>	1.1.21	KA 1
<b>Synthesising evidence – formulating justifiable recommendations</b>						
2.8	Formulate a balanced, evidence-based recommendation explaining key public health concepts using appropriate reasoning, judgement and analytic skills in a public health setting	1, 2 & 3	C4:1 HWB1:3 IK2:3	<a href="#">See Blueprint</a>	1.1.35 to 40	KAs 3, 4, 7
2.9	Provide options for decision makers	1, 2 & 3	HWB1:4 C5:4	<a href="#">See Blueprint</a>	n/a	KAs 3, 4
2.10	Communicate recommendations orally and in writing in order to influence	1, 2 & 3	C1:3 C4:1	<a href="#">See Blueprint</a>	6.3	KAs 3, 4

	Learning outcome	Target phase	<a href="#">Link to related KSF competency</a>	Suitable assessment methods	Link to knowledge base <sup>1</sup>	Related curriculum areas
	decisions					

	Learning outcome	Target phase	<a href="#">Link to related KSF competency</a>	Suitable assessment methods	Link to knowledge base <sup>1</sup>	Related curriculum areas
<b>Learning outcomes to be achieved at least once during training</b>						
<b>Finding and retrieving evidence</b>						
2.11	Find, retrieve, select and assimilate sufficient appropriate evidence to answer a question in a short space of time (i.e. within hours)	2	IK3:2	<a href="#">See Blueprint</a>	5.1.4	KA 4
<b>Assessing evidence</b>						
2.12	Understand the need for and be able to undertake a rapid appraisal of evidence (i.e. within minutes/hours not days)	3	IK2:4	<a href="#">See Blueprint</a>	5.1.4	KA 4
2.13	Undertake scoring of the quality of at least one quantitative and one qualitative study and its design	1	IK2:4	<a href="#">See Blueprint</a>	1.4.4 to 1.4.6, 4.1.35	KA 9
2.14	Use an appropriate framework to critically appraise each of the following types of study: ecological, qualitative, aetiological, interventional, and economic.	1	IK2:3	<a href="#">See Blueprint</a>	1.1, 1.2, 1.4, 4.4	KA 9
2.15	Assess the evidence for proposed or existing screening programmes, using established criteria	1	IK2:3	<a href="#">See Blueprint</a>	2.2	KA 1
<b>Synthesising evidence – formulating justifiable recommendations</b>						
2.16	Rapidly ascertain key public health information from a range of documents (eg briefings, policies, news reports) and use it appropriately and in relation to wider public health knowledge to communicate key public health information orally	2	HWB1:4	<a href="#">See Blueprint</a>	5.1 to 5.3	KAs 3, 4, 8
2.17	Work with others to generate consensus where there is conflicting evidence or an evidence gap	2	G5:4	<a href="#">See Blueprint</a>	5.1	KAs 3, 4
2.18	Use evidence-based recommendations to influence decisions	3	G5:4	<a href="#">See Blueprint</a>	5.1	KAs 3, 4
2.19	Incorporate relevant legal and ethical frameworks into assessment of evidence	3	IK2:4	<a href="#">See Blueprint</a>	5.1 to 5.3	
2.20	Demonstrate a proactive approach to identifying issues where a review of evidence is likely to make a difference	3	C5:4 G5:4	<a href="#">See Blueprint</a>	5.1 to 5.3	KAs 3, 4

<sup>1</sup> Numbers link either to Key Areas (KA), learning outcomes (LO) or to the Part A syllabus

## Assessment for Key Area 2

LO	Assessment Type	Phase	
	<b>WRITTEN REPORT, CBD</b>	<b>1, 2 &amp; 3</b>	
<b>2.1</b>	<i>Generate an appropriate question in order to assess the evidence</i>		
<b>Criteria</b>	The assessor will seek evidence in Phases 1, 2 and 3 that the trainee has generated an appropriate question. 'Appropriate' means relevant but answerable. Thus 'Does public health work?' is not answerable. 'Can immunisation eradicate some communicable diseases?' is answerable, at least partially.		

LO	Assessment Type	Phase	
	<b>WRITTEN REPORT, CBD</b>	<b>1, 2 &amp; 3</b>	
<b>2.2</b>	<i>Use health and non-health evidence from formal research and other sources to answer a defined question, taking into account relative strengths and weaknesses of evidence used.</i>		
<b>Criteria</b>	<p>The assessor will seek evidence in Phases 1, 2 and 3 that the trainee has 'used' the specified data. Evidence of 'use' is that the trainee has incorporated information from these sources in a document or presentation, indicating the strengths and weaknesses of the data used.</p> <p>'Formal research' means published in the peer reviewed literature or in a formal publication from a reputable scientific organisation such as a university, Royal College or equivalent. 'Other sources' includes documents from other organisations not included as 'formal research'.</p> <p>'Non health' might include evidence from fields such as physics and chemistry, psychology and social sciences, politics, ethics and so on.</p>		

LO	Assessment Type	Phase									
	<b>WRITTEN REPORT, CBD, DOPS</b>	<b>1, 2 &amp; 3</b>									
<b>2.3</b> <b>2.4,</b> <b>2.5,</b> <b>2.6</b>	<ul style="list-style-type: none"> <li>● <i>Make use of others in finding and retrieving evidence (e.g. librarians, information specialists).</i></li> <li>● <i>Define a literature search strategy with appropriate inclusion and exclusion criteria to find relevant evidence to answer a question</i></li> <li>● <i>Clearly document methods used in finding and retrieving evidence</i></li> <li>● <i>Filter and refine searches to select appropriate evidence, incorporating the hierarchy of evidence</i></li> </ul>										
<b>Criteria</b>	<p><b>The evidence should be relevant to the specific phase taking into account issues of complexity, weight and context.</b></p> <p>The simplest evidence for these learning outcomes is a written search strategy, together with a flow chart showing inclusions and exclusions.</p> <p>A typical hierarchy of evidence, based on the proposals of the United States Preventative Services Task Force, is as follows:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 20%;">Grade I</td> <td>Randomised controlled trial or meta-analysis</td> </tr> <tr> <td>Grade II</td> <td>Case control or cohort studies</td> </tr> <tr> <td>Grade III</td> <td>Case series, expert consensus</td> </tr> <tr> <td>Grade IV</td> <td>Case reports</td> </tr> </table>			Grade I	Randomised controlled trial or meta-analysis	Grade II	Case control or cohort studies	Grade III	Case series, expert consensus	Grade IV	Case reports
Grade I	Randomised controlled trial or meta-analysis										
Grade II	Case control or cohort studies										
Grade III	Case series, expert consensus										
Grade IV	Case reports										

LO	Assessment Type	Phase	
	<b>WRITTEN REPORT, CBD, PART A</b>	<b>1, 2 &amp; 3</b>	
<b>2.7</b>	<i>Use an appropriate framework to critically appraise evidence</i>		
<b>Criteria</b>	<p>The assessor will seek evidence in Phases 1, 2 and 3 that the trainee used a framework. This evidence is most likely to be a document setting out quality criteria for the evidence, and a scoring sheet for each piece of evidence considered.</p> <p>The critical appraisal will also include consideration of how well the evidence applies to the local situation.</p>		

LO	Assessment Type	Phase	
	<b>WRITTEN REPORT, CBD, PART A, PART B</b>	<b>1, 2 &amp; 3</b>	
<b>2.8</b>	<ul style="list-style-type: none"> <li>• <i>Formulate a balanced, evidence-based recommendation explaining key public health concepts using appropriate reasoning, judgement and analytic skills in a public health setting</i></li> </ul>		
<b>2.9</b>	<ul style="list-style-type: none"> <li>• <i>Provide options for decision makers</i></li> </ul>		
<b>Criteria</b>	<p><b>The evidence should be relevant to the specific phase taking into account issues of complexity, weight and context.</b></p> <p>The decisions will be of different weight in Phases 1, 2, and 3.</p> <p>Weight is defined in the curriculum as follows:  Phase 1: a simple issue decided by a single manager  Phase 2: an intermediate issue that might be decided by a sub-committee or committee  Phase 3: a substantive issue decided at Board level.</p> <p>In large organisations such as Government departments or the Health Protection Agency the term 'Board' may need flexible interpretation.</p>		

LO	Assessment Type	Phase	
	<b>DOPS, WRITTEN REPORT, PART B</b>	<b>1, 2 &amp; 3</b>	
<b>2.10</b>	<i>Communicate recommendations orally and in writing in order to influence decisions</i>		
<b>Criteria</b>	<p>The decisions will be of different weight in Phases 1, 2, and 3.</p> <p>Weight:  Phase 1: a simple issue decided by a single manager  Phase 2: an intermediate issue that might be decided by a sub-committee or committee  Phase 3: a substantive issue decided at Board level.</p> <p>'In order to influence decisions' means that the trainee's written document has been read by the team or person with the power to implement the recommendation, and that the trainee has spoken to this team or person. The trainee's recommendations may or may not be accepted.</p>		

LO	Assessment Type	Phase	
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	<b>WRITTEN REPORT, CBD</b>	<b>2, 3</b>	
<b>2.11</b>	<ul style="list-style-type: none"> <li>● <i>Find, retrieve, select and assimilate sufficient appropriate evidence to answer a question in a short space of time (i.e. within hours)</i></li> </ul>		
<b>2.12</b>	<ul style="list-style-type: none"> <li>● <i>Understand the need for and be able to undertake a rapid appraisal of evidence (i.e. within minutes or hours not days)</i></li> </ul>		
<b>Criteria</b>	<p><b>The evidence should be relevant to the specific phase taking into account issues of complexity, weight and context.</b></p> <p>The assessor can gain evidence for this pair of learning outcomes by asking the trainee to do the homework for a query raised in the course of normal work.</p>		

<b>LO</b>	<b>Assessment Type</b>	<b>Phase</b>	
	<b>WRITTEN REPORT, CBD</b>	<b>1</b>	
<b>2.13</b>	<i>Undertake scoring of the quality of at least one quantitative and one qualitative study and its design.</i>		
<b>Criteria</b>	For many trainees this will have been done on an academic course such as a Masters or diploma course. The assessor does however still need evidence that the trainee has achieved this learning outcome, perhaps by asking for a short report. A recognised scoring system such as the Jadad score should be used.		

<b>LO</b>	<b>Assessment Type</b>	<b>Phase</b>	
	<b>WRITTEN REPORT, PART A</b>	<b>1</b>	
<b>2.14</b>	<i>Use an appropriate framework to critically appraise each of the following types of study:</i> <ul style="list-style-type: none"> <li>● <i>Ecological</i></li> <li>● <i>Qualitative</i></li> <li>● <i>Aetiological</i></li> <li>● <i>Interventional and</i></li> <li>● <i>Economic</i></li> </ul>		
<b>Criteria</b>	For many trainees this will have been done on an academic course such as a Masters or diploma course. The assessor does however still need evidence that the trainee has achieved this learning outcome, perhaps by asking for an 800 word report on a published paper of each type.		

<b>LO</b>	<b>Assessment Type</b>	<b>Phase</b>	
	<b>WRITTEN REPORT, CBD, PART A</b>	<b>1</b>	
<b>2.15</b>	<i>Assess the evidence for proposed or existing screening programmes using established criteria.</i>		
<b>Criteria</b>	For many trainees this will have been done on an academic course such as a Masters or diploma course. The assessor does however still need evidence that the trainee has achieved this learning outcome, perhaps by asking for a report of about 800 words.		

<b>LO</b>	<b>Assessment Type</b>	<b>Phase</b>	
	<b>CBD, PART B</b>	<b>2</b>	
<b>2.16</b>	<i>Rapidly ascertain key public health information from a range of documents (e.g.</i>		

	<i>briefings, policies, news reports) and use it appropriately and in relation to wider public health knowledge to communicate key public health information orally.</i>
<b>Criteria</b>	This learning outcome is tested by the Part B MFPH exam. The assessors will be able to acquire evidence of whether their trainee has met this learning outcome during training and practice for the Part B exam.

LO	Assessment Type	Phase
	<b>DOPS, CBD</b>	<b>2</b>
<b>2.17</b>	<i>Work with others to generate consensus where there is conflicting evidence or an evidence gap.</i>	
<b>Criteria</b>	For this learning outcome, the assessor will seek evidence that there was previously a conflicting evidence of an evidence gap. The trainee participated in the process of generating consensus. Evidence for this is most likely to come from testimony of others involved.	

LO	Assessment Type	Phase
	<b>WRITTEN REPORT, CBD</b>	<b>3</b>
<b>2.18</b>	<i>Use evidence-based recommendations to influence decisions</i>	
<b>Criteria</b>	For this learning outcome the assessor will seek evidence that the trainee has made recommendations and that the evidence based for the recommendation is clear.  Influence on decisions is not easy to assess but the trainee should be working on substantial issues which clearly influence local decisions on public health matters. The assessor may need to seek testimony from decision makers that the trainee's recommendations were influential even if the recommendation was not accepted.	

LO	Assessment Type	Phase
	<b>WRITTEN REPORT, CBD</b>	<b>3</b>
<b>2.19</b>	<i>Incorporate relevant legal and ethical frameworks into assessment of evidence</i>	
<b>Criteria</b>	The trainee should write a reflective note to demonstrate achievement of this learning outcome.	

LO	Assessment Type	Phase
	<b>DOPS, CBD</b>	<b>3</b>
<b>2.20</b>	<i>Demonstrate a proactive approach to identifying issues where a review of evidence is likely to make a difference.</i>	
<b>Criteria</b>	For this learning outcome the assessor will seek evidence that the trainee has personally initiated an evidence review likely to lead to an action or decision.  The key learning outcome is that the trainee does not always wait for others to suggest the need for a review. Trainees must be given the opportunity to demonstrate this competence – trainers and others may need to hold back to give the trainee a chance to make the suggestion.	



### ***Key area 3: Policy and strategy development and implementation***

This area of practice focuses on influencing the development of policies, implementing strategies to put the policies into effect and assessing the impact of policies on health. A policy is a principle adopted that governs and guides strategy. A strategy is a formally planned set of actions taken over a long term to address a particular issue.

#### **3a Learning experiences**

By the end of phase 1, trainees will comprehend how public health policy is developed and implemented. They will be able to analyse, in a theoretical context, the effect of policies on health. They will be familiar with national policy for major public health issues. They will devise strategy for problems of low weight and complexity.

By the end of phase 2, trainees will begin to address more complex strategic problems. By the end of phase 3, trainees will translate national policy into local action, explain the implications and health impact of policy and strategy. They will create and justify policy and strategy for problems of high weight and complexity communicating appropriately for lay, managerial and professional audiences.

#### **Potential vehicles for the demonstration of this competence area include:**

- Preparing a health impact assessment.
- Developing a local policy.
- Writing a paper for a Board meeting or equivalent.
- Leading the local implementation of a national policy.

#### **Potential settings for the demonstration of this competence area:**

By the end of training trainees will be expected to have worked on policy analysis, development and implementation in each of the three public health domains (health protection, health improvement and service quality). Trainees will be expected to appraise the evidence and values that underpin policies and must demonstrate clear understanding of related strategies. Understanding and development of policy and strategy may relate to local, national or international aspects of health.

#### **3b Link to KSF**

C4: Service improvement

C5: Quality

HWB1: Promotion of health and well being and prevention of adverse effects on health and wellbeing

G5: Services and Project Management

#### **3c Knowledge base**

Theories of strategic planning. Principal approaches to policy formation, implementation and evaluation including the relevance of concepts of power, interests and ideology. Knowledge of major national and international policies relevant to public health. Methods of assessing the impact of policies on health.

## Learning outcomes: Key area 3 Policy and strategy development and implementation

The assessment criteria for this Key area can be found in the [Assessment for Key Area 3](#) section

	Learning outcome	Target phase	<a href="#">Link to related KSF competency</a>	<a href="#">Link to MLCF</a>	Suitable assessment methods	Link to knowledge base <sup>1</sup>	Related curriculum areas
	<b><i>Learning outcomes to be achieved at least twice during training</i></b>						
3.1	Display awareness of current national public health policies	1 & 3	HWB1:4		<a href="#">See Blueprint</a>	4.3.8	KA 4
3.2	Recognise the need for policy work to address problems	1 & 3	C5:4 G5:4	5a	<a href="#">See Blueprint</a>	4.3.8	KA 4
3.3	Identify the key issues which must be addressed when developing policy options	1 & 3	C5.4 C6: 3 HWB1:4	5b	<a href="#">See Blueprint</a>	4.3.8	KA 4
3.4	Propose evidence-based policy options for solving problems and develop appropriate strategy	1 or 2 & 3	C4:1 HWB1:3	5b; 5c	<a href="#">See Blueprint</a>	4.3.8	KA 4
3.5	Collate and interpret information and advice from clinical/ other colleagues to inform policy or strategy	1 or 2 & 3	HWB1:4	5c	<a href="#">See Blueprint</a>	1.1.19, 1.1.21, 1.1.35 to 39, 1.4.6	KA 4
3.6	Make appropriate changes to policy and/or strategy proposals in response to discussion with stakeholders	1 & 3	HWB1:4	5c	<a href="#">See Blueprint</a>	5.1 (all), 5.2.2	KA 4
	<b><i>Learning outcomes to be achieved at least once during training</i></b>						
3.7	Develop a strategy, based on personal identification of a desired future state, to deliver change from a present unsatisfactory position.	3	HWB1:4	5c	<a href="#">See Blueprint</a>	5.3	KA 4
3.8	Develop a plan to secure the resources required to implement a strategy successfully	3	G5:4	5c	<a href="#">See Blueprint</a>	4.4.3	KA 4
3.9	Overcome problems that arise when implementing a plan or strategy	3	G5:4	5c	<a href="#">See Blueprint</a>	4.3.7, 5.2.7	KA 4
3.10	Analyse the process and outcomes of policy implementation	3	G5:4	5d	<a href="#">See Blueprint</a>	1.3	KA 4

<sup>1</sup> Numbers link either to Key Areas (KA), learning outcomes (LO) or to the Part A syllabus

### Assessment for Key Area 3

LO	Assessment Type	Phase
	<b>CBD, PART A</b>	<b>1 &amp; 3</b>
<b>3.1</b>	<i>Display awareness of current national public health policies</i>	
<b>Criteria</b>	<p>For this learning outcome the assessor will seek evidence that the trainee can name three or more national policies relevant to public health.</p> <p>The trainee can describe the key features of each policy</p> <p>The trainee can explain the rationale for each policy i.e. the reasoning which led the policy maker to believe that the policy would achieve its stated or presumed objective.</p> <p><b>At phase 3:</b></p> <p>The trainee references key national policy in at least pieces of work connected to at least three different work streams.</p>	

LO	Assessment Type	Phase
	<b>CBD, PART A</b>	<b>1 &amp; 3</b>
<b>3.2</b>	<i>Recognise the need for policy work to address problems</i>	
<b>Criteria</b>	<p>For this learning outcome the assessor will seek evidence that:</p> <p>The trainee can discuss or present (orally or in writing) three public health problems which require policy work</p> <p>The trainee can identify which organisation needs the policy.</p> <p>For this learning outcome, a 'policy' is a set of rules or procedures to govern the actions of an organisation.</p>	

LO	Assessment Type	Phase
	<b>CBD, WRITTEN REPORT, PART A</b>	<b>(3.3 – PHASE 1&amp;3) (3.4 – PHASE 1 or 2 &amp; 3)</b>
<b>3.3 3.4</b>	<ul style="list-style-type: none"> <li>● <i>Identify the key issues which must be addressed when developing policy options</i></li> <li>● <i>Propose evidence-based policy options for solving problems and develop appropriate strategy</i></li> </ul>	
<b>Criteria</b>	<p><b>The evidence should be relevant to the specific phase taking into account issues of complexity, weight and context.</b></p> <p>For this learning outcome the assessor will seek evidence that the trainee has identified issues which include:</p> <ul style="list-style-type: none"> <li>● <i>Epidemiology (how the problem is distributed or patterned among groups in the population affected by the policy)</i></li> <li>● <i>Human resource (e.g. recruitment, training of staff)</i></li> <li>● <i>Finance (in outline)</i></li> <li>● <i>Other issues specific to the problem</i></li> <li>● <i>Other issues which will arise in implementing the policy</i></li> </ul> <p>An 'issue' is any matter requiring a choice, decision, or action if the policy is to be</p>	

	adopted.
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LO	Assessment Type	Phase
	<b>WRITTEN REPORT, CBD</b>	<b>1 or 2 &amp; 3</b>
<b>3.5</b>	<i>Collate and interpret information and advice from clinical or other colleagues to inform policy or strategy</i>	
<b>Criteria</b>	<p>For this learning outcome the assessor will seek evidence, probably from letters, emails or notes of a meeting, that:</p> <p>Clinical or other colleagues have offered information and advice This advice has been collated and interpreted, that is, accepted (in full or in part) or rejected and a set of reasons given for accepting or rejecting.</p>	

LO	Assessment Type	Phase
	<b>DOPS, CBD</b>	<b>1 &amp; 3</b>
<b>3.6</b>	<i>Make appropriate changes to policy or strategy proposals in response to discussion with stakeholders</i>	
<b>Criteria</b>	<p>For this learning outcome the assessor will seek evidence that:</p> <p>Proposals have changed in response to comment. This will probably require an original draft and a final draft of a document. It also implies that the trainee is the sponsor or owner of the policy, and the author of the policy document.</p>	

LO	Assessment Type	Phase
	<b>WRITTEN REPORT, CBD</b>	<b>3</b>
<b>3.7</b>	<i>Develop a strategy, based on personal identification of a desired future state, to deliver change from a present unsatisfactory position</i>	
<b>Criteria</b>	<p>The assessor will seek evidence that the trainee:</p> <p>Has identified an area, position or state which is unsatisfactory (for example through surveillance, audit or a national standard or from a needs assessment).</p> <p>Has described the present position against standards.</p> <p>Has given reasons why the present position is unsatisfactory.</p> <p>Has described the desired future state, based if appropriate on national strategy or a 'Gold standard' or stakeholder views.</p> <p>Has presented a strategy for moving from the present to the desired future, including consideration of</p> <ul style="list-style-type: none"> <li>● Barriers</li> <li>● Key stakeholders.</li> </ul> <p>Has outlined a communications strategy for the change.</p>	

LO	Assessment Type	Phase
	<b>WRITTEN REPORT, CBD</b>	<b>3</b>

<b>3.8</b>	<i>Develop a plan to secure the resources required to implement a strategy successfully</i>
<b>Criteria</b>	<p>The assessor will seek evidence that the trainee</p> <p>Has mapped the organisational context i.e. understands how budget and other resource decisions are made, which committees are important, timing (planning or other annual cycles) and so on.</p>

LO	Assessment Type	Phase
	<b>CBD</b>	<b>3</b>
<b>3.9</b>	<i>Overcome problems that arise when implementing a plan or strategy</i>	
<b>Criteria</b>	<p>For this learning outcome the assessor will seek evidence that the trainee:</p> <ul style="list-style-type: none"> <li>● <i>documented problems which arose during the implementation of a plan or strategy</i></li> <li>● <i>identified solutions to those problems</i></li> <li>● <i>documented that the problem was solved.</i></li> </ul>	

LO	Assessment Type	Phase
	<b>WRITTEN REPORT, CBD</b>	<b>3</b>
<b>3.10</b>	<i>Analyse the process and outcomes of policy implementation</i>	
<b>Criteria</b>	<p>For this learning outcome the assessor will seek evidence that the trainee has</p> <p>Analysed process:</p> <ul style="list-style-type: none"> <li>● <i>Identified the objectives of the policy</i></li> <li>● <i>Noted issues which were identified in advance and how they were resolved</i></li> <li>● <i>Identified unforeseen problems and how they were resolved</i></li> <li>● <i>Described stakeholders and their actions during implementation</i></li> <li>● <i>Identified the policy owner and actions during implementation</i></li> <li>● <i>Identified policy shifts during implementation</i></li> <li>● <i>Identified external influences during implementation and their effects</i></li> </ul> <p>Analysed outcomes:</p> <ul style="list-style-type: none"> <li>● <i>Discussed whether the policy objectives were achieved in full or in part</i></li> <li>● <i>Whether foreseen obstacles were overcome or mitigated</i></li> <li>● <i>What unforeseen outcomes, good or bad, resulted.</i></li> </ul>	

## ***Key area 4: Strategic leadership and collaborative working for health***

This area of practice focuses on leading teams and individuals, building alliances, developing capacity and capability, working in partnership with other practitioners and agencies, and using the media effectively to improve health and well-being.

### **4a Learning experiences**

By the end of phase 1, trainees will understand different styles of leadership and work effectively as part of a team, showing insight into their own behaviour within teams in different settings. They will display a professional commitment to ethical practice. They will understand the theory of management and change management and manage straight forward projects.

By the end of phase 2, trainees will be part of a multi-disciplinary team, working with and involving other stakeholders as appropriate. They will display critical self appraisal and reflective practice. They will be able to manage projects, manage change and handle uncertainty, the unexpected, challenge and conflict in an appropriate manner. They will have experience of working with the media.

By the end of phase 3, trainees will manage more complex change management situations, understanding and managing the conflict involved and negotiating solutions. They will show appropriate leadership styles in different settings, including multi-agency settings. They will use appropriate communication and advocacy skills in a variety of public health settings, listening and responding appropriately. They will be expected to demonstrate the appropriate management of people and financial resources.

### **Potential vehicles for the demonstration of this competence area**

- Working effectively as part of team.
- Chairing a multi-disciplinary meeting.
- Leading a public health project.
- Successfully completing a change management project.
- Identifying and engaging stakeholders in projects to improve the public's health.
- Working with the media.

### **Potential settings for the demonstration of this competence area:**

By the end of training trainees will be expected to have developed leadership skills in each of the three domains of public health and to have worked collaboratively with more than two of the following agencies/organisations: local authorities, regional departments of government and/or national government, consumer groups and clinicians. The leadership contribution in each setting must be clearly demonstrated by tangible outcomes of delivery and /or demonstrable skill development. Competence in this area may also be demonstrated through work in international public health.

### **4b Link to KSF**

C1: Communication, C2: Personal and People Development  
C4: Service Improvement, C5: Quality, C6: Equality and Diversity  
HWB 1: Promotion of Health and Wellbeing; Prevention of Adverse Effects on Health and Wellbeing  
G5: Services and Project Management

#### **4c Knowledge base**

Understanding individuals, teams/groups and their development: Motivation, creativity and innovation in individuals, and its relationship to group and team dynamics; personal management skills; theories and models of management, leadership and delegation; principles of negotiation and influencing; principles, theories and methods of effective communication (written and oral) including mass communication; The theoretical and practical aspects of power and authority, role and conflict.

Understanding organisations, their function and structure: the internal and external organisational environments - evaluating internal resources and organisational capabilities; identifying and managing internal and external stakeholder interests; structuring and managing interorganisational (network) relationships, including intersectoral work, collaborative working practices and partnerships; social networks and communities of interest; assessing the impact of political, economic, socio-cultural, environmental and other external influences.

Management and change: critical evaluation principles and frameworks for managing change; issues underpinning design and implementation of performance management against goals and objectives.

## Learning outcomes: Key area 4. Strategic leadership and collaborative working for health

The assessment criteria for this Key area can be found in the [Assessment for Key Area 4](#) section

	Learning outcome	Target phase	<a href="#">Link to related KSF competency</a>	<a href="#">Link to MLCF</a>	Suitable assessment methods	Link to knowledge base <sup>1</sup>	Related curriculum areas
	<b>Leadership – achieving change with and through people</b>						
4.1	Demonstrate insight into own leadership style and personality type and preferences in different circumstances	2	C2:3	1a	<a href="#">See Blueprint</a>	5.1 to 5.3	All
4.2	Display critical self-appraisal and reflective practice	2	C2:3	1a	<a href="#">See Blueprint</a>	5.1 to 5.3	All
4.3	Use effective and appropriate leadership styles in different settings and organisational cultures taking account of the differences between elected and appointed roles	3	C2:3		<a href="#">See Blueprint</a>	5.1 to 5.3	All
4.4	Develop a vision and communicate that effectively to other key stakeholders	3	C1:4	4d; 5a	<a href="#">See Blueprint</a>	5.1 to 5.3	All
4.5	Demonstrate appropriate presentation communication skills, including descriptions of complex issues, in typical public health settings	2	C1:4		<a href="#">See Blueprint</a>	5.1 to 5.3	All
4.6	Communicate the concept of risk in terms of health/ financial/ reputational and political risk	2	C1:4		<a href="#">See Blueprint</a>	5.1 to 5.3	All
4.7	Demonstrate appropriate listening communication skills in a typical public health setting	2	C1:4	1d	<a href="#">See Blueprint</a>	5.1 to 5.3	All
	<b>Operational management – managing people, resources and process</b>						
4.8	Manage a project to successful completion within available resources and timescales	3	G5:4	3b	<a href="#">See Blueprint</a>	5.1 to 5.3	All
4.9	Demonstrates effective team working in a variety of settings	2	C2:3	2d	<a href="#">See Blueprint</a>	5.1 to 5.3	All
4.10	Demonstrates an understanding of how to use different methods of financial management	3	G4:1		<a href="#">See Blueprint</a>	5.1 to 5.3	All
4.11	Guide and support staff, monitor work, receive, give constructive feedback and develop staff	3	C2:3	3c	<a href="#">See Blueprint</a>	5.1 to 5.3	All
4.12	Balance the needs of the individual, the team and the task	3	C2:3		<a href="#">See Blueprint</a>	5.1 to 5.3	All
	<b>Change management</b>						
4.13	Analyse appropriately a situation or project and identify the steps required to achieve change	2	G5:3 C5:4		<a href="#">See Blueprint</a>	5.1 to 5.3	All
4.14	Display leadership within a team and a multi-agency setting	3	C4:3	2d	<a href="#">See Blueprint</a>	5.1 to 5.3	All

	<b>Learning outcome</b>	<b>Target phase</b>	<a href="#">Link to related KSF competency</a>	<a href="#">Link to MLCF</a>	<b>Suitable assessment methods</b>	<b>Link to knowledge base<sup>1</sup></b>	<b>Related curriculum areas</b>
4.15	Handle uncertainty, the unexpected, challenge and moderate levels of conflict in an appropriate and sensitive manner including communicating effectively in a potentially hostile or emotive situation.	2	C5:4	2c	<a href="#">See Blueprint</a>	5.1 to 5.3	All
4.16	Handle major levels of conflict in an appropriate and sensitive manner	3	C1:4	2c	<a href="#">See Blueprint</a>	5.1 to 5.3	All
4.17	Negotiate and influence in a multi-agency arena	3	HWB1:4		<a href="#">See Blueprint</a>	5.1 to 5.3	All
	<b>Collaborative working – working with partners and stakeholders to achieve change</b>						
4.18	Identify and engage relevant stakeholders for a project to improve public health	2	C5:4 G7:2		<a href="#">See Blueprint</a>	5.1 to 5.3	All
4.19	Work in partnership with other agencies on problems of high complexity	3	C6: 3 HWB1:4		<a href="#">See Blueprint</a>	5.1 to 5.3	All
4.20	Work collaboratively with the media to communicate effectively with the public	2	C1:4		<a href="#">See Blueprint</a>	5.1 to 5.3	All

<sup>1</sup> Numbers link either to Key Areas (KA), learning outcomes (LO) or to the Part A syllabus

## Assessment for Key Area 4

SPECIAL NOTE: Assessors should familiarise themselves with the medical leadership competency framework developed by the Academy of Medical Royal Colleges and the NHS Institute for Innovation and Improvement. It is available at:

[http://www.institute.nhs.uk/assessment\\_tool/general/medical\\_leadership\\_competency\\_framework\\_-\\_homepage.html](http://www.institute.nhs.uk/assessment_tool/general/medical_leadership_competency_framework_-_homepage.html)

Items in underlined below are extracted from this document, with some minor amendments appropriate for public health work.

LO	Assessment Type	Phase
	<b>DOPS, CBD</b>	<b>2</b>
<b>4.1</b>	<i>Demonstrate insight into own leadership style and personality type and preferences in different circumstances</i>	
<b>Criteria</b>	<p>For this learning outcome the assessor will seek evidence that:</p> <p>The trainee can describe his or her dominant style using well known dimensions such as autocratic-participative or supportive-directive</p> <p>The trainee can describe his or her preferred style of leadership when dealing with</p> <ul style="list-style-type: none"> <li>● <u>Professionals</u></li> <li>● <u>Lay people</u></li> <li>● <u>Their peer group</u></li> <li>● <u>Subordinates</u></li> </ul> <p>The trainee can state his or her personality type as assessed by the Myers Briggs instrument or equivalent.</p> <p><u>The trainee can recognise and articulate their own values and principles, understanding how these may differ from other individuals and groups.</u></p>	

LO	Assessment Type	Phase
	<b>CBD, PART B</b>	<b>2</b>
<b>4.2</b>	<i>Display critical self-appraisal and reflective practice</i>	
<b>Criteria</b>	<p>For this learning outcome the assessor will seek evidence that the trainee has kept a learning log or equivalent containing notes on performance with a critique of:</p> <ul style="list-style-type: none"> <li>● what went well</li> <li>● what could have been done better</li> </ul> <p><u>The trainee is able to identify their own strengths and limitations, the impact of their behaviour on others, and the effect of stress on their own behaviour</u></p> <p><u>The trainee is able to identify their own emotions and prejudices and how these can affect their judgement and behaviour</u></p> <p><u>The trainee has obtained, analysed and acted on feedback from a variety of sources.</u></p>	

LO	Assessment Type	Phase
	<b>DOPS, CBD</b>	<b>3</b>
<b>4.3</b>	<i>Use effective and appropriate leadership styles in different settings and organisational cultures taking account of the differences between elected and appointed roles</i>	
<b>Criteria</b>	<p>For this learning outcome the assessor will seek evidence that:</p> <p>The trainee has varied his style according to the culture of the setting or organisation. Handy's framework may be used to distinguish cultures - power, task, role and person. Other appropriate frameworks may be used. The trainee's style may vary on dimensions such as supportive / directive or autocratic / participative.</p> <p>Trainees will mostly work with appointed staff. Evidence is needed of a different style when dealing with elected members such as borough or district councillors; such evidence is most likely to come from witnessing the trainee's style directly.</p>	

LO	Assessment Type	Phase
	<b>DOPS, CBD</b>	<b>3</b>
<b>4.4</b>	<i>Develop a vision and communicate that effectively to other key stakeholders</i>	
<b>Criteria</b>	<p>The assessor will seek evidence that this learning outcome has been achieved. The simplest way to do this will be to ask a member of the target audience whether the trainee's vision has been communicated effectively.</p> <p>The assessor will seek evidence that in developing the vision the trainee</p> <ul style="list-style-type: none"> <li>● <u>Demonstrates awareness of the political, social, technical, economic, organisational and professional environment</u></li> <li>● <u>Understands and interprets relevant legislation and accountability frameworks</u></li> <li>● <u>Anticipates and prepares for the future by scanning for ideas, best practice and emerging trends that will have an impact on health outcomes</u></li> <li>● <u>Develops and communicates aspirations.</u></li> </ul> <p>The assessor will also seek evidence that in communicating the vision effectively the trainee:</p> <ul style="list-style-type: none"> <li>● <u>Models the change expected</u></li> <li>● <u>Articulates the need for change and its impact on people and health</u></li> <li>● <u>Promotes changes leading to systems redesign</u></li> <li>● <u>Motivates and focuses a group to achieve change</u></li> </ul>	

LO	Assessment Type	Phase
	<b>DOPS, PART B</b>	<b>2</b>
<b>4.5</b>	<i>Demonstrate appropriate presentation communication skills, including descriptions of complex issues, in typical public health settings</i>	
<b>Criteria</b>	<p>This learning outcome is tested by the Part B MFPH exam. The assessors will be able to acquire evidence of whether their trainee has met this learning outcome during training and practice for the Part B exam.</p>	

LO	Assessment Type	Phase
	<b>DOPS, CBD</b>	<b>2</b>
<b>4.6</b>	<i>Communicate the concept of risk in terms of health, financial, reputational and political risk.</i>	

<b>Criteria</b>	<p>The assessor will need to seek evidence that the trainee uses a simple framework to distinguish and assess separately (a) the likelihood and (b) the severity of the adverse outcome.</p> <p>This competence should also be considered during discussion around the enquiries that are recorded in the trainee's health protection log book.</p>
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LO	Assessment Type	Phase
	<b>DOPS, PART B</b>	<b>2</b>
<b>4.7</b>	<i>Demonstrate appropriate listening communication skills in a typical public health setting.</i>	
<b>Criteria</b>	<p>This learning outcome is tested by the Part B MFPH exam. The assessors will be able to acquire evidence of whether their trainee has met this learning outcome during training and practice for the Part B exam.</p> <p>This competence should also be considered during discussion around the enquiries that are recorded in the trainee's health protection log book.</p> <p>The assessor should also seek evidence that the trainee:</p> <ul style="list-style-type: none"> <li>● <u>Listens to others and recognises different perspectives</u></li> <li>● <u>Empathises and takes into account the needs and feelings of others</u></li> <li>● <u>Communicates effectively with individuals and groups, and acts as a positive role model</u></li> <li>● <u>Gains and maintains the trust and support of colleagues</u></li> </ul>	

LO	Assessment Type	Phase
	<b>CBD</b>	<b>3</b>
<b>4.8</b>	<i>Manage a project to successful completion within available resources and timescales</i>	
<b>Criteria</b>	<p>The project will need to be of phase 3 weight and complexity. The assessor will seek evidence that the trainee:</p> <ul style="list-style-type: none"> <li>● <u>Accurately identifies the appropriate type and level of resources required to deliver a project</u></li> <li>● <u>Ensures the project is delivered within allocated resources</u></li> <li>● <u>Minimises waste</u></li> <li>● <u>Takes action where resources are not being used efficiently and effectively.</u></li> </ul>	

LO	Assessment Type	Phase
	<b>DOPS, CBD, MSF</b>	<b>2</b>
<b>4.9</b>	<i>Demonstrates effective team working in a variety of settings.</i>	
<b>Criteria</b>	<p>This learning outcome will be assessed in part by the multisource feedback tool. In the workplace, the assessor will seek evidence that the trainee:</p> <ul style="list-style-type: none"> <li>● <u>Attends meetings of the appropriate team regularly</u></li> <li>● <u>Contributes to discussion</u></li> <li>● <u>Offers advice and opinion which is respected by other team members</u></li> </ul> <p>The assessor will seek evidence that the trainee:</p> <ul style="list-style-type: none"> <li>● <u>Participates in and contributes to organisational decision making processes</u></li> <li>● <u>Acts in a manner consistent with the values and priorities of the organisation</u></li> </ul>	

	<p><u>and profession</u></p> <ul style="list-style-type: none"> <li>● <u>Educates and informs key people who influence and make decisions</u></li> <li>● <u>Contributes a public health perspective to team, department, system and organisational decisions.</u></li> </ul> <p>In addition, the assessor will seek evidence that the trainee</p> <ul style="list-style-type: none"> <li>● <u>Manages the impact of their emotions on their behaviour with consideration for their impact on others</u></li> <li>● <u>Is reliable in meeting their responsibilities and commitments to consistently high standards</u></li> </ul>
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LO	Assessment Type	Phase
	CBD	3
<b>4.10</b>	<i>Demonstrates an understanding of how to use different methods of financial management.</i>	
<b>Criteria</b>	<p>For this learning outcome the assessor will seek evidence that the trainee can explain standard NHS budget statements or equivalent including:</p> <ul style="list-style-type: none"> <li>● <u>Annual budget</u></li> <li>● <u>Spend to date</u></li> <li>● <u>Spend this month</u></li> <li>● <u>Forecast outturn and how to estimate it</u></li> <li>● <u>Variance</u></li> <li>● <u>Recurring and non-recurring expenditure</u></li> <li>● <u>Programme budgeting</u></li> </ul>	

LO	Assessment Type	Phase
	CBD, MSF	3
<b>4.11</b>	<i>Guide and support staff, monitor work, receive and give constructive feedback and develop staff.</i>	
<b>Criteria</b>	<p>For this learning outcome the assessor will seek evidence that the trainee:</p> <ul style="list-style-type: none"> <li>● Guides and supports staff for example with advice on a task and by appropriate praise for achievement</li> <li>● Monitors work by achievement against written objectives</li> <li>● Receives constructive feedback – from use of the multisource feedback instrument</li> </ul> <p>Gives constructive feedback by</p> <ul style="list-style-type: none"> <li>● <u>Identifying good points for praise</u></li> <li>● <u>Identifying areas for improvement</u></li> <li>● <u>Agreeing the action needed to achieve improvement</u></li> <li>● <u>Agreeing to review at an agreed date</u></li> </ul> <p>Develops staff by agreeing and implementing a personal development plan</p> <p>The assessor will also seek evidence that the trainee:</p> <ul style="list-style-type: none"> <li>● <u>Provides guidance and direction for others using the skills of team members effectively</u></li> <li>● <u>Reviews the performance of team members to ensure that planned service</u></li> </ul>	

	<p><u>outcomes are met</u></p> <ul style="list-style-type: none"> <li>● <u>Supports team members to develop their roles and responsibilities</u></li> <li>● <u>Supports others to provide better services.</u></li> </ul>
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LO	Assessment Type	Phase
	<b>DOPS, CBD</b>	<b>3</b>
<b>4.12</b>	<i>Balance the needs of the individual, the team and the task.</i>	
<b>Criteria</b>	<p>For this learning outcome the assessor will seek evidence that the trainee considers:</p> <ul style="list-style-type: none"> <li>● <u>the need of the individual by establishing the relevant expertise of each team member and their desired outcome for the team's work</u></li> <li>● <u>the needs of the team by agreeing rules of team work such as meeting schedules, allocation of tasks and recording of decisions, how team members will keep each other informed;</u></li> <li>● <u>the needs of the task by achieving most milestones and objectives of the project.</u></li> </ul> <p>The assessor will also seek evidence that the trainee</p> <ul style="list-style-type: none"> <li>● <u>Ensures that plans and actions are flexible, and take account of the needs and work patterns of others</u></li> <li>● <u>Plans their own workload and activities to fulfil work requirements and commitments, without compromising their own health</u></li> <li>● <u>Provides encouragement, and the opportunity for people to engage in decision-making and to challenge constructively</u></li> <li>● <u>Respects, values and acknowledges the roles, contributions and expertise of others</u></li> <li>● <u>Employs strategies to manage conflict of interests and differences of opinion</u></li> <li>● <u>Keeps the focus of contribution on delivering and improving the public health</u></li> </ul>	

LO	Assessment Type	Phase
	<b>WRITTEN REPORT, CBD</b>	<b>2</b>
<b>4.13</b>	<i>Analyse appropriately a situation or project and identify the steps required to achieve change.</i>	
<b>Criteria</b>	<p>For this learning outcome, the assessor will seek evidence that the trainee</p> <p>Has systematically listed a series of steps required to achieve change for example listing stakeholders Analysing constraints Working up a simple project plan with deadlines</p> <p>Also that the trainee</p> <p><u>Identifies opportunities where working with the public and colleagues on a public health action can bring added benefits</u> <u>Creates opportunities to bring individuals and groups together to achieve goals</u> <u>Promotes the sharing of information and resources</u> <u>Actively seeks the views of others.</u></p>	

LO	Assessment Type	Phase
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	<b>DOPS, CBD, MSF</b>	<b>3</b>	
<b>4.14</b>	<i>Display leadership within a team and a multiagency setting.</i>		
<b>Criteria</b>	<p>For this learning outcome the assessor will seek evidence that the trainee has helped the team to achieve:</p> <p>Movement from the original position closer to the vision or desired future state.</p> <p>The setting is 'multi-agency' if the team members come from more than one organisation.</p>		

<b>LO</b>	<b>Assessment Type</b>	<b>Phase</b>	
	<b>DOPS, PART B</b>	<b>2</b>	
<b>4.15</b>	<i>Handle uncertainty, the unexpected, challenge and moderate levels of conflict in an appropriate and sensitive manner including communicating effectively in a potentially hostile or emotive situation.</i>		
<b>Criteria</b>	<p>This learning outcome is tested by the Part B MFPH exam. The assessors will be able to acquire evidence of whether their trainee has met this learning outcome during training and practice for the Part B exam.</p> <p>This competence should also be considered during discussion around the enquiries that are recorded in the trainee's health protection log book.</p>		

<b>LO</b>	<b>Assessment Type</b>	<b>Phase</b>	
	<b>DOPS, PART B</b>	<b>2</b>	
<b>4.16</b>	<i>Handle major levels of conflict in an appropriate and sensitive manner.</i>		
<b>Criteria</b>	<p>For this learning outcome, the assessor will seek evidence that the trainee resolved the conflict – this does not require consensus to be reached. It excludes suppressing or avoiding the conflict. Resolution implies that:</p> <ul style="list-style-type: none"> <li>● Differences of opinion are expressed freely</li> <li>● All points of view are heard</li> <li>● Stakeholders remain engaged with the process</li> </ul> <p>Trainees will achieve most or all of the signs of resolution.</p> <p>'Major' levels of conflict will be evidenced by some or all of:</p> <ul style="list-style-type: none"> <li>● <u>differences of opinion on decisions or proposed actions which may result in mortality or serious morbidity for patients or the general public</u></li> <li>● <u>differences of opinion which substantially and detrimentally affect the reputation or livelihood of stakeholders</u></li> <li>● <u>raised voices, intemperate language or other obvious signs of anger</u></li> </ul> <p><u>personal abuse or arguments directed at individuals and their characteristics rather than the issue in hand.</u></p>		

<b>LO</b>	<b>Assessment Type</b>	<b>Phase</b>	
	<b>DOPS, CBD</b>	<b>3</b>	

<b>4.17</b>	<i>Negotiate and influence in a multi-agency arena.</i>
<b>Criteria</b>	<p>For this learning outcome, the assessor will seek evidence that the trainee has negotiated by:</p> <ul style="list-style-type: none"> <li>● <i>separating the problem from the people</i></li> <li>● <i>to generating options to meet the needs of all stakeholders</i></li> <li>● <i>has looked for externally verifiable criteria to generate agreement</i></li> </ul> <p>The trainee has developed his or her best alternative to a negotiated solution.</p> <p>Influence is not easy to assess but in phase 3 the trainee should be working on substantial issues which clearly influence local decisions on public health matters. The assessor may need to seek testimony from stakeholders that the trainee's input was influential in shaping opinion or influencing decisions.</p> <p>The end position after the negotiation and influence must be clearly different from the opening position.</p>

LO	Assessment Type	Phase
	<b>WRITTEN REPORT, CBD</b>	<b>2</b>
<b>4.18</b>	<i>Identify and engage relevant stakeholders for a project to improve public health.</i>	
<b>Criteria</b>	<p>For this stage 2 learning outcome, the assessor will seek evidence that the trainee:</p> <ul style="list-style-type: none"> <li>● <i>Has systematically listed stakeholders for the project</i></li> <li>● <i>Made efforts to engage them with the project</i></li> </ul> <p>The assessor will also seek evidence that the trainee:</p> <ul style="list-style-type: none"> <li>● <u>Upholds personal and professional ethics and values, taking into account the values of the organisation and respecting the culture, beliefs and abilities of individuals</u></li> <li>● <u>Communicates effectively with individuals, appreciating their social, cultural, religious and ethnic backgrounds and their age, gender and abilities</u></li> <li>● <u>Values, respects and promotes equality and diversity</u></li> <li>● <u>Takes appropriate action if ethics and values are compromised.</u></li> </ul>	

LO	Assessment Type	Phase
	<b>DOPS, CBD</b>	<b>3</b>
<b>4.19</b>	<i>Work in partnership with other agencies on problems of high complexity.</i>	
<b>Criteria</b>	<p>'High complexity' is defined in the Glossary to the Faculty's curriculum as a problem which is complicated by a number of factors whose influence and interaction is uncertain.</p>	

LO	Assessment Type	Phase
	<b>DOPS, CBD</b>	<b>2</b>
<b>4.20</b>	<i>Work collaboratively with the media to communicate effectively with the public.</i>	
<b>Criteria</b>	<p>'Effective' communication will be judged by the assessor on:</p> <ul style="list-style-type: none"> <li>● <i>clarity (including use of non-technical language),</i></li> <li>● <i>accuracy, and</i></li> </ul>	

- *relevance*.

The communication should address public concerns but also convey the relevant public health message.

## **Key area 5: Health improvement**

This area of practice focuses on promoting the health of populations by influencing lifestyle and socio-economic, physical and cultural environment (including sustainable development) and health education directed towards populations, communities and individuals. It involves a theoretical and practical understanding of health improvement in order to work with, and possibly direct, health improvement specialists.

### **5a Learning experience**

By the end of phase 1, trainees would be expected to have acquired a firm knowledge base and be able to engage in critical debate with informed colleagues on health improvement.

By the end of phase 2, trainees have started working to apply this knowledge to improve the health of local populations including working in teams to analyse the need for health improvement, plan health improvement activities, implement and communicate those plans.

By the end of phase 3, trainees would be involved in increasingly complex health improvement activities, including community development activity, work with other professionals and understanding barriers to health improvement measures.

#### **Potential vehicles for the demonstration of this competence area include:**

- Briefings for boards, committees, colleagues on health improvement issues.
- Proposals (business cases) for health improvement activities.
- Reports and evaluations of health improvement activities showing ability to reflect on own contribution and relate practical experience to theory.
- Logs of joint projects undertaken (probably in assistant capacity) with health improvement specialists.
- Elements of Masters submissions.
- Peer reviewed publications.

#### **Potential settings for the demonstration of this competence area:**

By the end of training trainees will be expected to have undertaken health improvement/community development work in both a health care setting, a community setting (which may be work led by non-health organisations such as local government) and in the context of health protection. Trainees must demonstrate their personal contribution to a specific programme or intervention, and how it is perceived by users and/or the press. They will have considered the health improvement needs of at least one marginalized or disadvantaged group.

For simpler health improvement activities (such as producing a limited local health improvement programme or writing a press release) it is to be expected that the trainee will have taken a lead role before completing training. For others such as community development programmes or national policy development it is only expected that they have been sufficiently closely involved with the processes to understand what the issues are and how more experienced colleagues approach them.

### **5b Link to KSF**

C4: Service Improvement

C6: Equality and Diversity

HWB 1: Promotion of Health and Wellbeing; Prevention of Adverse Effects on Health and Wellbeing

G5: Services and Project Management

### **5c Knowledge base**

Principles and practice of health promotion and education including models of behavioural change, definitions of health (physical, mental and social), principles of sustainable development.

Ethical and political issues underlying responsibility for health.

Determinants of health. The prevention paradox.

Role of regulation, legislation and fiscal measure in promotion of health.

Evaluation of health education activities including outcomes, appropriateness of different methods, limitations and strengths of RCT type and qualitative approaches.

Risk reduction versus harm minimisation.

Social marketing theory (diffusion of knowledge).

Theory and practice of community development. Strengths and weakness of community development approaches. Practical problems of community development. Place of professional in community development.

## Learning Outcomes: Key Area 5. Health Improvement

The assessment criteria for this Key area can be found in the [Assessment for Key Area 5](#) section

	Learning outcome	Target phase	<a href="#">Link to related KSF competency</a>	Suitable assessment methods	Link to knowledge base <sup>1</sup>	Related Curriculum Areas
5.1	Debate the relative importance of individual and society decisions for health and ethical issues relating to health improvement	1	C6:2	<a href="#">See Blueprint</a>	2.1, 2.3 to 2.6	KA 3
5.2	Debate the theory of community development and action	1	C6:2	<a href="#">See Blueprint</a>	2.1, 2.3 to 2.6	KA 4
5.3	Debate the strengths and weaknesses of a variety of health improvement interventions directed at large populations including social marketing	1	HWB1:3	<a href="#">See Blueprint</a>	2.1, 2.3 to 2.6	
5.4	Assess and communicate the need for health improvement in a defined community, presenting a case for action/inaction in response to the presenting health problem	2	C6:2	<a href="#">See Blueprint</a>	As above plus KA 1	KA 1
5.5	Develop and implement a plan to address a health improvement need in a defined community making clear the theoretical base for a proposal and developing a business case for an activity	3	C6: 3 G5:4 HWB1:4	<a href="#">See Blueprint</a>	As 5.1, 4.3.8, 1.1.19, 1.1.21, 1.1.35 to 49, 1.4.6, 5.1, 5.2.2, 4.4.3, 4.3.7, 5.2.7	KA 4
5.6	Evaluate a health improvement intervention, defending outcomes and methods chosen, identifying strengths and limitations of intervention, communicating findings and making recommendations	3	C6:3 HWB1:4	<a href="#">See Blueprint</a>	2.1, 2.3 to 2.6 plus KA 3	KA 2
5.7	Influence a community development project or action demonstrating understanding of relationships with the community and community development staff including issues of power and politics	3	C6:3	<a href="#">See Blueprint</a>	2.1, 2.3 to 2.6 plus KA 4	KA 4
5.8	Apply the theoretical models of behaviour change for the general population and high risk/ hard to reach groups	3	C4:3	<a href="#">See Blueprint</a>	2.7	KAs 2, 4
5.9	Influence professional groups outside public health in giving advice to and making brief interventions with patients/clients on health behaviour issues.	3	C4:3	<a href="#">See Blueprint</a>	2.7 and KA 4	KA 4
5.10	Play an active role in engaging the public in solving their own health problems	3	HWB1:4	<a href="#">See Blueprint</a>	2.7	KA 4

<sup>1</sup> Numbers link either to Key Areas (KA), learning outcomes (LO) or to the Part A syllabus

### Optional Special Interest Learning Outcomes

	Learning outcome	Target phase*	Suitable assessment methods
5.11	Contribute to formulation of policy/ legislation having a bearing on population health at a national or regional level (as appropriate to the country).	3	<a href="#">See Blueprint</a>
5.12	Apply understanding of a range of organisations and their different cultures and perspectives to bring about effective health improvement activity	3	<a href="#">See Blueprint</a>
5.13	Lead or make a significant contribution to a major public health media campaign demonstrating an understanding of appropriate theory and applications of social marketing and mass communication	3	<a href="#">See Blueprint</a>

\* All learning outcomes for special interest options would be expected to be gained in phase 3

## Assessment for Key Area 5

LO	Assessment Type	Phase
	<b>CBD, PART A</b>	<b>1</b>
<b>5.1</b>	<i>Debate the relative importance of individual and society decisions for health and ethical issues relating to health improvement.</i>	
<b>Criteria</b>	For many trainees this will have been done on an academic course such as a Masters or diploma course. The assessor does however still need evidence that the trainee has achieved this learning outcome: this is most likely to come from direct discussions of local issues.	

LO	Assessment Type	Phase
	<b>CBD, PART A</b>	<b>1</b>
<b>5.2</b>	<i>Debate the theory of community development and action.</i>	
<b>Criteria</b>	For many trainees this will have been done on an academic course such as a Masters or diploma course. The assessor does however still need evidence that the trainee has achieved this learning outcome: this is most likely to come from direct discussions of local issues.	

LO	Assessment Type	Phase
	<b>CBD, PART A</b>	<b>1</b>
<b>5.3</b>	<i>Debate the strengths and weaknesses of a variety of health improvement interventions directed at large populations including social marketing.</i>	
<b>Criteria</b>	For many trainees this will have been done on an academic course such as a Masters or diploma course. The assessor does however still need evidence that the trainee has achieved this learning outcome: this is most likely to come from direct discussions of local issues.	

LO	Assessment Type	Phase
	<b>WRITTEN REPORT, CBD</b>	<b>2</b>
<b>5.4</b>	<i>Assess and communicate the need for health improvement in a defined community, presenting a case for action or inaction in response to the presenting health problem</i>	
<b>Criteria</b>	For the learning outcome the assessor will seek evidence which is most likely to come from direct discussions of a local health problem.	

LO	Assessment Type	Phase
	<b>WRITTEN REPORT, CBD</b>	<b>3</b>
<b>5.5</b>	<i>Develop and implement a plan to address a health improvement need in a defined community making clear the theoretical base for a proposal and developing a business case for an activity.</i>	
<b>Criteria</b>	For this learning outcome the assessor will seek evidence that  The trainee has developed a plan which sets out clearly the health improvement need and how it will be addressed;	

	<p>The business case is rational and outlines costs and other resources required together with benefits and an outline timetable;</p> <p>The plan has been implemented.</p>
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LO	Assessment Type	Phase
	<b>WRITTEN REPORT</b>	<b>3</b>
<b>5.6</b>	<i>Evaluate a health improvement intervention, defending outcomes and methods chosen, identifying strengths and limitations of intervention, communicating findings and making recommendations.</i>	
<b>Criteria</b>	Report is comprehensive in relation to topic and addresses the range of issues listed in the definition. There are clear recommendations and actions identified. The report is informative to senior management in the organisation.	

LO	Assessment Type	Phase
	<b>DOPS, CBD</b>	<b>3</b>
<b>5.7</b>	<i>Influence a community development project or action demonstrating understanding of relationships with the community and community development staff including issues of power and politics.</i>	
<b>Criteria</b>	<p>For this learning outcome the assessor will seek evidence of</p> <p><b>Influence:</b> Influence is not easy to assess but in phase 3 the trainee should be working on substantial issues which clearly influence local decisions on public health matters. The assessor may need to seek testimony from stakeholders that the trainee's input was influential in shaping opinion or influencing decisions.</p> <p><b>Understanding of power and politics:</b> The trainee may demonstrate an understanding of power by use of French and Raven's classification of social power or equivalent.</p> <p>French and Raven classified the social bases of power as:</p> <ul style="list-style-type: none"> <li>Control of reward</li> <li>Obligations</li> <li>Ability to coerce</li> <li>Ability to generate respect or empathy</li> <li>Expertise</li> </ul> <p>Politics has been defined simply as 'Who get what, and who says so'.</p>	

LO	Assessment Type	Phase
	<b>CBD</b>	<b>3</b>
<b>5.8</b>	<i>Apply the theoretical models of behaviour change for the general population and high risk or hard to reach groups</i>	
<b>Criteria</b>	<p>For this learning outcome, the assessor will seek evidence that:</p> <p>The trainee has used models such as the health belief model, for example, in promoting high vaccine uptake; or social learning theory, for example in designing a health improvement project for schools; or the trans-theoretical model for example in running</p>	

	a smoking cessation group.
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LO	Assessment Type	Phase
	DOPS, CBD	3
<b>5.9</b>	<i>Influence professional groups outside public health in giving advice to and making brief interventions with patients or clients on health behaviour issues.</i>	
<b>Criteria</b>	<p>For this learning outcome the assessor will seek evidence of influence.</p> <p>Influence is not easy to assess but in phase 3 the trainee should be working on substantial issues which clearly influence local decisions on public health matters. The assessor may need to seek testimony from stakeholders that the trainee's input was influential in shaping opinion or influencing decisions.</p> <p>The focus of this learning outcome is on the professional groups: the trainee is expected to influence people who run programmes for patients or clients, not work face-to-face with the clients themselves. This may include one or more of the following: counsellors, health promotion advisers, community development workers, medical and nursing staff.</p>	

LO	Assessment Type	Phase
	DOPS, CBD	3
<b>5.10</b>	<i>Play an active role in engaging the public in solving their own health problems.</i>	
<b>Criteria</b>	<p>For this learning outcome the assessor will seek evidence which is most likely to come from a series of articles in a local newspaper, newsletter or other mass media; or from a community development project.</p>	

## **Key area 6: Health protection**

This area of practice focuses on the protection of the public's health from communicable and environmental hazards by the application of a range of methods including hazard identification, risk assessment and the promotion and implementation of appropriate interventions to reduce risk and promote health.

### **6a Learning experiences**

By the end of phase 1, trainees will have a firm knowledge base for communicable disease and environmental hazard control including both general and specific settings. They will also have a working knowledge of the principles of emergency planning. Drawing conclusions from surveillance, the trainee will be able to participate in simple risk assessment and understand the complex nature of risk communication.

By the end of phase 2, trainees would be expected to use data on exposure, potential health effects and outcomes for common hazards to address a real life health protection problem, accessing expertise and other resources as necessary. They would be able to integrate hazard identification, characterisation and assessment into risk assessment for a commonly occurring hazard. The trainee will be exposed to a range of health protection issues and start to demonstrate competence in managing these. They would also be able to meet the educational requirements for commencing supervised on call and have experience of supervised out of hours emergency work.

By the end of phase 3, trainees would be expected to be able to pull together different types of complex data to draw conclusions for disease control, environmental and chemical hazards control as well as health improvement in the health protection context. They will be able to demonstrate and integrate all public health skills in a health protection context including health intelligence, assessment of effectiveness, policy development, leadership and risk communication and have undertaken health improvement and health service quality work. Trainees will recognise and work within the limits of their professional competence in relation to out of hours emergency work.

#### **Potential vehicles for the demonstration of this competence area:**

- Workplace based assessment e.g. on-call scenarios.
- Scenario based exercises.
- Reports (including Outbreak/incident reports) and peer reviewed publications.
- Presentation of material at peer groups, internal peer audit or external meetings or conferences.

#### **Potential settings for the demonstration of this competence area:**

By the end of training trainees will have dealt with a broad range of communicable disease and environmental incidents and threats to health in both health care and community settings, including participating in the management of a significant outbreak. Work overseas or work relating to aspects of international public health protection will also provide opportunity to demonstrate competence in this area of practice.

### **6b Link to KSF**

C1: Communication  
C2: Personal and People Development  
C4: Service Improvement  
HWB 3: Protection of Health and Wellbeing  
IK2: Information Collection and Analysis  
G5: Services and Project Management

### 6c Knowledge base

Epidemiology (including microbial epidemiology), and biology (including microbiology) of communicable diseases.

Health and social behaviour: in relation to risk of infectious and environmental diseases.

Environment: environmental determinants of disease and their control; risk and hazard; legislation in environmental control; environmental monitoring; factors affecting health and safety at work; occupation and health; transport policies and health impact assessment for environmental pollution; chemical incident management.

Communicable disease: definitions, surveillance; methods of control; the design, evaluation, and management of immunisation programmes; outbreak investigation including the use of relevant epidemiological methods; causes, distribution, natural history, clinical presentation, methods of diagnosis and control of infections of local and international Public Health importance; organisation of infection control; international aspects of hazard control, national and international public health legislation and its application.

Health protection service issues: the development, commissioning and evaluation of the services required for protecting health, including sexual health, TB, immunisations, infection control, antibiotic resistance, occupational health, travel health and screening and the need for services in particular settings and in high risk groups (e.g. prisons, with asylum seekers, in dental health).

## Learning outcomes: Key area 6. Health protection

The assessment criteria for this Key area can be found in the [Assessment for Key Area 6](#) section

Health protection is practised in a number of different settings and contexts. Many competencies in other key areas are essential for health protection practice and are not repeated here. These include KAs 1 and 8 for surveillance and KA 4 for communication. It is important for training breadth to ensure that, during phase 3 of training, some core competencies are developed in a health protection context as the three months during phase two spent in a health protection unit may not be enough time to cover this. (Examples are when health protection is just one element of a holistic approach e.g. settings like prisons or schools; risk groups like asylum seekers or intravenous drug users; diseases such as asthma or COPD; services like sexual health etc or when health intelligence, health improvement or service improvement skills are applied to problems related to communicable or environmentally related diseases in general service based work).

Some essential health protection experience cannot be guaranteed during the three month attachment (e.g. outbreak investigation/management) and may instead be covered during phase 3.

Some competencies will be further developed by doing on-call. On -call does not start until phase 2, requiring a firm knowledge base. The specific competencies to be assessed for competence to start out of hours on call are detailed separately.

	Learning outcome	Target phase	<a href="#">Link to related KSF competency</a>	<a href="#">Link to MLCF</a>	Suitable assessment methods	Link to knowledge base <sup>1</sup>	Related curriculum areas
	<b>Risk Assessment</b>						
6.1	Identify known or potential health effects associated with a particular hazard relevant to health protection which is common in a population	1	HWB3:2	4a	<a href="#">See Blueprint</a>	2.1.2, 2.3 to 2.6	KA1
6.2	Characterise the hazard identified, both quantitatively and qualitatively	2	HWB3:3	4a	<a href="#">See Blueprint</a>	1.1.10 to 1.1.12, 1.4	KAs 1, 8
6.3	Assess the degree of risk associated with exposure to a hazard commonly found in a population	2	HWB3:3	4a	<a href="#">See Blueprint</a>	1.1.10 to 1.1.12	KAs 1, 2
6.4	Integrate hazard identification, characterisation and assessment into an estimate of the adverse events likely to occur in a population, based on a hazard commonly found in that population	2	HWB3:3	4a	<a href="#">See Blueprint</a>	1.1.10 to 1.1.12	KAs 1, 2
6.5	Be able to complete a risk assessment for a hazard not commonly found in a population, drawing on external expertise as appropriate	3	HWB3:3	4a	<a href="#">See Blueprint</a>	1.1.10 to 1.1.12	KAs 1, 2
	<b>Risk Communication</b>						
6.6	Describe complex issues clearly to individuals, groups and communities	2	C1:4		<a href="#">See Blueprint</a>	6.3	KA 4

<b>Risk Management</b>							
<b>(a) Interventions –managing risks to health</b>							
6.7	Meet the educational requirements for commencing supervised on call <i>Particular standards to be reached before commencing on call are identified in a separate document</i>	2	C2:3		<a href="#">See Blueprint</a>	2.2 to 2.7	KA 4, GPHP
6.8	Meet the educational requirements for undertaking on-call as a generic consultant in public health (operating within limits of own professional competence and with the advice of a medical consultant who specialises in health protection available at all times)	3	C2:3		<a href="#">See Blueprint</a>	2.2 to 2.7	KA 4
6.9	Ask appropriate questions to recognise a problem when presented with a health protection challenge	2	HWB3:3		<a href="#">See Blueprint</a>	2.2, 2.6	KA 4
6.10	Interpret the answer received and recognise the need to ask for relevant advice where appropriate	2	HWB3:3		<a href="#">See Blueprint</a>	2.2, 2.6	KAs 1, 2
6.11	Identify and confirm the risks and possible exposures	2	HWB3:3		<a href="#">See Blueprint</a>	1.1.10 to 1.1.12, 2.2, 2.6	KA 1
6.12	Describe the organisation of infection control and apply effective and appropriate procedures and policies to reduce risk	2	HWB3:3		<a href="#">See Blueprint</a>	1.1.10 to 1.1.12	KA 4
6.13	Advise on and co-ordinate public health action required in the light of existing local & national policies and guidelines	2 or 3	HWB3:3		<a href="#">See Blueprint</a>	2.6	KAs 4, 5, 8
<b>(b) Interventions – incident management</b>							
6.14	Describe the general principles of emergency planning and managing a major incident	2	HWB3:2		<a href="#">See Blueprint</a>	2.6	KA 4
6.15	Participate in and make a significant contribution to the investigation of an incident/outbreak including preparation of final report	2 or 3	HWB3:3		<a href="#">See Blueprint</a>	2.6	KA 4

<sup>1</sup> Numbers link either to Key Areas (KA), learning outcomes (LO) or to the Part A syllabus

### Optional Special Interest Learning Outcomes

	Learning outcome	Target phase*	Suitable assessment methods
6.16	Integrate different types of data, using complex data sets, or collection of ad hoc data to draw appropriate conclusions for disease control, environmental and chemical hazards control and health improvement	3	<a href="#">See Blueprint</a>
6.17	Lead or take a major role in the investigation and management of a significant incident, to include an outbreak, non infectious disease incident and a look back	3	<a href="#">See Blueprint</a>
6.18	Evaluate the management of an outbreak or incident	3	<a href="#">See Blueprint</a>
6.19	Evaluate a health protection service improvement	3	<a href="#">See Blueprint</a>
6.20	Apply health protection principles to services relevant to health protection in particular settings and in high risk groups (e.g. prisons, with asylum seekers, in dental health, port health)	3	<a href="#">See Blueprint</a>
6.21	Undertake a complex health protection health needs assessment	3	<a href="#">See Blueprint</a>
6.22	Understand and apply the theoretical models of behaviour change, in the context of health protection for the general population and high risk/ hard to reach groups	3	<a href="#">See Blueprint</a>
6.23	Develop and test/audit a multi agency incident control plan	3	<a href="#">See Blueprint</a>
6.24	Establish or evaluate and quality assure a specific health protection surveillance system, including reporting and early warning, to meet a specified need for a defined population.	3	<a href="#">See Blueprint</a>
6.25	Lead or make a substantial contribution to the implementation of a health protection policy or campaign	3	<a href="#">See Blueprint</a>
6.26	Show appropriate judgement on the basis of potentially incomplete/conflicting clinical information	3	<a href="#">See Blueprint</a>
6.27	Identify and intervene when a clinical risk to the health of the public is identified	3	<a href="#">See Blueprint</a>
6.28	Generate hypotheses for health protection problems and test them in appropriate epidemiological studies	3	<a href="#">See Blueprint</a>

\* All learning outcomes for special interest options would be expected to be gained in phase 3

## Assessment of Key Area 6

LO	Assessment Type	Phase
	<b>WRITTEN REPORT, CBD, PART A</b>	<b>1</b>
<b>6.1</b>	<i>Identify known or potential health effects associated with a particular hazard relevant to health protection which is common in a population.</i>	
<b>Criteria</b>	For many trainees this will have been done on an academic course such as a Masters or diploma course. The assessor does however still need evidence that the trainee has achieved this learning outcome: this is most likely to come from direct discussions of local issues. This should form part of the discussion around the enquiries that are recorded in the trainee's log book.	

LO	Assessment Type	Phase
	<b>WRITTEN REPORT, CBD</b>	<b>2</b>
<b>6.2</b>	<i>Characterise the hazard identified, both quantitatively and qualitatively.</i>	
<b>Criteria</b>	For this learning outcome, evidence is most likely to come from direct discussion of a local problem. This should form part of the discussion around the enquiries that are recorded in the trainee's log book.	

LO	Assessment Type	Phase
	<b>WRITTEN REPORT, CBD</b>	<b>2</b>
<b>6.3</b>	<i>Assess the degree of risk associated with exposure to a hazard commonly found in the population</i>	
<b>Criteria</b>	For this learning outcome, evidence is most likely to come from direct discussion of a local problem. This should form part of the discussion around the enquiries that are recorded in the trainee's log book.	

LO	Assessment Type	Phase
	<b>WRITTEN REPORT, CBD</b>	<b>2</b>
<b>6.4</b>	<i>Integrate hazard identification, characterisation and assessment into an estimate of the adverse events likely to occur in a population, based on a hazard commonly found in that population.</i>	
<b>Criteria</b>	<p>For this phase 2 learning outcome, evidence is most likely to come from direct discussion of a local problem. The assessor will seek evidence that:</p> <ul style="list-style-type: none"> <li>The trainee has clearly defined the hazard</li> <li>The trainee has clearly defined the relevant population</li> <li>Numerical estimates have been made where appropriate</li> <li>Uncertainties surrounding any estimates have been clearly documented and discussed</li> <li>The source of evidence for any estimates is documented</li> </ul>	

LO	Assessment Type	Phase
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	<b>WRITTEN REPORT, CBD</b>	<b>3</b>	
<b>6.5</b>	<i>Be able to complete a risk assessment for a hazard not commonly found in a population, drawing on external expertise as appropriate</i>		
<b>Criteria</b>	<p>For this learning outcome, the assessor will seek evidence that:</p> <p><b>If the hazard is known, but uncommon:</b>  The trainee has consulted the appropriate experts or data sources/policies</p> <p>The trainee has clearly identified the hazard and whether it is of public health importance</p> <p>The trainee has identified the potential health effects of the hazard and potential routes of exposure</p> <p>The trainee has clearly defined the relevant population potentially at risk</p> <p>The trainee has identified the control measures that could be used.</p> <p><b>If the hazard is unknown:</b>  The trainee has consulted the appropriate experts or data sources/policies</p> <p>The trainee has identified the possible hazards and which are of public health importance</p> <p>The trainee has identified the potential health effects of these hazards and potential routes of exposure</p> <p>The trainee has clearly defined the relevant population potentially at risk</p> <p>The trainee has identified the generic control measures that could be used</p> <p>The trainee has identified what further investigations need to be carried out.</p> <p><i>NB: the important aspect of this competence is to be able to carry out these aspects of a risk assessment. This could be demonstrated by applying the same principle to a relatively common hazard.</i></p>		

<b>LO</b>	<b>Assessment Type</b>	<b>Phase</b>	
	<b>DOPS, PART B</b>	<b>2</b>	
<b>6.6</b>	<i>Describe complex issues clearly to individuals, groups and communities.</i>		
<b>Criteria</b>	<p>For this learning outcome, evidence is likely to come from asking members of the relevant audience whether the issue had been clearly described by the trainee.</p> <p>This should also form part of the discussion around the enquiries that are recorded in the trainee's log book.</p>		

<b>LO</b>	<b>Assessment Type</b>	<b>Phase</b>	
	<b>PART B</b>	<b>2</b>	
<b>6.7</b>	<i>Meet educational requirements for commencing supervised on call.</i>		
<b>Criteria</b>	A separate document is available from the Faculty which sets out the assessment procedure for this learning outcome.		

	* Annex B of <i>Health Protection Training for generalists in public health, including Educational Requirements for on-call</i> (FPH, 2006).		
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LO	Assessment Type	Phase	
	CBD	3	
<b>6.8</b>	<i>Meet the educational requirements for undertaking on-call as a generic consultant in public health (operating within the limits of own professional competence and with the advice of a medical consultant who specialises in health protection available at all times)</i>		
<b>Criteria</b>	A separate document* is available from the Faculty which sets out the criteria for achievement of this learning outcome.  * Annex B of <i>Health Protection Training for generalists in public health, including Educational Requirements for on-call</i> (FPH, 2006).		

LO	Assessment Type	Phase	
	DOPS, CBD	2	
<b>6.9</b>	<i>Ask appropriate questions to recognise a problem when presented with a health protection challenge.</i>		
<b>Criteria</b>	For this learning outcome, evidence is likely to come for direct witness of the trainee taking a first call, or from a handover or log book with the relevant information complete.		

LO	Assessment Type	Phase	
	DOPS, CBD	2	
<b>6.10</b>	<b><i>[to be read in conjunction with 6.9]</i></b> <i>Interpret the answer received and recognise the need to ask for relevant advice when appropriate.</i>		
<b>Criteria</b>	For this learning outcome, evidence is likely to come for direct witness of the trainee taking a first call, or from a handover or log book with the relevant information complete.		

LO	Assessment Type	Phase	
	DOPS, CBD	2	
<b>6.11</b>	<b><i>[to be read in conjunction with 6.9 and 6.10]</i></b> <i>Identify and confirm the risks and possible exposures.</i>		
<b>Criteria</b>	For this learning outcome, evidence is likely to come for direct witness of the trainee taking a first call, or from a handover or log book with the relevant information complete.		

LO	Assessment Type	Phase	
	CBD	2	
<b>6.12</b>	<i>Describe the organisation of infection control and apply effective and appropriate procedures and policies to reduce risk.</i>		

<b>Criteria</b>	<p>For this learning outcome the assessor will seek evidence that</p> <p>The trainee can demonstrate an understanding of the infection control services in hospital and community relevant to routine prevention and to outbreak control</p> <p>The trainee offers effective and appropriate advice when responding to a communicable disease enquiry (e.g. a case of gastrointestinal infection), incident or outbreak. This can be from direct observation/feedback or could form part of the discussion around the enquiries that are recorded in the trainee's log book.</p>
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LO	Assessment Type	Phase
	<b>DOPS, CBD</b>	<b>2 or 3</b>
<b>6.13</b>	<i>Advise on and co-ordinate public health action required in the light of existing local and national policies and guidelines.</i>	
<b>Criteria</b>	For this learning outcome, the assessor will seek evidence which will most likely come from work in response to on-call enquiries (e.g. meningitis case) or an outbreak/incident. This should form part of the discussion around the enquiries that are recorded in the trainee's log book.	

LO	Assessment Type	Phase
	<b>CBD</b>	<b>2</b>
<b>6.14</b>	<i>Describe the general principles of emergency planning and managing a major incident.</i>	
<b>Criteria</b>	For many trainees this will have been done on an academic course such as a Masters or diploma course. The assessor does however still need evidence that the trainee has achieved this learning outcome: this is most likely to come from direct discussions of local scenarios or participation in an actual emergency or exercise.	

LO	Assessment Type	Phase
	<b>DOPS, WRITTEN REPORT</b>	<b>2 or 3</b>
<b>6.15</b>	<i>Participate in and make a significant contribution to the investigation of an incident or outbreak including preparation of the final report.</i>	
<b>Criteria</b>	<p>This learning outcome is assessed by direct observation during an outbreak or incident and particularly by assessment of the written report. The report should cover key stages of an investigation, e.g.: for an outbreak:</p> <ul style="list-style-type: none"> <li>- establishing that a problem exists</li> <li>- confirming the diagnosis</li> <li>- immediate control measures</li> <li>- case finding</li> <li>- collection of data</li> <li>- descriptive epidemiology</li> <li>- hypothesis generation</li> <li>- hypothesis testing</li> <li>- further control measures</li> <li>- declaring incident over</li> </ul> <p>A significant contribution should include the trainee leading on an aspect of the investigation or management, e.g. the epidemiological</p>	

	investigation to generate and/or test a hypothesis; communications; audit etc.. participating in the multi-agency discussions on management of incident
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## **Key area 7: Health and social service quality**

This area of practice covers commissioning, clinical governance, quality improvement, patient safety, equity of service provision and prioritisation of health and social care services.

<b>7a Learning experiences</b>
<p>By the end of phase 1 trainees should know the basic principles of commissioning, clinical governance, quality improvement, patient safety, equity of service provision and prioritisation related to this area.</p> <p>By the end of phase 2 trainees should know how to collate and assess relevant evidence and make recommendations for service change and prioritisation.</p> <p>By the end of phase 3 trainees should have implemented and led change in some of the areas above. They will also have proactively sought out opportunities to use evidence to influence decisions. They will have worked on highly complex issues and influenced the decisions of senior decision-makers both within and across organisations and outside it.</p> <p><b>Potential vehicles for the demonstration of this competence area:</b></p> <ul style="list-style-type: none"><li>• Evidence briefings providing recommendations for policy (for boards, committees, public health colleagues, the public)</li><li>• Writing or appraising business cases and service specifications</li><li>• Health needs assessment</li><li>• Press releases</li><li>• Clinical or public health audit and governance reports</li><li>• Development of clinical guidelines and quality standards</li><li>• Calculation of population costings for new technologies</li><li>• Reports on commissioning and delivery of clinical services</li><li>• Quality improvement strategy/policy/programmes</li><li>• Peer reviewed publication</li></ul> <p><b>Potential settings for the demonstration of this competence area:</b></p> <p>By the end of training trainees will be expected to have been involved in work in developing, evaluating, improving and commissioning health and social care services. Work must include at least two of the following: an acute service setting (including clinical networks), a primary care setting, a mental health care setting, a health protection context and a wider preventive / community setting. These may be at local and/or regional/national level.</p>
<b>7b Link to KSF</b>
<p><u>C1: Communication</u></p> <p><u>C5: Quality</u></p> <p><u>HWB1: Promotion of health and wellbeing and prevention of adverse effects on health and wellbeing</u></p> <p><u>IK2: Information Collection and Analysis</u></p> <p><u>G5: Services and Project Management</u></p>

### **7c Knowledge base**

Research methods appropriate to public health practice, including epidemiology, statistical methods, and other methods of enquiry including qualitative research methods.

Disease causation and the diagnostic process in relation to public health; prevention and health promotion.

Health information and audit methodology.

Medical sociology, social policy, and health economics.

Organisation and management of health care and health care programmes from a public health perspective.

Ethical and legal frameworks.

Clinical governance.

## Learning outcomes: Key area 7. Health and Social Service Quality

The assessment criteria for this Key area can be found in the [Assessment for Key Area 7](#) section

	Learning outcome	Target phase	<a href="#">Link to related KSF competency</a>	<a href="#">Link to MLCE</a>	Suitable assessment methods	Link to knowledge base <sup>1</sup>	Related curriculum areas
7.1	Evaluate and audit services to assure and improve quality.	2 or 3	C5:4	3a; 3d; 4a; 4b	<a href="#">See Blueprint</a>	5.1, 5.3	KAs 2, 9
7.2	Design and implement data collection for a defined service question and integrates data outputs with other routinely available and relevant data	2 or 3	C5:3 IK2:4	3a; 4b	<a href="#">See Blueprint</a>	1.1.21 to 22, 1.2.11 to 15, 4.2, 4.4	KAs 2, 8
7.3	Critically appraise a business case or cost/budget assessment for a new service development or configuration from either a provider or commissioner perspective	3	G5:4	3a	<a href="#">See Blueprint</a>	KA 2	KAs 2, 3
7.4	Conduct a health economic or cost/budget assessment in response to a clinical priority setting question to inform commissioning	3	G5:4	3a	<a href="#">See Blueprint</a>	4.4	KAs 2, 3
7.5	Contribute to a project using techniques of resource mapping and economic appraisal of resource redeployment, such as programme budgeting and marginal analysis	3	G5:4	3a	<a href="#">See Blueprint</a>	4.3.1 to 4.3.3	KA 4
7.6	Prepare and present a service specification document which will lead to service development to a relevant committee or management group within the organisation	3	C1:4	3a	<a href="#">See Blueprint</a>	KAs 3 & 4	KAs 3, 4
7.7	Assess an individual funding request using sound legal and ethical principles	3	G5:4	3a	<a href="#">See Blueprint</a>	KA 2	KA 3
7.8	Monitor and appraise the impact of screening or other similar disease prevention programme	3	G5:4	3a	<a href="#">See Blueprint</a>	1.1.21 - 22, 1.2.11 - 15, 2.2	KA 1, 6, 8
7.9	Develop policy on cost-effective commissioning of new procedures or treatment taking into account exceptional care and legal guidelines	3	HWB1:4	3a	<a href="#">See Blueprint</a>	4.3.8, 4.4, 5.3	KAs 2, 3
7.10	Apply the results of a healthcare needs assessment for a relevant local population or community leading to service development	3	HWB1:4	3a; 3d; 4c	<a href="#">See Blueprint</a>	1.1 to 1.3, 5.1 to 5.3	KA 1, 4
7.11	Establish links with existing professional networks or set up new professional groups to direct changes in service configurations across and within different organisations and health/social care settings	3	HWB1:4	3a; 3d	<a href="#">See Blueprint</a>	5.1 to 5.3	KA 4
7.12	Identify and deal with uncertainty in service change decision making processes	3	HWB1:4	3a	<a href="#">See Blueprint</a>	5.1 to 5.3	KA 4

<sup>1</sup> Numbers link either to Key Areas (KA), learning outcomes (LO) or to the Part A syllabus

### Optional Special Interest Learning Outcomes

	Learning outcome	Target phase*	Suitable assessment methods
7.13	Model and project the impacts of the introduction of new services, technologies and treatments	3	<a href="#">See Blueprint</a>
7.14	Lead an exercise in horizon scanning for new technologies and treatments which informs planning decisions	3	<a href="#">See Blueprint</a>
7.15	Carry out an appraisal of the quality and outcome of an under-performing care or provider area and report back with recommendations for action to relevant multi-disciplinary management forum	3	<a href="#">See Blueprint</a>
7.16	Design and co-ordinate a multi-trust or cross organisation audit or evaluation of a clinical or service area or topic including the development and assessment of guidelines	3	<a href="#">See Blueprint</a>
7.17	Set up a service review and leads change management process if needed	3	<a href="#">See Blueprint</a>
7.18	Lead the development of outcome measures and standard setting within the context of professional networks and/or commissioning	3	<a href="#">See Blueprint</a>
7.19	Take a lead role in setting budgetary programmes and marginal cost analysis in the context of business planning, option appraisal and disinvestment	3	<a href="#">See Blueprint</a>
7.20	Prepare a service commissioning policy and associated contractual documentation e.g. service level agreement, incorporating outcome measures demonstrating rationality in the local and national context	3	<a href="#">See Blueprint</a>
7.21	Lead the assessment, project management and investigation of a clinical governance issue e.g. an adverse event or serious untoward incident or professional regulatory problem within or across provider organisations or within a clinical network demonstrating impact through change	3	<a href="#">See Blueprint</a>

\* All learning outcomes for special interest options would be expected to be gained in phase 3

## Assessment for Key Area 7

LO	Assessment Type	Phase
	<b>WRITTEN REPORT, CBD</b>	<b>2 or 3</b>
<b>7.1</b>	<i>Evaluate and audit services to assure and improve quality.</i>	
<b>Criteria</b>	<p>For this learning outcome the assessor will seek evidence that</p> <p>The trainee has evaluated structure, process and outcome</p> <p>'to assure and improve quality' implies</p> <p><b>Either</b> Outcomes are benchmarked against a recognised standard <b>Or</b> Structures and processes adhere to best practice guidelines</p> <p>The assessor will seek evidence that the trainee</p> <p><u>Questions the status quo</u> <u>Acts as a positive role model for innovation</u> <u>Encourages dialogue and debate with a wide range of people</u> <u>Develops creative solutions to transform services and care.</u></p>	

LO	Assessment Type	Phase
	<b>WRITTEN REPORT, CBD</b>	<b>2 or 3</b>
<b>7.2</b>	<i>Design and implement data collection for a defined service question and integrate data outputs with other routinely available and relevant data.</i>	
<b>Criteria</b>	<p>For this objective, the assessor will seek evidence that the trainee</p> <ul style="list-style-type: none"> <li>● Has identified a service problem</li> <li>● Has formulated specific questions to explore or understand the problem more precisely</li> <li>● Has collected data relevant to the questions</li> <li>● Has set this specially collected data in the context of other, routinely available information</li> </ul> <p>The assessor will also seek evidence that the trainee:</p> <p><u>Obtains and acts on patient, carer and service user feedback and experiences</u> <u>Assess and analyses processes using up-to-date improvement methodologies</u> <u>Identifies healthcare improvements and creates solutions through collaborative working</u> <u>Appraises options, and plans and takes action to implement and evaluate improvements</u> <u>[see also learning outcomes 7.3 and 7.6]</u></p>	

LO	Assessment Type	Phase
	<b>WRITTEN REPORT, CBD</b>	<b>3</b>
<b>7.3</b>	<i>Critically appraise a business case or cost / budget assessment for a new service development or configuration from either a provider or commissioner perspective.</i>	
<b>Criteria</b>	<p>For this learning outcome, the critical appraisal by a public health trainee should focus on the likely health gain of the proposed development or configuration. The appraisal should show that:</p>	

	<ul style="list-style-type: none"> <li>● The trainee has clearly defined the relevant policy or project</li> <li>● The trainee has clearly defined the group of patients or population affected</li> <li>● Positive and negative impacts have been considered</li> <li>● Numerical estimates have been made where appropriate</li> <li>● Uncertainties surrounding any estimates have been clearly documented and discussed</li> <li>● The source of evidence for any estimates is documented</li> </ul>
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LO	Assessment Type	Phase
	<b>WRITTEN REPORT, CBD, DOPS</b>	<b>3</b>
<b>7.4</b> <b>7.5</b>	<ul style="list-style-type: none"> <li>● <i>Conduct a health economic or cost/ budget assessment in response to a clinical priority setting question to inform commissioning</i></li> <li>● <i>Contribute to a project using techniques of resource mapping and economic appraisal of resource redeployment such as programme budgeting and marginal analysis</i></li> </ul>	
<b>Criteria</b>	<p><b>The evidence should be relevant to the specific phase taking into account issues of complexity, weight and context.</b></p> <p>The assessor will seek evidence that the trainee</p> <ul style="list-style-type: none"> <li>● Has worked on a problem involving clinical priority setting</li> <li>● Has considered economic aspects of the problem</li> </ul>	

LO	Assessment Type	Phase
	<b>WRITTEN REPORT, CBD</b>	<b>3</b>
<b>7.6</b>	<i>Prepare and present a service specification document which will lead to service development to a relevant committee or management group within the organisation.</i>	
<b>Criteria</b>	<p>This learning outcome is met if in fact the service development is refused by the committee or management group (for example on grounds of cost) provided that the assessor is confident that the specification has been prepared and presented to the standard expected of a newly appointed consultant in public health.</p>	

LO	Assessment Type	Phase
	<b>WRITTEN REPORT, CBD</b>	<b>3</b>
<b>7.7</b>	<i>Assess an individual funding request using sound ethical and legal principles.</i>	
<b>Criteria</b>	<p>For this learning outcome, the assessor will seek evidence that the trainee</p> <ul style="list-style-type: none"> <li>● has assessed the magnitude of potential benefit to the individual</li> <li>● has assessed the likelihood of the benefit</li> <li>● has assessed the cost of treatment</li> <li>● has used sound legal and ethical principles</li> </ul> <p><b>Legal principles include:</b></p> <p>A process which is clear and open to the patient and his or her doctor  Avoidance of hearsay in evidence – for example always obtaining full copies of relevant research papers and not summaries or abstracts  Avoidance of fettering in decision (pretending not to have powers which you do actually have)  Rights of appeal</p>	

	<p><b>Ethical principles include:</b></p> <p>consideration of potential benefit and harm to the patient  allowing the patient to make decisions in his or her own sphere of competence (autonomy)  considering the interests of others who may be affected by the decision (justice)  respecting rights of the patient to privacy, confidentiality and dignity</p>
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LO	Assessment Type	Phase
	<b>WRITTEN REPORT, CBD</b>	<b>3</b>
<b>7.8</b>	<i>Monitor and appraise the impact of screening or other similar disease prevention programme.</i>	
<b>Criteria</b>	For this learning outcome the assessor will seek evidence that the trainee has met the learning outcome, which will most likely come from review of routinely available statistics relevant to the programme in question.	

LO	Assessment Type	Phase
	<b>WRITTEN REPORT, CBD</b>	<b>3</b>
<b>7.9</b>	<i>Develop policy on cost-effective commissioning of new procedures or treatment taking into account exceptional care and legal guidelines.</i>	
<b>Criteria</b>	For this learning outcome the assessor will seek evidence that the policy includes  Definition of scope – criteria for which patients the policy applies to  Evidence for the effect of treatment  Any exceptions  Mechanisms for handling exceptions  Rights of appeal	

LO	Assessment Type	Phase
	<b>WRITTEN REPORT, CBD</b>	<b>3</b>
<b>7.10</b> <b>7.11</b>	<ul style="list-style-type: none"> <li>● <i>Apply the results of a healthcare needs assessment for a relevant local population or community leading to service development</i></li> <li>● <i>Establish links with existing professional networks or set up new professional groups to direct changes in service configurations across and within different organisations and health/social care settings</i></li> </ul>	
<b>Criteria</b>	<p><b>The evidence should be relevant to the specific phase taking into account issues of complexity, weight and context.</b></p> <p>For these learning outcomes, the assessor will seek evidence that change has occurred in a service as a result of a needs assessment. For trainees to have this learning opportunity, trainers must provide Phase 3 trainees with substantive projects which result in service change or development.</p>	

LO	Assessment Type	Phase
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	<b>DOPS, CBD</b>	<b>3</b>	
<b>7.12</b>	<i>Identify and deal with uncertainty in service change decision making processes.</i>		
<b>Criteria</b>	<p>For this learning outcome the assessor will seek evidence that the trainee</p> <ul style="list-style-type: none"> <li>Has used an analysis of strength, weakness, opportunity and threat (or similar framework)</li> <li>Has used a formal option appraisal</li> <li>Has formally searched for relevant evidence or information to reduce uncertainty.</li> </ul> <p>This evidence is most likely to come from observing the trainee directly or from documents and papers for working groups.</p>		

## **Key area 8: Public health intelligence**

This area of practice focuses on the systems and strategies that are essential for organisations to base practice and policy on sound intelligence. It uses the skills of key areas 1 and 2 to establish intelligence systems, integrating the skills and methods of routine and ad hoc data and research evidence into systems and strategies. This area involves a clear understanding of the systems and capacity needed to deliver surveillance and early warning functions and costs effective interventions. This includes the quantification of performance management systems for health care and public health systems. This area addresses systems that should deliver intelligence using formats and methods that are relevant to particular needs and specific to particular audiences.

### **8a Learning experiences**

By the end of phase 1, trainees will know the different sorts of intelligence and how they are used by practitioners, decision makers and policy makers.

By the end of phase 2, trainees will know a wide range of specific sources of intelligence including their quality and relevance in specific circumstances. They will be capable, and will have had experience, of assembling such intelligence to provide valued decision support to practitioners, senior decision makers and policy makers.

By the end of phase 3, trainees will be skilled at working with senior management in understanding the intelligence systems required to develop interventions to address the needs\* of sub populations served. Trainees will be able to effectively use public health intelligence in the development, implementation and evaluation of policies and strategies. The trainee will understand how to evaluate their actions and will be able to identify why/if a contribution appears to have been unvalued or unsuccessful and have subsequently developed alternative strategies. By the end of training trainees will be expected to have contributed to the surveillance of the public's health from within, or via, a local, regional or national intelligence unit.

\*needs as expressed through population preference and through objective measurements

#### **Potential vehicles for the demonstration of this competence area include:**

- Implementation of national surveillance policy.
- Quality assurance activity.
- Data flow analysis.
- Development of systems to extract intelligence and decision support from data sets.
- Production of a major data rich report (e.g. public health annual report).

#### **Potential settings for the demonstration of this competence area:**

Learning outcomes in health intelligence can be gained in service work through links with specialist health intelligence units such as public health observatories, cancer registries and QA reference centres. Work in academic departments and health protection will expose trainees to public health intelligence.

### **8b Link to KSF**

C1: Communication

IK2: Information Collection and Analysis

IK3: Knowledge and Information Resources

### **8c Knowledge base**

Advanced techniques in surveillance and dissemination. Methods of trending and modelling health status. Linkage of data sets; Design of knowledge management systems for both data and research literature (libraries); The role of ICT in intelligence based and evidence based decision support; Integration of clinical data systems and population based systems to reduce inequalities and improve health; Technical, legal and ethical issues relating to data security, disclosure and trust. Pseudonymisation. The role of information and intelligence in policy formulation and implementation, and in local clinical and public health practice.

## Learning outcomes: Key area 8. Public health intelligence

The assessment criteria for this Key area can be found in the [Assessment for Key Area 8](#) section

	Learning Outcome	Target phase	<a href="#">Link to related KSF competency</a>	Suitable assessment methods	Link to knowledge base <sup>1</sup>	Related curriculum areas
8.1	Formulate and articulate problems so they can be addressed by using public health intelligence	1	IK2:3	<a href="#">See Blueprint</a>	n/a	KAs 1, 2
8.2	Organise data, meta-data, information and knowledge (knowledge management including libraries)	1	IK3:2	<a href="#">See Blueprint</a>	3.1. to 3.3	KAs 1, 9
8.3	Appraise the validity and relevance of data and data systems in order to assess their quality and fitness for purpose	2	IK2:4	<a href="#">See Blueprint</a>	3.1 to 3.3	KA 1
8.4	Use data with a full appreciation of the legal and ethical aspects of data collection, manipulation and release (confidentiality, security, privacy and disclosure) in order to balance societal benefit with individual privacy	2	IK2:4	<a href="#">See Blueprint</a>	3.1 to 3.3	KAs 1, 9
8.5	Present and communicate population health intelligence in effective ways in order to monitor system performance and to improve decisions of colleagues, practitioners and senior decision makers	3	C1:4	<a href="#">See Blueprint</a>	6.3	KAs 1, 7
8.6	Present and communicate population health intelligence in effective ways in order to develop local and national policy	3	C1:4	<a href="#">See Blueprint</a>	6.3	KA 3, 6
8.7	Treat information about patients as confidential	1, 2 & 3	IK2:4	<a href="#">See Blueprint</a>	n/a	GPHP
8.8	Provide information needed and requested and in a way that can be understood	1, 2 & 3	C1:4	<a href="#">See Blueprint</a>	n/a	GPHP

<sup>1</sup> Numbers link either to Key Areas (KA), learning outcomes (LO) or to the Part A syllabus

## Optional Special Interest Learning Outcomes

	Learning outcome	Target phase*	Suitable assessment methods
8.9	Make a major contribution to systematic collecting, collating and interpreting of intelligence to inform the commissioning of health care and public health activities.	3	<a href="#">See Blueprint</a>
8.10	Establish and quality assure a specific surveillance system, including reporting and early warning, to meet a specified need for a defined population.	3	<a href="#">See Blueprint</a>
8.11	Lead the delivery and quality assurance of an intelligence unit function	3	<a href="#">See Blueprint</a>
8.12	Contribute to strategic leadership and management of a health intelligence function	3	<a href="#">See Blueprint</a>
8.13	Make use of novel technologies to collect, generate, synthesise, appraise, analyse, interpret or communicate health intelligence	3	<a href="#">See Blueprint</a>

\* All learning outcomes for special interest options would be expected to be gained in phase 3

## Assessment for Key Area 8

LO	Assessment Type	Phase
	<b>CBD</b>	<b>1</b>
<b>8.1</b>	<i>Formulate and articulate problems so that they can be addressed by using public health intelligence.</i>	
<b>Criteria</b>	<p>For this learning outcome the assessor will seek evidence that the trainee</p> <p>Defined the general subject area of the enquiry or problem            Refined the problem to a precise answerable question            Outlined the sources of data or information to be used addressing the strengths and weaknesses of each data source systematically (availability, validity, timeliness, relevance, disclosure issues, geographical issues, value in context of other sources of data and intelligence).</p>	

LO	Assessment Type	Phase
	<b>CBD</b>	<b>1</b>
<b>8.2</b>	<i>Organise data, meta-data, information and knowledge (knowledge management including libraries).</i>	
<b>Criteria</b>	<p>For this learning outcome the assessor will seek evidence that the trainee</p> <p>Has organised data including:</p> <ul style="list-style-type: none"> <li>● A simple system of indexing</li> <li>● A controlled vocabulary e.g. MeSH terms or equivalent standard naming system</li> <li>● A systematic and consistent way of organising public health knowledge (both paper and electronically)</li> </ul> <p>These systems must be intuitive, compatible with other systems where possible and not be purely private i.e. others must be able to use the system to locate and retrieve information in the absence of the trainee.</p>	

LO	Assessment Type	Phase
	<b>WRITTEN REPORT, CBD</b>	<b>2</b>
<b>8.3</b>	<i>Appraise the validity and relevance of data and data systems in order to assess their quality and fitness for purpose.</i>	
<b>Criteria</b>	<p>For this learning outcome the assessor will seek evidence that the trainee has</p> <p>Defined the purpose of the data or data system</p> <p>Assessed its validity on criteria such as</p> <ul style="list-style-type: none"> <li>● Accuracy</li> <li>● Timeliness</li> <li>● Comprehensiveness</li> <li>● Retrievability</li> </ul> <p>Assessed the relevance of the data or data system to the stated purpose</p> <p>Considered the mechanisms by which the quality of all the above are assured in the data system.</p>	

LO	Assessment Type	Phase
	<b>DOPS, CBD</b>	<b>2</b>
<b>8.4</b>	<i>Use data with a full appreciation of the legal and ethical aspects of data collection, manipulation and release (confidentiality, security, privacy and disclosure) in order to balance societal benefit with individual privacy.</i>	
<b>Criteria</b>	<p>For this learning outcome the assessor will seek evidence that the trainee:</p> <p>Is aware of the Data Protection Act (or equivalent national law) and its requirements including any statutory disclosures required for example by communicable disease law</p> <p>Can discuss occasions when societal benefit might outweigh individual rights, plus procedures for reaching such a decision (such as who to consult or involve)</p> <p>Can discuss ethical aspects including potential benefit and harm to the data subject and others</p> <p>Keep data secure by using physical methods (such as lock and key) and electronic methods (such as passwords and screen savers)</p> <p>Maintains privacy by using non-identifiable data, understanding the importance of anonymisation and pseudonymisation.</p>	

LO	Assessment Type	Phase
	<b>DOPS, CBD</b>	<b>3</b>
<b>8.5</b>	<i>Present and communicate population health intelligence in effective ways in order to monitor system performance and to improve decisions of colleagues, practitioners and senior decision makers.</i>	
<b>Criteria</b>	<p>For this learning outcome the assessor will seek evidence that intelligence presented by the trainee has 'improved' decisions by demonstrating that a decision is based on information (data or literature) not merely opinion or hearsay. Trainees must be able to discuss the process of synthesising and visualising indicators and other metrics in order to improve decision making and action. Trainees must be able to demonstrate an ability to engage colleagues with descriptive data linked with interventional evidence.</p>	

LO	Assessment Type	Phase
	<b>DOPS, CBD</b>	<b>3</b>
<b>8.6</b>	<i>Present and communicate population health intelligence in effective ways in order to develop local and national policy.</i>	
<b>Criteria</b>	<p>For this learning outcome, assessors will seek evidence from an example of a policy with reference to the health intelligence which informed the policy.</p>	

LO	Assessment Type	Phase
	<b>CBD, MSF</b>	<b>1, 2, &amp; 3</b>
<b>8.7</b>	<i>Treat information about patients as confidential.</i>	
<b>Criteria</b>	<p>Evidence for this learning objective will come from direct observation and from multi-source feedback.</p>	

LO	Assessment Type	Phase
	<b>DOPS, WRITTEN REPORT, PART B</b>	<b>1, 2 &amp; 3</b>

<b>8.8</b>	<i>Provide information needed and requested and in a way that can be understood.</i>
<b>Criteria</b>	Evidence for this learning outcome will come by questioning the recipients of the information provided by the trainee.

## ***Key area 9: Academic public health***

This area of practice focuses on the teaching of and research into public health.

### **9a Learning experiences**

By the end of phase 1, trainees should understand the important areas of uncertainty in public health and have the ability to distinguish those areas which are amenable to research, and how, within available resources. The importance of these uncertainties should be related ultimately to potential population health gain. The main outlines of the methods for effective research in public health should be understood with reference to public health problems for which the optimum solution is unclear.

By the end of phase 2, trainees will be able to distinguish evidence-based strategies from others and prioritise accordingly and will have participated in some teaching. They will have presented in an academic setting of critical peers.

By the end of phase 3, trainees will have demonstrated their ability to teach reflectively and with enthusiasm, in class and individually, will have had experience of or observed prioritising, writing and presenting research findings. They will demonstrate an ability to write proposals, to critique research substantively and have used one or more research methodologies to support current service or academic work, disseminating findings appropriately. By the end of training trainees will be expected to have undertaken some original research in association with an academic unit and taught public health to a range of audiences.

#### **Potential vehicles for the demonstration of this competence area include:**

- Written research reports including literature reviews.
- Course documentation, demonstrating participation in design and/or delivery.
- Conference proceedings.
- Diplomas and higher degrees.
- Published peer reviewed papers.
- Articles in the media.
- Referees reports on other people's articles submitted for publications.
- Research proposals submitted (possibly in collaboration).
- Peer observation of teaching and student feedback.
- Teaching or research prizes.
- Book Chapters etc.

#### **Potential settings for the demonstration of this competence area:**

Research methodologies can be demonstrated in service and academic settings both in original research and in support of other work. Academic public health competence could also be gained in health protection settings. Public health could be taught to a range of audiences including medical students, other health care professionals and local authority staff

### **9b Link to KSF**

IK2: Information Collection and Analysis

IK3: Knowledge and Information Resources

G5: Services and Project Management

G7: Capacity and Capability

**9c Knowledge base**

Epidemiology, statistics, economic evaluation and qualitative research methods.

Social and health psychological sciences.

Biological, social, environmental and therapeutic determinants of health and disease.

Mechanism of therapeutic interventions, including complex interventions.

Educational theory, principles of setting learning objectives, curriculum development, GMC documents, course evaluation and student assessment.

Research governance, research ethics, confidentiality and privacy of personal data.

## Learning outcomes: Key area 9. Academic public health

The assessment criteria for this Key area can be found in the [Assessment for Key Area 9](#) section

	Learning outcome	Target phase	<a href="#">Link to related KSF competency</a>	Suitable assessment methods	Link to knowledge base <sup>1</sup>	Related curriculum areas
	<b>Using research methods</b>					
9.1	Apply and interpret appropriate statistical methods	1	IK2:3	<a href="#">See Blueprint</a>	1.2	KA 1, 2
9.2	Formulate a specific public health research question	3	IK2:4	<a href="#">See Blueprint</a>	n/a	KA 2, 2
9.3	Interpret a meta-analysis	3	IK2:4	<a href="#">See Blueprint</a>	1.1.35 to 37, 1.2.19 to 21	KA 2
9.4	Define appropriate outcome measures and data requirements for specific research proposals, both quantitative and qualitative	3	IK2:4	<a href="#">See Blueprint</a>	1.2, 1.4	KA 1, 2
9.5	Identify the resource implications of varied research strategies	3	G5:4	<a href="#">See Blueprint</a>	5.4	KA 3
9.6	Use one or more research methods to support work undertaken in a service or research setting, disseminating findings appropriately	3	IK2:3	<a href="#">See Blueprint</a>	1.1 to 1.4	KAs 3, 4
9.7	Identify the potential for misleading findings from different research methods and identify ways to avoid them	1	IK2:3	<a href="#">See Blueprint</a>	1.1	KA 2
9.8	Draw appropriate conclusions and make recommendations from others' research	1	IK3:1	<a href="#">See Blueprint</a>	1.1, 1.2, KA 2	KA 3
9.9	Identify research needs based on patient/population needs and in collaboration with relevant partners	1, 2 & 3	G5:4	<a href="#">See Blueprint</a>	n/a	GPHP
9.10	Work within the principles of good research governance where appropriate	1, 2 & 3	G5:4	<a href="#">See Blueprint</a>	n/a	GPHP
	<b>Facilitate learning</b>					
9.11	Help the public to be aware of and understand health issues	3	G7:2	<a href="#">See Blueprint</a>	n/a	GPHP
9.12	Contribute to the education and training of other staff, medical students and colleagues.	3	G7:2	<a href="#">See Blueprint</a>	n/a	GPHP
9.13	Develop skills and attitudes for teaching including appropriate supervision and assessment	3	G7:2	<a href="#">See Blueprint</a>	n/a	GPHP
9.14	Supervise a junior colleague in a one-to-one project mentorship	3	G7:2	<a href="#">See Blueprint</a>	n/a	KA 4
9.15	Conduct a group tutorial	3	G7:2	<a href="#">See Blueprint</a>	n/a	KA 4
9.16	Develop and give a large class lecture	3	G7:2	<a href="#">See Blueprint</a>	n/a	KA4
9.17	Advise on the relative strengths and limitations of different research methods to address a specific public health research question	3	IK2:4	<a href="#">See Blueprint</a>	1.1, 1.2, KA 2	KAs 1, 4

<sup>1</sup> Numbers link either to Key Areas (KA), learning outcomes (LO) or to the Part A syllabus

### Optional Special Interest Learning Outcomes

	Learning outcome	Target phase *	Suitable assessment methods
	<b>Understanding research methodology</b>		
9.18	Design, undertake and analyse an original research project(s)	3	<a href="#">See Blueprint</a>
9.19	Conduct a systematic review on a defined research question	3	<a href="#">See Blueprint</a>
9.20	Present an accepted research paper at a national public health scientific meeting	3	<a href="#">See Blueprint</a>
9.21	Prepare and submit a research paper to a reputable peer reviewed journal	3	<a href="#">See Blueprint</a>
9.22	Scope research priorities in own area	3	<a href="#">See Blueprint</a>
9.23	Critique research proposals for their validity and feasibility	3	<a href="#">See Blueprint</a>
	<b>Facilitate learning</b>		
9.24	Relate proposed or existing curricula and courses to learning objectives	3	<a href="#">See Blueprint</a>
9.25	Participate in developing and teaching courses and related material	3	<a href="#">See Blueprint</a>
9.26	Organise the design and delivery of an academic course or lecture series	3	<a href="#">See Blueprint</a>
9.27	Supervise others(e.g. MPH or other aspiring academics) and demonstrate ability to assess and to respond reflectively to being assessed	3	<a href="#">See Blueprint</a>
	<b>Leadership and advocacy</b>		
9.28	Engage in leadership roles in curriculum development	3	<a href="#">See Blueprint</a>
9.29	Play a role in a teaching committee	3	<a href="#">See Blueprint</a>
9.30	Advocate beneficial changes in research funding and administrative arrangements for improving public health	3	<a href="#">See Blueprint</a>
9.31	Practice inter-professional and interdisciplinary academic public health	3	<a href="#">See Blueprint</a>
9.32	Be a reflective educator, evaluating practice across research, teaching and administration	3	<a href="#">See Blueprint</a>
9.33	Communicate complex research issues that can affect health to a variety of audiences	3	<a href="#">See Blueprint</a>

\* All learning outcomes for special interest options would be expected to be gained in phase 3

## Assessment for Key Area 9

LO	Assessment Type	Phase	
	<b>CBD, PART A</b>	<b>1</b>	
<b>9.1</b>	<i>Apply and interpret appropriate statistical methods.</i>		
<b>Criteria</b>	For many trainees this will have been done on an academic course such as a Masters or diploma course. The assessor does however still need evidence that the trainee has achieved this learning outcome: this is most likely to come from direct discussions and analysis of local issues.		

LO	Assessment Type	Phase	
	<b>DOPS, CBD</b>	<b>3</b>	
<b>9.2</b>	<i>Formulate a specific public health research question.</i>		
<b>Criteria</b>	For this learning outcome the assessor will seek evidence that the trainee  Defined the general subject area of the enquiry or problem Refined the problem to a precise answerable question		

LO	Assessment Type	Phase	
	<b>CBD, PART A</b>	<b>3</b>	
<b>9.3</b>	<i>Interpret a meta-analysis.</i>		
<b>Criteria</b>	For many trainees this will have been done on an academic course such as a Masters or diploma course. The assessor does however still need evidence that the trainee has achieved this learning outcome: this is most likely to come from direct discussion of a paper relevant to a local issue.		

LO	Assessment Type	Phase	
	<b>WRITTEN REPORT, CBD</b>	<b>3</b>	
<b>9.4</b> <b>9.5</b> <b>9.6</b>	<ul style="list-style-type: none"> <li>● <i>Define appropriate outcome measures and data requirements for specific research proposals, both quantitative and qualitative</i></li> <li>● <i>Identify the resource implications of varied research strategies</i></li> <li>● <i>Use one or more research methods to support work undertaken in a service or research setting, disseminating findings appropriately</i></li> </ul>		
<b>Criteria</b>	<p><b>The evidence should be relevant to the specific phase taking into account issues of complexity, weight and context.</b></p> <p>For these learning outcomes the assessor will seek evidence in the form of a report written by the trainee for publication (even if not actually accepted by a journal) setting out</p> <ul style="list-style-type: none"> <li>● Background</li> <li>● Method</li> <li>● Results</li> <li>● Discussion including</li> <li>● Main findings</li> <li>● What was already known</li> <li>● What this work adds</li> <li>● Limitations</li> <li>● Conclusion and recommendation</li> </ul>		

LO	Assessment Type	Phase	
	<b>CBD, PART A</b>	<b>1</b>	
<b>9.7</b>	<i>Identify the potential for misleading findings from different research methods and identify ways to avoid them.</i>		
<b>Criteria</b>	For many trainees this will have been done on an academic course such as a Masters or diploma course. The assessor does however still need evidence that the trainee has achieved this learning outcome: this is most likely to come from direct discussions of local issues.		

LO	Assessment Type	Phase	
	<b>WRITTEN REPORT, PART A</b>		
<b>9.8</b>	<i>Draw appropriate conclusions and make recommendations from research.</i>		
<b>Criteria</b>	For many trainees this will have been done on an academic course such as a Masters or diploma course. The assessor does however still need evidence that the trainee has achieved this learning outcome: this is most likely to come from direct discussions of local issues.		

LO	Assessment Type	Phase	
	<b>WRITTEN REPORT, CBD</b>	<b>1, 2 &amp; 3</b>	
<b>9.9</b>	<i>Identify research needs based on patient / population needs and in collaboration with relevant partners.</i>		
<b>Criteria</b>	For this learning outcome the assessor will seek evidence that:  The trainee has identified research needs. The key learning outcome is that the trainee does not always wait for others to suggest the need for research. Trainees must be given the opportunity to demonstrate this competence – trainers and others may need to hold back to give the trainee a chance to make the suggestion.		

LO	Assessment Type	Phase	
	<b>DOPS, CBD</b>	<b>1, 2 &amp; 3</b>	
<b>9.10</b>	<i>Work within the principles of good research governance where appropriate.</i>		
<b>Criteria</b>	For this learning outcome the assessor will seek evidence that where appropriate the trainee worked within the research governance policy of the organisation hosting the research.		

LO	Assessment Type	Phase	
	<b>DOPS, CBD</b>	<b>3</b>	
<b>9.11</b>	<i>Help the public to be aware of and understand health issues.</i>		
<b>Criteria</b>	For this learning outcome the assessor will seek evidence which is most likely to come from a series of articles in a local newspaper, newsletter or other mass		

	medium; or from lectures to lay groups, or discussions with concerned groups in a health protection incident (e.g. meningitis in a school attendee).
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LO	Assessment Type	Phase
	<b>DOPS, CBD</b>	<b>3</b>
<b>9.12</b> <b>9.13</b> <b>9.15</b> <b>9.16</b>	<ul style="list-style-type: none"> <li>• <i>Contribute to the education and training of other staff, medical students and colleagues</i></li> <li>• <i>Develop skills and attitudes for teaching including appropriate supervision and assessment</i></li> <li>• <i>Conduct a group tutorial</i></li> <li>• <i>Develop and give a large class lecture</i></li> </ul>	
<b>Criteria</b>	<p><b>The evidence should be relevant to the specific phase taking into account issues of complexity, weight and context.</b></p> <p>For this learning outcome the assessor will seek evidence that the trainee has</p> <p>Set out learning objectives for each lesson or teaching event  Has developed a lesson plan  Has indicated timings for elements of the lesson  Has identified the learning resources required  Encourages appropriate questions from learners  Has checked at the end, for example by questioning, that the objective of the lesson has been achieved</p>	

LO	Assessment Type	Phase
	<b>DOPS, CBD</b>	<b>3</b>
<b>9.14</b>	<i>Supervise a junior colleague in a one-to-one project mentorship.</i>	
<b>Criteria</b>	For this learning outcome the assessor will seek evidence that the trainee, has set aside time for the junior colleague, has made himself or herself available to the junior colleague and has given support and advice.	

LO	Assessment Type	Phase
	<b>WRITTEN REPORT, CBD</b>	<b>3</b>
<b>9.17</b>	<i>Advise on the relative strengths and limitations of different research methods to address a specific public health research question</i>	
<b>Criteria</b>	For this learning outcome the research question will address a problem of medium or high weight and complexity.	

## ***Map to Good Public Health Practice***

<b>Good Public Health Practice</b>	<b>Map to Key Areas and EMS*</b>
Good public health practice	Knowledge syllabus, KAs 1 - 9, EMS 1, 3, 12, 14, 18
Maintaining good public health practice	KAs 1 – 9, EMS 13
Working with colleagues	KAs 3 – 9, EMS 2, 4 - 6, 8 - 11
Good relationships with individuals and communities	KAs 4 – 9, EMS 5 - 8, 11
Teaching, training, assessing and appraising	KA 9, EMS 13
Probity in professional practice	KA 4, EMS 14, 15, 16
Personal health	EMS 16, 17
* Ethical management of self and professionalism	

### **Key Areas**

1. Surveillance and assessment of the population's health and well-being.
2. Assessing the evidence of effectiveness of health and healthcare interventions, programmes and services.
3. Policy and strategy development and implementation.
4. Strategic leadership and collaborative working for health.
5. Health Improvement.
6. Health Protection.
7. Health and Social Service Quality.
8. Public Health Intelligence.
9. Academic Public Health.

## ***Good Medical Practice and Link to the Curriculum***

The General Medical Council (GMC) publishes the document 'Good Medical Practice' which sets out the principles and values of professional practice. The Faculty of Public Health has adapted this document to emphasise its relevance ( ) for public health consultants (ie those entitled to management and intellectual authority in public health through their knowledge, skills and experience) and their practice. The Faculty document is called 'Good Public Health Practice'. The purpose of the document is to set out a framework of professional values which underpins and governs public health practice for all public health consultants. Specific attitudes and behaviours expected of a consultant in public health are identified in the learning outcomes framework, either in a separate section (Ethical Management of Self) preceding the nine key areas or interwoven within the key area competency framework where they may relate directly. It is expected that these attitudes and behaviours are assessed at all stages of training as they are fundamental to consultant level practice.

Some medically qualified public health consultants, especially those working in health protection, may undertake work of a clinical nature and will also be governed by 'Good Medical Practice' and the documents should be used alongside each other. The full document, 'Good Public Health Practice', can be found at [http://www.fph.org.uk/prof\\_standards/downloads/appraisals/B\\_GPHP.pdf](http://www.fph.org.uk/prof_standards/downloads/appraisals/B_GPHP.pdf)

The professional values which govern public health practice are developed through each of the nine key areas of the curriculum. All populations are entitled to good standards of public health practice. Professional competence, professional development, good relationships and professional ethical obligations are described in this curriculum and in other Faculty of Public Health documents including guidance for appraisal, revalidation and CPD. All competencies in the nine key areas of public health practice are directly linked to the seven sections of GPHP below and fully integrated into training

- Good public health practice

- Maintaining good public health practice
- Teaching, training, assessing and appraising
- Good relationships with individuals and communities
- Working with colleagues
- Probity in professional practice
- Personal health

<b>1: Good Clinical Care</b>	<b>Map to Key Areas and EMS</b>
Providing good clinical care	Key areas 1-9, EMS 14
Supporting self care	Key areas 1-9 especially KA4 and EMS 5
Avoid treating those close to you	Key areas 1-9, EMS 16
Raising concerns about patient safety	Key areas 1-9, EMS 14 KA 3.8, 4.8
Decisions about access to medical care	Key areas 1-9 especially KA 2 & 3 (2.7, 2.8, 2.9, 2.14, 2.18, 3.7)
Treatment in emergencies	KA6, 4.9, 4.19

<b>2: Maintaining Good Medical Practice</b>	<b>Map to Key Areas and EMS</b>
Keeping up to date	EMS 13 2.19, All KAs
Maintaining and Improving your performance	4.2, 4.1 EMS 13, KA7, 8.10, 3.10, 3.6

<b>3: Teaching and training, appraising and assessing</b>	<b>Map to Key Areas and EMS</b>
	4.11, 9.12, 9.13, 9.14, 9.15, 9.16

<b>4: Relationships with Patients</b>	<b>Map to Key Areas and EMS</b>
The doctor-patient relationship	4.12, 5.9, 8.7, , 4.5, 4.7, 5.10, EMS 5, 6, 7
Good communication	4.4, 4.6, 5.9, 4.5, 4.7, 2.8. 2.10, 4.15, 4.20, EMS 5, 6
Children and young people	5.9, 5.10, 4.7, 4.16, 4.15, EMS 5, 6
Relatives, carers and partners	5.9, 5.10, 4.7, 4.16, 4.15, EMS 5, 6
Being open and honest with patients if things go wrong	5.1, 5.10, 8.8, EMS 15, 5, 6
Maintaining trust in the professions	EMS 5, EMS 14, 6
Consent	8.7, EMS 5, 6
Confidentiality	8.7, EMS 8, 5, 6
Ending your professional relationship with a	EMS 4, 6

patient	
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<b>5: Working with colleagues</b>	<b>Map to Key Areas and EMS</b>
Working in teams	4.4, 8.5, 2.3, 2.17, 4.9, 4.11, 4.12, 4.14, EMS 2, 4, 5, 9, 10
Conduct and performance of colleagues	9.15, EMS 14, 4.11, EMS 2, 4, 5, 9, 10
Respect for colleagues	4.4, 4.9, EMS 2, 4, 5, 6, 9, 10
Arranging cover	EMS 2, 4, 5, 9, 10, 11
Taking up and ending appointments	EMS 2, 4, 5, 9, 10
Sharing information with colleagues	4.18, 8.7, 4.19, EMS 2, 4, 5, 9, 10
Delegation and referral	4.9, 4.14, EMS 2, 4, 5, 9,

<b>6: Probity</b>	<b>Map to Key Areas and EMS</b>
Being honest and Trustworthy	8.4, EMS 16
Providing and publishing information about your services	EMS 16
Writing reports and CV's giving evidence and signing documents	2.19, EMS 16
Research	8.4, KA8, EMS 16
Financial and commercial dealings	4.10, 7.7, 7.9, EMS 18, 16
Conflicts of interest	EMS 18, 16

<b>7: Health</b>	<b>Map to Key Areas and EMS</b>
	EMS 17

### ***Knowledge and Skills Framework (KSF)***

(as applied to specialist trainees in public health)

The following sections of the Knowledge and Skills Framework apply to trainees in public health. The core dimensions apply to all staff groups, while the specific dimensions vary between staff groups. The identifying number/alphanumeric identifies the specific dimension of the KSF which, together with the level, relates directly to a linked curriculum learning outcome as indicated on the learning outcomes framework.

Each dimension at the appropriate level must be reached by the end of training in order for the trainee to be able to pass through a KSF gateway on the pay scale.

Core/	Number	Dimension	Level
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Specific			
Core	1	Communication	4
Core	2	Personal and People Development	2
Core	3	Health, Safety and Security	2
Core	4	Service Improvement	4
Core	5	Quality	4
Core	6	Equality and Diversity	3
Specific	HWB1	Promotion of health and wellbeing and prevention of adverse effects on health and wellbeing	4
Specific	HWB3	Protection of health and wellbeing	3
Specific	IK2	Information collection and analysis	4
Specific	IK3	Knowledge and information resources	2
Specific	G5	Services and project management	4
Specific	G7	Capacity and Capability	2

<http://www.dh.gov.uk/PolicyAndGuidance/HumanResourcesAndTraining/ModernisingPay/AgendaForChange/fs/en>

## ***Link to the Medical Leadership Competency Framework***

Leadership has always been a key part of training in public health, and since the Faculty was founded public health consultants have filled many senior posts in health authorities and government departments. **Key Area 4: *Strategic Leadership and Collaborative Working for Health*** is one of nine key areas of the Faculty's curriculum, and 20 learning outcomes are specified in this area.

The Faculty welcomes the medical leadership competency framework (MLCF) which was published recently by the Academy of Medical Royal Colleges and the NHS Institute for Innovation and Improvement:

[http://www.institute.nhs.uk/assessment\\_tool/general/medical\\_leadership\\_competency\\_framework\\_-\\_homepage.html](http://www.institute.nhs.uk/assessment_tool/general/medical_leadership_competency_framework_-_homepage.html)

The competency outcomes in this framework have been mapped well to the Faculty's learning outcomes and cover:

<b>1. Demonstrating Personal Qualities</b>	<b>Map to Key Areas and EMS</b>
a. Developing Self Awareness	4.1, 4.2
b. Managing Yourself	EMS 11
c. Continuing Personal Development	EMS 13
d. Acting with Integrity	EMS 18, 4.7

<b>2. Working with others</b>	<b>Map to Key Areas and EMS</b>
a. Developing Networks	EMS 2, EMS 4
b. Building and Maintaining Relationships	EMS 5, EMS 10
c. Encouraging contribution	EMS 10, 4.5, 4.10
d. Working within Teams	4.9, 4.14

<b>3. Managing Services</b>	<b>Map to Key Areas and EMS</b>
a. Planning	7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 7.11, 7.12
b. Managing Resources	4.8
c. Managing People	4.11
d. Managing Performance	7.1, 7.10, 7.11

<b>4. Improving Services</b>	<b>Map to Key Areas and EMS</b>
a. Ensuring Patient safety	EMS 15, 6.1, 6.2, 6.3, 6.4, 6.5, 7.1
b. Critically Evaluating	7.1, 7.2
c. Encouraging Improvement and Innovation	7.10
d. Facilitating Transformation	4.4

5. Setting Direction	Map to Key Areas and EMS
a. Identifying the contexts for change	3.2, 4.4
b. Applying Knowledge and Evidence	3.3, 3.4
c. Making Decisions	3.4, 3.5, 3.6, 3.7, 3.8, 3.9
d. Evaluating Impact.	3.10

The Guidance document for workplace assessors incorporates the MLCF into the detailed assessment of learning outcomes.



## Draft Activity Summary Sheet

<b>Activity/Work area title</b>	
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<b>Name</b>			
<b>NTN Training number</b>		<b>GMC Slot number</b>	
<b>Date</b>		<b>Year of training (WTE)</b>	
<b>Training location</b>		<b>Trainer/project supervisor</b>	

<b>Evidence included</b>	
Number and letter eg 1a	

Learning outcomes claimed	Explanation	Evidence
Number and description of learning outcome		

### Activity details

<b>Background</b>

<b>Aims and objectives</b>

<b>Personal contribution/ roles and responsibilities</b>

<b>Methods</b>	<b>Evidence</b>

<b>Involvement of others</b>

<b>Results</b>

<b>Outcome</b>

<b>Academic reflection</b>		
<i>Backing literature</i>		
<i>Possible publication</i>		
<i>How will you disseminate this work/finding/learning</i>		
<i>Academic trainer's signature if relevant</i>		<b>Date</b>

<b>Reflection</b>

<b>Trainer reflection</b>

<b>Trainer confirmation</b>		
<i>I confirm that this work supports the learning outcomes claimed</i>	<u>Supervisor's name</u>	<u>Date</u>
<u>Signature</u>		

## **On Call Logbook**

### **1. Purpose of the Log Book**

This log book has been developed as part of the process for assessment of learning outcomes in specialist public health training. The log book aims to fulfil the requirements of the Faculty of Public Health in its guidance on Educational Requirements for On Call, and to form part of the Training Portfolio which trainees will maintain throughout their training.<sup>11</sup>

The log book is designed to record experience of reactive Health Protection work during daytime and out of hours duties. It allows a cumulative record of reactive experience. It should be used in conjunction with the portfolio summary sheets which will record the detail of work undertaken and link this to competence gained, evidence presented and reflection on learning.

### **2. The Use of the Log Book**

Trainees should complete the log of reactive work during each component of their Health Protection experience. The log table should be extended as far as is needed for the record of work. In the action columns trainees should record, with a simple code, whether they have just observed (O), acted under supervision (S) or acted independently (I). Trainees should also indicate whether there was new learning (N) or whether the work consolidated learning (C).

The date and time of the call is important to note and the trainer/supervisor should countersign the record to verify that the work was undertaken as a piece of reactive response to a call either in or out of hours.

This activity log sheet can be used to record out of hours call, in hours queries and in or out of hours major incidents. The log sheet must be submitted with documentation for each ARCP.

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<sup>11</sup> Faculty of Public Health. Health protection training for generalists in public health, including educational requirements for on call.



## Reflective Logbook Guide

Specialty Registrars in Public Health are required to develop a professional learning portfolio which will be presented at each ARCP for assessment. The portfolio will include:

- Reflective logbook.
- Activity summary sheets (described below).
- Evidence to back leaning outcome claims described in the summaries.
- On call log sheet.
- Learning outcome sign off sheet.

These documents are described below.

### 1. Reflective logbook

This document lists competencies by key area and is drawn directly from the leaning outcome framework in the public health curriculum. Against each learning outcome the trainee should list the reference number and title of the piece of work they are using to evidence their claim of competence.

Learning outcome	Evidence
1.7 Undertake a health needs assessment for a defined population for a specific purpose and demonstrate that this work has been considered at a high level in a relevant organisation	1c Mental health promotion report
	2a Personality disorder pilot evaluation
	11c Epidemiology and stats exam
	11i Part I pass
	13b CHD needs assessment

The evidence presented is coded for easy retrieval: the number relates to the summary of the whole area of work (see activity summary sheet guidance below) and the letter relates to the specific piece of evidence in the suite of evidence backing the whole area of work. Any one leaning outcome will therefore have several pieces of work with associated backing evidence to support a claim. This presentation of cumulative evidence against the claim of each leaning outcome will allow confidence in sign off for that leaning outcome and also allow easy audit of the claim.

### 2. Activity summary sheets

Activity summary sheet should be completed for each significant area of work or training. The logbook should be developed over the whole period of training and can include both academic and service work, on call experience and training events, major projects and small one off events. The wide varieties and possibility of training experiences that can be logged are listed:

- Long term linear project based work.
- Long term non-linear PCT work.
- General day to day work.
- Short term isolated activities.
- Induction activities.
- Training courses attended.
- Meetings attended.
- Activities with other trainees.
- Retrospective competencies.
- Academic work.
- Teaching.
- Presentations.

These summary sheets will systematically compile evidence which is descriptive, allow each learning outcome to be evidenced in several ways, give the assessor confidence of a claim by enabling easy retrieval and inspection of actual work and will evidence and encourage reflective practice. The trainee will be more easily able to retrieve work either to remind themselves of a method against a specific learning outcome to help with a future area of work or to prepare for interviews where a job description states a requirement for certain competence. The methodology also prepares the trainee for professional revalidation.

Detailed guidance for actual completion of the activity summary sheet is below.

### **3. Backing evidence**

This section of the portfolio can be presented in hard copy or electronically. It should include copies of reports, e-mails, examination certificates, meeting minutes, PowerPoint presentations, press releases, and publications etc which provide the backing evidence for the leaning outcome claimed. The backing evidence should be archived in a manner that allows easy retrieval and cross reference.

### **4. On call log sheet**

This separate log allows easy reference to the specific area of competence relating to out of hours and emergency reactive work in health protection. The log sheet should be completed after every call both within and out of hours and should include a description of the presenting problem, immediate action, follow up and reflective learning. An emergency call may then lead to a more sustainable piece of work which can be summarized in the portfolio activity summary with backing evidence. For example an out of hours call notifying a possible meningitis case should be logged as a call on the on call log sheet but then may become a major piece of work dealing with contacts and prophylaxis, media involvement etc.

### **5. Learning outcome sign off sheet**

The trainee will hold one master sheet for leaning outcome sign off. This single sheet of paper lists all the required competencies and allows the trainer to sign off individual competencies. Each signature should be dated. If the trainer uses initials to sign, a key at the bottom of the sheet should allow identification of the signature/initials against a printed name for easy identification and authentication. This single sheet allows the trainer, trainee and ARCP panel an immediate view of numbers and types of competencies yet to be gained and will help to focus training experiences.

It is possible to maintain the complete portfolio electronically. There is no prescribed requirement for electronic or hard copy. An external assessor may require a trainee to present specific evidence backing a leaning outcome claim at a ARCP and should give advance notice of this. Sound archiving will allow this evidence to be retrieved with minimal notice.

### Activity summary sheet guidance

Summary sheet item	Descriptor
Activity/Work area title	Activity/Work number and clear title e.g. Activity 2 - The Haven personality disorder pilot evaluation
<i>Personal details</i>	
NTN Training number Date Training location GMC Slot number Year of training Trainer	Your NTN or other national number. The time period of the work. The training location for this work. The slot number you held during the work. Your year of training during the work. The name of the supervisor of the work (Work might be supervised by someone other than your trainer e.g. another consultant/practitioner).
<i>Evidence included</i>	
number and letter description of evidence	Number matches work number, letter identifies individual pieces of evidence. Description of evidence e.g. Letter to GPs inviting them to participate in locally enhanced service; e-mail from trainer; report etc. Code evidence by activity number and file to enable easy retrieval.
<i>Competencies claimed</i>	
Leaning outcome Explanation Evidence	Leaning outcome number from Reflective logbook; write leaning outcome descriptor in full. Describe how the evidence listed above meets each leaning outcome. List the evidence that backs the claim e.g. 1a, 5d etc. These will link to the list of evidence submitted above.
<i>Activity details</i>	
Background  Aims and objectives Role and responsibility  Involvement of others  Methods  Results  Outcome	Describe the background to the activity. Include context and public health relevance of the activity. Clear summary of expected gains from this activity. What role did you play in the work? What other support did you need to complete the activity? Which other individuals/agencies were involved in the work? What did you learn from linking with them? Brief summary of methods used to carry out the work. Link these in the next column to the pieces of evidence where they can be seen. For some activities the work will have both results and outcomes. Here describe results – e.g. a needs assessment might show a particular population group having iniquitous access to services. Here describe the activity outcomes including feedback to others. Were the aims and objectives met? What changes/action resulted from the activity?
<i>Reflection</i>	
Personal reflection Academic reflection  Trainer reflection	<b>This is a very important section of the summary and will allow the trainee to take maximum learning from the work.</b> Describe what went well and what could be improved upon. What did you learn from this? How will this activity affect what you do in future practice? Here briefly summarise any literature reviewed in support of your work and describe any similar work that has been published. Discuss whether you may consider publication and describe your plans for dissemination of the work. Your trainer should reflect on your work.
Trainer confirmation	Your trainer should sign to confirm that the work described <i>supports</i> the claim of competencies. <b>Note</b> this signature does not confirm achievement of competence which is indicated on the leaning outcome sign off sheet. If any of the competencies claimed for this area of your work involve some academic knowledge/skills you should discuss this summary with your academic trainer and get their countersignature to the claim.