

Phase 1 Competencies

Phase	Code	Learning Outcome
Phase	KA1	Surveillance and assessment of the population's health and well-being
1	1.1 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
Phase	KA 2	Assessing the evidence of effectiveness of health and healthcare interventions, programmes and services
1, 2, 3 ⁱⁱ	2.1	Generate an appropriate question in order to assess the evidence
1, 2, 3	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	2.3	Make use of others in finding and retrieving evidence (e.g. librarians, information specialists)
1, 2, 3	2.4	Define a literature search strategy with appropriate inclusion and exclusion criteria to find relevant evidence to answer a question
1, 2, 3	2.5	Clearly document methods used in finding and retrieving evidence
1, 2, 3	2.6	Filter and refine searches to select appropriate evidence, incorporating the hierarchy of evidence
1, 2, 3	2.7	Use an appropriate framework to critically appraise evidence
1, 2, 3	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	2.9	Provide options for decision makers
1, 2, 3	2.10	Communicate recommendations orally and in writing in order to influence decisions
1	2.13	Undertake scoring of the quality of at least one quantitative and one qualitative study and its design
1	2.14	Use an appropriate framework to critically appraise each of the following types of study: ecological, qualitative, aetiological, interventional, and economic.
1	2.15	Assess the evidence for proposed or existing screening programmes , using established criteria
Phase	KA 3	Policy and strategy development and implementation
1, 3	3.1	Display awareness of current national public health policies
1, 3	3.2	Recognise the need for policy work to address problems
1, 3	3.3	Identify the key issues which must be addressed when developing policy options
1 or 2 & 3	3.4	Propose evidence-based policy options for solving problems and develop appropriate strategy
1 or 2 & 3	3.5	Collate and interpret information and advice from clinical/ other colleagues to inform policy or strategy
1, 3	3.6	Make appropriate changes to policy and/or strategy proposals in response to discussion with stakeholders
Phase	KA 4	Strategic leadership and collaborative working for health ⁱⁱⁱ
Phase	KA 5	Health Improvement
1	5.1	Debate the relative importance of individual and society decisions for health and ethical issues relating to health improvement
1	5.2	Debate the theory of community development and action
1	5.3	Debate the strengths and weaknesses of a variety of health improvement interventions directed at large populations including social marketing
Phase	KA 6	Health Protection
1	6.1	Identify known or potential health effects associated with a particular hazard relevant to health protection which is common in a population
Phase	KA 7	Health and Social Service Quality
Phase	KA 8	Public Health Intelligence
1	8.1	Formulate and articulate problems so they can be addressed by using public health intelligence
1	8.2	Organise data , meta-data, information and knowledge (knowledge management including libraries)
1, 2, 3	8.7	Treat information about patients as confidential
1, 2, 3	8.8	Provide information needed and requested and in a way that can be understood
Phase	KA 9	Academic Public Health
1	9.1	Apply and interpret appropriate statistical methods
1	9.7	Identify the potential for misleading findings from different research methods and identify ways to avoid them
1	9.8	Draw appropriate conclusions and make recommendations from others' research
1, 2, 3	9.9	Identify research needs based on patient/population needs and in collaboration with relevant partners
1, 2, 3	9.10	Work within the principles of good research governance where appropriate

ⁱ Competencies shaded in green have been suggested (as per LSHTM ed. supervisor email of 12/11/08) as those amenable to signoff upon successful completion of MSc. MSc-related evidence may contribute to other competencies also.

ⁱⁱ Where a competency appears in more than one phase, the evidence supplied in each subsequent phase should demonstrate increasing ability to perform the task at a progressively higher level.

ⁱⁱⁱ Where no competencies are shown for a particular key area then there are none to be met in that phase.

Author: Steven Casson. **Date:** Mar 2010.

For review: Annually in August, or on update of the curriculum by FPH.

Phase 2 Competencies

Phase	Code	Learning Outcome
Phase	KA1	Surveillance and assessment of the population's health and well-being
2	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
Phase	KA 2	Assessing the evidence of effectiveness of health and healthcare interventions, programmes and services
1, 2, 3	2.1	Generate an appropriate question in order to assess the evidence
1, 2, 3	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	2.3	Make use of others in finding and retrieving evidence (e.g. librarians, information specialists)
1, 2, 3	2.4	Define a literature search strategy with appropriate inclusion and exclusion criteria to find relevant evidence to answer a question
1, 2, 3	2.5	Clearly document methods used in finding and retrieving evidence
1, 2, 3	2.6	Filter and refine searches to select appropriate evidence, incorporating the hierarchy of evidence
1, 2, 3	2.7	Use an appropriate framework to critically appraise evidence
1, 2, 3	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	2.9	Provide options for decision makers
1, 2, 3	2.10	Communicate recommendations orally and in writing in order to influence decisions
2	2.11	Find, retrieve, select and assimilate sufficient appropriate evidence to answer a question in a short space of time (ie within hours)
2	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	2.17	Work with others to generate consensus where there is conflicting evidence or an evidence gap
Phase	KA 3	Policy and strategy development and implementation
1 or 2 & 3	3.4	Propose evidence-based policy options for solving problems and develop appropriate strategy
1 or 2 & 3	3.5	Collate and interpret information and advice from clinical/ other colleagues to inform policy or strategy
Phase	KA 4	Strategic leadership and collaborative working for health
2	4.1	Demonstrate insight into own leadership style and personality type and preferences in different circumstances
2	4.2	Display critical self-appraisal and reflective practice
2	4.5	Demonstrate appropriate presentation communication skills, including descriptions of complex issues, in typical public health settings
2	4.6	Communicate the concept of risk in terms of health/ financial/ reputational and political risk
2	4.7	Demonstrate appropriate listening communication skills in a typical public health setting
2	4.9	Demonstrates effective team working in a variety of settings
2	4.13	Analyse appropriately a situation or project and identify the steps required to achieve change
2	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	4.18	Identify and engage relevant stakeholders for a project to improve public health
2	4.20	Work collaboratively with the media to communicate effectively with the public
Phase	KA 5	Health Improvement
2	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
Phase	KA 6	Health Protection
2 (KA6 Health Protection)	6.2	Characterise the hazard identified, both quantitatively and qualitatively
2 (KA6 Health Protection)	6.3	Assess the degree of risk associated with exposure to a hazard commonly found in a population
2 (KA6 Health Protection)	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 (KA6 Health Protection)	6.6	Describe complex issues clearly to individuals, groups and communities
2 (KA6 Health Protection)	6.7	Meet the educational requirements for commencing supervised on call. Particular standards to be reached before commencing on call are identified in a separate document
2 (KA6 Health Protection)	6.9	Ask appropriate questions to recognise a problem when presented with a health protection challenge

Author: Steven Casson. **Date:** Mar 2010.

For review: Annually in August, or on update of the curriculum by FPH.

2 (KA6 Health Protection)	6.10	Interpret the answer received and recognise the need to ask for relevant advice where appropriate
2 (KA6 Health Protection)	6.11	Identify and confirm the risks and possible exposures
2 (KA6 Health Protection)	6.12	Describe the organisation of infection control and apply effective and appropriate procedures and policies to reduce risk
2 or 3 (KA6 Health Protection)	6.13	Advise on and co-ordinate public health action required in the light of existing local & national policies and guidelines
2 (KA6 Health Protection)	6.14	Describe the general principles of emergency planning and managing a major incident
2 or 3 (KA6 Health Protection)	6.15	Participate in and make a significant contribution to the investigation of an incident/outbreak including preparation of final report
Phase	KA 7	Health and Social Service Quality
2 or 3	7.1	Evaluate and audit services to assure and improve quality.
2 or 3	7.2	Design and implement data collection for a defined service question and integrates data outputs with other routinely available and relevant data
Phase	KA 8	Public Health Intelligence
2	8.3	Appraise the validity and relevance of data and data systems in order to assess their quality and fitness for purpose
2	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
1, 2, 3	8.7	Treat information about patients as confidential
1, 2, 3	8.8	Provide information needed and requested and in a way that can be understood
Phase	KA 9	Academic Public Health
1, 2, 3	9.9	Identify research needs based on patient/population needs and in collaboration with relevant partners
1, 2, 3	9.10	Work within the principles of good research governance where appropriate

Author: Steven Casson. **Date:** Mar 2010.

For review: Annually in August, or on update of the curriculum by FPH.

Phase 3 Competencies

Phase	Code	Learning Outcome
Phase	KA1	Surveillance and assessment of the population's health and well-being
3	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	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	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 registry, reproductive and sexual health data, and government surveys to support public health activity
3	1.6	Use qualitative and ad hoc or local survey data
3	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	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	1.9	Quantify inequalities and inequities within and between populations in valid ways which make sense to the relevant audience/commissioner.
Phase	KA 2	Assessing the evidence of effectiveness of health and healthcare interventions, programmes and services
1, 2, 3	2.1	Generate an appropriate question in order to assess the evidence
1, 2, 3	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	2.3	Make use of others in finding and retrieving evidence (e.g. librarians, information specialists)
1, 2, 3	2.4	Define a literature search strategy with appropriate inclusion and exclusion criteria to find relevant evidence to answer a question
1, 2, 3	2.5	Clearly document methods used in finding and retrieving evidence
1, 2, 3	2.6	Filter and refine searches to select appropriate evidence, incorporating the hierarchy of evidence
1, 2, 3	2.7	Use an appropriate framework to critically appraise evidence
1, 2, 3	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	2.9	Provide options for decision makers
1, 2, 3	2.10	Communicate recommendations orally and in writing in order to influence decisions
3	2.12	Understand the need for and be able to undertake a rapid appraisal of evidence (ie within minutes/hours not days)
3	2.18	Use evidence-based recommendations to influence decisions
3	2.19	Incorporate relevant legal and ethical frameworks into assessment of evidence
3	2.20	Demonstrate a proactive approach to identifying issues where a review of evidence is likely to make a difference
Phase	KA 3	Policy and strategy development and implementation
1, 3	3.1	Display awareness of current national public health policies
1, 3	3.2	Recognise the need for policy work to address problems
1, 3	3.3	Identify the key issues which must be addressed when developing policy options
1 or 2 & 3	3.4	Propose evidence-based policy options for solving problems and develop appropriate strategy
1 or 2 & 3	3.5	Collate and interpret information and advice from clinical/ other colleagues to inform policy or strategy
1, 3	3.6	Make appropriate changes to policy and/or strategy proposals in response to discussion with stakeholders
3	3.7	Develop a strategy, based on personal identification of a desired future state, to deliver change from a present unsatisfactory position.
3	3.8	Develop a plan to secure the resources required to implement a strategy successfully
3	3.9	Overcome problems that arise when implementing a plan or strategy
3	3.10	Analyse the process and outcomes of policy implementation
Phase	KA 4	Strategic leadership and collaborative working for health
3	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	4.4	Develop a vision and communicate that effectively to other key stakeholders
3	4.8	Manage a project to successful completion within available resources and timescales
3	4.10	Demonstrates an understanding of how to use different methods of financial management
3	4.11	Guide and support staff, monitor work, receive, give constructive feedback and develop staff
3	4.12	Balance the needs of the individual, the team and the task
3	4.14	Display leadership within a team and a multi-agency setting
3	4.16	Handle major levels of conflict in an appropriate and sensitive manner

Author: Steven Casson. **Date:** Mar 2010.

For review: Annually in August, or on update of the curriculum by FPH.

3	4.17	Negotiate and influence in a multi-agency arena
3	4.19	Work in partnership with other agencies on problems of high complexity
Phase	KA 5	Health Improvement
3	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	5.6	Evaluate a health improvement intervention, defending outcomes and methods chosen, identifying strengths and limitations of intervention, communicating findings and making recommendations
3	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	5.8	Apply the theoretical models of behaviour change for the general population and high risk/ hard to reach groups
3	5.9	Influence professional groups outside public health in giving advice to and making brief interventions with patients/clients on health behaviour issues.
3	5.10	Play an active role in engaging the public in solving their own health problems
3	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	5.12	Apply understanding of a range of organisations and their different cultures and perspectives to bring about effective health improvement activity
3	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
Phase	KA 6	Health Protection
3	6.5	Advise on and co-ordinate public health action required in the light of existing local & national policies and guidelines
2 or 3 (KA6 Health Protection)	6.13	Advise on and co-ordinate public health action required in the light of existing local & national policies and guidelines
2 or 3 (KA6 Health Protection)	6.15	Participate in and make a significant contribution to the investigation of an incident/outbreak including preparation of final report
3	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	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	6.18	Evaluate the management of an outbreak or incident
3	6.19	Evaluate a health protection service improvement
3	6.20	Apply health protection principles to services relevant to health protection in particular settings and in high risk groups (eg. prisons, with asylum seekers, in dental health, port health)
3	6.21	Undertake a complex health protection health needs assessment
3	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	6.23	Develop and test/audit a multi agency incident control plan
3	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	6.25	Lead or make a substantial contribution to the implementation of a health protection policy or campaign
3	6.26	Show appropriate judgement on the basis of potentially incomplete/conflicting clinical information
3	6.27	Identify and intervene when a clinical risk to the health of the public is identified
3	6.28	Generate hypotheses for health protection problems and test them in appropriate epidemiological studies
Phase	KA 7	Health and Social Service Quality
2 or 3	7.1	Evaluate and audit services to assure and improve quality.
2 or 3	7.2	Design and implement data collection for a defined service question and integrates data outputs with other routinely available and relevant data
3	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	7.4	Conduct a health economic or cost/budget assessment in response to a clinical priority setting question to inform commissioning
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	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	7.7	Assess an individual funding request using sound legal and ethical principles
3	7.8	Monitor and appraise the impact of screening or other similar disease prevention programme
3	7.9	Develop policy on cost-effective commissioning of new procedures or treatment taking into account exceptional care and legal guidelines

Author: Steven Casson. **Date:** Mar 2010.

For review: Annually in August, or on update of the curriculum by FPH.

3	7.10	Apply the results of a healthcare needs assessment for a relevant local population or community leading to service development
3	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	7.12	Identify and deal with uncertainty in service change decision making processes
3	7.13	Model and project the impacts of the introduction of new services, technologies and treatments
3	7.14	Lead an exercise in horizon scanning for new technologies and treatments which informs planning decisions
3	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	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	7.17	Set up a service review and leads change management process if needed
3	7.18	Lead the development of outcome measures and standard setting within the context of professional networks and/or commissioning
3	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	7.2	Prepare a service commissioning policy and associated contractual documentation eg service level agreement, incorporating outcome measures demonstrating rationality in the local and national context
3	7.21	Lead the assessment, project management and investigation of a clinical governance issue eg 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
Phase	KA 8	Public Health Intelligence
3	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	8.6	Present and communicate population health intelligence in effective ways in order to develop local and national policy
1, 2, 3	8.7	Treat information about patients as confidential
1, 2, 3	8.8	Provide information needed and requested and in a way that can be understood
3	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	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	8.11	Lead the delivery and quality assurance of an intelligence unit function
3	8.12	Contribute to strategic leadership and management of a health intelligence function
3	8.13	Make use of novel technologies to collect, generate, synthesise, appraise, analyse, interpret or communicate health intelligence
Phase	KA 9	Academic Public Health
3	9.2	Formulate a specific public health research question
3	9.3	Interpret a meta-analysis
3	9.4	Define appropriate outcome measures and data requirements for specific research proposals, both quantitative and qualitative
3	9.5	Identify the resource implications of varied research strategies
3	9.6	Use one or more research methods to support work undertaken in a service or research setting, disseminating findings appropriately
1, 2, 3	9.9	Identify research needs based on patient/population needs and in collaboration with relevant partners
1, 2, 3	9.10	Work within the principles of good research governance where appropriate
3	9.11	Help the public to be aware of and understand health issues
3	9.12	Contribute to the education and training of other staff, medical students and colleagues.
3	9.13	Develop skills and attitudes for teaching including appropriate supervision and assessment
3	9.14	Supervise a junior colleague in a one-to-one project mentorship
3	9.15	Conduct a group tutorial
3	9.16	Develop and give a large class lecture
3	9.17	Advise on the relative strengths and limitations of different research methods to address a specific public health research question
3	9.18	Design, undertake and analyse an original research project(s)
3	9.19	Conduct a systematic review on a defined research question
3	9.20	Present an accepted research paper at a national public health scientific meeting
3	9.21	Prepare and submit a research paper to a reputable peer reviewed journal
3	9.22	Scope research priorities in own area
3	9.23	Critique research proposals for their validity and feasibility
3	9.24	Relate proposed or existing curricula and courses to learning objectives

Author: Steven Casson. **Date:** Mar 2010.

For review: Annually in August, or on update of the curriculum by FPH.

3	9.25	Participate in developing and teaching courses and related material
3	9.26	Organise the design and delivery of an academic course or lecture series
3	9.27	Supervise others (eg MPH or other aspiring academics) and demonstrate ability to assess and to respond reflectively to being assessed
3	9.28	Engage in leadership roles in curriculum development
3	9.29	Play a role in a teaching committee
3	9.30	Advocate beneficial changes in research funding and administrative arrangements for improving public health
3	9.31	Practice inter-professional and interdisciplinary academic public health
3	9.32	Be a reflective educator, evaluating practice across research, teaching and administration
3	9.33	Communicate complex research issues that can affect health to a variety of audiences

All Competencies (i.e. no filtering)

Phase	Code	Learning Outcome
Phase	KA1	Surveillance and assessment of the population's health and well-being
1	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
2	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
3	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	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	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 registry, reproductive and sexual health data, and government surveys to support public health activity
3	1.6	Use qualitative and ad hoc or local survey data
3	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	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	1.9	Quantify inequalities and inequities within and between populations in valid ways which make sense to the relevant audience/commissioner.
Phase	KA 2	Assessing the evidence of effectiveness of health and healthcare interventions, programmes and services
1, 2, 3	2.1	Generate an appropriate question in order to assess the evidence
1, 2, 3	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	2.3	Make use of others in finding and retrieving evidence (e.g. librarians, information specialists)
1, 2, 3	2.4	Define a literature search strategy with appropriate inclusion and exclusion criteria to find relevant evidence to answer a question
1, 2, 3	2.5	Clearly document methods used in finding and retrieving evidence
1, 2, 3	2.6	Filter and refine searches to select appropriate evidence, incorporating the hierarchy of evidence
1, 2, 3	2.7	Use an appropriate framework to critically appraise evidence
1, 2, 3	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	2.9	Provide options for decision makers
1, 2, 3	2.10	Communicate recommendations orally and in writing in order to influence decisions
2	2.11	Find, retrieve, select and assimilate sufficient appropriate evidence to answer a question in a short space of time (ie within hours)
3	2.12	Understand the need for and be able to undertake a rapid appraisal of evidence (ie within minutes/hours not days)
1	2.13	Undertake scoring of the quality of at least one quantitative and one qualitative study and its design
1	2.14	Use an appropriate framework to critically appraise each of the following types of study: ecological, qualitative, aetiological, interventional, and economic.
1	2.15	Assess the evidence for proposed or existing screening programmes, using established criteria
2	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	2.17	Work with others to generate consensus where there is conflicting evidence or an evidence gap
3	2.18	Use evidence-based recommendations to influence decisions
3	2.19	Incorporate relevant legal and ethical frameworks into assessment of evidence
3	2.20	Demonstrate a proactive approach to identifying issues where a review of evidence is likely to make a difference
Phase	KA 3	Policy and strategy development and implementation
1, 3	3.1	Display awareness of current national public health policies
1, 3	3.2	Recognise the need for policy work to address problems
1, 3	3.3	Identify the key issues which must be addressed when developing policy options
1 or 2 & 3	3.4	Propose evidence-based policy options for solving problems and develop appropriate strategy
1 or 2 & 3	3.5	Collate and interpret information and advice from clinical/ other colleagues to inform policy or strategy
1, 3	3.6	Make appropriate changes to policy and/or strategy proposals in response to discussion with stakeholders

Author: Steven Casson. Date: Mar 2010.

For review: Annually in August, or on update of the curriculum by FPH.

3	3.7	Develop a strategy, based on personal identification of a desired future state, to deliver change from a present unsatisfactory position.
3	3.8	Develop a plan to secure the resources required to implement a strategy successfully
3	3.9	Overcome problems that arise when implementing a plan or strategy
3	3.10	Analyse the process and outcomes of policy implementation
Phase	KA 4	Strategic leadership and collaborative working for health
2	4.1	Demonstrate insight into own leadership style and personality type and preferences in different circumstances
2	4.2	Display critical self-appraisal and reflective practice
3	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	4.4	Develop a vision and communicate that effectively to other key stakeholders
2	4.5	Demonstrate appropriate presentation communication skills, including descriptions of complex issues, in typical public health settings
2	4.6	Communicate the concept of risk in terms of health/ financial/ reputational and political risk
2	4.7	Demonstrate appropriate listening communication skills in a typical public health setting
3	4.8	Manage a project to successful completion within available resources and timescales
2	4.9	Demonstrates effective team working in a variety of settings
3	4.10	Demonstrates an understanding of how to use different methods of financial management
3	4.11	Guide and support staff, monitor work, receive, give constructive feedback and develop staff
3	4.12	Balance the needs of the individual, the team and the task
2	4.13	Analyse appropriately a situation or project and identify the steps required to achieve change
3	4.14	Display leadership within a team and a multi-agency setting
2	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.
3	4.16	Handle major levels of conflict in an appropriate and sensitive manner
3	4.17	Negotiate and influence in a multi-agency arena
2	4.18	Identify and engage relevant stakeholders for a project to improve public health
3	4.19	Work in partnership with other agencies on problems of high complexity
2	4.20	Work collaboratively with the media to communicate effectively with the public
Phase	KA 5	Health Improvement
1	5.1	Debate the relative importance of individual and society decisions for health and ethical issues relating to health improvement
1	5.2	Debate the theory of community development and action
1	5.3	Debate the strengths and weaknesses of a variety of health improvement interventions directed at large populations including social marketing
2	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
3	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	5.6	Evaluate a health improvement intervention, defending outcomes and methods chosen, identifying strengths and limitations of intervention, communicating findings and making recommendations
3	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	5.8	Apply the theoretical models of behaviour change for the general population and high risk/ hard to reach groups
3	5.9	Influence professional groups outside public health in giving advice to and making brief interventions with patients/clients on health behaviour issues.
3	5.10	Play an active role in engaging the public in solving their own health problems
3	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	5.12	Apply understanding of a range of organisations and their different cultures and perspectives to bring about effective health improvement activity
3	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
Phase	KA 6	Health Protection
1	6.1	Identify known or potential health effects associated with a particular hazard relevant to health protection which is common in a population
2 (KA6 Health Protection)	6.2	Characterise the hazard identified, both quantitatively and qualitatively
2 (KA6 Health Protection)	6.3	Assess the degree of risk associated with exposure to a hazard commonly found in a population

Author: Steven Casson. **Date:** Mar 2010.

For review: Annually in August, or on update of the curriculum by FPH.

2 (KA6 Health Protection)	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
3	6.5	Advise on and co-ordinate public health action required in the light of existing local & national policies and guidelines
2 (KA6 Health Protection)	6.6	Describe complex issues clearly to individuals, groups and communities
2 (KA6 Health Protection)	6.7	Meet the educational requirements for commencing supervised on call. Particular standards to be reached before commencing on call are identified in a separate document
2 (KA6 Health Protection)	6.9	Ask appropriate questions to recognise a problem when presented with a health protection challenge
2 (KA6 Health Protection)	6.10	Interpret the answer received and recognise the need to ask for relevant advice where appropriate
2 (KA6 Health Protection)	6.11	Identify and confirm the risks and possible exposures
2 (KA6 Health Protection)	6.12	Describe the organisation of infection control and apply effective and appropriate procedures and policies to reduce risk
2 or 3 (KA6 Health Protection)	6.13	Advise on and co-ordinate public health action required in the light of existing local & national policies and guidelines
2 (KA6 Health Protection)	6.14	Describe the general principles of emergency planning and managing a major incident
2 or 3 (KA6 Health Protection)	6.15	Participate in and make a significant contribution to the investigation of an incident/outbreak including preparation of final report
3	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	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	6.18	Evaluate the management of an outbreak or incident
3	6.19	Evaluate a health protection service improvement
3	6.20	Apply health protection principles to services relevant to health protection in particular settings and in high risk groups (eg. prisons, with asylum seekers, in dental health, port health)
3	6.21	Undertake a complex health protection health needs assessment
3	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	6.23	Develop and test/audit a multi agency incident control plan
3	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	6.25	Lead or make a substantial contribution to the implementation of a health protection policy or campaign
3	6.26	Show appropriate judgement on the basis of potentially incomplete/conflicting clinical information
3	6.27	Identify and intervene when a clinical risk to the health of the public is identified
3	6.28	Generate hypotheses for health protection problems and test them in appropriate epidemiological studies
Phase	KA 7	Health and Social Service Quality
2 or 3	7.1	Evaluate and audit services to assure and improve quality.
2 or 3	7.2	Design and implement data collection for a defined service question and integrates data outputs with other routinely available and relevant data
3	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	7.4	Conduct a health economic or cost/budget assessment in response to a clinical priority setting question to inform commissioning
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	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	7.7	Assess an individual funding request using sound legal and ethical principles
3	7.8	Monitor and appraise the impact of screening or other similar disease prevention programme
3	7.9	Develop policy on cost-effective commissioning of new procedures or treatment taking into account exceptional care and legal guidelines
3	7.10	Apply the results of a healthcare needs assessment for a relevant local population or community leading to service development

Author: Steven Casson. **Date:** Mar 2010.

For review: Annually in August, or on update of the curriculum by FPH.

3	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	7.12	Identify and deal with uncertainty in service change decision making processes
3	7.13	Model and project the impacts of the introduction of new services, technologies and treatments
3	7.14	Lead an exercise in horizon scanning for new technologies and treatments which informs planning decisions
3	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	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	7.17	Set up a service review and leads change management process if needed
3	7.18	Lead the development of outcome measures and standard setting within the context of professional networks and/or commissioning
3	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	7.2	Prepare a service commissioning policy and associated contractual documentation eg service level agreement, incorporating outcome measures demonstrating rationality in the local and national context
3	7.21	Lead the assessment, project management and investigation of a clinical governance issue eg 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
Phase	KA 8	Public Health Intelligence
1	8.1	Formulate and articulate problems so they can be addressed by using public health intelligence
1	8.2	Organise data, meta-data, information and knowledge (knowledge management including libraries)
2	8.3	Appraise the validity and relevance of data and data systems in order to assess their quality and fitness for purpose
2	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
3	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	8.6	Present and communicate population health intelligence in effective ways in order to develop local and national policy
1, 2, 3	8.7	Treat information about patients as confidential
1, 2, 3	8.8	Provide information needed and requested and in a way that can be understood
3	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	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	8.11	Lead the delivery and quality assurance of an intelligence unit function
3	8.12	Contribute to strategic leadership and management of a health intelligence function
3	8.13	Make use of novel technologies to collect, generate, synthesise, appraise, analyse, interpret or communicate health intelligence
Phase	KA 9	Academic Public Health
1	9.1	Apply and interpret appropriate statistical methods
3	9.2	Formulate a specific public health research question
3	9.3	Interpret a meta-analysis
3	9.4	Define appropriate outcome measures and data requirements for specific research proposals, both quantitative and qualitative
3	9.5	Identify the resource implications of varied research strategies
3	9.6	Use one or more research methods to support work undertaken in a service or research setting, disseminating findings appropriately
1	9.7	Identify the potential for misleading findings from different research methods and identify ways to avoid them
1	9.8	Draw appropriate conclusions and make recommendations from others' research
1, 2, 3	9.9	Identify research needs based on patient/population needs and in collaboration with relevant partners
1, 2, 3	9.10	Work within the principles of good research governance where appropriate
3	9.11	Help the public to be aware of and understand health issues
3	9.12	Contribute to the education and training of other staff, medical students and colleagues.
3	9.13	Develop skills and attitudes for teaching including appropriate supervision and assessment
3	9.14	Supervise a junior colleague in a one-to-one project mentorship
3	9.15	Conduct a group tutorial
3	9.16	Develop and give a large class lecture

Author: Steven Casson. **Date:** Mar 2010.

For review: Annually in August, or on update of the curriculum by FPH.

3	9.17	Advise on the relative strengths and limitations of different research methods to address a specific public health research question
3	9.18	Design, undertake and analyse an original research project(s)
3	9.19	Conduct a systematic review on a defined research question
3	9.20	Present an accepted research paper at a national public health scientific meeting
3	9.21	Prepare and submit a research paper to a reputable peer reviewed journal
3	9.22	Scope research priorities in own area
3	9.23	Critique research proposals for their validity and feasibility
3	9.24	Relate proposed or existing curricula and courses to learning objectives
3	9.25	Participate in developing and teaching courses and related material
3	9.26	Organise the design and delivery of an academic course or lecture series
3	9.27	Supervise others (eg MPH or other aspiring academics) and demonstrate ability to assess and to respond reflectively to being assessed
3	9.28	Engage in leadership roles in curriculum development
3	9.29	Play a role in a teaching committee
3	9.30	Advocate beneficial changes in research funding and administrative arrangements for improving public health
3	9.31	Practice inter-professional and interdisciplinary academic public health
3	9.32	Be a reflective educator, evaluating practice across research, teaching and administration
3	9.33	Communicate complex research issues that can affect health to a variety of audiences

Author: Steven Casson. **Date:** Mar 2010.

For review: Annually in August, or on update of the curriculum by FPH.