

# Assessment Blueprint

This blueprint links learning outcomes with methods of assessment, the target phase of training in which the learning outcome should be achieved and maps the assessment to *Good Public Health Practice*.

Examples for methodology for assessment for individual learning outcomes are given in a separate document which describes in detail the possible vehicles for assessment and elements to be covered in each (*This guidance is still under consultation and development*)

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 which apply to all specialists in the field. 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)

There are seven broad areas of *Good Public Health Practice*. These are shown below with the broad mapping to the learning outcome framework as presented in the curriculum.

Good Public Health Practice	Map to Key Areas and EMS*
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

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	Learning Outcome	Direct Observation	Written Report	Case Discussion	Multisource Feedback	OSPHE (Part B MFPH)	Written exam (Part A MFPH)	Link to GPHP	Target training phase
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				X			1	All
EMS 2	Be willing to consult colleagues				X				All
EMS 3	Keep clear, accurate and contemporaneous records including clinical record as necessary				X			1	All
EMS 4	Keep colleagues well informed when working in partnership including referring appropriate clinical issues				X			3	All
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				X			3, 4	All
EMS 6	Treat others with courtesy				X			3, 4	All
EMS 7	Respect the rights of the public/ patients to be involved in choices				X			4	All
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			X				3, 4	All
EMS 9	Treat colleagues fairly and maintain the public's trust through avoidance of unfounded criticism				X			3	All
EMS 10	Respect skills and contributions of colleagues and maintain professional relationships and effective communication in multi disciplinary teams				X			3	All
EMS 11	Be readily accessible to the public and colleagues when on duty including arranging suitable cover				X			3, 4	All
EMS 12	Pay regard to efficiency while not discriminating against individuals/populations			X				1	All
EMS 13	Keep knowledge and skills up to date, including regular audit, appraisal and reflective learning		X					2, 5	All
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				X			1, 6	All
EMS 15	Deal with complaints fairly and co-operate with enquiries into practice				X			6	All
EMS 16	Demonstrate probity in professional and personal practice				X			6, 7	All
EMS 17	Seek and follow advice where health concerns may affect practice				X			7	All
EMS 18	Work within a value system appropriate to public health advocacy				X			1	All

## Key Area 1: Surveillance and assessment of the population's health and well being

	Learning Outcome	Direct Observation	Written Report	Case Discussion	Multisource Feedback	OSPHE (Part B MFPH)	Written exam (Part A MFPH)	Link to GPHP	Target training phase
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			X			X	1, 2	1
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		X					1, 2	2
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.		X	X				1, 2	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.		X	X				1, 2	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		X	X				1, 2	3
1.6	Use qualitative and ad hoc or local survey data		X	X				1, 2	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		X	X				1, 2	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		X	X				1, 2	3
1.9	Quantify inequalities and inequities within and between populations in valid ways which make sense to the relevant audience/commissioner.		X	X				1, 2	3

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

	Learning Outcome	Direct Observation	Written Report	Case Discussion	Multisource Feedback	OSPHE (Part B MFPH)	Written exam (Part A MFPH)	Link to GPHP	Target training phase
2.1	Generate an appropriate question in order to assess the evidence		X	X				1, 2	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		X	X				1, 2	1, 2 & 3
2.3	Make use of others in finding and retrieving evidence (e.g. librarians, information specialists)	Observe behaviour		X				1, 2	1, 2 & 3
2.4	Define a literature search strategy with appropriate inclusion and exclusion criteria to find relevant evidence to answer a question		X	X				1, 2	1, 2 & 3
2.5	Clearly document methods used in finding and retrieving evidence		X					1, 2	1, 2 & 3
2.6	Filter and refine searches to select appropriate evidence, incorporating the hierarchy of evidence		X	X				1, 2	1, 2 & 3
2.7	Use an appropriate framework to critically appraise evidence		X	X			X	1, 2	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		X	X		X	X	1, 2	1, 2 & 3
2.9	Provide options for decision makers		X	X			X	1, 2	1, 2 & 3
2.10	Communicate recommendations orally and in writing in order to influence decisions	Observe in meeting	X			X		1, 2	1, 2 & 3
2.11	Find, retrieve, select and assimilate sufficient appropriate evidence to answer a question in a short space of time (ie within hours)		X e-mail or equivalent	X				1, 2	2
2.12	Understand the need for and be able to undertake a rapid appraisal of evidence (ie within minutes/hours not days)			X				1, 2	3
2.13	Undertake scoring of the quality of at least one quantitative and one qualitative study and its design		X	X				1, 2	1
2.14	Use an appropriate framework to critically appraise each of the following types of study: ecological, qualitative, aetiological, interventional, and economic.		X				X	1, 2	1
2.15	Assess the evidence for proposed or existing screening programmes, using established criteria		X	X			X	1, 2	1
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			X		X		1, 2	2
2.17	Work with others to generate consensus where there is conflicting evidence or an evidence gap	Observe in meeting		X				1, 2	2
2.18	Use evidence-based recommendations to influence decisions		X	X				1, 2	3
2.19	Incorporate relevant legal and ethical frameworks into assessment of evidence		X	X				1, 2	3
2.20	Demonstrate a proactive approach to identifying issues where a review of evidence is likely to make a difference	Observe in meeting		X				1, 2	3

### Key Area 3: Policy and strategy development and implementation

	Learning Outcome	Direct Observation	Written Report	Case Discussion	Multisource Feedback	OSPHE (Part B MFPH)	Written exam (Part A MFPH)	Link to GPHP	Target training phase
3.1	Display awareness of current national public health policies			X			X	1, 2, 3	1 & 3
3.2	Recognise the need for policy work to address problems			X			X	1, 2, 3	1 & 3
3.3	Identify the key issues which must be addressed when developing policy options		X	X			X	1, 2, 3	1 & 3
3.4	Propose evidence-based policy options for solving problems and develop appropriate strategy		X	X			X	1, 2, 3	1 or 2 & 3
3.5	Collate and interpret information and advice from clinical/ other colleagues to inform policy or strategy		X	X				1, 2, 3	1 or 2 & 3
3.6	Make appropriate changes to policy and/or strategy proposals in response to discussion with stakeholders	Observe in meeting		X				1, 2, 3	1 & 3
3.7	Develop a strategy, based on personal identification of a desired future state, to deliver change from a present unsatisfactory position.		X	X				1, 2, 3	3
3.8	Develop a plan to secure the resources required to implement a strategy successfully		X	X				1, 2, 3	3
3.9	Overcome problems that arise when implementing a plan or strategy			X				1, 2, 3	3
3.10	Analyse the process and outcomes of policy implementation		X	X				1, 2, 3	3

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

	Learning Outcome	Direct Observation	Written Report	Case Discussion	Multisource Feedback	OSPHE (Part B MFPH)	Written exam (Part A MFPH)	Link to GPHP	Target training phase
4.1	Demonstrate insight into own leadership style and personality type and preferences in different circumstances	Observe in meeting		X				1, 2, 3, 4, 6	2
4.2	Display critical self-appraisal and reflective practice			X		X		1, 2, 3, 4, 6	2
4.3	Use effective and appropriate leadership styles in different settings and organisational cultures taking account of the differences between elected and appointed roles	Observe in meeting		X				1, 2, 3, 4, 6	3
4.4	Develop a vision and communicate that effectively to other key stakeholders	Observe in meeting		X				1, 2, 3, 4, 6	3
4.5	Demonstrate appropriate presentation communication skills, including descriptions of complex issues, in typical public health settings	Observe in meeting				X		1, 2, 3, 4, 6	2
4.6	Communicate the concept of risk in terms of health/ financial/ reputational and political risk	Observe in meeting		X				1, 2, 3, 4, 6	2
4.7	Demonstrate appropriate listening communication skills in a typical public health setting	Observe in meeting				X		1, 2, 3, 4, 6	2
4.8	Manage a project to successful completion within available resources and timescales			X				1, 2, 3, 4, 6	3
4.9	Demonstrates effective team working in a variety of settings	Observe in meeting		X	X			1, 2, 3, 4, 6	2
4.10	Demonstrates an understanding of how to use different methods of financial management			X				1, 2, 3, 4, 6	3
4.11	Guide and support staff, monitor work, receive, give constructive feedback and develop staff			X	X			1, 2, 3, 4, 6	3
4.12	Balance the needs of the individual, the team and the task	Observe in meeting		X				1, 2, 3, 4, 6	3
4.13	Analyse appropriately a situation or project and identify the steps required to achieve change		X	X				1, 2, 3, 4, 6	2
4.14	Display leadership within a team and a multi-agency setting	Observe in meeting		X	X			1, 2, 3, 4, 6	3
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.	Observe in meeting				X		1, 2, 3, 4, 6	2
4.16	Handle major levels of conflict in an appropriate and sensitive manner	Observe in meeting		X				1, 2, 3, 4, 6	3
4.17	Negotiate and influence in a multi-agency arena	Observe in meeting		X				1, 2, 3, 4, 6	3
4.18	Identify and engage relevant stakeholders for a project to improve public health		X	X				1, 2, 3, 4, 6	2
4.19	Work in partnership with other agencies on problems of high complexity	Observe in meeting		X				1, 2, 3, 4, 6	3
4.20	Work collaboratively with the media to communicate effectively with the public	Observe interaction with reporter (press or radio)		X				1, 2, 3, 4, 6	2

## Key area 5: Health Improvement

	Learning Outcome	Direct Observation	Written Report	Case Discussion	Multisource Feedback	OSPHE (Part B MFPH)	Written exam (Part A MFPH)	Link to GPHP	Target training phase
5.1	Debate the relative importance of individual and society decisions for health and ethical issues relating to health improvement			X			X	1, 2, 3, 4	1
5.2	Debate the theory of community development and action			X			X	1, 2, 3, 4	1
5.3	Debate the strengths and weaknesses of a variety of health improvement interventions directed at large populations including social marketing			X			X	1, 2, 3, 4	1
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		X	X				1, 2, 3, 4	2
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		X	X				1, 2, 3, 4	3
5.6	Evaluate a health improvement intervention, defending outcomes and methods chosen, identifying strengths and limitations of intervention, communicating findings and making recommendations		X					1, 2, 3, 4	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	Observe in meeting		X				1, 2, 3, 4	3
5.8	Apply the theoretical models of behaviour change for the general population and high risk/ hard to reach groups			X				1, 2, 3, 4	3
5.9	Influence professional groups outside public health in giving advice to and making brief interventions with patients/clients on health behaviour issues.	Observe in meeting		X				1, 2, 3, 4	3
5.10	Play an active role in engaging the public in solving their own health problems	Observe in meeting		X				1, 2, 3, 4	3
	<b>Optional Special Interest Learning Outcomes</b>								
5.11	Contribute to formulation of policy/ legislation having a bearing on population health at a national or regional level		X	X				1, 2, 3, 4	3
5.12	Apply understanding of a range of organisations and their different cultures and perspectives to bring about effective health improvement activity	Observe in meeting		X				1, 2, 3, 4	3
5.13	Lead/make a significant contribution to a major media campaign demonstrating understanding of theory and application of social marketing and mass communication		X	X				1, 2, 3, 4	3

## Key area 6: Health Protection

	Learning Outcome	Direct Observation	Written Report	Case Discussion	Multisource Feedback	OSPHE (Part B MFPH)	Written exam (Part A MFPH)	Link to GPHP	Target training phase
6.1	Identify known or potential health effects associated with a particular hazard relevant to health protection which is common in a population		X	X			X	1, 2, 3, 4	1
6.2	Characterise the hazard identified, both quantitatively and qualitatively		X	X				1, 2, 3, 4	2
6.3	Assess the degree of risk associated with exposure to a hazard commonly found in a population		X	X				1, 2, 3, 4	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		X	X				1, 2, 3, 4	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		X	X				1, 2, 3, 4	3
6.6	Describe complex issues clearly to individuals, groups and communities	Observe in meeting				X		1, 2, 3, 4	2
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>					X		1, 2, 3, 4	2
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)			X				1, 2, 3, 4	3
6.9	Ask appropriate questions to recognise a problem when presented with a health protection challenge	Observe first on call		X				1, 2, 3, 4	2
6.10	Interpret the answer received and recognise the need to ask for relevant advice where appropriate	Observe taking first on call		X				1, 2, 3, 4	2
6.11	Identify and confirm the risks and possible exposures	Observe first on call		X				1, 2, 3, 4	2
6.12	Describe the organisation of infection control and apply effective and appropriate procedures and policies to reduce risk			X				1, 2, 3, 4	2
6.13	Advise on and co-ordinate public health action required in the light of existing local & national policies and guidelines	Observe taking first call or in outbreak control meeting		X				1, 2, 3, 4	2 or 3
6.14	Describe the general principles of emergency planning and managing a major incident			X			X	1, 2, 3, 4	2
6.15	Participate in and make a significant contribution to the investigation of an incident/outbreak including preparation of final report	Observe in meeting	X					1, 2, 3, 4	2 or 3

Optional learning outcomes for key area 6 overleaf...

	<b>Optional Special Interest Learning Outcomes</b>	<b>Direct Observation</b>	<b>Written Report</b>	<b>Case Discussion</b>	<b>Multisource Feedback</b>	<b>OSPHE (Part B MFPH)</b>	<b>Written exam (Part A MFPH)</b>	<b>Link to GPHP</b>	<b>Target training phase</b>
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		X	X				1, 2, 3, 4	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	Observe in meeting	X					1, 2, 3, 4	3
6.18	Evaluate the management of an outbreak or incident		X	X				1, 2, 3, 4	3
6.19	Evaluate a health protection service improvement		X	X				1, 2, 3, 4	3
6.20	Apply health protection principles to services relevant to health protection in particular settings and in high risk groups		X	X				1, 2, 3, 4	3
6.21	Undertake a complex health protection needs assessment		X	X				1, 2, 3, 4	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	Observe in meeting		X				1, 2, 3, 4	3
6.23	Develop and test/audit a multi agency incident control plan		X					1, 2, 3, 4	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.		X	X				1, 2, 3, 4	3
6.25	Lead or make a substantial contribution to the implementation of a health protection policy or campaign	Observe in meeting		X				1, 2, 3, 4	3
6.26	Show appropriate judgement on the basis of potentially incomplete/conflicting clinical information	Observe taking first call or in outbreak control meeting		X				1, 2, 3, 4	3
6.27	Identify and intervene when a clinical risk to the health of the public is identified	Observe taking first on call		X				1, 2, 3, 4	3
6.28	Generate hypotheses for health protection problems and test them in appropriate epidemiological studies		X	X				1, 2, 3, 4	3

## Key area 7: Health and Social Service Quality

	Learning Outcome	Direct Observation	Written Report	Case Discussion	Multisource Feedback	OSPHE (Part B MFPH)	Written exam (Part A MFPH)	Link to GPHP	Target training phase
7.1	Evaluate and audit services to assure and improve quality		X	X				1, 2, 3, 4	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		X	X				1, 2, 3, 4	2 or 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		X	X				1, 2, 3, 4	3
7.4	Conduct a health economic or cost/budget assessment in response to a clinical priority setting question to inform commissioning		X	X				1, 2, 3, 4	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	Observe in meeting		X				1, 2, 3, 4	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		X	X				1, 2, 3, 4	3
7.7	Assess an individual funding request using sound legal and ethical principles		X	X				1, 2, 3, 4	3
7.8	Monitor and appraise the impact of screening or other similar disease prevention programme		X	X				1, 2, 3, 4	3
7.9	Develop policy on cost-effective commissioning of new procedures or treatment taking into account exceptional care and legal guidelines		X	X				1, 2, 3, 4	3
7.10	Apply the results of a healthcare needs assessment for a relevant local population or community leading to service development		X	X				1, 2, 3, 4	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		X	X				1, 2, 3, 4	3
7.12	Identify and deal with uncertainty in service change decision making processes	Observe in meeting		X				1, 2, 3, 4	3

Optional learning outcomes for key area 7 overleaf...

	<b>Optional Special Interest Learning Outcomes</b>	<b>Direct Observation</b>	<b>Written Report</b>	<b>Case Discussion</b>	<b>Multisource Feedback</b>	<b>OSPHE (Part B MFPH)</b>	<b>Written exam (Part A MFPH)</b>	<b>Link to GPHP</b>	<b>Target training phase</b>
7.13	Model and project the impacts of the introduction of new services, technologies and treatments		X	X				1, 2, 3, 4	3
7.14	Lead an exercise in horizon scanning for new technologies and treatments which informs planning decisions		X	X				1, 2, 3, 4	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		X	X				1, 2, 3, 4	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		X	X				1, 2, 3, 4	3
7.17	Set up a service review and leads change management process if needed	Observe in meeting		X				1, 2, 3, 4	3
7.18	Lead the development of outcome measures and standard setting within the context of professional networks and/or commissioning		X	X				1, 2, 3, 4	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		X	X				1, 2, 3, 4	3
7.20	Prepare a service commissioning policy and associated contractual documentation eg service level agreement, incorporating outcome measures demonstrating rationality in the local and national context		X	X				1, 2, 3, 4	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		X	X				1, 2, 3, 4	3

## Key area 8: Public Health Intelligence

	Learning Outcome	Direct Observation	Written Report	Case Discussion	Multisource Feedback	OSPHE (Part B MFPH)	Written exam (Part A MFPH)	Link to GPHP	Target training phase
8.1	Formulate and articulate problems so they can be addressed by using public health intelligence			X				1, 2, 3, 4	1
8.2	Organise data, meta-data, information and knowledge (knowledge management including libraries)			X				1, 2, 3, 4	1
8.3	Appraise validity and relevance of data and data systems in order to assess their quality and fitness for purpose		X	X				1, 2, 3, 4	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	Observe use of data		X				1, 2, 3, 4	2
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	Observe in meeting		X				1, 2, 3, 4	3
8.6	Present and communicate population health intelligence in effective ways in order to develop local and national policy	Observe in meeting		X				1, 2, 3, 4	3
8.7	Treat information about patients as confidential			X	X			1, 2, 3, 4	1, 2, & 3
8.8	Provide information needed and requested and in a way that can be understood	Observe in meeting	X			X		1, 2, 3, 4	1, 2, & 3
	<b>Optional Special Interest Learning Outcomes</b>								
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.			X				1, 2, 3, 4	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.		X	X				1, 2, 3, 4	3
8.11	Lead the delivery and quality assurance of an intelligence unit function		X	X				1, 2, 3, 4	3
8.12	Contribute to strategic leadership and management of a health intelligence function		X	X				1, 2, 3, 4	3
8.13	Make use of novel technologies to collect, generate, synthesise, appraise, analyse, interpret or communicate health intelligence		X	X				1, 2, 3, 4	3

## Key area 9: Academic Public Health

	Learning Outcome	Direct Observation	Written Report	Case Discussion	Multisource Feedback	OSPHE (Part B MFPH)	Written exam (Part A MFPH)	Link to GPHP	Target training phase
9.1	Apply and interpret appropriate statistical methods			X			X	1, 2, 3, 4, 5	1
9.2	Formulate a specific public health research question	Observe in meeting		X				1, 2, 3, 4, 5	3
9.3	Interpret a meta-analysis			X			X	1, 2, 3, 4, 5	3
9.4	Define appropriate outcome measures and data requirements for specific research proposals, both quantitative and qualitative			X				1, 2, 3, 4, 5	3
9.5	Identify the resource implications of varied research strategies			X				1, 2, 3, 4, 5	3
9.6	Use one or more research methods to support work undertaken in a service or research setting, disseminating findings appropriately		X	X				1, 2, 3, 4, 5	3
9.7	Identify the potential for misleading findings from different research methods and identify ways to avoid them			X			X	1, 2, 3, 4, 5	1
9.8	Draw appropriate conclusions and make recommendations from others' research		X				X	1, 2, 3, 4, 5	1
9.9	Identify research needs based on patient/population needs and in collaboration with relevant partners		X	X				1, 2, 3, 4, 5	1, 2 & 3
9.10	Work within the principles of good research governance where appropriate	Observe practice		X				1, 2, 3, 4, 5	1, 2 & 3
9.11	Help the public to be aware of and understand health issues	Observe in meeting or public lecture		X				1, 2, 3, 4, 5	3
9.12	Contribute to the education and training of other staff, medical students and colleagues.			X				1, 2, 3, 4, 5	3
9.13	Develop skills and attitudes for teaching including appropriate supervision and assessment	Observe teaching or supervising		X				1, 2, 3, 4, 5	3
9.14	Supervise a junior colleague in 1:1 project mentorship	Observe supervising		X				1, 2, 3, 4, 5	3
9.15	Conduct a group tutorial	Observe conducting tutorial		X				1, 2, 3, 4, 5	3
9.16	Develop and give a large class lecture	Observe giving lecture		X				1, 2, 3, 4, 5	3
9.17	Advise on the relative strengths and limitations of different research methods to address a specific public health research question		X	X				1, 2, 3, 4, 5	3

Optional learning outcomes for key area 9 overleaf...

	<b>Optional Special Interest learning Outcomes</b>	<b>Direct Observation</b>	<b>Written Report</b>	<b>Case Discussion</b>	<b>Multisource Feedback</b>	<b>OSPHE (Part B MFPH)</b>	<b>Written exam (Part A MFPH)</b>	<b>Link to GPH</b>	<b>Target training phase</b>
9.18	Design, undertake and analyse an original research project(s)		X	X				1, 2, 3, 4, 5	3
9.19	Conduct a systematic review on a defined research question		X	X				1, 2, 3, 4, 5	3
9.20	Present an accepted research paper at a national public health scientific meeting	Observe giving presentation		X				1, 2, 3, 4, 5	3
9.21	Prepare and submit a research paper to a reputable peer reviewed journal		X	X				1, 2, 3, 4, 5	3
9.22	Scope research priorities in own area		X	X				1, 2, 3, 4, 5	3
9.23	Critique research proposals for their validity and feasibility		X	X				1, 2, 3, 4, 5	3
9.24	Relate proposed or existing curricula and courses to learning objectives		X	X				1, 2, 3, 4, 5	3
9.25	Participate in developing and teaching courses and related material		X					1, 2, 3, 4, 5	3
9.26	Organise the design and delivery of an academic course or lecture series		X					1, 2, 3, 4, 5	3
9.27	Supervise others(eg MPH or other aspiring academics) and demonstrate ability to assess and to respond reflectively to being assessed	Observe supervising		X				1, 2, 3, 4, 5	3
9.28	Engage in leadership roles in curriculum development	Observe in curriculum meeting		X				1, 2, 3, 4, 5	3
9.29	Play a role in a teaching committee	Observe in meeting		X				1, 2, 3, 4, 5	3
9.30	Advocate beneficial changes in research funding and administrative arrangements for improving public health	Observe in meeting		X				1, 2, 3, 4, 5	3
9.31	Practice inter-professional and interdisciplinary academic public health			X				1, 2, 3, 4, 5	3
9.32	Be a reflective educator, evaluating practice across research, teaching and administration			X				1, 2, 3, 4, 5	3
9.33	Communicate complex research issues that can affect health to a variety of audiences			X				1, 2, 3, 4, 5	3