



# UKPHR 2022 Specialist Registration by Portfolio Assessment competencies and how they relate to the 2022 Public Health Speciality Training Curriculum

*Mapping documents*

*May 2023*

## 1. Context

The 2018 UKPHR competencies were derived from the 2015 Public Health Speciality Training Curriculum (2015 Curriculum), taking into account the extensive UKPHR experience of assessing retrospective portfolios. UKPHR competencies have reviewed against the 2022 Curriculum. This updating was stated by the Faculty as a “light touch” review. The main changes being a new framework for practice standards published by the General Medical Council in 2017, the Generic Professional Capabilities (GPC). This document updates UKPHR competencies to reflect these Curricula changes.

The 2022 UKPHR Show How competencies and pre-application documents reflect the full level of achievement of the 2022 Curriculum key areas. Applicants are expected to meet all the 2022 UKPHR competencies in full, and also the competencies in Key Area 10 of integration and application of competencies for consultant practice. The aim of Key Area 10 states *“The knowledge base for key area 10 builds on the combined knowledge base for all the other key areas, since the emphasis is on the ability to select appropriately from the learning gained in other key areas, integrate that knowledge and skills to practise public health at a senior organisational level, making an effective personal impact.”* All UKPHR applicants are expected to be working at this level and must demonstrate this level at the time of application as well as across their whole portfolio. UKPHR’s registration process is not a developmental process, unlike the formal training route.

### Background

Given the experience of retrospective portfolio assessment of UKPHR over the years, some of the 2015 Learning Outcomes and knowledge base were redrafted and guidance drafted by experienced assessors. This is due to a number of reasons. So, the following should be noted:

- Recognition that this is retrospective assessment of a portfolio at a point in time not prospective over five years as in the formal Public Health training scheme. The latter training is a developmental process, and competence builds over those years. This means that the 2015 Curriculum learning outcomes are sometimes revisited or required to be demonstrated in different contexts during the training period. UKPHR requires applicants to show their retrospective evidence at one point in time i.e. at the time of submission of portfolio.
- The UKPHR 2022 competencies are written to meet the 2015 and 2022 Curriculum at the full level of achievement without redundancy or repetition to ease retrospective assessment. As UKPHR does not involve face to face discussion with the applicants, some of the competencies have been rewritten to be clear as possible to minimise any potential confusion.
- Virtually all of the elements of the 2022 curriculum are matched to the 2022 UKPHR competency directly or indirectly and made explicit in the accompanying guidance. 2022 LO 6.9 has no match, but UKPHR expects applicant to demonstrate their competence to deal with health protection issues immediately through the other competencies, rather than specifically being out of hours.
- Some of the 2022 Curriculum learning outcomes are mapped to the pre-application documentation or the UKPHR Know Hows competencies rather than the UKPHR Show How competencies, as indicated in the relevant list below. The 2022 Curriculum key area 10 is included in the pre-application documents or in the other nine UKPHR key areas.

- Some of the 2022 Curriculum elements have been grouped both within the same key area and in some from differing key areas so they are assessed together and once only.

The knowledge competencies were derived from the 2015 Curriculum knowledge base across the key areas, with some detail from the FPH Part A syllabus. The 2015 Curriculum knowledge base were initially agreed for use by the UKPHR Board. These were amended by a group of experienced UKPHR specialist registration assessors for the reasons given above and below.

- These are to be specifically assessed and thus require evidence from the applicant for each of these. This is different to the GMC CESR.
- Lack of detail in the 2015 Curriculum has meant using detail from Part A syllabus in places
- In reading the 2015 Curriculum knowledge base listed here the order of the text was changed in some places.
- Where the UKPHR 2018 competency includes meaning / text from the 2015 curriculum elsewhere this was cited in the comments column. *Guidance for applicants is in italics.*
- UKPHR's Board decided to not include any specific issues such as mental wellbeing, however this was included as relevant to that competency. Sustainability has been included in KH5.K as a concept to be considered but climate change has not.

## The changes

UKPHR 2022 competencies have also been mapped to the GPC, in line with this review to ensure consistency with the FPH Training Curriculum 2022, as shown in the table below:

<b>GMC Generic Professional Capabilities</b>	<b>Faculty of Public Health 2022 Curriculum Key areas</b>	<b>UKPHR Retrospective assessment</b>
Domain 1: Professional values and behaviours	KA 9; KA 10	KA 9 assessed in portfolio submission and preapplication KA 10 assessed at preapplication stage
Domain 2: Professional skills	KA 2; KA 3; KA 4; KA 6; KA 9; KA 10	All Key areas included in Show How assessment KA 10 assessed at preapplication stage
Domain 3: Professional knowledge	KA 1; KA 4; KA 6; KA 7; KA 9; KA 10	All Key areas included in Know Hows Assessment KA10 assessed at preapplication stage
Domain 4: Capabilities in health promotion and illness prevention	KA 2; KA 4; KA 5; KA 10	KA 2; KA 3; KA 4; KH 5 KA10 assessed at preapplication stage
Domain 5: Capabilities in leadership and team working	KA 4; KA 9; KA 10	KH 4; KH 9, KH10 assessed at preapplication stage, and requires satisfactory evidence for this capability
Domain 6: Capabilities in patient safety and quality improvement	KA 6; KA 7; KA 9; KA 10	KA6; KA7; KH9 KH10 assessed at preapplication stage, and requires satisfactory evidence for this capability

Domain 7: Capabilities in safeguarding vulnerable groups	KA 4; KA 5; KA 9	FPH review added “safeguarding of children and adults” to the knowledge base for KA 7 and included in 7.8, so needs to be included as a new knowledge and shows how competencies in this UKPHR revision. See below.
Domain 8: Capabilities in education and training	KA 8; KA 9; KA10	KH 8 KA10 assessed at preapplication stage
Domain 9: Capabilities in research and scholarship	KA 8; KA 10	KH 8; KH 9 K KH10 assessed at preapplication stage

### ***Implications of the FPH curriculum update for UKPHR competencies***

The FPH revised curriculum now includes explicit reference to safeguarding and duty of candour. So, the following UKPHR competencies have been updated accordingly:

#### **Safeguarding**

*Know Hows* Additional wording to KH7.h: Risk management, including patient safety, **safeguarding of children and adults** and clinical governance.

*Show Hows:* Revised FPH competency: 7.8 Appraise, select and apply tools and techniques for improving safety, **safeguarding**, reliability and patient-orientation of health and care services. (The word “safeguarding” was added to the original competency).

Amendment to UKPHR competency: SH 7.B Appraise, select and apply tools and techniques for improving safety, **safeguarding**, reliability and patient orientation of health and care services.

#### **“Duty of Candour”**

The FPH Curriculum states: *“All health professionals have a duty of candour. They must be open and honest in their own work, with their colleagues, employers and relevant organisations. The Public Health curriculum is designed to ensure registrars are supported to carry out this duty. They will need to develop their awareness, their understanding and know when and where the duty of candour should be applied both in their practice and in the organisations, they are working in and with. Key area 9 of the curriculum is particularly relevant but the duty applies across all key areas.”*

FPH competency most relevant is 9.11 Demonstrate honesty and integrity in professional and personal practice. FPH has not made amendments or added an additional competency to address the new GPC addition.

In the UKPHR process, this is assessed at preapplication stage:

- 1) **Applicants:** in the application form section 10 declaration sign off the statement: *“I declare that I have read UKPHR’s Code of Conduct and Good Public Health Practice Framework and understand and agree to adhere to the standards of conduct and practice there set out in my professional and personal life.”* Good Public Health Practice framework is based on the GMC’s Good Medical Practice Framework, and the section “Maintaining Public Trust” includes numerous statements which relate to probity and honesty in professional conduct.

- 2) **The reference: The structured reference is based on the 4 domains of the Good Public Health Practice Framework and section 3.6 pertains to “Maintaining Public Trust” with a section for the referee to comment. Currently the only aspect which is highlighted on the form is : “The ability to treat individuals and colleagues fairly and without discrimination (for example being honest and objective when appraising or assessing colleagues, writing references, giving constructive feedback, raising issues of colleagues’ performance and responding promptly to complaints)”.**

An additional aspect has now been added to the form as highlighted below:

“Please state from direct observation within **at least one year within the past three years** the extent to which the applicant has demonstrated:

- The ability to treat individuals and colleagues fairly and without discrimination (for example being honest and objective when appraising or assessing colleagues, writing references, giving constructive feedback, raising issues of colleagues’ performance and responding promptly to complaints)
- **Honesty, openness and integrity in professional and personal practice”**

## Key Area 1 - Use of public health intelligence to survey and assess a population's health and well-being

2022 PH Curriculum Knowledge base	UKPHR 2022	Knowledge competency	Comment / Guidance
Population 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	<b>KH1.A</b>	<p>The sources of and how to use data on demographic structure and demographic change and the significance of demographic changes for the health of the population and its need for health and related services.</p> <p>The sources, limitations and use of data on social determinants, including Social Deprivation indices.</p>	<p>Too long a list of separate items; so grouped into key concepts. Easier to make a claim for each clause.</p>
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.	<b>KH1.B</b>	<p>Methods of classifying health and disease, appreciation of the importance of consistency in definitions and (public health) language.</p> <p>Sources and uses of routine mortality and morbidity data, including primary care data, notification and disease registration data; and biases and artefacts in population data;</p> <p>Methods to measure health status, including subjective health status and health surveys.</p> <p>The methods for linking data sets.</p>	<p>Grouped and tidied.</p> <p><i>Linking data sets includes pseudonymisation.</i></p>
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	<b>KH1.C</b>	Sources of data about health and other service use and provision e.g. housing, social care and provision, data for service planning; indices of needs for and outcome of services.	<p>Many items and specificity so consolidated.</p> <p><i>Data could include HES data for hospital use and the journey of individuals through a service.</i></p>

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.		The strengths, analysis, uses, interpretation and limitations of routine health information.	
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	<b>KH1.D</b>	Techniques and methods for the analysis of health data, including appropriate statistical analysis, trend analysis and modelling, the principles of surveillance and qualitative analysis.  The methodology and uses of small area statistics.  Strengths and weakness of different analytical techniques to describe and analyse health needs and health inequalities in different populations.	A long list of quite specific items; so the most critical chosen. Advanced is unclear. Repetitions with other competencies ICT subsumed in other KH1 competencies. Linkage of data sets in KH1.B
Technical, legal and ethical issues relating to data security, disclosure and trust. Pseudonymisation	<b>KH1.E</b>	Legal and ethical and methodological issues around data security	Pseudonymisation in KH1.B
The role of information and intelligence in policy formulation and implementation, and in local clinical and public health practice			Subsumed in other competencies

Key Area 2 - Assessing the evidence of effectiveness of interventions, programmes and services intended to improve the health or wellbeing of individuals or populations

2022 PH Curriculum Knowledge base	UKPHR 2022	Knowledge competency	Comment / Guidance
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.	<b>KH2.A</b>	Keep 2015 Curriculum original	
Screening: principles, methods, applications and organisation of screening for early detection, prevention, treatment and control of disease	<b>KH2.B</b>	Screening: principles, methods, applications, current organisation and management of screening for early detection, prevention, treatment and control of disease.	Current added to ensure contemporary knowledge. Includes relevant 2022 PH Curriculum text from Key Area 7



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

<b>2022 PH Curriculum Knowledge base</b>	<b>UKPHR 2022</b>	<b>Knowledge competency</b>	<b>Comment / Guidance</b>
Theories of strategic planning.	<b>KH3.A</b>	Keep 2022 Curriculum original	
Principal approaches to policy formation, implementation and evaluation including the relevance of concepts of power, interests and ideology.	<b>KH3.B</b>	Keep 2022 Curriculum original	
Knowledge of major national and international policies and legislation relevant to public health including awareness of the roles of key domestic, bilateral and multilateral organisations.	<b>KH3.C</b>	Keep 2022 Curriculum original	
Methods of assessing the impact of policies on health.	<b>KH3.D</b>	Keep 2022 Curriculum original	

## Key Area 4 - Strategic leadership and collaborative working for health

<b>2022 PH Curriculum Knowledge base</b>	<b>UKPHR 2022</b>	<b>Knowledge competency</b>	<b>Comment / Guidance</b>
Understanding individuals, teams/groups and their development	<b>KH4.A</b>	Keep 2022 Curriculum original	
Motivation, creativity and innovation in individuals, and its relationship to group and team dynamics; personal management skills.	<b>KH4.B</b>	Keep 2022 Curriculum original	
Theories and models of management, leadership and delegation; principles of negotiation and influencing; principles.	<b>KH4.C</b>	Theories and models of effective management, leadership and delegation; principles of negotiation and influencing.	Principles deleted Effective added
Theories and methods of effective communication (written and oral) including mass communication.	<b>KH4.D</b>	Theories and methods of effective personal communication (written and oral).	See KH5.F for mass communication
The theoretical and practical aspects of power and authority, role and conflict.	<b>KH4.E</b>	Keep 2022 Curriculum original	
Understanding organisations, their function and structure: the internal and external organisational environments - evaluating internal resources and organisational capabilities	<b>KH4.F</b>	Understanding organisations, their differing functions, structures, cultures: the internal and external organisational environments - evaluating internal resources and organisational capabilities.	Included different organisational cultures
Identifying and managing internal and external stakeholder interests; structuring and managing inter-organisational (network) relationships, including inter-sectoral work and showing political awareness.	<b>KH4.G</b>	Keep 2022 Curriculum original	
Collaborative working practices and partnerships including social networks and communities of interest	<b>KH4.H</b>	Collaborative working practices and partnerships including social networks and communities of interest.	2022 original but split. Part into KH4.1

Assessing the impact of political, economic, socio-cultural, environmental and other external influences	<b>KH4.I</b>	How a range of external influences including political, economic, socio-cultural, environmental and other impact on collaborative working and partnership.	2022 original but split
Critical evaluation principles and frameworks for managing change;	<b>KH4.J</b>	Critical evaluation principles and frameworks for managing change in a multi-agency environment using negotiation, facilitation and influence.	Include bringing about change in a multi-agency environment using negotiation, facilitation and influence (Def Spec KH 30)
Issues underpinning design and implementation of performance management against goals and objectives.	<b>KH4.K</b>	Keep 2022 Curriculum original	
Understanding of the evidence underpinning the importance of mental wellbeing and how it impacts on effectiveness of organisations.	<b>KH4.L</b>	The evidence underpinning the importance of mental wellbeing and how it impacts on effectiveness of organisations.	

## Key Area 5 - Health improvement, determinants of health and health communication

2022 PH Curriculum Knowledge base	UKPHR 2022	Knowledge competency	Comment / Guidance
Definitions of health (physical, mental and social).	<b>KH5.A</b>	Definitions and models of health and their application to population health.	“their application to population health” added for clarification
Determinants of health – including impact of ethnicity and culture on health outcomes, and the Prevention paradox  Impact of culture on behaviour.	<b>KH5.B</b>	Determinants of health and wellbeing including the role of social, cultural and psychological factors.	Culture also see KH5.E Included PH Curriculum text from Key Area KH 8. <i>To include wider determinants e.g. economic, environmental, cultural; therapeutic determinants e.g. the relative contribution of health care interventions. Individual factors such psychological, biological or genetic factors. The role that individual perceptions of health and illness play in personal responsibility and control e.g. locus of control; sick role; self-efficacy.</i>
Risk reduction versus harm minimisation	<b>KH5.C</b>	Population aspects of prevention and reducing inequalities including the prevention paradox; primary, secondary and tertiary prevention including risk reduction and harm minimisation.	Drawing from 2022 PH curriculum text for KH5.B and KH7.A
Role of regulation, legislation and fiscal measure in promotion of health.  Ethical and political issues underlying responsibility for health.	<b>KH5.D</b>	Theories and models of health promotion including role of different approaches in improving health including policy; legislation; environmental change.  The ethical and political aspects of different approaches.	Drawing from 2022 PH curriculum text for KH5.E

Principles and practice of health promotion and education including models of behavioural change	<b>KH5.E</b>	Behaviour change models, theories and their application at an individual and population level for the promotion and protection of health and wellbeing.	Expanding on behaviour change includes social marketing 2022 PH curriculum text for KH5.F, KH6.B  <i>Models and theories drawn from psychology, economics; including social marketing.</i>
Social marketing theory (diffusion of knowledge).	<b>KH5.F</b>	Mass communication theories and models including the effective use of different media for population health improvement and protection; including communication of risks to health.	Social Marketing Included in KH5.E – emphasis in this competency on mass media/health communication taken from KH4.D
Evaluation of health education activities including outcomes, appropriateness of different methods, limitations and strengths of RCT type and qualitative approaches.	<b>KH5.G</b>	Methods and approaches for the development and implementation of public health interventions and programmes including complex population health programmes taking whole system approaches or multi-level action.	Separate development/implementation from evaluation.
	<b>KH5.H</b>	Models and approaches for the evaluation of public health programmes including complex population health programmes taking whole system approaches or multi-level action.	
Theory and practice of community development. Strengths and weakness of community development approaches.	<b>KH5.I</b>	The principles and practice of community development and empowerment to promote health and reduce inequalities; strengths and weaknesses of different models and approaches; methods for assessing impact.	Social capital included in other relevant competencies. <i>To include the role of social capital.</i>
Practical problems of community development. Place of professional in community development.	<b>KH5.J</b>	Methods and approaches for listening to and engaging with communities to be involved and feedback in the development or evaluation of policy, strategy, programmes or services.	KH38 defined specialist content added. <i>Methods of listening e.g. focus groups; surveys; insight work and understanding of strengths and weaknesses of different</i>

			<i>approaches including participation ladder.</i>
Principles of sustainable development including the health co-benefits of climate change mitigation and adaptation	<b>KH5.K</b>	Principles of sustainable development and its relevance to population health.	

## Key Area 6 - Health protection

2022 PH Curriculum Knowledge base	UKPHR 2022	Knowledge competency	Comment / Guidance
Epidemiology (including microbial epidemiology), and biology (including microbiology) of communicable diseases. Causes, distribution, natural history, clinical presentation, methods of diagnosis and control of infections of local and International public health importance.	<b>KH6.A</b>	Keep 2022 Curriculum original	
Health and social behaviour: in relation to risk of infectious and environmental diseases.	<b>KH6.B</b>	Keep 2022 Curriculum original	
Environmental determinants of disease and their control	<b>KH6.C</b>	Environmental determinants of disease and their control.	2022 original but split
Risk and hazard <i>identification</i> ; environmental monitoring; health impact assessment for potential environmental hazards,	<b>KH6.D</b>	Risk and hazard <i>identification</i> ; environmental monitoring and health impact assessment for potential environmental hazards.	2022 original but split. Part moved to KH6.K
Occupation and health, factors affecting health and safety at work.	<b>KH6.E</b>	Occupation and health, factors affecting health and safety at work.	2022 original but split
Chemical incident management.	<b>KH6.F</b>	Principles of the current public health aspects of emergency planning and managing environmental/chemical and radiological incidents including the roles and legal responsibilities of people and organisations involved in protecting the population's health and well-being.	Expanded to include wider range of incidents and responsibilities  Current added to ensure contemporary knowledge.
Communicable disease: definitions, surveillance; methods of control	<b>KH6.G</b>	Keep 2022 Curriculum original	
The design, evaluation, and management of immunisation programmes.	<b>KH6.H</b>	The design, evaluation, and management of current immunisation programmes.	Current added to ensure contemporary knowledge.

Outbreak investigation including the use of relevant epidemiological methods	<b>KH6.I</b>	Current outbreak investigation including the use of relevant epidemiological methods.	Current added to ensure contemporary knowledge.
Organisation of infection control	<b>KH6.J</b>	Current organisation of infection control.	Current added to ensure contemporary knowledge.
National and international public health legislation and its application.	<b>KH6.K</b>	Current national and international public health legislation and its application.  Current legislation in environmental control and international aspects of hazard control.	Part of 2022 PH curriculum text at KH6.C moved here. Current added to ensure contemporary knowledge.
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).	<b>KH6.L</b>	Development, commissioning and evaluation of the current services required for protecting health, including a range of the following: 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).	Not all of them so a range added. Current added to ensure contemporary knowledge.



## Key Area 7 - Health and Care Public Health

2022 PH Curriculum Knowledge base	UKPHR 2022	Knowledge competency	Comment / Guidance
Research methods appropriate to public health practice, including epidemiology, statistical methods, and other methods of enquiry including qualitative research methods			Moved to KH8.A Is the title of Part A syllabus section 1
Disease causation and the diagnostic process in relation to public health; prevention and health promotion.	<b>KH7.A</b>	Disease causation and the diagnostic process in relation to public health.	The title of Part A syllabus section 2 <i>All references to public health include health improvement, health protection, health care public health care and wider determinants of health.</i>
Health information and audit methodology.	<b>KH7.B</b>	Audit methodology applied to public health.	KH 1 competencies include use of health information so health information deleted
Medical sociology, social policy, and health economics.			Split into 3. Medical sociology subsumed in key area 5.
	<b>KH7.C</b>	Current social and health policies and the implications for equality and equity in public health practice.	Current added to ensure contemporary knowledge
	<b>KH7.D</b>	Health economics and its application in the allocation of health and care services to individuals and groups.	Guidance from FPH Part A syllabus <i>Principles of health economics including: the notions of scarcity, supply and demand, distinctions between need and demand, opportunity cost, discounting, time</i>

			<i>horizons, margins, efficiency and equity; the role of economic evaluation in health care and Public Health interventions.</i>
Organisation and management of health care and health care programmes from a public health perspective	<b>KH7.E</b>	Keep 2022 Curriculum original	Part A syllabus section 5 title
Structure of health systems	<b>KH7.F</b>	Current models of health and care systems and their application in the delivery of health and care.	Widened. Also maps to 2022 LO 7.3 Current added to ensure contemporary knowledge
Pathways for service integration	<b>KH7.G</b>	Current service integration across health and social care including pathways for service integration.	Clarification Current added to ensure contemporary knowledge.
Principles, assessment, organisation and management of screening programmes			See KH2.B which also addresses screening. Evidence base for screening in SH2c
Ethical and legal frameworks.	<b>KH7.H</b>	Principles and theories of ethics in public health practice including resource allocation.	Legal frameworks moved to KH6.K KH8.6 incl. research ethics so deleted here KH9 incl. ethics of good working practice so theory here
Patient safety. and risk management	<b>KH7.I</b>	Risk management, including patient safety and clinical governance.	Is title of Part A syllabus section 5.5.4
Clinical Governance			Included in KH7.J

## Key Area 8 – Academic public health

2022 PH Curriculum Knowledge base	UKPHR 2022	Knowledge competency	Guidance
Epidemiology, statistics, economic evaluation and qualitative research methods.	<b>KH8.A</b>	Epidemiology in relation to the delivery of public health practice.	
	<b>KH8.B</b>	Statistics and statistical methods and their application to public health practice including the relative importance of determinants of disease in terms of avoidable, relative and absolute risk.	
	<b>KH8.C</b>	Quantitative research methods of enquiry used in public health practice.	
	<b>KH8.D</b>	Qualitative research methods of enquiry used in public health practice.	
Social and health psychological sciences.			See KH5.B, KH5.E in determinants and behaviour change
Biological, social, environmental and therapeutic determinants of health and disease.			See KH5.B
Mechanism of therapeutic interventions, including complex interventions			See KH5.B, KH6.A, KH6.L, KH7.E, KH7.G i.e. in PH programmes, disease causation etc.
Educational theory,	<b>KH8.E</b>	Educational theory and facilitating learning including principles of setting learning objectives, curriculum development, planning and developing training, course and programme evaluation and student assessment.	
Research governance, research ethics, confidentiality and privacy of personal data.	<b>KH8.F</b>	Keep 2022 Curriculum original	Confidentiality also in pre-application reference section 3.4 Pre-application form section 9

## Key Area 9 – Professional, personal and ethical development

This area is included within the documentation for the pre-application process.

<b>2022 PH Curriculum Knowledge base</b>	
Evidence underpinning the importance of mental wellbeing and how it can be nurtured.	Indirectly in pre-application reference section 3.4
GMC Good Medical Practice (GMP) as applied to public health.	Within pre-application form section 9
UKPHR Code of Conduct.	Within pre-application form section 9
Ethics of public health practice	Subsumed within PH principles and values in pre-application form section 2.1 and 9
Cultural competence: One's own cultural identity and cultural competence & Key concepts and stages in developing cultural competence	Subsumed in: Pre-application section 2.1 Reference sections 3.3, 3.5
Patient safety	Pre-application reference section 3.4 Pre-application form section 9
Principles and practice of confidentiality.	Pre-application reference section 3.4 Pre-application form section 9
How to plan and undertake personal and professional development successfully, with reflective practice.	Pre-application reference section 3.4 Pre-application form section 9

## 2. 2022 Public Health Specialty Training Curriculum Learning Outcomes mapped to 2022 UKPHR Show How competencies

There are two lists mapping the two sets of competencies against each other. Please note the mapping includes mapping to the guidance for the UKPHR competencies. Some are mapped to the pre-application documentation and to the UKPHR Know Hows, as indicated below. So, please refer to the full UKPHR 2022 Show How and Know How competencies and pre-application documentation for this detail. The one unmatched competency will remain under review by UKPHR.

2022 PH Curriculum Learning Outcome	2022 UKPHR Show How Competency
1.1	1.C, 8.C
1.2	6.A
1.3 combined with 1.1	
1.4	1.A
1.5	1.D
1.6	1.B
1.7	1.C
1.8	1.E
2.1	2.A
2.2	2.B
2.3	4.A, 4.C
2.4	2.A, 2.B, 8.B
2.5	2.A, 8.A
2.6	2.C
2.7	2.B, 5.A
3.1	3.A
3.2	3.B, 3.C
3.3	3.A
3.4	4.B
3.5	3.B
3.6	3.A, 9.D
3.7	3.C
4.1	4.E
4.2	4.F
4.3	9.F
4.4	4.A
4.5	4.D
4.6	Pre-application
4.7	9.D
4.8	4.C
4.9	4.G
4.10	4.D, 9.B, Pre-application
4.11	9.B, Pre-application
5.1	3.B
5.2	5.D
5.3	5.C
5.5	5.A
5.6	5.A
5.7	Know How 5.K

6.1	6.A
6.2	6.A
6.3	6.B
6.4	6.C
6.5	6.D
6.6	6.E
6.7	6.F
6.8	6.G
6.9	No match
7.1	2.C, 7.A
7.2	Know How 7.H
7.3	5.A, KH7.E, KH7.F
7.4	1.D, 4.D
7.5	7.C
7.6	7.A
7.7	5.B
7.8	7.B
8.1	1.B
8.2	1.A, 1.B, 1.C,
8.3	2.B, 8.C
8.4	8.A
8.5	8.B
8.6	8.A
8.7	8.A, 8.B, 8.C
8.8	4.F
8.9	8.D
9.1	9.C + Pre-application
9.2	9.A
9.3	Pre-application
9.4	9.B, Know How 4.L + Pre-application
9.5	Pre-application
9.6	Pre-application
9.7	Pre-application
9.8	9.B + Pre-application
9.9	4.F, 5.D
9.10	Pre-application + Across portfolio
9.11	Pre-application
10.1	Pre-application
10.2	2.B
10.3	2.B
10.4	2.B, 8.C
10.5	4.A + Pre-application
10.6	4.F + Pre-application
10.7	4.C + Pre-application
10.8	9.B
10.9	4.C + Across portfolio
10.10	Pre-application + Across portfolio
10.11	9.D
10.12	Pre-application

### 3. UKPHR 2022 Show How Competencies mapped to PH Specialty Training Curriculum 2022 Key Area Learning Outcomes

Please note that a number of the 2022 Curriculum Learning Outcomes are within the 2022 UKPHR pre-application documents. See previous list for detail.

<b>UKPHR 2022 Competency</b>	<b>2022 PH Curriculum Learning Outcome</b>
1.A	1.1, 1.4 8.2
1.B	1.6, 8.1 8.2
1.C	1.1, 1.7 8.2
1.D	1.5, 7.4
1.E	1.8
2.A	2.1, 2.4, 2.5
2.B	2.2, 2.4, 2.7, 8.3, 10.2, 10.3, 10.4
2.C	2.6 7.1
3.A	3.1, 3.3, 3.6
3.B	3.2 , 3.5, 5.1
3.C	3.2, 3.7
4.A	2.3, 4.4, 10.5
4.B	3.4
4.C	2.3, 4.8, 10.7, 10.9
4.D	4.5, 4.10
4.E	4.1
4.F	4.2, 7.4, 9.9, 10.6
4.G	4.9
5.A	2.7, 5.4, 5.5, 5.6
5.B	7.7
5.B	1.1, 5.3
5.D	5.2, 9.9
6.A	1.2, 6.1, 6.2
6.B	6.3
6.C	6.4
6.D	6.5
6.E	6.6
6.F	6.7
6.G	6.8
7.A	7.6 7.1
7.B	7.8
7.C	7.5
8.A	2.5, 8.4, 8.7, 10.4 8.6
8.B	2.4, 8.5, 8.7
8.C	1.1, 8.7, 8.3, 10.4
8.D	8.9
9.A	9.2
9.B	4.10, 4.11, 9.8, 10.8
9.C	9.1
9.D	3.6, 4.3, 4.7, 10.11