

Guidance for applicants for UKPHR's *Specialist Registration by Portfolio Assessment*

Show How competencies

October 2023

Revisions made October 2023:

- Added information regarding confidentiality breaches/ redacting information to section 7 (page 6) – Crucial tips.
- Added additional text to SH8.C (page 23) regarding what evidence can be used
- Clearly stated how many examples are required for SH4.F (page 17)
- Added specific emphasis to important text in bold (pages 2-3)
- Clarity re: Covid evidence for Key area 6 (page 20)

1. General

This document should be read in conjunction with UKPHR's Specialist Registration by Portfolio Application (SRbPA) Portfolio Applicant Guidance.

The competencies in the assessment framework are grouped in the key areas of public health that reflect the Faculty of Public Health Specialty Training Curricula of 2015 and 2022.

To demonstrate retrospectively that you, the applicant, have acquired the equivalent competency level for a consultant level post in Public Health, you will need to write several **narratives** describing the work done, your role in it, then how your work relates to each competency being claimed. Each piece of work will set a context in which you can describe and present your evidence for a selected number of competencies. There are no specific number of narratives required, as long as they collectively cover all the competencies.

Some competencies have the word "**current**" in them, so you must use and present the current state for that competency or part thereof.

Across all the Show How competencies, at least 50% of the evidence must be less than five years old at the point of your portfolio submission.

2. How to write a narrative and evidence required

Please see Appendix 1 for a Narrative template that you are strongly advised to use.

Assessors will be looking for the detail within the narrative that convinces them that you have demonstrated what you are claiming. Assessors **will not 'join up the dots'** for you. You will need to ensure that in addition to telling a compelling story about how the work you have done relates to the competencies you are claiming, you **clearly signpost** the relevant evidence you are citing and make sure that your portfolio is easy to navigate. This will allow assessors to readily gain a clear understanding of how you can demonstrate each competency and will help to prevent delays in assessment and reduce the risk of an unassessable outcome.

Write a brief overview narrative of the work being used to evidence the competency being claimed and describe your role in it, which should be at the right level of seniority. Then **from the perspective of that competency** describe how your role in this work provides evidence for the competency. *The assessor is looking for the competency related narrative and evidence so put on the assessor glasses when writing this part.*

Objective evidence, clearly signposted, must be referenced to support all claims. The evidence must cite you as author or your role clearly or produce other evidence that you did the work you are claiming. The title of each piece of evidence must be listed accurately in the assessment proforma. See narrative template appended at the end of this document.

You must make clear to the assessors how the piece of work and evidence you submit is demonstrating that **you** have met **each element of the competency**.

While there is no recommendation about the number of narratives required, it is advised that each **competency should be claimed once where possible**, and that each narrative should not aim to cover too many competencies. Assessment is made much easier if each narrative covers one competency, but this will increase your work.

Your narrative should contain the following elements:

1. A list of the competency, or competencies, being addressed
2. A **brief** overview describing:
 - The aims and objectives of the piece of work (Why?)
 - The organisational and chronological context of the work (Where, When?)
 - An overall **brief** description of **your** individual role and responsibilities within the work.
 - A description of the methodology and approach to the work, explaining why that approach was chosen including theoretical underpinning, evidence base as appropriate (How?)
 - Key results and outcomes of the work, which should include major outputs such as:
 - change in policy
 - change in practice
 - change in health outcomes (what happened?)
3. A section which focusses on each competency being claimed, writing how **your role and actions** demonstrated that competency, with adequate supporting evidence (see para. 4). There must be clear signposting to the specific items of evidence you are presenting to support your claim.
4. A section reflecting on your learning from the experience, again reflecting on the specific competency, or competencies, being claimed. See para. 5, This is vital, as it considerably helps the assessor
5. A list of the evidence that is being referenced, dated and clearly signposted to the competencies being claimed. This must match the evidence column in the proforma. See para.

3. Use of evidence to support your competency claims

You should ensure there is a full and clear explanation of how the work described meets each element of the competency, noting that the assessment process will focus on the detail provided in the narrative, and linking your actions to the competencies. The evidence provided to support the claim must be relevant to the competency, demonstrate your own work and be easy for the assessor to find.

It is important that the evidence is easy to navigate, and it is recommended that where appropriate you highlight relevant points in your evidence to help the assessor find the specific piece of information which supports your claim, e.g., a decision noted in a set of minutes or the relevant text in a report. It is more important to cite clear evidence that supports your claims rather than a lot of evidence that does not support **your role clearly**. You must **clearly and precisely signpost the evidence** to the competency. The assessors will not do this for you. Indeed, if navigation is not clear then you run the risk of your portfolio being “unassessable”. See portfolio guidance.

All evidence must demonstrate your personal role, but it is recognised that there may be pieces of work in which you have supervised others. In this case there must be a clear description of your role and responsibilities in this work and of the guidance given to those supervised, with supporting evidence.

Occasionally a Testimonial can be used as evidence or to validate other evidence where otherwise it is not documented. Testimonials must be from someone senior to you, specific to the competency being claimed and verify your personal involvement in the work cited and competence as claimed. A testimonial should only cover one competency. (Please see Appendix 2 for a Testimonial template and see Portfolio guidance).

4. What is evidence?

In most cases, each competency claim will need to be supported by evidence from one or more major pieces of work, but they may also be supplemented by other types of evidence. **Across all the Show How competencies, at least 50% of the evidence must be less than five years old at the point of portfolio submission.**

The various forms of evidence which are admissible are:

- Reports for publication, reports to Boards, partners and other similar audiences, and reports about projects, which clearly demonstrate your skills in relation to the competency claimed. Authorship should be clearly demonstrated. If you are not the author, then your respective roles and the author's must be clearly indicated. Reports can be useful but need precise signposting to be clear. If part of a report is used for evidence, then just that part needs to be included not the whole report. Whatever the evidence; it must be clear precisely where the relevant evidence is.
- Chapters of larger publications, sections of longer reports, and other similar collaborative writing. For example, a chapter of a complex Health Needs Assessment. Authorship must be clearly demonstrated, making your specific contribution clear.
- Presentations to professional, lay, public or Board audiences, which you compiled and delivered.
- Project proposals, grant applications, Project Initiation Documents (PIDs), authored by you.
- Minutes of meetings. Your contribution to the meeting should be highlighted. Handwritten notes of meetings are not acceptable. Presence only at a meeting is insufficient evidence to demonstrate competence. Agendas alone are of no use as the assessor will ask "Did the meeting happen? If so, what is the relevance to this claim?"
- Testimonials from senior staff can be used to demonstrate your role for a particular competency but they can only be used as supporting evidence and are not sufficient evidence on their own. Use the template provided in Appendix 2, or you may be asked for further clarification.
- Commissioned work. Where you have commissioned other bodies, organisations, specialists, or other similar providers to do a particular piece of work that is being presented as evidence for a competency, evidence must be provided of your role in the commissioning process. For example, an authored project, specification document or proposal.

- Contemporaneous correspondence from other professionals may be used to support claims of, for example, joint working, effective leadership, recognition of expertise.
- If screenshots are used, then ensure authorship is clear if relevant to substantiating your claim.
- Any work which includes names or personal information about patients or members of the public, names of care homes and staff with whom you had conflict will automatically be regarded as a breach of confidentiality. This does not apply to correspondence between professionals during their publicly accountable work, except for personal appraisals or any other confidential matters, however any personal contact details should be redacted. See section 7 below.
- If you are using emails as evidence, you do not need to redact details if they are already in the public domain. Work details of colleagues should not be redacted as this can give crucial information for the assessment. Personal details of colleagues or any details members of the public should be redacted. See Section 7.

5. What is reflection?

The demonstration of reflective practice in your portfolio: *What? So what? Now what?*

For the portfolio, reflection should be on what you learnt from the work that is relevant to the claimed competency, not just the work that was done. A good reflection is invaluable to assessors.

There are many approaches to reflection. The What? So what? Now what? framework is one example of a simple way to structure reflections, whether it be of a single event or a period of time. It could include personal experience, interaction or observation of others and formal/informal learning events. Key elements in this framework that might be helpful to consider:

1. **What?** focuses on thoughts at the time of an experience. It explores thought processes when a particular action or decision was taken and how those may have impacted on actions and feelings. E.g., 'What was I thinking when I took the actions or made the decision that I did'
2. **So what?** involves considering the significance of what happened as well as the values and feelings at the time of and prompted by the experience, and why these may influence future learning or actions. E.g., 'How did I feel at the time of and after the experience, why was it important?'
3. **Now what?** looks at the processes and opportunities that can help learning from the experience and identifying future actions, reflection on those actions, and how to use these to develop further. E.g., 'What can I learn from or do differently next time'

Taken from GMC reflection guidance "The reflective practitioner" <https://www.gmc-uk.org/education/standards-guidance-and-curricula/guidance/reflective-practice/the-reflective-practitioner---guidance-for-doctors-and-medical-students>

For further detailed understanding of reflection please go to:

Faculty of Public Health: CPD Policy, and <https://www.fph.org.uk/professional-development/cpd/reflective-notes/>

An alternative set of questions for reflection are:

- What was expected?
- What actually happened?
- Why is there a difference?
- What can be learnt?

NB: Reflection does not mean citing the words of the competency with little other detail nor solely on the work, it has to reflect the competency in the context of the work.

Remember, often what went wrong gives more learning than what went right, so be honest with yourself and the assessors. A good comprehensive reflection can be very helpful to assessors.

6. Assessment guidance

The following tables list the competencies by key area of public health and provide illustrative guidance about what is expected to be demonstrated to provide assurance that you meet the required standards.

Some examples are given of the types of work that might be described to demonstrate competence; these are for illustrative purposes only. Assessors will be using the same framework and guidance to support their decision making in assessment.

7. Crucial tips to keep the assessors on your side

- Ensure the list of evidence in the narratives reflects that within the assessment proforma
- Ensure the evidence has consistent reference letters / numbers between the assessment proforma, the narratives and the filenames. Ensure all are included in submission
- If offering a report as evidence, then cite which page is relevant for that competency. Assessors will not search for the right page.
- The report needs to have the applicant cited as author, evidence of who was it for, and what happened as a result.
- Do not solely use final reports for evidence, as how will they show to the assessor what you actually did?
- Use minutes rather than agendas as evidence, as how does the assessor know what relevance the agenda is to your role, and did the meeting happen?
- Do a spell check on everything.
- When reading the narratives, is it clear how you fulfil the parts of the competency you are claiming and does the evidence you cite support those claims clearly?
- If you cite “we” instead of “I” then how does the assessor know what you did?
- If using a testimonial, then ensure the person wrote it themselves, signed it, filled in their PH registration number, and used the template.
- If using some show how evidence for knowledge competencies, then ensure this is clearly signposted in the show hows as well as the knowledge evidence for the assessors to track.

If assessors witness a breach of confidentiality in your portfolio, you will be required to redact the material constituting the breach. The breach of confidentiality will also result in an automatic requirement of a resubmission of KH8.f - even if the assessors had already accepted your KH8.f evidence. Work details of colleagues need not be redacted but all personal details must be redacted as well as any details of members of the public, names of care homes and names of staff with whom the applicant had conflict.

Appendix 1:

UKPHR Specialist Registration by Portfolio Assessment - Narrative Template

Note: This template is provided to help applicants present their evidence for Show How competencies. It is offered as guidance only

Title of piece of work:

Competencies claimed	
Example: SH4 A	Lead or play a key role in a multi-agency group managing complex areas of work that influence the public's health
SH4 D	Demonstrate effective team working in a variety of settings, balance the needs of the individual, the team and the task
Etc	Add more rows as required

Overview of the project / work
<p>This should set the context for the work (Why, Where, When)</p> <p>Include:</p> <p>Your role and responsibilities, at the right level of seniority</p> <p>Organisational context and rationale</p> <p>Aims and objectives</p> <p>Timescale of project/work</p> <p>Methodology/ approach</p>
<p>Narrative section <i>Read Show How Guidance Section 2 "An applicant's evidence"</i></p> <p>In this section you can use headings or specific sections to focus your narrative on each competency you are claiming. This is the most important part as the assessors will be looking here for how your work relates clearly to the competencies you are claiming and the supportive evidence for this.</p> <p>It is important to focus on describing how you demonstrated the competency, not just the story of the project and what you did. It is useful to explain why you chose the methodology or approach you used. (How?) It must be possible to see evidence that you did the work you are claiming: either by: citation as author; clear citation of your role; or by testimonial (What?). When presenting documents such as reports or minutes of meetings. Please highlight specific areas of text to help the assessor find the part that relates to your claim. See SHOW How guidance section 3 "Use of evidence to support your competency claims".</p>

Layout of your narrative:

To help the assessor find the supporting evidence for each specific competency claim, you must align the piece/s of evidence alongside the relevant section of the narrative text. The suggested options for how you can do this are set out below, noting the adjacent columns. Using a clear referencing system for signposting the assessor to your evidence is essential.

Example 1:

Show-How SH1.C	Evidence
Description of how you demonstrated the competency	SH EV 1.1
Description	SHEV1.2
etc	SHEV1.3

Example 2:

Narrative	Competency	Evidence
Description of how you demonstrated the competency, setting out the information alongside the relevant item of evidence in the second column Descriptive text (using paragraphs and headings as appropriate)	Show How 1.C	SH EV 1.1 SH EV1.8
Descriptive text (using paragraphs and headings as appropriate)	Show How 4.B	SH EV 1.2
Etc		

Key outcomes / results

Key results and outcomes of the work, which should include major outputs such as: change in policy, change in practice, change in health outcomes (What happened?) Note this may be part of the claimed competency.

Reflection See SH guidance, section 5

List of evidence *This should match the evidence used in the narrative section and your matrix*

No	Description of piece of evidence	Competency	Date (highlight in green evidence that fulfils 5-year currency requirement)
examples			
EvSH 1.1	HNA Report.	SH1.C	June 2019

EV SH 1.2K	Email with collaborative partner.	SH4.B	January 2014
EVSH 1.3K	Testimonial	SH4.D	January 2018

Remember the currency rule for evidence: At least 50% of all the evidence in your portfolio must be within 5 years of the date of your first portfolio submission.

Page numbering of the document is essential.

Acknowledgement

Thanks to Clare Mills, Ciceley Scarborough, Fiona Inston, Grace Norman, Liz Johnston for their help with piloting and designing this template.

Appendix 2:

Testimonial to support portfolio assessment for UKPHR's *Specialist Registration*

Section 1 – Applicant details

Title:	
Forename(s):	
Surname:	

Section 2 – Details and credentials of person providing testimonial

Title:	
Forename(s):	
Surname:	

Professional registration and number:	
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Your current position and place of work:	
Your position and place of work when working with applicant relevant to information covered in this testimonial:	
Relationship to the applicant when working with them:	

Section 3 – Details of competency

Please note a testimonial should only cover one competency or part thereof

Competency:	<i>[Specific competency and description]</i>
Submission:	<i>[Title of Narrative in which competency is being claimed]</i>
Summary:	<i>[Short summary of work done by applicant, with the dates when work was undertaken]</i>
Key Skills:	<i>[Details of the skills and competencies demonstrated by the applicant in relation to this competency] Word limit – 300</i>
Evidence:	<i>[Confirmation that evidence listed in the Narrative has been cited and is the work of the applicant]</i>
Signature:	<i>[Confirmation that information provided in this testimonial is true and current]</i>
Date:	

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

This area demonstrates that you are able to synthesise data into information about the surveillance or assessment of a population's health and wellbeing from multiple sources; and can communicate it clearly to inform action planning to improve population health outcomes. There are five competencies that need to be evidenced, one of which is to show leadership of a health needs assessment. The health needs assessment may also be used to demonstrate the other competencies, or other suitable work may be drawn upon.

	Show How competency	Guidance
SH1.A	Access and critically appraise data and information from a variety of sources to address a public health question.	<i>Use a broad range of health data such as: mortality, morbidity, cancer registry, local, national and international communicable disease notifications and laboratory data, demographic, hospital episode statistics and health surveys. Demonstrate understanding and application of relevant principles of UK information governance as well as critical evaluation of the appropriateness of the data that you have selected and used for a specific public health question.</i>
SH1.B	Analyse and interpret quantitative and qualitative data using appropriate statistical and qualitative techniques and synthesise results to inform recommendations for action.	<i>Show that you are able to analyse both quantitative and qualitative data appropriately including the use of relevant analytical techniques. Interpret and use such data competently to inform a plan for action, or policy, or strategy development.</i>
SH1.C	Lead on a health needs assessment for a defined population for a specific purpose and demonstrate impact at a high organisational level.	<i>This needs to be for a significant topic. You have formulated and presented the recommendations at a high level in an organisation or to a senior multi-agency group and led work to attempt to progress the implementation of the findings.</i>
SH1.D	Display data using appropriate methods and technologies to accurately describe and clearly communicate complex issues to a wide range of audiences.	<i>Demonstrate that you can use engaging visual methods to display data graphically and present material appropriately orally and in writing. At least 4 different audiences communicated to should include both senior members of an organisation and a lay audience.</i>
SH1.E	Use public health intelligence to understand and address a health inequality in a sub-population.	<i>Demonstrate that you have analysed and assessed health inequalities in population sub-groups using public health intelligence. Include a clear focus in your evidence on formulation and implementation of actions to address identified health inequalities between those sub population groups.</i>

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

This key area focuses on the critical assessment of evidence of effectiveness and cost-effectiveness of public health interventions, programmes and services, including screening. There are three competencies that show ability to use a range of resources to generate and communicate appropriately evidenced and informed recommendations for improving population health across health and care settings.

	Show How competency	Guidance
SH2.A	Conduct a structured review of scientific literature relevant to questions about health or health care policy and practice, systematically locating and critically appraising the research evidence.	<i>Include using Population Intervention Comparator Outcomes (PICO) questions, and an identified search strategy; appraising the strengths and limitations of the research; identifying evidence gaps; drawing appropriate conclusions and making recommendations. This may be from a Masters dissertation or other research or practice.</i>
SH2.B	Integrate and interpret complex evidence from multiple sources with scientific rigour and judgement to formulate balanced evidence-informed recommendations both orally and in writing.	<i>Demonstrate how you developed a policy, plan or practice proposal based on the rigorous appraisal of complex and multiple sources of evidence and shown leadership in the implementation of evidence into service or policy for population health benefit.</i>
SH2.C	Assess the evidence for proposed or existing screening programmes using established criteria.	<i>Show how you have assessed the evidence for an actual or potential screening programme e.g. contributing to a literature review of the evidence for a potential screening programme; or writing a briefing paper about an actual or potential screening programme. The criteria are from the UK National Screening Committee.</i>

Key Area 3 - Policy and strategy development and implementation

This key area is about influencing the development of policies, implementing strategies to put the policies into effect and assessing the impact of policies on health. There are three competencies that cover the development and application of policy or strategy, multi-agency public health policy and impact assessment.

	Show How competency	Guidance
SH3.A	Interpret and apply national policy or strategy at local, regional or national levels OR influence OR develop policy or strategy at local, regional or national levels.	<i>Include appraisal of policy options, determined feasible and realistic actions, made recommendations for strategy, and have made a significant contribution to the implementation of the strategy.</i>
SH3.B	Influence or build a public health policy across agencies.	<i>Include how you consulted and worked with stakeholders in the development of a multi-agency policy or strategy to address a complex health and wellbeing problem e.g., health inequalities in the most deprived neighbourhoods, or reduction in childhood obesity in the local area. Demonstrate an awareness of different perspectives that may influence health as well as your leadership in this development.</i>
SH3.C	Evaluate a policy or strategy using an appropriate method, critically assessing the impact, or potential impact, of the policy or strategy on health.	<i>Show that you have used policy and strategy evaluation frameworks to make a substantial contribution to the evaluation of the impact of a policy or strategy on health, demonstrating either that action has taken place as a result of your analysis and recommendations, or an understanding of why no action has occurred and what alternative strategies might be appropriate.</i>

Key Area 4 - Strategic leadership and collaborative working for health

This key area focuses on leading teams, groups and work programmes using a range of effective strategic leadership, organisational and management skills, in a variety of complex public health situations and contexts. There are seven competencies covering, multi-agency work, stakeholder engagement, management skills, team working, leadership and effective communication skills and use of the media.

	Show How competency	Guidance
SH4.A	Lead or play a key role in a multi-agency group managing complex areas of work that influence the public's health.	<i>Demonstrate that you have led the design and delivery of complex areas of work within available resources and timescales, involving more than one organisation in different sectors. Demonstrate how you took account of the social, political, professional, technical, economic and organisational environment as appropriate, and include evidence of planning, convening and chairing meetings.</i>
SH4.B	Define, recruit and engage relevant stakeholders, including the public and representatives of the political system.	<i>You need to show how, in your multi-agency leadership you built consensus with and involved multiple stakeholders, including public and politicians. You need not have direct interaction with politicians so examples include writing papers for Scrutiny Committees; briefings for them; council or parliamentary questions or informal advice, in the development of public health programmes.</i>
SH4.C	In a setting where you do not have direct authority to advocate for action, use negotiation, influencing, facilitation and management skills successfully on a public health issue of local, national or international importance.	<i>Show that you have reached a different endpoint from the starting point by your personal impact using negotiating and influencing skills in advocating for action on a public health issue</i>
SH4.D	Demonstrate effective team working in a variety of settings, balancing the needs of the individual, the team and the task.	<i>Demonstrate that you are a respected team member, able to manage potential conflicts and to lead a team and your ability to guide, support and develop both staff and colleagues.</i>
SH4.E	Use a range of leadership styles effectively as appropriate for different settings and organisational cultures.	<i>Demonstrate the ability to vary leadership style appropriately for the organisational culture of different settings including multi-agency work that you led. You may include evidence of analysis of your preferred leadership style and personality using a validated tool (e.g. 360 degree feedback such as in your preapplication), and the action you took as a result.</i>
SH4.F	Prepare and deliver appropriate written and oral presentations to a range of different organisations and audiences, for a range of purposes.	<i>Demonstrate your expertise in literacy and high order communication skills to explain complex work clearly and concisely, selecting communication methods appropriately for the purpose, by providing at least four examples of both presentations and written communications that have met the needs of the planned audience and have increased the understanding of a public health issue. A range of</i>

		<p><i>different audiences must be demonstrated e.g. Board *, lay, clinicians. Examples may include: teaching sessions, conference presentations, Board papers, strategy documents, presentations to local groups, multi-agency groups, briefing elected members, communications about health advice, health risk and health protection issues. At least one written example needs to be a draft of an academic article that has been submitted for publication in a peer review journal.</i></p> <p><i>To summarise, 4 examples in total are required, at least one of which must be the draft of an academic article that has been submitted for publication in a peer review journal. Provided there is a mixture of presentations and written material, there is not a specific amount of each we require for each type of communication.</i></p>
SH4.G	Demonstrate effective use of the media for public health.	<p><i>Demonstrate your use of the media, including social media, pro-actively to successfully communicate with the public. This may include working with communications staff on e.g. handling unexpected press or other media enquiries in a timely and professional manner, producing press releases, interviews with local media, and keeping the public informed when managing a communicable disease outbreak.</i></p>

- Board is defined as the overall decision making body of an organisation preferably within either health care or local or national government

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

This key area focuses on improving the health of populations by influencing and acting on the broad determinants of health and health behaviours at a system, community and individual level. There are four competencies covering health improvement programmes, theories of change, community action and advocacy, and at least one piece of work described should incorporate consideration of environmental sustainability.

	Show How competency	Guidance
SH5.A	Develop and implement, or plan and commission, health improvement programmes and preventative services, taking account of theory, evidence and local context.	<i>Include behavioural change theories and taking account of the local social and cultural context.</i>
SH5.B	Apply theoretical principles of change management and organisational development to improving a service, intervention or public health programme.	<i>Include both principles and theories in your application</i>
SH5.C	Influence community actions, by working with and empowering communities using participatory, engagement and asset-based approaches.	<i>Include your consideration of participatory and asset-based approaches. This could be in health needs assessment, design and delivery of health improvement programmes or other public health actions.</i>
SH5.D	Advocate for public health principles and action to address health inequalities and support vulnerable groups.	<i>Include how the views of vulnerable groups were represented at a senior level and in policy development. Show respect for the rights of the public to have their views heard, to have information in easily comprehensible forms and to be involved in choices.</i>

Key Area 6 - Health protection

This area of practice focuses on the protection of the public's health from communicable and environmental hazards by the application of a range of methods including hazard identification, risk assessment, and the promotion and implementation of appropriate interventions to reduce risk and promote health. NB if you are using Covid 19 work then you MUST ensure it is appropriate for the competencies being claimed, like any other evidence. Some applicants have used Covid experience which is inappropriate.

	Show How competency	Guidance
SH6.A	Gather and analyse information, within an appropriate timescale, to identify and assess the risks of health protection hazards.	<i>Include effective application of knowledge and awareness of relevant health protection hazards, how applied in appropriate situations in a supported environment. Include how you made a risk assessment of health protection hazards, based on the information with reference to relevant guidance and policies, e.g. appropriate clinical, demographic and risk factor information when handling health protection enquiries, using that information to make a risk assessment.</i>
SH6.B	Identify, advise on and implement public health actions with reference to local, national and international policies and guidance to prevent, control and manage identified health protection hazards.	<i>E.g. identify and manage close contacts associated with a case of bacterial meningitis within an appropriate timeframe; or respond to an immunisation query from a practice nurse for a child who has recently arrived in the UK with reference to the WHO country specific information on immunisation.</i>
SH6.C	Understand and demonstrate the responsibility to act within one's own level of competence and understanding and know when and how to seek expert advice and support.	<i>Include how you understand and use current local health protection arrangements, actively seeking expert advice and support e.g. appropriate management of health protection enquiries and cases, with reference to local consultant or national expertise as necessary.</i>
SH6.D	Document information and actions with accuracy and clarity in an appropriate timeframe.	<i>Demonstrate your ability to independently maintain accurate and contemporaneous records in relation to a range of health protection situations e.g. documentation of case notes on electronic or written case management systems (real time updating of case notes); outbreak or incident control team minutes and actions produced and disseminated in an appropriate time frame as per the outbreak plan.</i>
SH6.E	Demonstrate awareness of the main stakeholders and agencies at a local, national and international level involved in health protection and their roles and responsibilities.	<i>This is in acute and strategic health protection work, e.g. through effective participation in multiagency meetings, on strategic plans and involving the correct agencies in acute response work.</i>
SH6.F	Demonstrate an understanding of the steps involved in outbreak/incident management and	<i>Include how you significantly contributed to the health protection response on at least one occasion, e.g. active membership of an incident/outbreak control team</i>

	be able to make a significant contribution to the health protection response.	<i>including investigation and implementation of control measures; write up of outbreak report and identification and response to lessons learnt.</i>
SH6.G	Apply the principles of prevention in health protection work.	<i>Demonstrate that you are able to actively demonstrate implementation of prevention principles as part of the regular health protection response and strategic health protection planning e.g. providing opportunistic advice on vaccination during routine health protection work; ensuring schools and care homes have up to date guidance on infection prevention and control.</i>

Key Area 7 - Health and Care Public Health

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

	Show How competency	Guidance
SH7.A	Criticise and appraise service developments for their costs and impact on health and health inequalities, using health economic tools to support decision making.	<i>In appraising service developments show your application of legal and ethical principles in resource allocation; appraisal of the cost of service developments and their impact on health using routine information and bespoke data sources; use analysis to influence policy or service review/development; understand and use health economic tools to support those appraisals and inform recommendations and policy complex or contentious situations. For example: Health Impact assessment; Health Equity Audit; appraisal of a new drug or technology; development of an option appraisal for service change across whole pathways; Individual Funding Requests; clinical policies.</i>
SH7.B	Appraise, select and apply tools and techniques for improving safety, safeguarding, reliability and patient-orientation of health and care services.	<i>Demonstrate the ability to choose between appropriate tools (e.g. audit, standard setting, peer review) and identify one that suits the principal concerns. Include how you articulated priorities for quality and safety improvement, and effectively applied techniques to complex problems across a health and care system e.g. responding to a critical incident or service failure; participating in a peer review; development and implementation of a plan for improving equity of access to effective services. <u>NB The “safeguarding” element of this competency will need to be demonstrated by candidates with a preapplication approval date after November 2022. This is in line with updated competencies in line with 2022 FPH curriculum update</u></i>

SH7.C	Apply health technology assessment frameworks to inform health service policy.	<i>Demonstrate your understanding of multiple regulatory frameworks, their opportunities and limitations, and can demonstrate choice and application of a relevant framework for a complex problem e.g. appraisal of a new drug or technology or surgical intervention including calculation of population costing.</i>
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Key Area 8 – Academic public health

This area of practice focusses on the teaching of and research into public health with the aim of adding an academic perspective to all public health work.

	Show How competency	Guidance
SH8.A	Apply research methods and research rigour to address a specific public health question.	<i>Include principles of good research governance in your own or other researchers' work e.g., contribution to an Ethics submission; reflection on the use of research governance in a research study; or have conducted rigorous public health research that has been published in a peer reviewed journal(s). In general show that you consistently use academic rigour appropriately to give independent public health advice.</i>
SH8.B	Identify research priorities in collaboration with relevant partners.	<i>Demonstrate that you have identified research needs based on patient/population data and current evidence for a specific public health problem and in collaboration with relevant partners e.g., analysts, public health practitioners, academics, NHS and LA professionals. E.g., preparation of a scoping paper or protocol for research to address a problem outlining the current evidence and population level data used to identify the research and partners; substantial contribution to a grant application for external research funding.</i>
SH8.C	Turn a complex public health problem into an answerable research question.	<i>Demonstrate how you formulated questions that will allow a structured approach to retrieving and assessing evidence to inform further research about a complex public health problem. You will have made a significant contribution to the design and implementation of a study in collaboration with an academic partner. Masters/MSc research is permitted as evidence for this competency i.e., your research would not necessarily need to have been undertaken when working in Public Health; it could be from when you were studying it.</i>
SH8.D	Deliver education and training activities, including planning or commissioning or undertaking quality assurance of education and training schemes or programmes.	<i>Demonstrate how you planned, taught, evaluated, and reflected on public health education and training programmes. Include a variety of educational activities including giving a large group lecture, leading facilitation of small groups and online e-learning.</i>

Key Area 9 – Professional, personal and ethical development

This area focusses on the professional behaviours and values that underpin public health practice, as well as on the development of the skills to pursue personal and professional development through a public health specialist career.

	Show How competency	Guidance
SH9.A	Recognise and work within the limits of your professional competence.	<i>Include working within them seeking expert advice and support as necessary.</i>
SH9.B	Operate as a leader at a senior organisational level, showing understanding of impact on others, and giving effective support to colleagues within teams.	<i>Demonstrate effective leadership of teams or projects at a senior level including how you respect the skills and contributions of colleagues, communicate effectively with them, treat them fairly and maintain professional relationships.</i>
SH9.C	Use reflective practice regularly to ensure on-going professional and personal development.	<i>Show you have kept your professional knowledge and skills up to date, and participate in audit, regular appraisal and reflective learning since your preapplication.</i>
SH9.D	Work flexibly and persevere through uncertainty, additional unexpected complexity and potential or actual conflict to seek effective outcomes.	<i>Show you have assessed, communicated and understood the management of different kinds of risks, including health, financial, reputational and political risks. Demonstrate how you have handled uncertainty and the unexpected, resolving actual or potential conflict and/or challenge about differences of opinion to ensure effective outcomes.</i>

