



**FACULTY OF  
PUBLIC HEALTH**

**Faculty of Public Health  
Practitioner Masterclass Programme: 2018**

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**PROGRAMME HANDBOOK**

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## 1. Programme Overview

The Faculty of Public Health, in partnership with Health Education England Thames Valley, has developed a series of workshops to support public health practitioners and related personnel who wish to develop their professional competence and expertise.

This programme will provide 6 half day workshops to support public health personnel who are:

- Engaging with a programme of accredited CPD to further their knowledge and skills
- Seeking to address shortfalls in their knowledge and understanding about public health eg: those who have recently moved into public health from another discipline/area of work
- Considering UKPHR practitioner registration<sup>1</sup> in the next few years
- Currently working on their portfolio for UKPHR practitioner registration

These learning sessions will enable attendees in the acquisition and application of knowledge and understanding required by the UK public health practitioner standards and have been mapped to the Public Health Skills and Knowledge Framework<sup>2</sup> (PHSKF). They are suitable for people working in all sectors and for commissioning or provider roles.

### 1.1 Programme Details

The FPH accredited Practitioner Programme aims to create an environment in which practitioners can learn, or update learning, in the areas of competence described in the UK practitioner standards ie: those theoretical and technical disciplines that underpin public health practice

- provide linked learning to professional frameworks such as the UKPHR standards and PHSKF
- provide training that practitioners can be confident is at the right level to demonstrate their competence for professional registration<sup>3</sup> (ie: Level 6 of the national qualifications framework/degree level)
- enable practitioners to apply knowledge acquired during the learning process, and to reflect on the application of the knowledge, to their practice
- provide training that will generate suitable evidence for inclusion in the practitioner portfolio for assessment

This course has been designed for people practicing public health in any organisation who need to consolidate their knowledge and those preparing their portfolio for professional registration as a public health practitioner. We recognise that people in public health

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<sup>1</sup> <https://www.ukphr.org/i-want-to-apply-for-registration/practitioner/>

<sup>2</sup> <https://www.gov.uk/government/publications/public-health-skills-and-knowledge-framework-phskf>

<sup>3</sup> <http://www.ukphr.org/registration/>

careers have often come from a range of other professions and the workshops are designed to provide the theoretical knowledge to underpin good public health practice<sup>4</sup>.

The workshops have been mapped against the UKPHR Practitioner Standards<sup>5</sup> as well as the Public Health England Public Health Skills and Knowledge Framework<sup>6</sup> (PHSKF).

There is a maximum of 20 learners per session so that attendees have the opportunity to participate in the interactive discussion sessions. The workshops are suitable for people working in any of the three “pillars” of public health work areas:

Health Protection, Health Promotion and Healthcare Public Health; and the combination of learners participating in discussions helps them to understand the wider public health community and provides an opportunity for networking and deeper understanding of the wide variety of roles in this profession. To ensure people are able to access relevant aspects of the learning, the programme is modularised and candidates can attend one- or all of the sessions. Those completing at least 4 workshops will qualify to participate in an assessment of their learning to gain a Skills for Justice<sup>7</sup> Certificate of accredited training delivered by the Faculty of Public Health. Learning is pitched at Level 6 (degree level) on the QAA framework<sup>8</sup>:

The programme is explicitly linked to the UK standards for the professional registration of public health practitioners, regulated by the UK Public Health Register<sup>9</sup> (voluntary registration), which is an approved regulator under the Professional Standards Authority<sup>10</sup> (PSA). Please see Appendix A for list of standards.

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<sup>4</sup> <https://www.healthcareers.nhs.uk/about/news/good-public-health-practice>

<sup>5</sup> <http://www.ukphr.org/i-want-to-apply-for-registration/practitioner/>

<sup>6</sup> <https://www.gov.uk/government/publications/public-health-skills-and-knowledge-framework-phskf>

<sup>7</sup> <https://www.sfjuk.com/>

<sup>8</sup> <http://www.qaa.ac.uk/en>

<sup>9</sup> <https://www.ukphr.org/>

<sup>10</sup> <https://professionalstandards.org.uk/>

## 2. Workshop Outlines

<b>Workshop 1: Introduction to PH: the context and climate of practice</b>		
<i>Context – organisational, strategic, political and legislative, priorities for the UK and how the workforce is organised. Statutory requirements.</i>		
<b>Learning outcomes</b>	<b>UKPHR Practitioner standards</b>	<b>PHSKF Functions</b>
knowledge of the existing and emerging legal and ethical issues in own area of practice knowledge of the main public health policies and strategies guiding public health practice a working understanding of the different roles of organisations and agencies contributing to public health outcomes, and how they work together an understanding of the importance of proactively addressing ethical issues in an appropriate way	1a 1b 10a 10b 11cii	B1.3 B1.4 B2.4 Professional Underpinnings sections iv

<b>Workshop 2: Epidemiology, identifying needs and health intelligence</b>		
<b>Learning outcomes</b>	<b>Practitioner standards</b>	<b>PHSKF Functions</b>
an understanding of causes and patterns of ill-health, including the impact of socio-economic factors on health status of individuals and communities an understanding of how health inequalities are monitored and measured knowledge of the importance of accurate and reliable data and what factors to consider to ensure that information and data is meaningful and appropriately used different ways of communicating data for different audiences knowledge of the main terms and concepts used in promoting health and wellbeing	3e 5c 5d 6a 6b 6c	A1.1 A1.2 A1.4 A1.5

<b>Workshop 3: Accessing, appraising and applying the evidence base</b>		
<b>Learning outcomes</b>	<b>Practitioner standards</b>	<b>PHSKF Functions</b>

knowledge of different types, sources and levels of evidence	7a	A4.1
how to access sources of evidence that relate to effective interventions	7b	A4.2
how to determine what is reliable evidence	9b	A4.4
how to apply evidence to programme planning, implementation and evaluation		

<b>Workshop 4: Developing and evaluating interventions, programmes and services collaboratively and in partnerships</b>		
<i>How do we maximise on opportunities to manage public health problems and challenges? How do we manage relationships with partners and collaborators? How do we get services and interventions delivered to those who need them?</i>		
<b>Learning outcomes</b>	<b>Practitioner standards</b>	<b>PHSKF Functions</b>
an understanding of the range and application of health promotion theories	5a-e	A4.4
knowledge of the principles and stages of programme planning, implementation and evaluation	9a	B2.2
an understanding of the importance of engaging with partners through collaboration to meet needs effectively	9b	B2.4
	9c	C1.2
	11b	C4.2
	11c	Professional Underpinnings sections v

<b>Workshop 5: Public Health ethics and values and how they inform a public health approach</b>		
<i>How do we know how best to tackle these challenges? Part 2 – ethics and principles of practice</i>		
<b>Learning outcomes</b>	<b>Practitioner standards</b>	<b>PHSKF Functions</b>
a knowledge and understanding of public health ethics, and the role of values in deliberations on public health policy and practice	1a	A4.4
an awareness of the meaning and significance of professional codes of conduct/professional guidance	1b	A4.6
an appreciation of ethical concepts including justice and autonomy in relation to health inequalities and health promotion	3a	C1.1
	3c	Professional Underpinnings sections
	3d	l, ii,iii,iv
	9av	
	10c	

**Workshop 6: Understanding risk, and ways of communicating risks to health to different stakeholders**

*How do we educate and engage the public, their carers, advocates and representatives, so that they can make informed choices to manage their own health, and the health of others? What works against us?*

<b>Learning outcomes</b>	<b>Practitioner standards</b>	<b>PHSKF Functions</b>
the different approaches to the prevention of ill-health	6c	A1.2
how various health risks are communicated to the relevant groups and communities	8a 8b	A2.1 A3.1
how health messages are prepared so that they are meaningful, helpful and enabling to specific groups and communities	9d 9e 9f	A3.5 A5.3 B2.2
an understanding of the role of various media in the management of health risks	9h 12	C2.1 C2.3

### 3. Quality Assurance

The Education Committee is responsible for developing, maintaining and monitoring educational standards in the specialty, including: curriculum development and review, the standards of programme delivery and assessment (including the MFPH examinations). The Education Committee oversees various sub-committees and working groups including the Part A Examiners, Part B (OSPHE) Executive and Part A Development.

The sessions have been designed and developed by a team of collaborators including Senior Consultants and Lecturers from selected Universities. A rigorous process of piloting and evaluation has been undertaken to ensure each session meets the requirements of both learners and employers. This evaluation process is ongoing and learners are required to complete both pre and post session feedback which informs FPH of any adjustments which will be required to the programme given the changing nature of the public health workforce and tasks.

Requirements for the facilitator role are as follows:

- Recognised and valid teaching qualification / recognised teacher status
- Demonstrable grasp of level 6 (degree level) materials and attainment
- Experience in facilitating learning at this level using a range of interactive methods
- Appropriate level and currency of expertise in area being taught, including recent practice
- Evidence of own CPD in both topic area and in teaching and learning

For candidates who opt to submit work for assessment, the Skills for Justice accreditation procedures guide and support this process. Assessors are required to, as well as having the

skills and attributes listed above, be UKPHR trained and certified practitioner portfolio assessors.

## **4. Assessment**

All attendees participate in aspects of assessment, specifically base-line (self-assessment of existing knowledge) and formative (post-session self-assessment of knowledge gained) and will receive an FPH certificate of attendance.

Summative written assessment is an optional aspect of the programme and is for practitioners who would like to gain the Skills for Justice accredited certification of their study. For practitioners working towards UKPHR registration, this contributes to portfolio requirements for demonstration of knowledge of the key public health principles, terminology and skills. The detail of the different assessment formats can be found in Appendix B

### **4.1 Assessment Aims**

All students will engage with a range of relevant formative and summative assessments, clearly linked to the learning outcomes of each workshop

All assessment processes will be designed to be accessible and inclusive, and aligned with the Faculty of Public Health's Equal & Diversity Statement and all relevant equality legislation.

Formative and summative assessment will be designed to enable students to demonstrate the skills and knowledge they have acquired at workshop(s).

The feedback mechanisms in place will include guidance on how to improve performance. Assessment processes and outcomes will be designed to enhance students' personal and professional development through the acquisition of skills.

All assessment processes will be designed to embody the underlying principles of: reliability; validity; equity; timeliness; manageability; and inclusivity.



## 4.2 Assessment Process

Following attendance at 4 or more workshops, and an application from the practitioner to be considered for accreditation, the following process will be implemented.

Practitioner submits completed Assessment Task to FPH comprising of no more than 2,600 words addressing 4 of the UKPHR indicators. This work consists of 4 reflective pieces which each relate to a specific UKPHR indicator as well as a reflective overview of the learning process.



FPH allocates an assessor and the work is submitted for assessment



Within 4 weeks an assessment decision is made and the completed assessment log returned to FPH with decision



If accepted, FPH issue certificate.



If resubmission is required, candidate has 4 weeks to resubmit and the process is repeated.

**NB** A candidate can have up to three resubmissions.

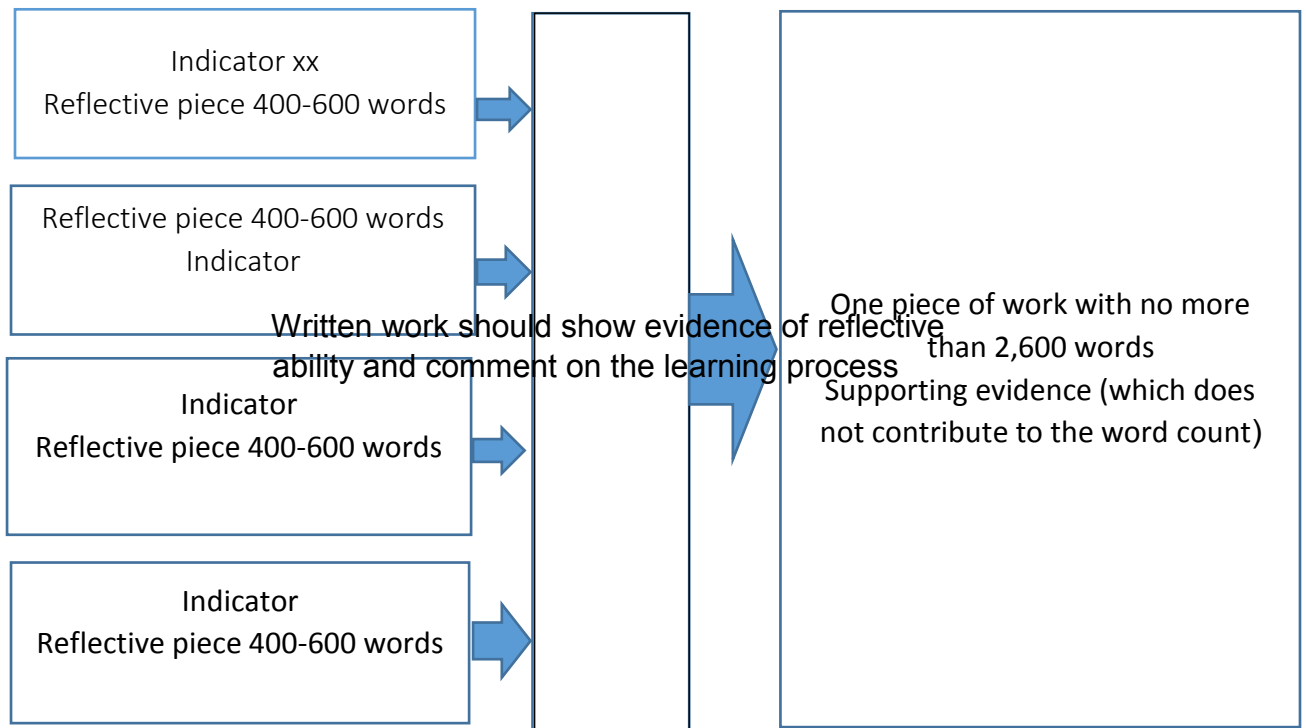
## 4.3 The Assessment Task

**“ Using current examples of your work-based activity, produce a reflective piece of how the knowledge and understanding you have acquired from the sessions, applies to your work, in relation to four of the UK public health practitioner indicators.”**

The reflection describing each indicator should be between 400 – 600 words and supported by work-based evidence of the work referenced in your account.

An additional section reflecting on your learning should also be provided, demonstrating your skills in reflective writing. The criteria for assessment will be that you have:

- identified the correct work example to illustrate the requirements of each practitioner indicator you have chosen
- talked about the relevant knowledge base and explained how this knowledge applies to specific examples of your current work
- used examples from your current work to demonstrate understanding of the indicator in a public health setting
- shown your understanding and use of a reflective writing style
- a diagrammatic view of the assessment task can be seen below



#### 4.4 Assessment Guidance

The assessment log example shown in **Appendix C** highlights the additional evidence which can be supplied with the reflective piece to evidence the work. This model of submission is equivalent to the UKPHR portfolio development requirements and will help practitioners develop their portfolio skills and understanding of evidence.

A guidance document for reflective thinking and writing can be obtained from the Faculty on request.

Assessment decisions are made for each reflective piece which relates to a specific UKPHR indicator. The indicators are listed in **Appendix A**.

To meet the requirement for the accredited certificate, a candidate must successfully demonstrate knowledge and understanding of all 4 indicators selected as well as the requirement for a reflective overview.

Assessors should be able to clearly see a reflection on the knowledge gained as well as the implications of this (understanding) in their own area of work. This should be supported by evidence they are applying this in their area of work.

The submission should be commensurate with the level 6 i.e: that the learning *'seeks and applies new techniques and processes to own performance and identifies how these might be evaluated'*.

The word count does not include the supporting evidence and each reflective piece should be 400-600 words. The final word count for the piece of work should not exceed 2,600 words.

For indicators/standards that focus particularly on knowledge in their wording, it is still a requirement to demonstrate understanding and the application of that knowledge. Evidence for all indicators/standards needs to include relevant knowledge, understanding of that knowledge and its application in practice.

The following types of evidence can be submitted:

- Written reports of practitioners' own work, either from a paid work role, or from voluntary work with other organisations
- A detailed testimonial from a manager or senior colleague who can confirm the work described is your own
- Written case studies of work by others, based on the practitioners' own analysis, observation and discussion with colleagues
- A video or DVD of your work
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Evidence can reflect competence gained in any country or setting; the evidence must be presented in the English language.

Whilst work programmes can extend over many years, it is a requirement that overall half numerically of the items of evidence submitted should be less than 2 years old.

Data Confidentiality: Applicants need to demonstrate competence in this area throughout their portfolios. None of the evidence submitted should contain personally identifiable information.

In **Appendix D** there is a suggested template which can be used for submitting work for assessment. Work needs to be submitted AS ONE Pdf document.

If you have any queries about the assessment process [educ@fph.org.uk](mailto:educ@fph.org.uk)

## 5. Commissioning the Workshops

The programme has now been commissioned by a variety of organisations and linked employers. Where funding has been an issue or the geographical area too small to guarantee filling all 20 places at each workshop organisations have chosen to offer a combination of funded and self- funded places for practitioners. Jointly funded programmes between multiple employers are also an option with the numbers of places allocated to each organisations relevant to the funding provided.

This programme has 3 options for commissioners:

1. The series of six workshops including the accredited assessment
2. The series of six workshops without the accreditation
3. Selected workshops only, with or without accreditation

The accreditation has been made optional at the request of commissioners as there is an added cost for this of approximately £120 per practitioner. Many practitioners opt to self-fund this aspect where they need a Level 6 certificate to supplement portfolio submissions.

Where possible, a venue is provided by the lead commissioner however venues can be found by FPH should they be required.

Our network of facilitators from across the UK enables these workshops to be delivered anywhere in the country. A full quotation can be provided on request.

## Appendix 'A' UKPHR Practitioner Standards

Full document can be accessed at [www.ukphr.org](http://www.ukphr.org)

### Area 1: Professional and ethical practice

1.	Recognise and address ethical dilemmas and issues - demonstrating: <ul style="list-style-type: none"> <li>a) knowledge of existing and emerging legal and ethical issues in own area of practice</li> <li>b) the proactive addressing of issues in an appropriate way (eg challenging others' unethical practice).</li> </ul>
2.	Recognise and act within the limits of own competence seeking advice when needed
3.	Act in ways that: <ul style="list-style-type: none"> <li>a) acknowledge and recognise people's expressed beliefs and preferences</li> <li>b) promote the ability of others to make informed decisions</li> <li>c) promote equality and value diversity</li> <li>d) value people as individuals</li> <li>e) acknowledge the importance of data confidentiality and disclosure, and the use of data sharing protocols</li> <li>f) are consistent with legislation, policies, governance frameworks and systems.</li> </ul>
4.	Continually develop and improve own and others' practice in public health by: <ul style="list-style-type: none"> <li>a) reflecting on own behaviour and practice and identifying where improvements should be made</li> <li>b) recognising the need for, and making use of, opportunities for personal and others' development</li> <li>c) awareness of different approaches and preferences to learning</li> <li>d) the application of evidence in improving own area of work</li> <li>e) objectively and constructively contributing to reviewing the effectiveness of own area of work.</li> </ul>

### Area 2: Technical competencies in public health practice

5.	Promote the value of health and wellbeing and the reduction of health inequalities - demonstrating: knowledge of existing and emerging legal and ethical issues in own area of practice
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	<ul style="list-style-type: none"> <li>a) how individual and population health and wellbeing differ and the possible tensions between promoting the health and wellbeing of individuals and health and wellbeing of groups</li> <li>b) knowledge of the determinants of health and their effect on populations, communities, groups and individuals</li> <li>c) knowledge of the main terms and concepts used in promoting health and wellbeing,</li> <li>d) knowledge of the nature of health inequalities and how they might be monitored</li> <li>e) awareness of how culture and experience may impact on perceptions and expectations of health and wellbeing.</li> </ul>
6.	<p>Obtain, verify, analyse and interpret data and/or information to improve the health and wellbeing outcomes of a population / community / group - demonstrating:</p> <ul style="list-style-type: none"> <li>a) knowledge of the importance of accurate and reliable data / information and the anomalies that might occur</li> <li>b) knowledge of the main terms and concepts used in epidemiology and the routinely used methods for analysing quantitative and qualitative data</li> <li>c) ability to make valid interpretations of the data and/or information and communicate these clearly to a variety of audiences</li> </ul>
7.	<p>Assess the evidence of effective interventions and services to improve health and wellbeing – demonstrating:</p> <ul style="list-style-type: none"> <li>a) knowledge of the different types, sources and levels of evidence in own area of practice and how to access and use them</li> <li>b) the appraisal of published evidence and the identification of implications for own area of work</li> </ul>
8.	<p>Identify risks to health and wellbeing, providing advice on how to prevent, ameliorate or control them - demonstrating:</p> <ul style="list-style-type: none"> <li>a) knowledge of the risks to health and wellbeing relevant to own area of work and of the varying scale of risk</li> <li>b) knowledge of the different approaches to preventing risks and how to communicate risk to different audiences.</li> </ul>

### Area 3: Application of technical competencies to public health work

9.	<p>Work collaboratively to plan and / or deliver programmes to improve health and wellbeing outcomes for populations / communities / groups / families / individuals – demonstrating:</p> <ul style="list-style-type: none"> <li>a) how the programme has been influenced by: <ul style="list-style-type: none"> <li>i. the health and wellbeing of a population</li> <li>ii. the determinants of health and wellbeing</li> <li>iii. inequalities in health and wellbeing</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>iv. the availability of resources</li> <li>v. use of an ethical framework in decision making/ priority setting.</li> </ul> <ul style="list-style-type: none"> <li>b) how evidence has been applied in the programme and influenced own work</li> <li>c) the priorities within, and the target population for, the programme</li> <li>d) how the public / populations / communities / groups / families / individuals have been supported to make informed decisions about improving their health and wellbeing</li> <li>e) awareness of the effect the media has on public perception</li> <li>f) how the health concerns and interests of individuals groups and communities have been communicated</li> <li>g) how quality and risk management principles and policies are applied.</li> <li>h) how the prevention, amelioration or control of risks has been communicated</li> </ul>
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#### Area 4: Underpinning skills

10.	<p>Support the implementation of policies and strategies to improve health and wellbeing outcomes – demonstrating:</p> <ul style="list-style-type: none"> <li>a) knowledge of the main public health policies and strategies relevant to own area of work and the organisations that are responsible for them</li> <li>b) how different policies, strategies or priorities affect own specific work and how to influence their development or implementation in own area of work</li> <li>c) critical reflection and constructive suggestions for how policies, strategies or priorities could be improved in terms of improving health and wellbeing and reducing health inequalities in own area of work</li> <li>d) the ability to prioritise and manage projects and/or services in own area of work.</li> </ul>
11.	<p>Work collaboratively with people from teams and agencies other than one’s own to improve health and wellbeing outcomes – demonstrating:</p> <ul style="list-style-type: none"> <li>a) awareness of personal impact on others</li> <li>b) constructive relationships with a range of people who contribute to population health and wellbeing</li> <li>c) awareness of: <ul style="list-style-type: none"> <li>i. principles of effective partnership working</li> <li>ii. the ways in which organisations, teams and individuals work together to improve health and wellbeing outcomes</li> <li>iii. the different forms that teams might take</li> </ul> </li> </ul>
12.	<p>Communicate effectively with a range of different people using different methods.</p>

## Appendix 'B' Assessment details

Assessment Type	Methodology	Lead responsible
Base-line assessment	Pre-session confidence scales	Workshop facilitator
Formative assessment	Post-session confidence scales and self-assessed acquisition of knowledge	Workshop facilitator
Summative Assessment (optional- for accreditation only)	Candidates who attend at least 4 of the workshops can be set an assessed task to consolidate their learning. The successful completion of this task will be recognised by the provision of a 'Certificate of Accredited Learning Professionally' endorsed by the Faculty of Public Health and externally accredited by Skills for Justice. Alternatively, candidates can just select individual workshops according to their development needs and be provided with a certificate of attendance from the FPH.	Programme coordinator with support from assessors drawn from the facilitator team
<p><b>The assessed task will be:</b></p> <p>Using current examples of your work-based activity, produce a reflective piece of how the knowledge and understanding you have acquired from the sessions, applies to your work, in relation to <b>four</b> of the UK public health practitioner indicators. The reflection describing <b>each</b> indicator should be between 400 – 600 words and supported by work-based evidence of the work referenced in your account. An additional section reflecting on your learning should also be provided, demonstrating your skills in reflective writing. The criteria for assessment will be that you have:</p> <ul style="list-style-type: none"> <li>• identified the correct work example to illustrate the requirements of each practitioner indicator you have chosen</li> <li>• talked about the relevant knowledge base and explained how this knowledge applies to specific examples of your current work</li> <li>• Used examples from your current work to demonstrate understanding of the indicator in a public health setting</li> <li>• Shown your understanding and use of a reflective writing style</li> </ul> <p><i>Assessment decisions will be given up to 4 weeks following submission and will be either "Accepted" or "Resubmission Required." Feedback will be given in either case.</i></p>		

## Appendix 'C' Assessment LOG example

Selected UKPHR Indicator	Workshop Title	Knowledge	Understanding	Supporting Evidence	Assessment decision
1a Knowledge of existing and emerging legal and ethical issues in own area of work	W5 Public health ethics and values and how they inform a public health approach	Candidate has clearly identified legal issues with regards to (eg) safeguarding and ethical issues with regards to (eg)	Candidate has shown understanding of legal and ethical issues in own area of work	Ev. 1 Testimonial from line manager Ev. 2 Report showing compliance with Safeguarding laws/procedures Ev. 3 Ppt showing how legal updates are cascade to team	Accept/Resubmit  Reason for resubmission:
<b>Reflective Overview</b>	The candidate has demonstrated a knowledge of reflective writing and has commented on their overall learning from this programme				





## Appendix 'D' Assessment template

The template below is a guide only.

Where possible, all supporting evidence should be added to the assessment and submitted as ONE pdf document.

Guidance on how to do this can be found here <https://support.office.com/en-us/article/Save-or-convert-to-PDF-D85416C5-7D77-4FD6-A216-6F4BF7C7C110>

Candidate Name	Evidence
<b>UKPHR Indicators referred to in this assignment:</b> <i>(List the indicators (at least 4) which this reflective piece will address)</i>	<i>Number and title your evidence items (Ev.1 document name)</i>
<b>Reflective Piece #1</b> <i>Insert the main body of text here addressing the theoretical knowledge you have gained from the workshop which addresses each of the indicators listed above.</i> <i>Each 400-600 word reflection should address ONE UKPHR indicator and should show the knowledge and understanding of the indicator in relation to your own area of work.</i> <i>The whole assessment should be no more than 2,600 words and should end with a brief reflection on how the learning will inform your future practice.</i>	<i>e.g. Ev. 1 Reference/testimonial from line manager</i>  <i>Ev. 2. Job description</i>
<b>Reflective Piece #2</b>	