



**FACULTY OF
PUBLIC HEALTH**

Faculty of Public Health

Practitioner Masterclass Programme: 2019

PROGRAMME HANDBOOK



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1. Programme Overview

The Faculty of Public Health, in partnership with local UKPHR practitioner schemes, 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 registration¹ 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 Framework² (PHSKF). The workshops have been mapped to both the UKPHR practitioner standards (2011) and the revised version (2018).

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 registration³ (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

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

² <https://www.gov.uk/government/publications/public-health-skills-and-knowledge-framework-phskf> ³ <http://www.ukphr.org/registration/>

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 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 practice³.

There is a maximum of 25 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 Justice⁴ Certificate of accredited training delivered by the Faculty of Public Health. Learning is pitched at Level 6 (degree level) on the QAA framework⁵

At this level of study, learners will be expected to do both pre and post-session reading to ensure that the full benefit of the workshops is gained. It is expected that for each workshop- a further 4 hours is spent on the additional reading suggested by each facilitator and this is detailed on each slide set which is sent to participants after the course.

The programme is explicitly linked to the UK standards for the professional registration of public health practitioners, regulated by the UK Public Health Register⁷ (voluntary registration), which is an approved regulator under the Professional Standards Authority⁸ (PSA). Please see Appendix for the 2011 UKPHR Practitioner Standards.

³ <https://www.healthcareers.nhs.uk/about/news/good-public-health-practice>

⁴ <https://www.ukphr.org/>

⁵ <https://professionalstandards.org.uk/>

2. Workshop Outlines

Workshop 1: Introduction to PH: the context and climate of practice			
Learning outcomes	UKPHR Standards (2011)	PHSKF Functions	UKPHR Practitioner standards (2018)
<ul style="list-style-type: none"> • 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 Prof.Under. sec: iv	1.1 1.2 5.1 6.1

Workshop 2: Epidemiology, identifying needs and health intelligence			
Learning outcomes	UKPHR Standards (2011)	PHSKF Functions	UKPHR Standards (2018)
<ul style="list-style-type: none"> • 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 ensuring 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	2.1 2.2 2.3 2.4 2.5 5.2 8.1

Workshop 3: Accessing, appraising and applying the evidence base			
Learning outcomes	UKPHR Standards (2011)	PHSKF Functions	UKPHR Standards (2018)
<ul style="list-style-type: none"> • Knowledge of different types, sources and levels of evidence • How to access sources of evidence that relate to effective interventions • How to determine what is reliable evidence • How to apply evidence to programme planning, implementation and evaluation 	7a 7b 9b	A4.1 A4.2 A4.4	3.1 3.2 7.4

Workshop 4: Developing and evaluating interventions, programmes and services collaboratively and in partnerships			
Learning outcomes	UKPHR Standards (2011)	PHSKF Functions	UKPHR Standards (2018)
<ul style="list-style-type: none"> • An understanding of the range and application of health promotion theories • Knowledge of the principles and stages of programme planning, implementation and evaluation • An understanding of the importance of engaging with partners through collaboration to meet needs effectively 	5a-e 9a 9b 9c 11b 11c	A4.4 B2.2 B2.4 C1.2 C4.2 Prof.Under Sec: v	4.1 4.2 6.2 6.3 7.1 7.4 7.5 7.6

Workshop 5: Public Health ethics and values and how they inform a public health approach			
Learning outcomes	UKPHR Standards (2011)	PHSKF Functions	UKPHR Standards (2018)

<ul style="list-style-type: none"> • Knowledge and understanding of public health ethics, and the role of values in deliberations on public health policy and practice • An awareness of the meaning and significance of professional codes of conduct/professional guidance • An appreciation of ethical concepts including justice and autonomy in relation to health inequalities and health promotion 	1a	A4.4	1.2
	1b	A4.6	1.3
	3a	C1.1	1.4
	3c	Prof.Under.	1.5
	3d	Sec: I,	1.6
	9av	ii,iii,iv	5.3
10c			

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

Learning outcomes	UKPHR Standards (2011)	PHSKF Functions	UKPHR Standards (2018)
<ul style="list-style-type: none"> • The different approaches to the prevention of ill-health • How various health risks are communicated to the relevant groups and communities • How health messages are prepared so that they are meaningful, helpful and enabling to specific groups and communities • An understanding of the role of various media in the management of health risks 	6c	A1.2	8.2
	8a	A2.1	8.3
	8b	A3.1	7.2
	9d	A3.5	7.3
	9e	A5.3	7.6
	9f	B2.2	7.7
9h	C2.1		
12	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
- 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. **The new UKPHR (2018) Standards will not be used in the assessment process. The mapping information is provided for reference only.**

Please apply to FPH for full assessment guidance should you opt to submit. There may be an additional cost educ@fph.org.uk

Appendix UKPHR Practitioner Standards (2011)

Full document can be accessed at www.ukphr.org

Area 1: Professional and ethical practice

1.	Recognise and address ethical dilemmas and issues - demonstrating: a) knowledge of existing and emerging legal and ethical issues in own area of practice b) the proactive addressing of issues in an appropriate way (eg challenging others' unethical practice).
2.	Recognise and act within the limits of own competence seeking advice when needed
3.	Act in ways that: a) acknowledge and recognise people's expressed beliefs and preferences b) promote the ability of others to make informed decisions c) promote equality and value diversity d) value people as individuals e) acknowledge the importance of data confidentiality and disclosure, and the use of data sharing protocols f) are consistent with legislation, policies, governance frameworks and systems.
4.	Continually develop and improve own and others' practice in public health by: a) reflecting on own behaviour and practice and identifying where improvements should be made b) recognising the need for, and making use of, opportunities for personal and others' development c) awareness of different approaches and preferences to learning d) the application of evidence in improving own area of work e) objectively and constructively contributing to reviewing the effectiveness of own area of work.

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
	<ul style="list-style-type: none"> 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 b) knowledge of the determinants of health and their effect on populations, communities, groups and individuals c) knowledge of the main terms and concepts used in promoting health and wellbeing, d) knowledge of the nature of health inequalities and how they might be monitored e) awareness of how culture and experience may impact on perceptions and expectations of health and wellbeing.
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"> a) knowledge of the importance of accurate and reliable data / information and the anomalies that might occur b) knowledge of the main terms and concepts used in epidemiology and the routinely used methods for analysing quantitative and qualitative data c) ability to make valid interpretations of the data and/or information and communicate these clearly to a variety of audiences
7.	<p>Assess the evidence of effective interventions and services to improve health and wellbeing – demonstrating:</p> <ul style="list-style-type: none"> a) knowledge of the different types, sources and levels of evidence in own area of practice and how to access and use them b) the appraisal of published evidence and the identification of implications for own area of work
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"> a) knowledge of the risks to health and wellbeing relevant to own area of work and of the varying scale of risk b) knowledge of the different approaches to preventing risks and how to communicate risk to different audiences.

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">a) how the programme has been influenced by:<ul style="list-style-type: none">i. the health and wellbeing of a populationii. the determinants of health and wellbeingiii. inequalities in health and wellbeingiv. the availability of resourcesv. use of an ethical framework in decision making/ priority setting.
	<ul style="list-style-type: none">b) how evidence has been applied in the programme and influenced own workc) the priorities within, and the target population for, the programmed) how the public / populations / communities / groups / families / individuals have been supported to make informed decisions about improving their health and wellbeinge) awareness of the effect the media has on public perceptionf) how the health concerns and interests of individuals groups and communities have been communicatedg) how quality and risk management principles and policies are applied.h) how the prevention, amelioration or control of risks has been communicated

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">a) knowledge of the main public health policies and strategies relevant to own area of work and the organisations that are responsible for themb) how different policies, strategies or priorities affect own specific work and how to influence their development or implementation in own area of workc) 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 workd) the ability to prioritise and manage projects and/or services in own area of work.
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">a) awareness of personal impact on othersb) constructive relationships with a range of people who contribute to population health and wellbeingc) awareness of:<ul style="list-style-type: none">i. principles of effective partnership workingii. the ways in which organisations, teams and individuals work together to improve health and wellbeing outcomesiii. the different forms that teams might take
12.	<p>Communicate effectively with a range of different people using different methods.</p>

The new UKPHR (2018) Standards will not yet be used in the assessment process. The mapping information is provided for reference only.