

- 50 Years -



**FACULTY OF
PUBLIC HEALTH**

1972 - 2022

**The Public Health Practitioners Accredited Programme
Handbook**

Summer 2022

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Introduction

The Faculty of Public Health (FPH), in partnership with regional 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 six 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 develop their knowledge and understanding about public health for example, those who have recently moved into public health from another discipline/area of work.
- Considering UKPHR practitioner registration¹ in the next few years¹.
- Currently working on their portfolio for UKPHR practitioner registration.

The workshops will support attendees in the acquisition and application of knowledge and understanding required by the UK public health practitioner standards 2018 (2nd edition). These standards have been mapped to the Public Health Skills and Knowledge Framework ²(PHSKF) and are suitable for people working in all sectors and for commissioning or provider roles.

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.

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 UKPHR practitioner standards, the theoretical and technical disciplines that underpin public health practice.

It will also:

- Provide linked learning to professional frameworks such as the UKPHR standards and PHSKF;
- Enable practitioners to apply knowledge acquired during the learning process, and to reflect on the application of the knowledge, to their practice; and
- Provide training that will generate suitable evidence of underpinning knowledge for inclusion in the practitioner portfolio for registration and provides 5 CPD⁴ credits 4 per workshop

There is a maximum of 25 learners per session so that attendees have the opportunity to participate in the interactive discussion sessions. To ensure people can access relevant aspects of the learning, the programme is modularised, and candidates can attend one or all of the sessions. Those completing at least four workshops will qualify to participate in an assessment of their learning to gain a FPH certificate of accredited training, provided by the Faculty of Public Health.

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

⁴ <https://www.fph.org.uk/professional-development/cpd/>

At this level of study, learners will be expected to do both pre and post-session reading to maximise the learning from the workshops. It is expected that for each workshop a further four hours is spent on the additional reading suggested by the facilitators during the workshop. This is essential for those seeking accreditation of their learning.

Workshop details

Workshop 1: Introduction to public health; the context and climate of practice

Indicative content

- A brief history of public health and the main organisations in the UK
- The public health function: three domains of practice
- Individual vs population health
- How risks to health and wellbeing are identified, prevented or controlled
- The wider determinants of health and an introduction to health inequality
- The policy and strategy context

Learning outcomes

- Understand the organisation of public health functions and the key organisations in the UK
- Understand the main policies and strategies relevant to public health
- Recognise the opportunities for influencing policy and strategy
- Recognise the main risks to health and know how these are identified, prevented and controlled
- Be able to confidently discuss inequalities in health and the wider determinants of health

UKPHR Standards

4.1, 4.2, 5.1, 5.2, 5.3

PHSKF functions (PHE, 2016)

A2.2, A2.3, A2.4, A3.1, A3.5, B1.1, B1.3, B1.5

Workshop 2: Professional skills for public health; ethical practice and communication

Indicative content

- Skills for the public sector; legal and practice requirements
- Ethical practice and the challenges we face when allocating resources
- Developing your own practice and supporting the development of others
- Communication for public health and the barriers to effective communication
- The media

Learning outcomes

- Understand the contribution of the media and how to maximise its benefits
- Understand the basic professional skills required for good public health practice
- Identify ethical challenges and how these are overcome
- Develop skills to support the practice of others
- Know the importance of and key requirements for good communication
- Understand the contribution of the media and how to maximise its benefits

UKPHR Standards

1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 8.1, 8.2, 8.3

PHSKF functions (PHE, 2016)

Professional underpinnings: Work within ethical and professional boundaries while promoting population health and wellbeing, and addressing health inequalities

Workshop 3: Introduction to epidemiology: using information for health

Indicative content

- An introduction to epidemiology
- An overview of surveillance for communicable and non-communicable diseases
- Identifying and monitoring health inequalities
- Types, sources and levels of data
- Analysing and interpreting data using qualitative and quantitative methods
- Presenting public health data to different audiences

UKPHR Standards
2.1, 2.2, 2.3, 2.4, 2.5, 2.6

Learning outcomes

- Be confident in understanding and using the key epidemiological terms
- Understand surveillance methods for both communicable and non-communicable diseases
- Understand how health inequalities are identified and monitored
- Understand the different types, sources, and levels of data
- Be able to discuss the differences and uses of qualitative and quantitative data
- Know how to present data to different audiences

PHSKF functions (PHE, 2016)
A1.1, A1.2, A1.4

Workshop 4: Evidence based practice to reduce health inequalities

Indicative content

- Evidence sources and the hierarchy of evidence
- Wider public health, understanding and using evidence from non-health partners
- An introduction to research skills
- Using evidence-based practice to plan and deliver public health outcomes
- An introduction to health economics and the effective use of resources
- CASP critical appraisal skills
- Publishing your work

UKPHR Standards
3.1, 3.2

Learning outcomes

- Understand the difference between types of evidence and the evidence hierarchy
- Recognise the value of different types of evidence (including from non-health partners)
- Understand the concept and application of evidence-based practice
- An introduction to research skills
- Recognise and use frameworks to ensure the effective use of resources
- Use critical appraisal frameworks

PHSKF functions (PHE, 2016)
A4.1, A4.4, A4.5

Workshop 5: Designing, delivering and evaluating public health interventions

Indicative content

- Project and programme management skills for public health
- Understanding and involving stakeholders - including the target audience
- Programme risk, economic and political climates
- Quality assurance and reporting methods
- Evaluation of public health projects and programmes

Learning outcomes

- Learn and apply a recognised project or programme management framework to deliver public health outcomes
- Understand the stakeholders and how to engage effectively with them
- Recognise programme risks and know how to use a risk matrix
- Understand the importance of evaluation
- Be able to evaluate effectively

UKPHR Standards

7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7

PHSKF functions (PHE, 2016)

A4.1, A4.4, A.4.5

Workshop 6: Working collaboratively to deliver the public health function in a changing political and economic climate

Indicative content

- How organisations, teams and individuals work together - the collaborative advantage
- Working in a team, an introduction to team theory
- Understanding the local environment, stakeholder analysis, powerbases and politics
- Working in a complex partnership environment
- Developing your leadership skills and overseeing multi-disciplinary projects

Learning outcomes

- Understand the basic concepts and terms used in partnership working, leadership, management and team theory
- Recognise the opportunities and challenges of working collaboratively
- Understand your local environment, influencing and advocacy for public health
- Evaluate your own professional impact and identify areas for development

UKPHR Standards

6.1, 6.2, 6.3

PHSKF functions

B1.3, B2.1, B2.2, B2.3, B2.4, C1.1, C1.2

Internal Quality Assurance for the delivery of the workshops

The Faculty of Public Health Education Committee is responsible for developing, maintaining and monitoring educational standards, including curriculum development and review, and the standards of programme delivery and assessment (including the MFPH examination).

These sessions have been designed and developed by a team of collaborators including senior consultants in public health from local authority settings and lecturers from selected universities. They were reviewed in 2019 to better align with the revised UPKHR standards. A rigorous process of piloting and evaluation has been undertaken to ensure each session meets the requirements of both learners and employers.

The evaluation process is ongoing, and includes feedback via an online survey, which informs FPH of any adjustments which will be required for the programme, given the changing nature of the public health workforce and tasks. When changes to the programme are made, we evaluate the changes for a minimum of one year.

The optional FPH assessment is subject to strict IQA processes and overseen by the Faculty IQA Lead. More information on the process can be found in the Assessment section of this handbook.

Introduction to the Assessment

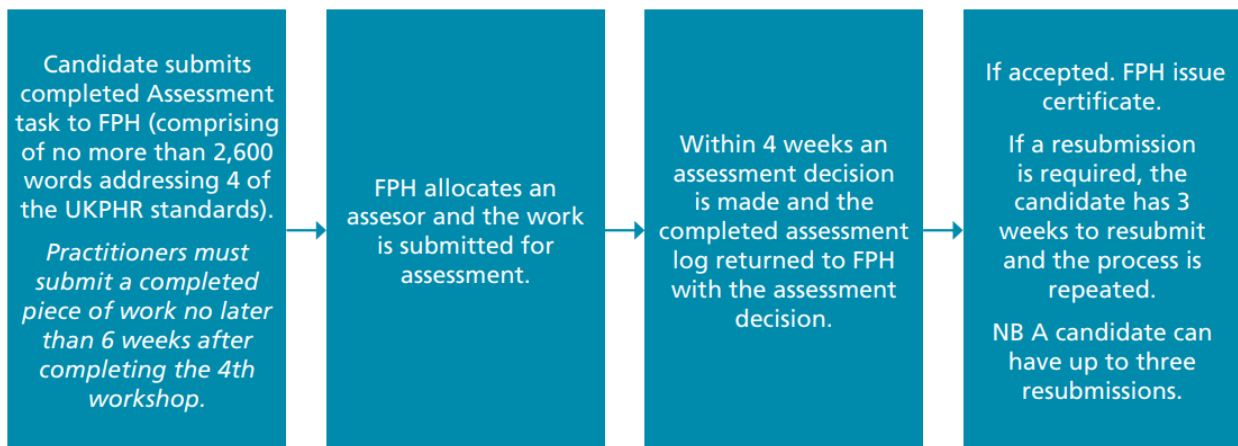
Submission of a summative written assessment is an optional aspect of the programme and is for practitioners who would like to gain an accredited certification at the required level for UKPHR Practitioner Registration. For practitioners working towards UKPHR registration, this contributes to portfolio requirements for the demonstration of underpinning knowledge of the public health standards.

At the Faculty of Public Health (FPH), the Accredited Practitioner Programme has undergone a robust quality assurance process for delivery, assessment and verification, and our learners can gain a nationally recognised qualification on completion of the summative assessment task.

Learners should contact FPH at educ@fph.org.uk in the first instance to check whether the cost will be covered by a local scheme or directly payable by the individual. The requirements for submitting work for assessment are set out below.

The Assessment Process

Following attendance at 4 or more workshops, and an application from the practitioner to be considered for accreditation, the process and task is shown below



The Assessment Task

“For four of the UKPHR standards (see Appendix A) produce a reflective account of your underpinning knowledge and understanding (referring to theory and relevant models and processes) and relate this to an aspect of your work.”

Each account should be between 400 – 600 words. An additional section reflecting on your learning should also be provided, demonstrating your skills in reflective writing (maximum words 200). Total word count maximum 2,600.

The criteria for assessment will be that you have, for each standard:

- Shown knowledge and understanding of the relevant knowledge base for the chosen UKPHR standard.
- Explained how this knowledge applies to a specific example of your current work (for each standard).
- Demonstrated your skills in reflective writing.

Assessment Guidance

To meet the requirements for accreditation, a candidate must successfully demonstrate knowledge and understanding of all four of the standards selected as well as the requirement for a reflective overview.

The process outlined above can be repeated up to 3 times Please (see Appendix A) for the UKPHR practitioner's standards and the accompanying guidance and read this carefully before attempting the task.

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.

In meeting the requirements, candidates are expected to:

- Identify the source of their knowledge (i.e. which workshop).
- Reflect on the knowledge gained (referring to theory and relevant models and processes) and explain how the knowledge applies to their chosen work example(s).
- Demonstrate their understanding, using examples from their work.
- Provide supporting evidence that corroborates the application of knowledge and understanding in practice. This evidence must situate the candidate in the work. i.e. have their name on or have something that verifies their involvement.

Please see Appendix B for the Submission Template.

Work should be submitted in one document. The submission should be commensurate with Ofqual 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 Assessment log in Appendix D is completed by the assessor. The example in the log illustrates the additional evidence which must be supplied with the assessment task to evidence how the candidate has applied their knowledge within their work.

The following types of evidence can be submitted:

- Written reports, presentations or email trails 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 (authenticity check).
- Written case studies of work by others, based on the practitioners' own analysis, observation, and discussion with colleagues.
All evidence must be presented in the English language.
- None of the evidence submitted should contain personally identifiable information and should comply with the UKPHR Supporting Information for public health practitioner registration guidance (UKPHR, 2020 page 19).

- Data Confidentiality: Applicants need to demonstrate competence in this area throughout their submission. For more information on one insuring Data Confidentiality please refer to “Guidance for Applicants, Assessors and Verifier Public Health Practitioner Registration”⁵ document.

A guidance document for reflective thinking and writing can be found here:

<https://www.fph.org.uk/media/1283/fph-tips-on-writing-effective-reflective-notes.pdf>

Addressing a resubmission

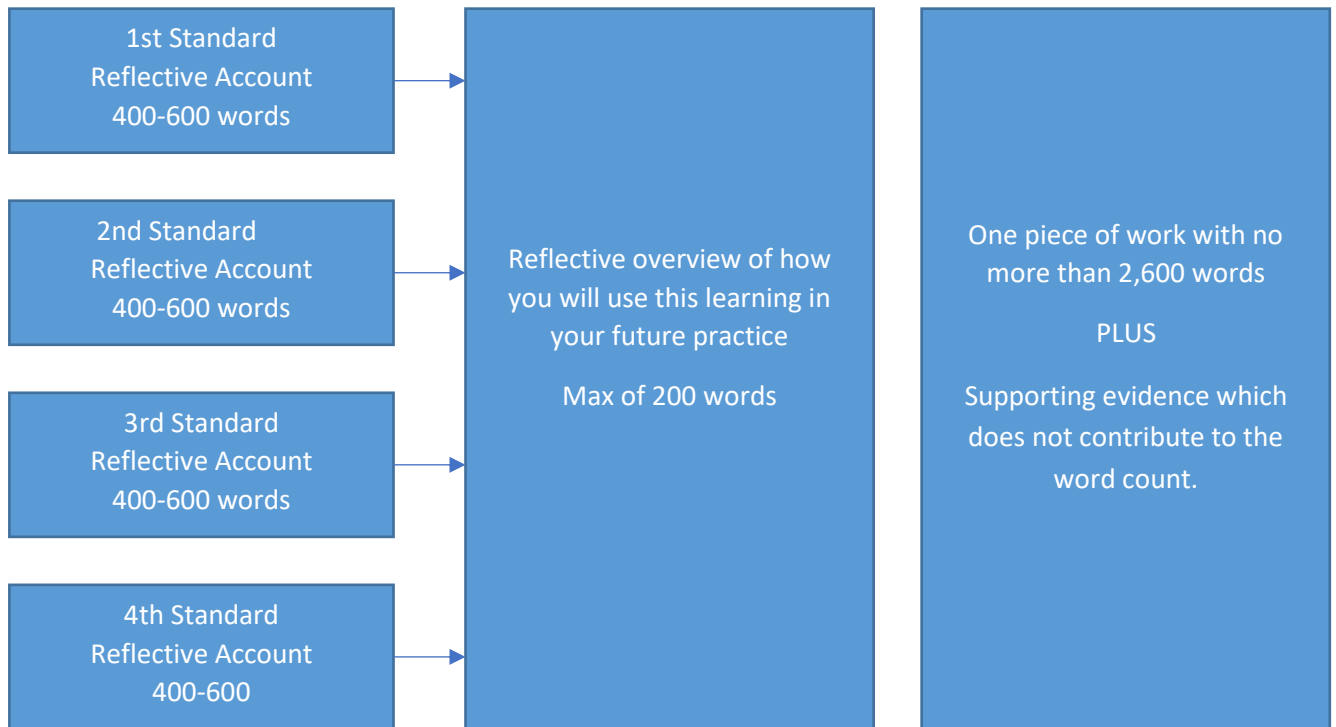
1. Carefully read the assessor comments on the assessment log in order to understand what was missing from the initial submission.
2. Update the original submission by doing the following:
 - Update the submission so that is clear to the assessor what additions/changes have been made by highlighting the text. This may include adding additional narrative and or signposting new or replacement evidence.
 - Choose additional evidence (if required) signposting what this evidence demonstrates from the submission and numbering and labelling the evidence in the appropriate box on the template.
 - Add a header to the resubmission titled “Resubmission (insert date)”.
 - Save the resubmission with all the evidence as one document ready to resubmit.
3. Resubmissions should be made within 3 weeks of receiving the outcome of the assessment.
4. In the event of further requests for resubmission the process outlined above can be repeated twice more (up to 3 times in total).

⁵ <https://www.ukphr.org/wp-content/uploads/2014/08/UKPHR-Framework-and-Guidance-for-Applicants-Assessors-Verifiers.pdf>, 3.3, page 15

UKPHR Practitioner Registration

For candidates who are working towards Practitioner registration with the UKPHR, successful accreditation through this process can be used to evidence the knowledge component of the 4 standards submitted.

(The FPH certificate can be used as the objective evidence that the practitioner has the underpinning knowledge of the four standards accredited).



Internal Quality Assurance Processes for accreditation

IQA is a process of measuring the quality of the assessment process for the Public Health Practitioner Accredited programme. The aim is to provide confirmation that the assessment process meets the requirements for the underpinning knowledge and understanding of the selected UKPHR standards. IQA is not a reassessment of the assessment task, it is completed by sampling the submission and accompanying evidence for one standard from each application to assure that the assessment process has been undertaken appropriately.

An IQA will be undertaken twice a year (July and January) All applications submitted in the last 6 months will be scrutinised using the following principles:

Confirmation that the assessment log has been fully completed by the assessor, i.e. for each standard:

1. evidence is cited
2. the process of assessment is clear
3. whether resubmissions were required, for what reason, and when;
4. the date each standard was agreed as met is given

Undertake a brief review of the submission and evidence for one standard.

The results of the IQA and recommendations will be shared with the Education and Training Manager and the Assessor.

For candidates who opt to submit work for assessment, the FPH 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.

IQA Lead – Director of Training – Faculty of Public Health

FPH requires a high level of expertise from our facilitators and assessors to ensure the quality of the programme. Requirements for the facilitator/assessor 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.

Frequently Asked Questions

1. Is FPH Accreditation right for me?

Anyone who has attended the FPH workshops and who does not already hold a formal qualification in Public Health may wish to consider gaining accreditation.

It is particularly useful for those either working towards gaining UKPHR practitioner registration or considering doing so in the future.

This is because the FPH accreditation can be used to demonstrate objective evidence of the knowledge element of four of the UKPHR standards within a practitioner's portfolio.

2. When I would need to submit the assessment by?

You are required to submit the assessment task within 6 weeks after completing the 4th workshop of your choice. This means that if you choose to submit your piece of work from the following workshops 1,2,3 and 6 you will be required to submit your piece of work 6 weeks after completing workshop 6.

3. Is it possible to get an extension to this submission deadline?

Yes – late submission due to COVID-19 related delays may be grounds for requesting a later deadline. Please contact educ@fph.org.uk to discuss your options.

4. Do I have to pay for the assessment?

Some UKPHR practitioner programmes are covering the costs of this optional aspect of the programme. The funding is available to practitioners who are enrolled on the UKPHR programme only. Please check with your programme coordinator.

If you are required to cover the costs of this service separately, you will be asked to pay £110.00 prior to submission.

You can pay by contacting our Finance department on 020 36961465.

Assessment Documentation

5. Is there any restriction on which standards I can use in my submission?

You can choose any 4 standards from the 34. It is recommended that you choose ones that you do not have alternative evidence of knowledge for.

Please note that the 34 standards are spread over 8 areas of practice and you need to choose just 4 standards not whole areas of practice.

6. Is there any reason why I can't pick standards that were all covered on a single workshop?

It is recommended you choose your 4 standards from at least 2 different workshops.

7. Is there an expectation that the submission is made in a particular format?

Yes. Please use the template B from this handbook and follow all the guidance including:

- Putting your name on the submission.

- Making your submission as one document.
- Adhering to the maximum wordcount.
- Converting it to a PDF document prior to submission.

8. How much evidence is required to meet the requirements

- Aim to use the minimum amount of evidence to satisfy the requirements. 1-2 pieces per standard is usually sufficient.
- See the checklist below for more guidance on evidence.

Using this certification within the UKPHR Practitioner Portfolio

9. Once I have the FPH accreditation how do I use this in my portfolio?

For the 4 standards that have been accredited you can signpost and submit the FPH certificate within the appropriate commentary, as objective evidence of your knowledge.

Checklist for Candidates

This checklist has been designed to assist candidates in preparing a submission. Read this in conjunction with the criteria for assessment in the Assessment task section on page 9 of this handbook and the Submission Template (See Appendix B).

<u>Considering seeking accreditation</u>	Tick each item
1. Have you attended at least 4 of the FPH workshops?	
2. Are you working in a Public Health role with autonomy? (Managed rather than supervised). This can be in a voluntary, community or social enterprise or in a paid Public Health role	
If you ticked questions 1 & 2 you are ready to move on.	
3. Have you chosen 4 of the 34 standards to base your submission on?	
4. Have you carefully read the relevant standards with guidance Appendix A for details of the requirement for each standard?	
<p>5. Are you clear about the requirement to:</p> <p>a) Demonstrate your knowledge and understanding for each of the 4 standards separately.</p> <p>Carefully read the relevant standards with guidance Appx A for details of the requirement for each standard.</p> <p><i>Tip: Stay focused on the standard you are addressing.</i></p> <p>b) Identify the source of your knowledge i.e. explain which workshop and additional reading addressed this standard.</p> <p>c) Reflect on the knowledge gained and explain your underpinning knowledge referring to relevant models and theory.</p> <p><i>Tip: In reflecting on the knowledge gained from the workshop and additional reading, you are expected to refer to theory/ models / approaches that underpin the standard you are focusing on.</i></p> <p>d) Demonstrate how you have applied underpinning knowledge and understanding, using an example from your work.</p> <p>e) Provide supporting evidence that corroborates the application of knowledge and understanding in practice.</p> <ul style="list-style-type: none"> • This evidence must situate you in it. i.e. have your name on or have something that verifies your involvement. • If a piece of evidence is longer than 1 page, signpost the relevant page numbers. • Use the minimum amount of evidence to satisfy the requirements. 1-2 pieces per standard. <p><i>Tip: pick an example where you can demonstrate that you have used knowledge and understanding of this standard and describe how you did this. Choose 1 - 2 pieces of evidence that demonstrate your</i></p>	

involvement and signpost this evidence. This could be a report you have written, a detailed testimonial confirming what you did, or an alternative piece of evidence.	
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<u>Before Making your Submission</u>	
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6. Have you located the Submission Template (Appendix B) that you must use to submit your work?	
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7. Are you clear what you to include in the reflective overview?	
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<i>Tip: The expectation is that you provide a short reflective overview (maximum 200 words) that provides an overview of the reflections on your learning from the workshops and how you intend to embed this knowledge and understanding into your future practice.</i>	
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<u>Once you have addressed all the requirements, follow this final checklist:</u>	
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8. Have you put your name on your submission and dated it?	
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9. Does your submission meet the maximum wordcount (2600 words for the whole submission including the reflective overview, excluding the evidence)?	
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10. Have you organised your submission as one document? You can do this by embedding the evidence into the template or attaching the evidence as appendices and saving as a PDF	
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11. Have you checked to ensure you have not included any personally identifiable information or information that could be considered commercially sensitive?	
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<i>Tip: If you refer to others use role titles rather than names?</i>	
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Please note there is no need to attach certificates of attendance at the FPH workshops.	
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Please do not use hyperlinks in your submission.	
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If you receive one or more resubmissions following assessment you must, within 3 weeks of receiving the outcome of your assessment:	
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A) Carefully read the assessment log to understand why you have received a resubmission	
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B) update your original submission highlighting the text to make your changes/additions clear to the assessor	
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C) Remove any evidence that is no longer required and add in any new evidence to satisfy the resubmission requirement	
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D) Update the title of your submission to "Resubmission of assessment task (insert date)"	
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E) Submit the updated document as a PDF document	
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Appendix A: UKPHR Practitioners Standards with the relevant guidance for each standard (Excerpt from UKPHR supporting information for practitioners 2022, pages 12-18)

1. Practicing professionally, ethically and legally		
TD No	The standards	The guidance related to addressing the knowledge and understanding elements of each standard
1.1	Comply with statutory legislation and practice requirements in your area of work.	'Practice requirements' includes professional and organisational requirements.
1.2	Use an ethical approach in your area of work, identifying ethical dilemmas or issues arising and how you address them.	You should outline the approach you have used; if a specific ethical framework is used in your area of work, this should be referenced.
1.3	Act in ways that promote equality and diversity.	You should distinguish between equality and diversity and demonstrate both. You should demonstrate knowledge of the individual characteristics that are relevant in this context.
1.4	Act in ways that value people as individuals.	The knowledge for this standard may be similar to that used for standard 1.3 and standard 1.5, but its focus will be in relation to individuals, rather than a population group.
1.5	Act in ways that recognise people's expressed beliefs and preferences.	The knowledge for this standard may be similar to that used for standard 1.3 and standard 1.4, but its focus is about eliciting people's expressed beliefs and preferences. You may not agree with the beliefs and preferences expressed, but you should demonstrate how they were recognised in your work.
1.6	Act within the limits of your competence, seeking advice when needed.	Advice can be sought from any trusted source, whether an individual or an organisation, written or verbal. Explain why your chosen source is appropriate/legitimate.
1.7	Continually develop own practice by reflecting on your behaviour and role, identifying where you could make improvements.	We consider Continuing Professional Development (CPD) to be an essential element of registration. You should demonstrate a systematic approach to learning and development. Include material related to different approaches to learning and the way you take these into account.
1.8	Contribute to the development and improvement of others' public health practice.	You should include material related to different approaches to supporting the learning of others and the way you take these into account.

2. Using public health information to influence population health and wellbeing

Where the terms 'data' and 'information' are used in the standards, the following should be noted. Data are facts or figures, which need 'cleaning' and 'processing' to be useful. When data are processed, interpreted, organised, structured or presented to make them meaningful or useful, they become information.

TD No	The standards	The guidance related to addressing the knowledge and understanding elements of each standard
2.1	Identify data and information requirements to deliver the public health function demonstrating use of epidemiological terms and concepts.	Epidemiological terms and concepts include incidence, prevalence, measures of risk, health status, mortality/morbidity rates. You should outline your knowledge of data sources and especially those relevant to your area of work. You are not expected to demonstrate use of all the epidemiological terms and concepts but use of more than one is expected.
2.2	Manage data and information in compliance with policy and protocol, demonstrating awareness of data confidentiality and disclosure.	Knowledge evidence must include data confidentiality and disclosure.

2.3	Obtain, verify and organise data and information, showing awareness of potential data anomalies.	<p>The knowledge should include basic public health data sources, the significance and reliability of data and what data anomalies may be encountered i.e. the standard requires an awareness of the validity of data and its limitations.</p> <p>The data and information can be from either primary or secondary sources, but you should demonstrate knowledge of how it was verified, and your own use of the data and information should be outlined.</p>
2.4	Demonstrate how health inequalities are identified and monitored.	<p>The knowledge underpinning this standard must address the identification and subsequent monitoring of health inequalities in your area of work.</p>
2.5	Interpret and present information using appropriate analytical methods for quantitative data.	<p>Quantitative data analysis is the process of presenting and interpreting numerical data, using statistics. You would be expected to have knowledge of basic statistical terms, including median, mean, mode, range, variance, simple tests of differences between groups or populations, calculation of population rates and confidence intervals.</p> <p>You should include the context in which the information is being used; how you interpreted the information and where and to whom you presented it. You should demonstrate knowledge of more than one analytical method and the criteria for when they are used. Explain why the method(s) you used were chosen. The analysis need not be complex.</p>
2.6	Interpret and present information using appropriate analytical methods for qualitative data.	<p>Qualitative data analysis is the process of analysing data collected in a non-numeric form. You should include the context in which the information is being used; how you interpreted the information and where and to whom you presented it. You should demonstrate knowledge of more than one analytical method and criteria for when they are used. Explain why the method(s) you used were chosen. The analysis need not be complex.</p>

3. Assessing the evidence for public health interventions and services

TD No	The standards	The guidance related to addressing the knowledge and understanding elements of each standard
3.1	Access and appraise appropriate evidence of effectiveness for public health interventions or services.	Knowledge of different sources, types and levels of evidence and systematic appraisal methodology is needed for this standard. An awareness of the limitations of evidence should be demonstrated.
3.2	Apply evidence to plan delivery of effective public health interventions or services.	Knowledge of the information needed to determine whether an intervention is effective is required for this standard. Explain how you knew the evidence was likely to achieve the desired result and how the evidence was used in the planning of the delivery of the intervention.

4. Protecting the public from health risks while addressing differences in risk exposure and outcome

TD No	The standards	The guidance related to addressing the knowledge and understanding elements of each standard
4.1	Demonstrate how risks to health and wellbeing are identified, prevented or controlled.	Knowledge of all three elements (identification, prevention and control) is needed, but only one needs to be applied to your practice. You are expected to include the varying scale of risk and different types of risk.
4.2	Demonstrate how individual and population health differ and describe the possible tensions which may arise when promoting health and wellbeing.	You should describe the difference between individual and population health and how these can lead to tensions. In showing how you have used this knowledge in practice choose one tension, which arose in your work, and how you dealt with it.

5. Designing, delivering and evaluating public health interventions

TD No	The standards	The guidance related to addressing the knowledge and understanding elements of each standard
5.1	Support the implementation of policies or strategies to improve health and wellbeing and reduce health inequalities.	This standard requires knowledge and understanding of at least one national, regional or local strategy linked to the causes of poor health and inequalities, which has been implemented in your area of work. You do not need to have led the implementation, but you should outline the nature of your involvement. Policy or strategy documents can be referenced, but they are not evidence (unless you have produced them).
5.2	Demonstrate how your work is influenced by an understanding of the impact of the wider determinants of health.	Determinants of health are the personal, social, economic and environmental factors, which determine the health status of a person or community. It is important to link the wider determinants to the way they impact on health and inequalities and identify ways your work addresses them.
5.3	Critically reflect on and make suggestions for how public health policies or strategies could be improved.	Your reflection and subsequent suggestions should be informed by objective analysis. Your suggestions do not need to have been implemented, but they should have been shared with other professionals. You do not need to have contributed to the development of policy or strategy to demonstrate this standard.

6. Collaborating across organisations and boundaries to deliver the public health function

TD No	The standards	The guidance related to addressing the knowledge and understanding elements of each standard
6.1	Show how organisations, teams and individuals work in partnership to deliver the public health function.	This standard requires knowledge of the principles of partnership working and how they have been applied in your area of work. The nature of the partnership will depend on your area of work and should be clearly defined. The contribution of the partnership to the public health function should also be clear.
6.2	Demonstrate how you work collaboratively with other organisations to improve public health.	The focus of this standard is on the specifics of your own collaborative approach when working across organisational boundaries. The organisations concerned should be defined.
6.3	Reflect on your personal impact on relationships with people from other teams or organisations when working collaboratively.	This standard focuses on your personal impact on individual relationships when working with others from different teams or organisations. The impact can be either positive or negative or both. If your personal impact was negative, you should include reflection on why this was the case and what you would do differently in future. Your impact should be linked to the outcome of the partnership work concerned.

7. Planning, implementing and evaluating public health programmes and projects

A public health intervention can include programmes, projects or services. You do not need to lead the work, but you should outline your contribution.

TD No	The standards	The guidance related to addressing the knowledge and understanding elements of each standard
7.1	Describe how you have planned a public health intervention to improve health and wellbeing, demonstrating terms and concepts used to promote health and wellbeing.	Terms and concepts used to promote health and wellbeing include behaviour change, community engagement, health improvement, empowerment, hierarchy of prevention, social capital and social marketing. If others are relevant to your area of work, you should include these. Your knowledge should include models for promoting health and wellbeing. In explaining how you have applied your knowledge you should refer to at least one of these models and explain why this model was chosen. Your evidence will draw from the terms and concepts which are relevant to your area of practice.
7.2	Demonstrate how the culture and experience of the target population may impact on their perceptions and expectations of health and wellbeing.	Your underpinning knowledge should include a range of characteristics which give rise to cultural differences between groups and populations and how these impact on their perceptions and expectations. You should define your own target population and be specific about the aspects of culture and experience, which are relevant to your work.
7.3	Show how the target population were involved in intervention planning or delivery and have been supported to make informed decisions about improving their health and wellbeing.	You should define the target population and demonstrate knowledge of both how and why they can be involved in planning and ways of supporting their ability to make informed decisions.
7.4	Evaluate a public health intervention, reporting on its effect and making suggestions for improvement.	You need to demonstrate knowledge of evaluation principles and frameworks. By evaluation we mean a process that attempts to determine systematically and objectively the relevance, effectiveness and impact of activities in the light of their objectives. You should outline which evaluation approach or framework you have used in your own work. Suggestions for improvement need not have been implemented but should have been discussed with other professionals.
7.5	Demonstrate project management skills in planning or implementing a public health intervention.	Knowledge of general project management principles is required.

7. Planning, implementing and evaluating public health programmes and projects (continued)

A public health intervention can include programmes, projects or services. You do not need to lead the work, but you should outline your contribution.

TD No	The standards	The guidance related to addressing the knowledge and understanding elements of each standard
7.6	Demonstrate how quality assurance principles or policies are applied when planning or implementing a public health intervention.	Knowledge of general quality assurance principles and any policies relevant to your area of work is required.
7.7	Demonstrate how risk management principles or policies are applied when planning or implementing a public health intervention.	Knowledge of general risk management principles and any policies relevant to your area of work is required.

8. Communicating with others to improve health outcomes and reduce health inequalities

TD No	The standards	The guidance related to addressing the knowledge and understanding elements of each standard
8.1	Communicate public health information clearly to a variety of audiences.	Your knowledge for this standard should include the needs of those with different language needs, levels of educational attainment or professional knowledge, or those with sensory or learning impairments, although the way you demonstrate applying this in practice need not address these groups. Awareness of different communication methods should also be demonstrated. When demonstrating how you have applied this in practice you must demonstrate consideration of the type of information or method of communication chosen. Your rationale for choosing the specific information or method should be given. The audience should be defined clearly. You should also indicate how you attempted to understand how the message had been received.
8.2	Communicate the health concerns and interests of local people to influence service provision.	Service provision includes delivery of a public health programme or intervention; this includes healthcare interventions or services. The term 'local people' refers to any group of people affected by the service provision and you should define the nature of the group concerned. The intention of this standard is that the people concerned should be members of the public. How they have been listened to and how their concerns and interests have been represented should be made clear.
8.3	Demonstrate awareness of the effect the media can have on public perception of health and wellbeing.	Your knowledge should include the different effects the media can have. In demonstrating how you have applied this in practice you should show consideration of at least one of these effects and how this was dealt with, whether proactively, reactively or both.

Appendix B: Submission Template

All candidates must use this Submission Template to submit their work. Completed assessments should be submitted to educ@fph.org.uk

Please read the following carefully guidance before submitting:

- Candidates should refer to assessment guidance on pages 9 - 11, the candidate checklist on pages 17-18 and Appendix A for further information about the requirement for each standard.
- All supporting evidence should be added to this submission template and this should be converted into **one** PDF document prior to submission. **Evidence submitted in other formats OR as multiple documents will not be accepted.**
 - Guidance on how to convert your documents to PDF can be found here: <https://support.office.com/en-us/article/Save-or-convert-to-PDF-D85416C5-7D77-4FD6-A216-6F4BF7C7C110>.
- Allow 400-600 words for each standard, plus up to 200 additional words for the reflective overview. The maximum wordcount for the whole submission is 2600 words (excluding supporting evidence). **Submissions that exceed this word count will not be accepted.**
- **Please ensure that all personally identifiable information has been redacted from your submission.**

UKPHR Standards referred to in this assignment:

List the 4 UKPHR standards which this submission will address. These must be ones which you learned about in one of the Workshops attended.

You are required to:

- Identify the source of your knowledge i.e. which workshop.
- Reflect on the knowledge gained and explain your underpinning knowledge referring to relevant models and theory.
- Demonstrate how you have applied underpinning knowledge and understanding, using an example from your work.
- Provide supporting evidence that corroborates the application of knowledge and understanding in practice. This evidence must situate you in it. i.e. have your name on or have something that verifies your involvement. If a piece of evidence is longer than 1 page, signpost the relevant page numbers. Use the minimum amount of evidence to satisfy the requirements. 1-3 pieces per standard.

Evidence Formatting

Number and title your evidence items in the following format: Ev.1 document name e.g. Ev. 1 Testimonial from line manager, Ev. 2. Evaluation Report.

Assessment Template

Name of Candidate		Date of 1 st Submission	
Date of 2 nd Submission		Date of Final Submission	

If you are resubmitting your assessment with additional content, please ensure that this is highlighted in your reflection so that the assessor can easily see the amendments.

Once you have completed your Assessment Template please convert this into a PDF and return to: educ@fph.org.uk

1st Standard (Insert Standard addressed e.g. 3.1)

Write your submission here (400-600 words max):

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List of Evidence:

2nd Standard (Insert Standard addressed e.g. 3.1)

Write your submission here (400-600 words max):

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List of Evidence:

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3rd Standard (Insert Standard addressed e.g. 3.1)

Write your submission here (400-600 words max):

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List of Evidence:

4th Standard (Insert Standard addressed e.g. 3.1)

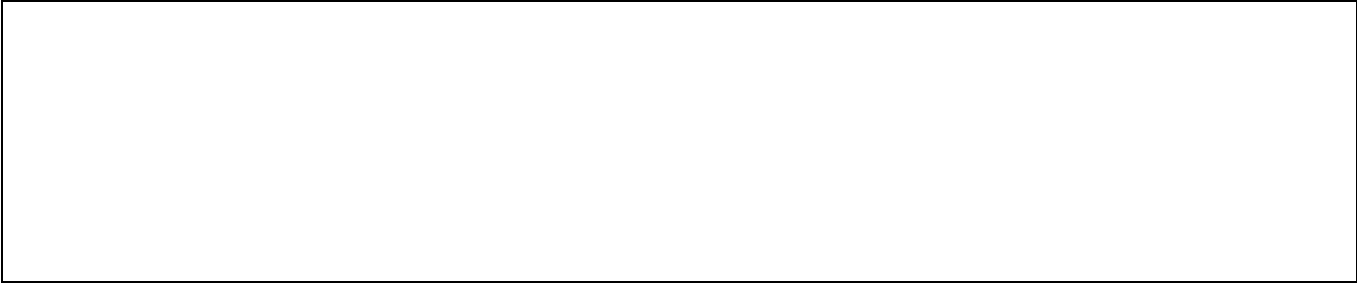
Write your submission here (400-600 words max):

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List of Evidence:

Reflective overview of how you will use this learning in your future practice

(200 words max):



Appendix C: Appeals Policy for FPH Courses

Note: This policy does not apply to the MFPH examinations. Please refer to the separate FPH Policy for examination appeals: <https://www.fph.org.uk/trainingcareers/the-diplomate-dfph-and-final-membershipexamination-mfph/useful-information-relating-to-bothexaminations/appeals/>

AIM

- To enable the learner to enquire, question or appeal against an assessment decision.
- To attempt to reach agreement between the learner and the assessor at the earliest opportunity.
- To standardise and record any appeal to ensure openness and fairness.
- To facilitate a learner's ultimate right of appeal to the awarding body, where appropriate.
- To protect the interests of all learners and the integrity of the qualification.

In order to do this, FPH will:

- Inform the learner at induction, of the Appeals Policy and procedure. (see Learners' Guide To Appealing An Assessment Decision).
- Record, track and validate any appeal.
- Forward the appeal to the awarding body when a learner considers that a decision continues to disadvantage her/him after the internal appeals process has been exhausted.
- Keep appeals records for inspection by the awarding body for a minimum of 18 months.
- Have a staged appeals procedure.
- Will take appropriate action to protect the interests of other learners and the integrity of the qualification, when the outcome of an appeal questions the validity of other results.
- Monitor appeals to inform quality improvement.
- This policy will be reviewed every 12 months.



Appendix D: Public Health Practitioner Accredited Programme Assessment Log

FOR COMPLETION BY OFFICE:

Practitioner Name:		Date received	
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Initial checks: (Tick or cross 1-3 below)

1. Named and dated		2. One document in PDF format		3. Does not exceed max wordcount, excluding evidence		If does not pass initial checks, date returned to practitioner	
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Date sent to assessor:		Assessor name:		IQA lead name	
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1st Assessment			
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Date of Assessment:		Resubmissions Required?	Y <input type="checkbox"/> N <input type="checkbox"/>
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2nd Assessment (if applicable). If Resubmission not received please indicate the date when this application was closed.		
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Date Resubmission Received from the Practitioner:		Date resubmission sent to the Assessor:	
Date of Assessment:		Resubmissions Required?	Y <input type="checkbox"/> N <input type="checkbox"/>

3rd Assessment (if applicable). If Resubmission not received please indicate the date when this application was closed.		
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Date Resubmission Received from the Practitioner:		Date resubmission sent to the Assessor:	
Date of Assessment:		Resubmissions Required?	Y <input type="checkbox"/> N <input type="checkbox"/>

Internal Quality Assurance (if applicable)			
Date Portfolio sent to the IQA lead:		Date of Verification:	

Accreditation			
Accreditation successful?	Y <input type="checkbox"/> N <input type="checkbox"/>	If No, please indicate the reasons (e.g. failure to resubmit)	

ASSESSMENT (for completion by the assessor)

Selected UKPHR Standard	Workshop Title	Knowledge	Understanding	Supporting Evidence	Assessment decision

Overview of assessment task. (include dates of assessment)

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INTERNAL QUALITY ASSURANCE LOG (For completion by the IQA Lead)

Name of IQA lead		Practitioner Name	
Assessor Name		Date of IQA	

Is the assessment log fully completed for each Standard?	Y <input type="checkbox"/>	N <input type="checkbox"/>	If no add comment
Were there any resubmissions?	Y <input type="checkbox"/>	N <input type="checkbox"/>	
If yes, does resubmission evidence appear to be sufficient?	Y <input type="checkbox"/>	N <input type="checkbox"/>	

For which Standard the evidence was sampled?	
Overall view of submission and additional comments:	

Signature	Date	
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