

# **UK PUBLIC HEALTH SKILLS AND KNOWLEDGE FRAMEWORK**

**March 2013**

**4 core and 5 defined area of practice descriptors**

**“Refreshed” skills and knowledge levels 1-4**

**Skills and knowledge levels 5-9 unchanged**



## CORE AREA – Surveillance and assessment of the population's health and wellbeing

### CORE AREA - Surveillance and assessment of the population's health and wellbeing

This area of practice focuses on the quantitative and qualitative assessment of the population's health and wellbeing including managing, analysing, interpreting and communicating information that relates to the determinants of health and wellbeing, needs and outcomes.

**Key elements:** *Collect data, collate data, analyse data, interpret data, make recommendations based on data, identify areas and mechanisms for data collection, implement recommendations, oversee implementation of recommendations.*

Career Framework Levels	Overview descriptions of the competences needed in this area	Overview descriptions of the knowledge needed in this area
Level 1		<ul style="list-style-type: none"> <li>a) Awareness of the difference between individual and population health</li> <li>b) Awareness that health and wellbeing inequalities exist</li> <li>c) Awareness of what surveillance is and what it is used for</li> <li>d) Awareness of the factors that affect health and wellbeing and how everyone can contribute in their personal and work capacity</li> <li>e) Awareness of social and medical models of health</li> <li>f) Awareness of the importance of data confidentiality.</li> <li>g) Awareness of how life circumstances affect health and lead to health inequalities</li> </ul>
Level 2	<ul style="list-style-type: none"> <li>1. Collect and record data (be it quantitative or qualitative) about the population's health and wellbeing accurately</li> <li>2. Identify mistakes in recording data and notify the relevant manager</li> </ul>	<ul style="list-style-type: none"> <li>a) Awareness of how accurate data and information contributes to an understanding of the population's health and wellbeing</li> <li>b) Awareness that health and wellbeing inequalities exist and of what health inequalities means.</li> <li>c) Knowledge of the difference between individual and population health and wellbeing</li> <li>d) Awareness of the basic data collection methods needed for accurate data recording</li> <li>e) Awareness of the people and agencies involved in surveillance and assessment of the population's health and wellbeing.</li> <li>f) Awareness of basic quantitative and qualitative research methods (e.g. appreciative enquiry and participatory research).</li> <li>g) Awareness of basic data collection methods for quantitative and/or qualitative research methods.</li> <li>h) Awareness of the importance of accurate data collection</li> </ul>

**CORE AREA – Surveillance and assessment of the population's health and wellbeing**

Career Framework Levels	Overview descriptions of the competences needed in this area	Overview descriptions of the knowledge needed in this area
Level 3	<ol style="list-style-type: none"> <li>1. Collect data on people and/or the services they use, to contribute to knowledge of the population's health and wellbeing;</li> <li>2. Raise any issues with data collection or quality with a relevant person</li> <li>3. Collect data on people and on the services that they use</li> <li>4. Use community engagement methods to identify both local health needs and the assets within the community</li> </ol>	<ol style="list-style-type: none"> <li>a) Awareness of health and wellbeing and its various aspects</li> <li>b) Awareness of the determinants of health and wellbeing</li> <li>c) Awareness of how morbidity and mortality are measured</li> <li>d) Awareness of the contribution that small- scale data collection can bring to understanding the population's health and wellbeing</li> <li>e) Awareness of the nature of health inequalities</li> <li>f) Knowledge of basic data collection methods and how to use them</li> <li>g) Awareness of the need for accurate and consistent data.</li> <li>h) Knowledge of both quantitative and qualitative data collection methods and how to use them</li> <li>i) Knowledge of community engagement methods and how to use them.</li> <li>j) Awareness of how community conditions, social capital and community capacity impact on health</li> </ol>
Level 4	<ol style="list-style-type: none"> <li>1. Collect and collate basic data on health and wellbeing and the related needs of a defined population</li> <li>2. Obtain and use data to describe the health of a defined population;</li> <li>3. Undertake simple analysis of various types of data on health and wellbeing and needs</li> <li>4. Summarise and present data and the results of simple analysis of health and wellbeing and needs in simple formats</li> <li>5. Check the quality of my own data and results of analysis</li> </ol>	<ol style="list-style-type: none"> <li>a) Knowledge of health and wellbeing and its various aspects</li> <li>b) Knowledge of the determinants of health and wellbeing and how these affect needs</li> <li>c) Knowledge of the major causes of morbidity and mortality, and how they are measured</li> <li>d) Knowledge of health and wellbeing inequalities and their nature, and how they might be measured</li> <li>e) Knowledge of the people and agencies involved in the surveillance and assessment of the population's health and wellbeing</li> <li>f) Awareness of relevant routine, existing data sets and monitoring systems</li> <li>g) Knowledge of the importance of accurate and reliable data</li> <li>h) Knowledge of the contribution that small- scale data collection can bring to understanding the population's health and wellbeing.</li> <li>i) Understanding of how to make an assessment of community conditions, social capital and community capacity.</li> <li>j) Awareness of how to demonstrate connections between social health and behavioural factors</li> </ol>

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Career Framework Levels	Overview descriptions of the competences needed in this area	Overview descriptions of the knowledge needed in this area
Level 5	<ol style="list-style-type: none"> <li>1. Collect and collate routine data on health and wellbeing and needs using a range of tools and techniques.</li> <li>2. Analyse routine data on health and wellbeing and needs using basic analytical techniques.</li> <li>3. Collect and collate non-routine data on health and wellbeing and needs that is specific to own area of expertise / practice and using specified methods and tools.</li> <li>4. Analyse non-routine data on health and wellbeing and needs that is specific to own area of expertise or practice using basic analytical techniques.</li> <li>5. Interpret data about health and wellbeing within own area of expertise or practice.</li> <li>6. Communicate and disseminate findings on the health and wellbeing of a population to others.</li> </ol>	<ol style="list-style-type: none"> <li>a) Knowledge of the links between, and relative importance of the determinants of health and wellbeing and needs.</li> <li>b) Knowledge of how determinants of health and wellbeing impact on different populations.</li> <li>c) Knowledge of basic quantitative and qualitative methods used in the assessment and surveillance of the population's health and wellbeing.</li> <li>d) Understand the relevance and use of measures of socio-economic deprivation in population health and wellbeing analysis.</li> <li>e) Knowledge of the use of trend data in monitoring health and wellbeing and needs.</li> <li>f) Knowledge of the strengths and weaknesses of different types of data relating to health and wellbeing and needs.</li> <li>g) Understand the basic terms and concepts that are used in epidemiology and how rates are calculated.</li> <li>h) Knowledge of the limitations of analysis when working with small numbers / populations.</li> <li>i) Knowledge of the importance of data confidentiality and disclosure and the use of data sharing protocols.</li> <li>j) Awareness of political sensitivities of data release.</li> </ol>
Level 6	<ol style="list-style-type: none"> <li>1. Collate surveillance and assessment data on a defined population using appropriate methods.</li> <li>2. Analyse and interpret surveillance and assessment data relating to a defined population using appropriate quantitative and qualitative techniques identifying the key messages that emerge.</li> <li>3. Assess the implications of surveillance and assessment data relating to a defined population and recommend appropriate response(s).</li> <li>4. Present, communicate and disseminate data about health and wellbeing in a variety of ways as appropriate to different audiences.</li> <li>5. Facilitate and support others to collect, collate, analyse and communicate data about health and wellbeing and needs.</li> </ol>	<ol style="list-style-type: none"> <li>a) Understand how health and wellbeing, needs and outcomes are monitored.</li> <li>b) Knowledge of different qualitative and quantitative methods that can be used for measuring, analysing and interpreting health and wellbeing, needs and outcomes.</li> <li>c) Understand the strengths, uses, interpretation and limitations of different types of data relating to health and wellbeing, needs and outcomes.</li> <li>d) Understand the links between, and relative importance of, the different determinants of health and wellbeing and needs.</li> <li>e) Understand the concept and nature of inequalities in health and wellbeing (including use of social deprivation indices).</li> </ol>

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Career Framework Levels	Overview descriptions of the competences needed in this area	Overview descriptions of the knowledge needed in this area
Level 7	<ol style="list-style-type: none"> <li>1. Assess and describe the health and wellbeing and needs of specific populations and the inequities in health and wellbeing experienced by populations, communities and groups.</li> <li>2. Measure, analyse, compare and interpret the health and wellbeing and needs of different populations, communities and groups.</li> <li>3. Identify gaps in surveillance data and initiate action to fill these gaps.</li> <li>4. Influence decision making about population health and wellbeing through the presentation, communication and dissemination of data and analysis of health and wellbeing and needs.</li> <li>5. Advise others how to collect, analyse and report surveillance and assessment data for your specific area of expertise.</li> <li>6. Interpret and apply indicators for monitoring the population's health and wellbeing.</li> </ol>	<ol style="list-style-type: none"> <li>a) Understand the different qualitative and quantitative sources and methods that can be used for measuring, analysing and interpreting health and wellbeing, needs and outcomes.</li> <li>b) Understand the importance of compliance, data confidentiality, disclosure and data sharing protocols.</li> </ol>
Level 8	<ol style="list-style-type: none"> <li>1. Develop and manage services and systems for describing and assessing the health and wellbeing and needs of defined populations.</li> <li>2. Assess and describe the health and wellbeing and needs of populations using a variety of methods.</li> <li>3. Translate findings about health and wellbeing and needs into appropriate recommendations for action, policy decisions and service commissioning / delivery / provision.</li> <li>4. Disseminate the findings and implications of data relating to health and wellbeing and needs to different audiences.</li> <li>5. Contribute to the development of indicators for monitoring the population's health and wellbeing and needs and associated targets.</li> </ol>	<ol style="list-style-type: none"> <li>a) Understand the political sensitivities of data and information release.</li> <li>b) Understand the impact and influences of data and information on decision-making and policy.</li> <li>c) Understand the full range of qualitative and quantitative data sources and methods that can be used for measuring, analysing and interpreting health and wellbeing, needs and outcomes.</li> <li>d) Understand the purposes and uses of indicators for measuring the population's health and wellbeing and needs.</li> </ol>

**CORE AREA – Surveillance and assessment of the population's health and wellbeing**

<b>Career Framework Levels</b>	<b>Overview descriptions of the competences needed in this area</b>	<b>Overview descriptions of the knowledge needed in this area</b>
<b>Level 9</b>	<ol style="list-style-type: none"> <li>1. Take a strategic overview of surveillance and assessment data across a wide variety of agencies.</li> <li>2. Make decisions on the basis of surveillance data in a multi-agency environment.</li> <li>3. Evaluate surveillance and assessment data and address any gaps and deficiencies that are found.</li> <li>4. Influence policy and priority setting at national / regional / local level through the effective use of surveillance data.</li> <li>5. Ensure health and wellbeing surveillance data is presented in a meaningful way to all relevant audiences.</li> </ol>	<ol style="list-style-type: none"> <li>a) Understand how to maximise the use of surveillance data and information to achieve change.</li> <li>b) Understand how changes in policies, strategies and priorities can affect demand for surveillance data and information.</li> </ol>

## CORE AREA - Assessing the evidence of effectiveness of interventions, programmes and services to improve population health and wellbeing

This area of practice focuses on the critical assessment of evidence relating to the effectiveness and cost-effectiveness of health and wellbeing and related interventions, programmes and services, and the application to practice through planning, audit and evaluation.

**Key elements:** find and retrieve evidence; synthesise and critically appraise evidence; interpret and balance evidence from multiple sources; make recommendations on the basis of evidence; inform decision making on the basis of evidence.

Career Framework Levels	Overview descriptions of the competences needed in this area	Overview descriptions of the knowledge needed in this area
Level 1	1. Follow policies, procedures, guidelines and protocols in own work	a) Awareness of the importance and implication of evidence.
Level 2	1. Record evidence that will inform the effectiveness of my own area of work	a) Awareness of the meaning of 'effectiveness' and its application to own area of work b) Awareness of the importance of evidence in the decision-making process.
Level 3	1. Collect evidence relating to a specific subject 2. Contribute to the collation of evidence on a specific subject 3. Summarise and present evidence and information 4. Recognise any inaccurate information and take appropriate action 5. Apply evidence to my own work 6. Carry out specified tasks related to reviewing own area of work	a) Awareness of range of sources of evidence b) Awareness of levels of evidence in relation to population health and wellbeing c) Awareness of the need to use evidence in own area of work d) Awareness of how evidence should be used in decision-making e) Awareness of the purpose of reviewing own area of work and own role in this.
Level 4	1. Validate evidence related to role 2. Apply evidence to a specific area of work 3. Carry out specified tasks related to reviewing effectiveness of a specific area of work 4. Communicate evidence to a defined audience	a) Understanding of the purpose of validating evidence b) Knowledge of various sources of evidence and their use c) Knowledge of the purpose and methods of reviewing own area of work and the role of various people in this d) Awareness of the ethical and legal issues and frameworks that affect and guide the development of service quality. e) Knowledge of statistics



**CORE AREA – Assessing the evidence of effectiveness of interventions, programmes and services to improve population health and wellbeing**

Career Framework Levels	Overview descriptions of the competences needed in this area	Overview descriptions of the knowledge needed in this area
Level 5	<ol style="list-style-type: none"> <li>1. Collect and collate evidence from different sources that have been identified by others.</li> <li>2. Assess and validate evidence from different sources.</li> <li>3. Synthesise and interpret evidence from different sources.</li> <li>4. Communicate evidence to others.</li> <li>5. Apply evidence in own role.</li> <li>6. Identify whether the benefits of own work might contribute to the development of the evidence base and share this with others.</li> <li>7. Develop specific performance indicators based on evidence to review the effectiveness of your own work.</li> <li>8. Contribute to reviewing the effectiveness of own area of work.</li> </ol>	<ol style="list-style-type: none"> <li>a) Knowledge of literature searching techniques.</li> <li>b) Knowledge of different levels of evidence and their use in assessing effectiveness and informing decision-making.</li> <li>c) Knowledge of how effectiveness is measured.</li> <li>d) Understand the purpose and methods of reviewing effectiveness in own area of work.</li> </ol>
Level 6	<ol style="list-style-type: none"> <li>1. Frame a question to be used as the basis for reviewing literature in relation to evidence on a specific issue.</li> <li>2. Identify, collect and collate the evidence that is needed to answer a question on a specific issue.</li> <li>3. Synthesise, appraise and summarise evidence on a specific issue.</li> <li>4. Communicate findings of the appraisal of evidence on a specific issue.</li> <li>5. Apply evidence within own area of work.</li> <li>6. Advise others about using evidence in their work.</li> <li>7. Contribute to the development and implementation of evidence-based policies, procedures, guidelines and protocols.</li> </ol>	<ol style="list-style-type: none"> <li>a) Understand how to search literature.</li> <li>b) Knowledge of the principles of critical appraisal as applied to different studies and its use in improving health and wellbeing.</li> <li>c) Understand the different levels of evidence and their importance for decision-making in your own area of work.</li> <li>d) Knowledge of different techniques to assess productivity and cost-effectiveness.</li> </ol>

**CORE AREA – Assessing the evidence of effectiveness of interventions, programmes and services to improve population health and wellbeing**

Career Framework Levels	Overview descriptions of the competences needed in this area	Overview descriptions of the knowledge needed in this area
Level 7	<ol style="list-style-type: none"> <li>1. Critically appraise and summarise evidence from a range of sources.</li> <li>2. Formulate recommendations for change on the basis of critically appraised evidence.</li> <li>3. Influence the development of policies, procedures, guidelines and protocols on the basis of critically appraised evidence.</li> <li>4. Advise a range of audiences about evidence).</li> <li>5. Identify gaps in evidence and initiate action to fill these gaps.</li> <li>6. Review own area of work to ensure it is effective in achieving its aims.</li> </ol>	<ol style="list-style-type: none"> <li>a) Understand how to appraise the quality of primary and secondary research.</li> <li>b) Understand the hierarchy of evidence as it applies to services, programmes and interventions which impact on health and wellbeing.</li> <li>c) Understand the strengths and weaknesses of different ways of assessing outcomes.</li> <li>d) Knowledge of the principles and methods of evaluation, audit, research and development, and standard setting as applied to improving quality.</li> <li>e) Understand the validity and use of different techniques to assess productivity and cost-effectiveness and the inferences that can be drawn.</li> </ol>
Level 8	<ol style="list-style-type: none"> <li>1. Make and influence decisions based on evidence of effectiveness.</li> <li>2. Challenge the decisions that others make when evidence has not been taken into account.</li> <li>3. Lead on the evaluation of interventions, programmes and services.</li> </ol>	<ol style="list-style-type: none"> <li>a) Understand the principles and methods of evaluation, audit, research and development, and standard setting as applied to improving quality.</li> </ol>
Level 9	<ol style="list-style-type: none"> <li>1. Set and maintain a culture of continuous evidence-based improvement.</li> <li>2. Influence political / partnership decision making to maximise the application and use of evidence in achieving change.</li> <li>3. Anticipate and meet challenges to evidence in a range of political and partnership environments.</li> <li>4. Communicate and disseminate critically appraised evidence to key decision makers in different organisations.</li> <li>5. Integrate critically appraised evidence into work programmes and services.</li> </ol>	

## CORE AREA – Policy and strategy development and implementation to improve population health and wellbeing

### CORE AREA - Policy and strategy development and implementation to improve population health and wellbeing

This area of practice focuses on influencing the development of policies for improving health and wellbeing and reducing inequalities, implementing strategies to put these policies into effect and assessing the impact of policies on health and wellbeing outcomes

**Key elements:** contributing to, supporting, leading policy implementation; overseeing policy implementation; interpreting policy; influencing, developing, making, setting policy; monitoring, appraising, evaluating, assessing the impact of policy.

Career Framework Levels	Overview descriptions of the competences needed in this area	Overview descriptions of the knowledge needed in this area
Level 1	1. Feedback to relevant person any positive or negative comments received relating to policies	a) Awareness of policies that directly relate to own work b) Awareness of policies that directly relate to your team
Level 2	1. Apply policies in own role 2. Alert relevant people when you are made aware that policies and strategies have a positive or negative effect on anybody's health or wellbeing and/or own work	
Level 3	1. Apply strategies in own role 2. Seek advice when there are issues with applying policies and strategies to own work; 3. Feedback to relevant person when you observe that policies and strategies have had an effect on people's health and wellbeing in own work	a) Knowledge of policies that directly relate to own area of work b) Awareness of how policies are developed and translated into local action. c) Knowledge of health and wellbeing
Level 4	1. Support the implementation of policies and strategies in my own area of work 2. Give constructive comment on the effect of policies and strategies on health and wellbeing	a) Knowledge of policies relevant to own areas of work b) Knowledge of how policies are developed and translated into local action.

**CORE AREA – Policy and strategy development and implementation to improve population health and wellbeing**

<b>Career Framework Levels</b>	<b>Overview descriptions of the competences needed in this area</b>	<b>Overview descriptions of the knowledge needed in this area</b>
<b>Level 5</b>	<ol style="list-style-type: none"> <li>1. Contribute to the implementation of policies and strategies in own area of work.</li> <li>2. Support others in implementing policies and strategies within a defined area.</li> <li>3. Contribute to development of specific policies and strategies.</li> <li>4. Identify the actual and/or potential impact of policies and strategies on the population's health and wellbeing in own area of work.</li> </ol>	<ol style="list-style-type: none"> <li>a) Knowledge of the policies and strategies that affect the overall area in which one works.</li> <li>b) Awareness of the complexity of the policy context and how policy is made.</li> <li>c) Awareness of major government policies relevant to health and wellbeing and inequalities.</li> </ol>
<b>Level 6</b>	<ol style="list-style-type: none"> <li>1. Contribute to the interpretation and application of policies and strategies in own area of work.</li> <li>2. Implement relevant aspects of policies and strategies in own area of work.</li> <li>3. Appraise draft policies and strategies and recommend changes to improve their development.</li> <li>4. Contribute to assessing the potential or actual impact of policies and strategies on health and wellbeing in own area of work.</li> </ol>	<ol style="list-style-type: none"> <li>a) Understand the policies and strategies that affect own area of work.</li> <li>b) Knowledge of major government policies relevant to health and wellbeing and inequalities.</li> <li>c) Knowledge of the regulatory framework, professional standards, policies and functions relevant to own work and the implication of these.</li> <li>d) Knowledge of public service organisation and delivery.</li> <li>e) Knowledge of tools used in strategic decision making and planning.</li> </ol>
<b>Level 7</b>	<ol style="list-style-type: none"> <li>1. Interpret and communicate local, regional and national policies and strategies within own area of work.</li> <li>2. Work with a range of people and agencies to implement policies and strategies in interventions, programmes and services.</li> <li>3. Contribute to the development of policies and strategies beyond own area of work.</li> <li>4. Contribute to the development of policies and strategies within own area of work.</li> <li>5. Assess the actual or potential impact of policies and strategies on health and wellbeing.</li> <li>6. Provide specialist input to policies and strategies that are under development.</li> <li>7. Alert the relevant people to issues and gaps in policies and strategies that are affecting health and wellbeing.</li> </ol>	<ol style="list-style-type: none"> <li>a) Understand the different methods to assess the impact of policies on health and wellbeing.</li> <li>b) Knowledge of the policy setting context and the process of policy development.</li> <li>c) Understand the variety of tools that can be used to aid strategic decision making and planning.</li> <li>d) Understand public service organisation and delivery.</li> <li>e) Understand the concepts of power, interests and ideology in policy development.</li> <li>f) Understand how to communicate and implement policy and strategy to improve the population's health and wellbeing.</li> </ol>

**CORE AREA – Policy and strategy development and implementation to improve population health and wellbeing**

<b>Career Framework Levels</b>	<b>Overview descriptions of the competences needed in this area</b>	<b>Overview descriptions of the knowledge needed in this area</b>
<b>Level 8</b>	<ol style="list-style-type: none"> <li>1. Interpret and apply local, regional and national policies and strategies.</li> <li>2. Influence the development of policies and strategies at other levels and/or within own area of work.</li> <li>3. Develop and implement policies and strategies in own area of work.</li> <li>4. Identify opportunities for policy development that will improve health and wellbeing and reduce inequalities.</li> </ol>	<ol style="list-style-type: none"> <li>a) Understand the importance and impact of public policy and legislation on health and wellbeing at individual, local, national and global levels.</li> <li>b) Understand the strategic context of policy development.</li> <li>c) Understand the political environment in which own organisation is set and how this affects its policy and strategy.</li> <li>d) Understand the major government policies related to health and wellbeing and health and wellbeing inequalities and their interconnections.</li> </ol>
<b>Level 9</b>	<ol style="list-style-type: none"> <li>1. Identify where new policies and strategies are needed to improve the population's health and wellbeing.</li> <li>2. Lead on the development and implementation of policy and strategy to improve the population's health and wellbeing.</li> <li>3. Lead on assessing the impact of policies and strategies on health and wellbeing.</li> <li>4. Influence the development of policies and strategies to improve the population's health and wellbeing.</li> </ol>	

## CORE AREA – Leadership and collaborative working to improve population health and wellbeing

### CORE AREA – Leadership and collaborative working to improve population health and wellbeing

This area of practices focuses on leading and managing teams and individuals, building alliances, developing capacity and capability, working in partnership with other practitioners and agencies, using the media effectively to improve health and wellbeing. All those working in or contributing to public health will play some part in leading for health

**Key elements:** *work in, work with, engage, lead teams; manage resources, budgets, people, projects, programmes, delivery of public health function; manage change; negotiate, influence, facilitate and manage; participate in, build, lead alliances; influence, set strategic direction.*

Career Framework Levels	Overview descriptions of the competences needed in this area	Overview descriptions of the knowledge needed in this area
Level 1	<ol style="list-style-type: none"> <li>1. Contribute to work of the team</li> <li>2. Communicate effectively with the people you work with</li> </ol>	<ol style="list-style-type: none"> <li>a) Awareness of what is meant by effective teamwork and how this should affect own work</li> </ol>
Level 2	<ol style="list-style-type: none"> <li>1. Work effectively as a member of your own team to improve population health and wellbeing</li> <li>2. Communicate effectively with people related to own work role to improve the population's health and wellbeing</li> </ol>	<ol style="list-style-type: none"> <li>a) Awareness of who does what in improving population health and wellbeing</li> <li>b) Awareness of the need for and use of opportunities for personal development</li> </ol>
Level 3	<ol style="list-style-type: none"> <li>1. Work effectively with people from teams and agencies other than my own to improve population health and wellbeing</li> <li>2. Contribute to the work of various groups or teams or agencies</li> <li>3. Actively feedback team opportunities and issues to the relevant person</li> <li>4. Communicate with a range of people related to own work role</li> </ol>	<ol style="list-style-type: none"> <li>a) Awareness of what is meant by effective collaborative working and how this should affect own work</li> <li>b) Awareness of the relationships between own employing organisation and partner organisations</li> <li>c) Knowledge of who does what in improving population health and wellbeing</li> </ol>
Level 4	<ol style="list-style-type: none"> <li>1. Support others in undertaking specific activities and tasks</li> <li>2. Be an effective member of various teams</li> <li>3. Communicate for a range of purposes and with various audiences</li> <li>4. Constructively reflect on my own work and area of practice</li> <li>5. Promote the value of health and wellbeing and reduction of inequalities in own work</li> </ol>	<ol style="list-style-type: none"> <li>a) Awareness of the principles of collaborative working</li> <li>b) Knowledge of the principles of management</li> <li>c) Awareness of the use of objectives and success criteria</li> <li>d) Knowledge of the relationships between own employing organisation and partner organizations</li> <li>e) Awareness of teams and the various roles that individuals have in teams</li> <li>f) Knowledge of the benefits of reflection in practice.</li> </ol>

**CORE AREA – Leadership and collaborative working to improve population health and wellbeing**

Career Framework Levels	Overview descriptions of the competences needed in this area	Overview descriptions of the knowledge needed in this area
<b>Level 5</b>	<ol style="list-style-type: none"> <li>1. Collaborate with others effectively to improve population health and wellbeing.</li> <li>2. Lead on discrete areas of work.</li> <li>3. Identify and influence other people and agencies in own area of work to improve population health and wellbeing.</li> <li>4. Contribute effectively to change within own area of work.</li> <li>5. Promote the value of population health and wellbeing and the reduction of inequalities in different teams / agencies.</li> <li>6. Communicate using different techniques appropriate to the audience and the purpose of the communication.</li> <li>7. Share knowledge to facilitate the development of others.</li> </ol>	<ol style="list-style-type: none"> <li>a) Knowledge of the principles of collaborative working and their application.</li> <li>b) Knowledge of methods of effective communication.</li> <li>c) Knowledge of how to present material using styles and techniques appropriate for a range of audiences.</li> <li>d) Knowledge of different leadership styles.</li> <li>e) Knowledge of the difference between management and leadership.</li> <li>f) Knowledge of different management principles and skills and their application.</li> <li>g) Awareness of drivers and levers of change which are relevant to own area of work.</li> <li>h) Understand your interaction with and impact on others.</li> <li>i) Understand the principles of reflective practice.</li> <li>j) Awareness of how different people can help to build capacity and capability in the system overall.</li> </ol>
<b>Level 6</b>	<ol style="list-style-type: none"> <li>1. Engage and work collaboratively with a range of people and agencies to improve population health and wellbeing.</li> <li>2. Identify opportunities and develop structures to take forward approaches to improve population health and wellbeing including making use of partnership working.</li> <li>3. Coordinate programmes / projects to improve population health and wellbeing.</li> <li>4. Contribute effectively to change and developments within own area of work.</li> <li>5. Promote the value of health and wellbeing and the reduction of inequalities across settings and agencies.</li> <li>6. Review the effectiveness of collaborative working and make recommendations for improvement.</li> <li>7. Facilitate the development of others using a variety of methods.</li> </ol>	<ol style="list-style-type: none"> <li>a) Knowledge of the models and principles of leadership and their application.</li> <li>b) Knowledge of the principles and methods of partnership working and the benefits which collaboration can bring to the health and wellbeing of the population.</li> <li>c) Understand theories and models of project management and their application.</li> <li>d) Knowledge of theories and approaches of managing people and their application.</li> <li>e) Knowledge of how to proactively use different media.</li> <li>f) Knowledge of negotiation and influencing approaches and skills and their application.</li> <li>g) Knowledge of change management theories and their application.</li> <li>h) Knowledge of drivers and levers of change in own area of work.</li> </ol>

**CORE AREA – Leadership and collaborative working to improve population health and wellbeing**

<b>Career Framework Levels</b>	<b>Overview descriptions of the competences needed in this area</b>	<b>Overview descriptions of the knowledge needed in this area</b>
<b>Level 7</b>	<ol style="list-style-type: none"> <li>1. Manage programmes or projects to improve population health and wellbeing.</li> <li>2. Engage and influence others in and beyond own organisation to improve population health and wellbeing.</li> <li>3. Lead others across projects or programmes to improve population health and wellbeing.</li> <li>4. Lead and influence change in own area of work.</li> <li>5. Advocate for health and wellbeing and reducing health inequalities.</li> <li>6. Work effectively with different media to communicate key issues relevant to health and wellbeing and needs.</li> <li>7. Review the effectiveness of collaborative working and make the necessary improvements.</li> <li>8. Build and sustain capacity and capability through individual and team development.</li> <li>9. Have insight into own behaviour within teams and in different settings.</li> </ol>	<ol style="list-style-type: none"> <li>a) Understand the principles and methods of partnership working and the benefits which collaboration can bring.</li> <li>b) Understand the models and principles of leadership and their potential use in improving population health and wellbeing.</li> <li>c) Understand the different skills that are needed to work effectively with different media.</li> <li>d) Understand the effect that the media has on public perception, investment and decision making.</li> <li>e) Understand the importance of negotiation and influencing skills and their application.</li> <li>f) Knowledge of the basic management models and theories associated with motivation and leadership.</li> <li>g) Knowledge of frameworks for managing change.</li> <li>h) Knowledge of the design and implementation of performance management.</li> <li>i) Understand the principles of prioritisation and resource allocation.</li> </ol>
<b>Level 8</b>	<ol style="list-style-type: none"> <li>1. Lead on improving population health and wellbeing within and / or across organisations.</li> <li>2. Engage and lead a group to influence positively the population's health and wellbeing.</li> <li>3. Improve the population's health and wellbeing through effectively using negotiating, influencing, facilitation and management skills within a multi-agency environment.</li> <li>4. Manage programmes and / or services to successful completion within available resources and timescales.</li> <li>5. Lead change in a complex environment handling appropriately uncertainty, the unexpected and conflicts.</li> <li>6. Review collaborative working and put in place the necessary improvements.</li> <li>7. Build and sustain capacity and capability through individual, team, organisational and partnership development.</li> </ol>	<ol style="list-style-type: none"> <li>a) Understand the models and principles of leadership and their potential use in improving and protecting health and wellbeing and in motivating colleagues and partners.</li> <li>b) Understand how different organisational cultures can influence the outcomes of collaborative work.</li> <li>c) Understand the roles that different organisations, agencies, individuals and professionals play and the influence they may have on health and health inequalities.</li> <li>d) Understand the principles of influencing, negotiating, facilitating and managing in a multi-agency environment to bring about change.</li> <li>e) Understand ways in which individuals and teams learn and the benefits and disadvantages of different approaches.</li> <li>f) Understand the basic management models and theories associated with motivation and leadership.</li> <li>g) Understand frameworks for managing change.</li> <li>h) Understand the design and implementation of performance management.</li> </ol>



**CORE AREA – Leadership and collaborative working to improve population health and wellbeing**

Career Framework Levels	Overview descriptions of the competences needed in this area	Overview descriptions of the knowledge needed in this area
<b>Level 9</b>	<ol style="list-style-type: none"> <li>1. Set strategic direction and vision for health and wellbeing and communicate it effectively to improve population health and wellbeing.</li> <li>2. Build and sustain strategic alliances and partnerships within a politically challenging environment.</li> <li>3. Create and sustain infrastructure and cultures that enable strategic direction and vision to be realised.</li> <li>4. Secure, prioritise and allocate resources to achieve optimal impact on population health and wellbeing.</li> <li>5. Lead change within a politically challenging, multi-agency and multi-sectoral environment.</li> <li>6. Lead on the sustainable development of capacity and capability to improve population health and wellbeing.</li> <li>7. Maximise leadership and partnership working skills to improve population health and wellbeing balancing the interests of organisational, political and multi-agency agendas and imperatives.</li> </ol>	

## DEFINED AREA - Health Improvement

This area of practice focuses on improving the health and wellbeing of populations and reduce inequalities by using health promotion, prevention and community development approaches to influence the lifestyle and socio-economic, physical and cultural environment of populations, communities and individuals.

**Key elements:** provide information, resources, training and support for the wider workforce to help people make informed choices; provide information, motivation and support directly to help people to make informed choices about their health and wellbeing; involve, empower and mobilise communities for health and wellbeing; translate policy into effective action, develop, implement and evaluate programmes and services to improve health and wellbeing and reduce inequalities; advocate for individuals, groups, communities

Career Framework Levels	Overview descriptions of the competences needed in this area	Overview descriptions of the knowledge needed in this area
Level 1	1. Provide brief advice and information on health and wellbeing	a) Awareness of risks to health b) Awareness that behaviour impacts on health, and health impacts on behaviour c) Awareness of the variety of language and terms used in health improvement.
Level 2	1. Undertake health improvement tasks and activities as requested 2. Provide brief advice and information to others on how to improve health and wellbeing 3. Signpost individuals to people and agencies that can help improve their health and wellbeing 4. Listen to people's views of and concerns about health and wellbeing and pass relevant information to others as agreed	a) Awareness of various approaches to health improvement, e.g. health promotion, ill-health prevention, community development, social marketing, sustainability b) Awareness of the main health improvement messages and their purpose c) Awareness of what influences people's behaviour in relation to health and wellbeing d) Awareness of own health behaviours and how these impact on others
Level 3	1. Engage effectively with individuals and communities 2. Communicate with people about their health and wellbeing and the actions they may take to achieve improvement 3. Support individuals to communicate their views of and concerns about health and wellbeing, and convey these to others 4. Implement specific activities within health improvement projects	a) Awareness of health and wellbeing and its various aspects b) Knowledge of the main health improvement messages and the key evidence supporting them c) Knowledge of what influences people's behaviour in relation to health and wellbeing d) Knowledge of own health behaviours and how these impact on others e) Knowledge of individual models of behaviour change and their strengths and weaknesses f) Awareness of models of, and approaches to, health improvement, e.g. health promotion, ill-health prevention, community development, social marketing, sustainability.

## DEFINED AREA – Health Improvement

Career Framework Levels	Overview descriptions of the competences needed in this area	Overview descriptions of the knowledge needed in this area
Level 4	<ol style="list-style-type: none"> <li>1. Support individuals and groups to make and maintain informed choices about improving their health and wellbeing</li> <li>2. Communicate with individuals, groups and communities using various methods to enable them to improve health and wellbeing</li> <li>3. Communicate to relevant people the health concerns and interests of individuals and communities.</li> <li>4. Contribute to the planning and evaluation of health improvement projects and approaches</li> <li>5. Listen to and involve the public and communities in improving health and wellbeing and reducing inequalities.</li> </ol>	<ol style="list-style-type: none"> <li>a) Knowledge of how social, economic and environmental factors impact on health and wellbeing</li> <li>b) Knowledge of models of, and approaches to, health improvement, e.g. health promotion, , ill-health prevention, community development, social marketing, sustainability</li> <li>c) Knowledge of effective models of behaviour change for individuals and groups</li> <li>d) Knowledge of the sensitivities required and the various approaches needed when working with people.</li> <li>e) Awareness of the range of messaging available for health improvement activities</li> </ol>
Level 5	<ol style="list-style-type: none"> <li>1. Listen to and involve the public and communities in improving health and wellbeing and reducing inequalities.</li> <li>2. Identify and take advantage of opportunities to improve health and wellbeing and reduce inequalities.</li> <li>3. Plan, implement and review specific aspects of health improvement projects.</li> <li>4. Develop resources for specific audiences to support the improvement of health and wellbeing and the reduction of inequalities.</li> <li>5. Provide information and advice on specific measures and approaches to improve health and wellbeing.</li> <li>6. Articulate the health interests and concerns of individuals and communities to other relevant people.</li> </ol>	<ol style="list-style-type: none"> <li>a) Knowledge of how social, cultural, emotional and psychological factors lead to different perceptions of health and wellbeing and illness.</li> <li>b) Knowledge of the principles of, and strategies for, community development and their application.</li> <li>c) Knowledge of the models and principles of health promotion and their application.</li> <li>d) Knowledge of models and approaches of behaviour change.</li> <li>e) Knowledge of the basic principles, models and approaches of preventing / reducing risks to health (primary, secondary and tertiary).</li> <li>f) Understand how strategies for improving health and wellbeing may contribute to reducing inequalities and achieving longer-term equity.</li> <li>g) Awareness of how services and programmes are commissioned and the effect they can have on population health and wellbeing and reducing inequalities.</li> </ol>

## DEFINED AREA – Health Improvement

Career Framework Levels	Overview descriptions of the competences needed in this area	Overview descriptions of the knowledge needed in this area
Level 6	<ol style="list-style-type: none"> <li>1. Involve communities and the public in assessing their health and wellbeing and needs, and identifying approaches to address these needs.</li> <li>2. Involve communities and the public in the planning, implementation and evaluation of health improvement programmes and projects.</li> <li>3. Plan, implement and review health improvement programmes and projects in different settings.</li> <li>4. Develop resources to support health improvement and the reduction of inequalities for a range of audiences.</li> <li>5. Support communities and the public in the articulation of, and advocating for, health and wellbeing and their health concerns.</li> </ol>	<ol style="list-style-type: none"> <li>a) Understand the principles of, and different strategies for, community development and their application.</li> <li>b) Understand the theories, models and principles of health promotion and their application.</li> <li>c) Knowledge of the principles, models and approaches of behaviour change (agency, group and individual) and their application.</li> <li>d) Understand the basic principles, models and approaches of preventing / reducing risks to health (primary, secondary and tertiary).</li> <li>e) Understand how social, cultural, emotional and psychological factors lead to different perceptions of health and wellbeing and illness.</li> <li>f) Knowledge of how to assess the impact of strategies to involve communities and the public in improving population health and wellbeing.</li> <li>g) Knowledge of the politics of improving health and wellbeing given the range of interests.</li> </ol>
Level 7	<ol style="list-style-type: none"> <li>1. Lead on the implementation and review of health improvement programmes across agencies, partnerships and communities.</li> <li>2. Manage health improvement programmes across agencies and partnerships.</li> <li>3. Advocate for communities' health and wellbeing and their concerns.</li> </ol>	
Level 8	<ol style="list-style-type: none"> <li>1. Plan and commission programmes to improve population health and wellbeing and reduce inequalities.</li> <li>2. Lead on the development, implementation and evaluation of health improvement programmes across agencies, partnerships and communities.</li> <li>3. Build sustainable capacity &amp; resources for health improvement and the reduction of inequalities.</li> <li>4. Ensure infrastructures and processes are in place to enable and support communities in the articulation of their views and concerns about health and wellbeing.</li> </ol>	<ol style="list-style-type: none"> <li>a) Understand the commissioning process and its role in improving population health and wellbeing and reducing inequalities.</li> <li>b) Knowledge of the models and principles of programme planning, implementation and evaluation.</li> <li>c) Knowledge of the role that communities, and other agencies play in improving population health and wellbeing and reducing inequalities.</li> </ol>

**DEFINED AREA – Health Improvement**

<b>Career Framework Levels</b>	<b>Overview descriptions of the competences needed in this area</b>	<b>Overview descriptions of the knowledge needed in this area</b>
<b>Level 9</b>	<ol style="list-style-type: none"> <li>1. Influence and shape the multi-agency political and policy agenda to maximise opportunities for improving population health and wellbeing and reducing inequalities.</li> <li>2. Engage with strategic partners in all sectors and the public to determine goals, priorities, strategies and success criteria for improving population health and wellbeing and reducing inequalities.</li> <li>3. Lead on commissioning for improving population health and wellbeing and reducing inequalities.</li> </ol>	

## DEFINED AREA – Health Protection

### DEFINED AREA - Health Protection

Action for the general environment (eg clean air, water and food); preventing the transmission of communicable diseases; protection against environmental health hazards, by the application of a range of methods including managing outbreaks and other incidents that threaten the population's health and wellbeing, hazard identification, risk assessment and the promotion and implementation of appropriate interventions

**Key elements:** hazard identification, risk analysis (risk assessment, risk management, risk communication) promotion and implementation of appropriate interventions.

Career Framework Levels	Overview descriptions of the competences needed in this area	Overview descriptions of the knowledge needed in this area
Level 1	1. Contribute to activities to protect health, safety and wellbeing in own area of work	a) Awareness of basic hazards to health and wellbeing relevant to own area of work b) Awareness of the roles and responsibilities of people and organisations involved in protecting the population's health and wellbeing c) Awareness of how to respond to and handle confidential information
Level 2	1. Identify and report risks to health, wellbeing and safety in own area of work	a) Awareness of the importance of clear and effective recording and reporting in incident, disease and hazard control
Level 3	1. Contribute to interventions to protect health, wellbeing and safety in relation to own area of work 2. Explain to individuals the reasons for monitoring risks and undertaking activities to protect health, wellbeing and safety	a) Knowledge of hazards to health, wellbeing and safety relevant to own area of work b) Knowledge of the implications of exposure to hazards and of the varying scale of risks c) Knowledge of how risks can be assessed and managed
Level 4	1. Inspect, monitor and audit risks to health, wellbeing and safety in own area of work 2. Report on medium to high risk activity in own area of work 3. Communicate to individuals the risks to health, wellbeing and safety and advise how the risks can be prevented, ameliorated or controlled 4. Implement interventions to protect health and wellbeing, taking into account health inequalities	a) Awareness of health inequalities and the needs of vulnerable groups in protecting health and wellbeing b) Understanding of the varying scale of risks to health, wellbeing and safety in own area of work c) Understanding of the implications of exposure to hazards, the varying scale of risks and management of risks d) Knowledge of the importance of clear and effective recording of incident and disease and/or hazard control

## DEFINED AREA – Health Protection

Career Framework Levels	Overview descriptions of the competences needed in this area	Overview descriptions of the knowledge needed in this area
Level 5	<ol style="list-style-type: none"> <li>1. Contribute to field epidemiological investigations.</li> <li>2. Implement interventions to protect health and wellbeing taking into account health inequalities.</li> <li>3. Identify and communicate with at-risk contacts and give advice under guidance.</li> <li>4. Determine and deliver simple interventions to protect health, wellbeing and safety at an individual level.</li> <li>5. Communicate risks to health, wellbeing and safety and provide advice to individuals on how to prevent, ameliorate or control the risks.</li> <li>6. Assess risks to health, wellbeing and safety through audit, inspection, monitoring and analysis of basic data sets.</li> <li>7. Contribute to the management of outbreaks or incidents.</li> </ol>	<ol style="list-style-type: none"> <li>a) Knowledge of health inequalities and the needs of vulnerable groups in health protection.</li> <li>b) Understand the principles of surveillance and the techniques that are used in protecting the health and wellbeing of the population.</li> <li>c) Knowledge of the principles of managing environmental incidents.</li> <li>d) Knowledge of the principles of controlling disease and on-call arrangements.</li> <li>e) Knowledge of the principles of emergency planning and managing environmental incidents.</li> <li>f) Knowledge of the roles and legal responsibilities of local health agencies and departments and other agencies at regional and national level.</li> <li>g) Knowledge of the law relating to the protection of health and wellbeing.</li> <li>h) Awareness of the impact of incidents and outbreaks on other health and wellbeing programmes.</li> </ol>
Level 6	<ol style="list-style-type: none"> <li>1. Determine and deliver specific interventions to protect individual and community health, wellbeing and safety.</li> <li>2. Identify and work with partners to protect vulnerable populations from a specific risk.</li> <li>3. Implement interventions to address health inequalities and the specific needs and risks that affect vulnerable groups.</li> <li>4. Implement an agreed course of action during an incident or outbreak.</li> <li>5. Identify hazards and assess serious risks to health, wellbeing and safety at individual and / or community level.</li> <li>6. Co-ordinate contact tracing.</li> <li>7. Interpret, analyse and report on interventions to protect population health, wellbeing and safety appropriately dealing with sensitive information.</li> <li>8. Communicate risks to health, wellbeing and safety to individuals and communities and provide advice on how to prevent, ameliorate or control the risks.</li> </ol>	<ol style="list-style-type: none"> <li>a) Understand the nature, causes and occurrence of major communicable and non-communicable diseases due to infectious and non-infectious environmental hazards.</li> <li>b) Understand the principles of the modes of transmission, latency, incubation periods, exposure, herd and individual immunity.</li> <li>c) Understand the principles of primary, secondary and tertiary prevention programmes as they relate to major communicable and non-communicable diseases due to infectious and environmental hazards.</li> <li>d) Understand the nature of outbreaks and incidents and how they are managed.</li> <li>e) Knowledge of the methods employed in assessing, investigating and communicating risks to health and wellbeing including long-term exposure to non-infectious environmental hazards.</li> <li>f) Understand the principles of, and roles and responsibilities in, emergency planning and managing environmental chemical and radiological incidents.</li> </ol>

## DEFINED AREA – Health Protection

Career Framework Levels	Overview descriptions of the competences needed in this area	Overview descriptions of the knowledge needed in this area
Level 7	<ol style="list-style-type: none"> <li>1. Manage systems, programmes, processes or interventions to protect population health and wellbeing.</li> <li>2. Lead the implementation of an agreed course of action during an incident or outbreak.</li> <li>3. Prepare material for, and effectively use the media for, the communication of health messages.</li> <li>4. Plan to prevent, ameliorate or control risks to health and wellbeing at individual and / or community level.</li> <li>5. Anticipate and predict risks and identify appropriate actions at individual and / or community level using surveillance and intelligence.</li> <li>6. Assess complex risks to health and wellbeing and determine courses of action.</li> <li>7. Determine and implement interventions to reduce the various complex influences on health inequalities and vulnerable groups.</li> <li>8. Lead specific processes and be involved in the design of, an epidemiological investigation.</li> </ol>	<ol style="list-style-type: none"> <li>a) Understand the application of principles and methods of surveillance to health protection.</li> <li>b) Understand emergency responses to manage incidents and outbreaks and the specific contribution of on-call arrangements.</li> <li>c) Understand the importance of clear and effective recording of incident and outbreak control (including the preparation of written control reports).</li> <li>d) Understand the importance of, and how to achieve, effective communication with the public in protecting the population's health and wellbeing.</li> <li>e) Understand what influences behaviour, perceptions of risk and behaviour change in relation to health protection.</li> <li>f) Knowledge of the importance of, and how to achieve, effective relationships with the media in the protection of the population's health and wellbeing.</li> <li>g) Understand the impact of incidents and outbreaks on other health and wellbeing programmes and services.</li> </ol>
Level 8	<ol style="list-style-type: none"> <li>1. Manage multi-disciplinary and multi-sectoral policy or programmes to protect the population's health and wellbeing and achieve specified health goals.</li> <li>2. Manage programmes of short and long term risk analysis, communication, reporting and research in relation to actual or perceived major threats to health and wellbeing.</li> <li>3. Manage improvement of capability, contingency planning and resilience to monitor and respond to the increasing variety of infectious and environmental hazards.</li> <li>4. Manage risk communication on issues that are considered or perceived to be major threats to population health and wellbeing.</li> <li>5. Anticipate and predict risks and threats to population health, wellbeing and safety through the application of surveillance and assessment data, intelligence and horizon scanning.</li> <li>6. Lead epidemiological investigation and design the process.</li> </ol>	<ol style="list-style-type: none"> <li>a) Understand the social, political and economic environment from which threats to health and wellbeing may develop.</li> <li>b) Understand how the public involvement agenda and the policies and values that relate to it can affect the protection of health and wellbeing.</li> <li>c) Understand the principles of risk analysis to health and wellbeing (including long-term exposure to non-infectious environmental hazards).</li> </ol>



# DEFINED AREA – Health Protection

Career Framework Levels	Overview descriptions of the competences needed in this area	Overview descriptions of the knowledge needed in this area
Level 9	<ol style="list-style-type: none"> <li>1. Strategically lead and direct multi-disciplinary and multi-sectoral policy / programmes to protect population health, wellbeing and safety and achieve specified health goals.</li> <li>2. Lead programmes of short and long term risk analysis in relation to actual or perceived major threats to health and wellbeing.</li> <li>3. Lead improvement of capability, contingency planning and resilience to monitor and respond to an increasing variety of infectious and environmental hazards.</li> <li>4. Lead complex risk communication (particularly with the public) on issues that are considered or perceived to be major threats to population health, wellbeing and safety.</li> <li>5. Lead the epidemiological investigation of priority problems affecting health, wellbeing and safety.</li> <li>6. Lead the management and investigation of incidents and outbreaks of infection</li> <li>7. Lead the planning, implementation and review of multi-agency and multi-sectoral measures to prevent, ameliorate or control risks to population health, wellbeing and safety.</li> </ol>	<ol style="list-style-type: none"> <li>a) Understand political, economic and organisational issues and levers that affect (beneficially or adversely) health and wellbeing and its protection.</li> <li>b) Understand the range and complexity of technical issues that need to be brought together to protect health and wellbeing in the short and longer term.</li> </ol>

## DEFINED AREA – Public Health Intelligence

### DEFINED AREA - Public Health Intelligence

This area of practice focuses on the systems and capacity to deliver intelligence for surveillance, early warning functions, risk to populations, measurement of health and wellbeing and outcomes. Draw together information from different sources in new ways to improve health and wellbeing.

**Key elements** *Collection, generation, synthesis, appraisal, analysis, interpretation and communication of intelligence that assesses, measures and describes the health and wellbeing, risks, needs and health outcomes of defined populations*

Career Framework Levels	Overview descriptions of the competences needed in this area	Overview descriptions of the knowledge needed in this area
Level 1	1. Notice and report relevant issues relating to data to the relevant person	a) Awareness of what is meant by data quality and the need to report issues.
Level 2	1. Clean and manipulate raw data and prepare them for analysis 2. Contribute to drafting health intelligence reports; 3. Communicate health-related information to a relevant manager	a) Awareness of the information that is relevant to population health and own role in producing this b) Awareness of software and database packages and the uses to which they can be put c) Awareness of the need for data confidentiality
Level 3	1. Collect data on defined populations	a) Knowledge of data that are relevant to understanding population health and own role in producing this b) Awareness of basic sources of data c) Awareness of non-standard or organisation specific software packages d) Awareness of how to use specific software and database packages e) Knowledge of the need for data confidentiality f) Knowledge of data quality issues and the purpose of reporting anomalies
Level 4	1. Collect data from a range of sources 2. Manage and interrogate data sets 3. Undertake basic analysis of data 4. Identify anomalies in data and take the appropriate action 5. Report the analysis of data on health and wellbeing	a) Knowledge of basic statistics b) Knowledge of basic sources of data and how to access them c) Knowledge of the sensitivities of data use d) Knowledge of the type of anomalies that occur in data and how it affects their usefulness e) Knowledge of software and database packages and the uses to which they can be put f) Understanding of the need for data confidentiality g) Knowledge of quality assurance processes for datasets, outcomes and the results of data analysis

# DEFINED AREA – Public Health Intelligence

Career Framework Levels	Overview descriptions of the competences needed in this area	Overview descriptions of the knowledge needed in this area
Level 5	<ol style="list-style-type: none"> <li>1. Collect and collate data from a wide range of different sources.</li> <li>2. Ensure data are complete and valid for the purpose for which it is to be used.</li> <li>3. Analyse and interpret routine data using appropriate analytical techniques .</li> <li>4. Present the outcomes of data analysis.</li> <li>5. Monitor and quality assure routine data collection, collation and analysis.</li> </ol>	<ol style="list-style-type: none"> <li>a) Knowledge of statistical methods appropriate to health and health needs.</li> <li>b) Awareness of the qualitative methodologies used in health intelligence and their contribution to the understanding of health and wellbeing.</li> <li>c) Awareness of health needs assessment methods and their use.</li> <li>d) Knowledge of different sources of data and information relevant to health and health needs and how to access them.</li> <li>e) Awareness of the principles of Geographical Information Systems and the importance of demography on assessing population health and wellbeing needs.</li> <li>f) Knowledge of use of geographically linked packages.</li> <li>g) Knowledge of the Data Protection Act and its implications for data disclosure.</li> <li>h) Knowledge of software and database packages and their use in manipulating data.</li> <li>i) Understand the importance of quality assurance.</li> </ol>
Level 6	<ol style="list-style-type: none"> <li>1. Develop data collection, analysis and communication systems and approaches that meet users' needs.</li> <li>2. Assist in the development of new data sets and new health intelligence techniques.</li> <li>3. Collate and form data and information related to health and wellbeing and health needs.</li> <li>4. Determine appropriate analytical methods and apply these in the analysis of data and information on health and wellbeing.</li> <li>5. Support others who are undertaking data collection, collation and analysis.</li> <li>6. Provide advice to others on data collection, collation, analysis, communication, validity and disclosure.</li> </ol>	<ol style="list-style-type: none"> <li>a) Knowledge of how to measure deprivation and health inequality using the wider determinants of health and wellbeing.</li> <li>b) Knowledge of methods to assess health and wellbeing needs and their use.</li> <li>c) Knowledge of a wide range of datasets on health and wellbeing and the determinants of health and wellbeing, where to find them and their strengths and weaknesses.</li> <li>d) Understand the role and functioning of other agencies and the data they collect.</li> <li>e) Knowledge of how to link data sets to help support and plan for action on population health and wellbeing issues.</li> <li>f) Knowledge of quantitative and qualitative research methods and software packages and their contribution to the understanding of population health and wellbeing.</li> </ol>

**DEFINED AREA – Public Health Intelligence**

<b>Career Framework Levels</b>	<b>Overview descriptions of the competences needed in this area</b>	<b>Overview descriptions of the knowledge needed in this area</b>
<b>Level 7</b>	<ol style="list-style-type: none"> <li>1. Identify and evaluate user needs for data collection, analysis and communication.</li> <li>2. Design, implement, evaluate and advise on a range of health data and intelligence approaches.</li> <li>3. Identify, exploit, adapt and develop non-routine and new data sources to improve health intelligence.</li> <li>4. Advise on and apply a range of quantitative and qualitative data collection, collation and analytical methods to produce health intelligence.</li> <li>5. Scope and resolve complex analytical problems.</li> <li>6. Assure the quality of data collection, collation, analysis and communication.</li> <li>7. Translate and communicate findings into appropriate recommendations.</li> </ol>	<ol style="list-style-type: none"> <li>a) Understand advanced epidemiological methods.</li> <li>b) Understand the wider determinants of health and their impact on population health and wellbeing.</li> <li>c) Understand qualitative and quantitative research methodologies used in health intelligence and their contribution to the understanding of health and wellbeing.</li> <li>d) Knowledge of modelling techniques and their use in understanding population health and wellbeing.</li> <li>e) Understand quantitative and qualitative methods and software packages and their contribution to the understanding of population health and wellbeing.</li> <li>f) Knowledge of governance issues and how they relate to health data and intelligence.</li> </ol>
<b>Level 8</b>	<ol style="list-style-type: none"> <li>1. Identify and evaluate user strategic needs for health data and intelligence and negotiate solutions to meet these needs.</li> <li>2. Contribute to the design of large-scale health data and intelligence systems, using approaches that effectively support users.</li> <li>3. Communicate and disseminate health data and intelligence from a wide range of sources to different populations.</li> <li>4. Influence policy and priority setting / performance through drawing valid inferences from quantitative and qualitative analysis.</li> <li>5. Withstand challenges to health data and intelligence.</li> <li>6. Scan the environment for, and assess the relevance and usability of, new health data and intelligence, methods and systems.</li> </ol>	<ol style="list-style-type: none"> <li>a) Understand statistical and modelling methodologies.</li> <li>b) Understand forecasting methods and their appropriateness in different circumstances.</li> <li>c) Understand the methods of, and issues with, linking data sets across agencies.</li> <li>d) Understand the capabilities and limitations of electronic systems and software in relation to health data and intelligence.</li> </ol>

# DEFINED AREA – Public Health Intelligence

Career Framework Levels	Overview descriptions of the competences needed in this area	Overview descriptions of the knowledge needed in this area
Level 9	<ol style="list-style-type: none"> <li>1. Scan diverse and new environments for issues and evidence related to health data and intelligence and feed the information into planning of future intelligence gathering.</li> <li>2. Champion the benefits and uses of health data and intelligence and its improvement in a range of arenas using evidence.</li> <li>3. Withstand challenges to health data and intelligence and influence the political agenda to improve them.</li> <li>4. Lead the commissioning and development of health data and intelligence.</li> <li>5. Engage effectively with strategic partners to identify and take forward joint aims and goals relating to health data and intelligence.</li> <li>6. Lead on joint strategies and approaches related to health data and intelligence.</li> <li>7. Provide advice and guidance on complex health data and intelligence issues.</li> <li>8. Evaluate the effectiveness of the health data and intelligence service(s) and improve them so they are fit for purpose.</li> </ol>	<ol style="list-style-type: none"> <li>a) Understand the role of health data and intelligence in delivering the whole of the health agenda across agencies.</li> <li>b) Understand the political, economic and business environment of own organisation and how this can be used to maximise opportunities for health data and intelligence.</li> <li>c) Understand the agenda of strategic commissioning and how health data and intelligence supports it.</li> <li>d) Understand the range and complexity of work in health data and intelligence.</li> </ol>

## DEFINED AREA - Academic Public Health

This area of practice focuses on the teaching of, and research into, population health and wellbeing.

**Key elements:** *facilitate learning, supervise others, teach; develop, plan, commission learning material; contribute to, critique research; determine research question, carry out research.*

Career Framework Levels	Overview descriptions of the competences needed in this area	Overview descriptions of the knowledge needed in this area
Level 1	<ol style="list-style-type: none"> <li>1. Undertake specific tasks to support the learning of others</li> <li>2. Undertake basic research tasks</li> </ol>	<ol style="list-style-type: none"> <li>a) Awareness of the contribution that specific research activities and tasks make to larger research projects and questions</li> </ol>
Level 2	<ol style="list-style-type: none"> <li>1. Undertake specific activities to support the learning of others</li> <li>2. Undertake specific research activities</li> </ol>	
Level 3	<ol style="list-style-type: none"> <li>1. Assist with the planning and design of learning sessions</li> <li>2. Facilitate the learning of individuals</li> <li>3. Give feedback to individuals on their progress</li> <li>4. Contribute to various aspects of a research project</li> </ol>	<ol style="list-style-type: none"> <li>a) Awareness of teaching and learning principles and methods and their use in various settings and for various audiences</li> <li>b) Knowledge of basic research tools and methods</li> <li>c) Awareness of the role of literature reviews and how they are produced.</li> </ol>
Level 4	<ol style="list-style-type: none"> <li>1. Contribute to the planning and design of learning sessions</li> <li>2. Facilitate the learning of individuals and small groups</li> <li>3. Supervise and assess learners' progress and provide feedback</li> <li>4. Contribute to defining a research strategy and summarising the results</li> <li>5. Apply research findings to practical issues related to population health and wellbeing in own area of work</li> <li>6. Disseminate research findings within area of work using methods appropriate to the audience</li> </ol>	<ol style="list-style-type: none"> <li>a) Knowledge of the relative strengths and limitations of various research methods</li> <li>b) Knowledge of various learning and presentational techniques</li> </ol>

**DEFINED AREA – Academic Public Health**

Career Framework Levels	Overview descriptions of the competences needed in this area	Overview descriptions of the knowledge needed in this area
Level 5	<ol style="list-style-type: none"> <li>1. Apply and interpret qualitative &amp; quantitative research methods.</li> <li>2. Distinguish between association and causation in relationships among measured variables.</li> <li>3. Interpret the results of simple commonly used multivariate statistical models.</li> <li>4. Define appropriate outcome measures and data requirements for specific quantitative and qualitative research proposals.</li> <li>5. Critique research publications for their validity and reliability.</li> <li>6. Disseminate research findings within area of work using methods that are appropriate to the audience.</li> <li>7. Plan and develop materials and approaches to facilitate the learning of individuals and groups within wider education and training programmes.</li> <li>8. Facilitate the learning of individuals and groups using a variety of methods.</li> <li>9. Assess learners' achievements and provide appropriate feedback.</li> <li>10. Critically reflect on feedback and apply to own work.</li> </ol>	<ol style="list-style-type: none"> <li>a) Knowledge of current practice in population health and wellbeing and its relationship to the research agenda.</li> <li>b) Knowledge of the limitations of a single discipline to understanding population health and wellbeing and needs.</li> <li>c) Knowledge of the concept of critical reflection in evaluating research, education and training.</li> </ol>
Level 6	<ol style="list-style-type: none"> <li>1. Formulate a specific research question regarding population health and wellbeing.</li> <li>2. Advise others of the relative strengths and limitations of different research methods to address a specific research question.</li> <li>3. Communicate primary or secondary research findings using methods appropriate to the audience.</li> <li>4. Plan and design learning sessions for different learners in different contexts.</li> <li>5. Facilitate the learning of different learners in different contexts.</li> <li>6. Supervise and assess learners' progress and give appropriate feedback.</li> <li>7. Respond reflectively to being assessed.</li> </ol>	<ol style="list-style-type: none"> <li>a) Awareness of developing areas of research and emerging research methods in own area of work.</li> </ol>

**DEFINED AREA – Academic Public Health**

Career Framework Levels	Overview descriptions of the competences needed in this area	Overview descriptions of the knowledge needed in this area
Level 7	<ol style="list-style-type: none"> <li>1. Contribute to the determination of research and development priorities in own area of work.</li> <li>2. Identify the resource implications of varied research strategies.</li> <li>3. Turn a complex problem relating to population health and wellbeing into an answerable research question.</li> <li>4. Design and undertake research projects using the appropriate methodology.</li> <li>5. Identify the potential for misleading findings from different research methods and identify ways to avoid them.</li> <li>6. Critique the validity and feasibility of research proposals.</li> <li>7. Develop own areas of research in relation to population health and wellbeing.</li> <li>8. Supervise research into population health and wellbeing.</li> <li>9. Draw appropriate conclusions from research in the context of its development and make recommendations for own and other's research.</li> <li>10. Plan, commission and quality assure specific aspects of education and training programmes.</li> <li>11. Contribute to curriculum development in population health and wellbeing.</li> <li>12. Plan learning sessions about population health and wellbeing for different learners and different contexts.</li> <li>13. Facilitate learning about population health and wellbeing by applying different teaching and learning methods that are appropriate to the context and the learners.</li> </ol>	<ol style="list-style-type: none"> <li>a) Knowledge of developing areas of research and emerging research methods in own area of work.</li> <li>b) Knowledge of different teaching and learning styles and their application in facilitating in learning.</li> <li>c) Knowledge of the purposes, principles and methods of assessment.</li> <li>d) Knowledge of the purposes, principles and methods of evaluating teaching and learning.</li> </ol>



**DEFINED AREA – Academic Public Health**

<b>Career Framework Levels</b>	<b>Overview descriptions of the competences needed in this area</b>	<b>Overview descriptions of the knowledge needed in this area</b>
<b>Level 8</b>	<ol style="list-style-type: none"> <li>1. Determine priorities for research and development into population health and wellbeing.</li> <li>2. Translate complex contemporary research results into information and knowledge that can improve population health and wellbeing.</li> <li>3. Make recommendations on how the evidence base can be improved through different forms of research and development.</li> <li>4. Initiate and lead direction for education, training and research in relation to population health and wellbeing.</li> <li>5. Organise the design and / or commissioning of education and training programmes related to population health and wellbeing.</li> <li>6. Design and deliver an education and training programme based on own area of work.</li> <li>7. Communicate complex issues that can affect health and wellbeing to a variety of audiences.</li> <li>8. Develop and sustain effective links between academic and service sectors.</li> </ol>	<ol style="list-style-type: none"> <li>a) Understand theories, models, concepts and principles in own area of work and their application to population health and wellbeing.</li> <li>b) Understand developing areas of research and emerging research methods in own area of work.</li> </ol>
<b>Level 9</b>	<ol style="list-style-type: none"> <li>1. Initiate and lead multi-disciplinary and multi-sectoral long-term strategic research, education and training related to population health and wellbeing.</li> <li>2. Lead the development of an integrated curriculum for population health and wellbeing.</li> <li>3. Influence development in education related to population health and wellbeing.</li> <li>4. Lead academic policy in a national / international context in relation to population health and wellbeing.</li> <li>5. Determine priorities for research and development into population health and wellbeing.</li> </ol>	<ol style="list-style-type: none"> <li>a) Understand theories, models, concepts and principles in own area of work and their application within the broader context of population health and wellbeing.</li> <li>b) Understand current national and international policies, their development and implications in own area of work.</li> </ol>

## DEFINED AREA – Health and Social Care Quality

### DEFINED AREA - Health and Social Care Quality

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

**Key elements:** leading change; seeking out opportunities to use evidence to influence decisions, priority setting, overseeing quality agenda.

Career Framework Levels	Overview descriptions of the competences needed in this area	Overview descriptions of the knowledge needed in this area
Level 1	1. Contribute to activities to promote health and social care quality in own area of work	a) Awareness of guidelines and regulations relevant to own area of work b) Awareness of the roles and responsibilities of people and organisations involved in health and social care quality
Level 2	1. Work in line with policies, guidelines, protocols and procedures 2. Make changes to own practice 3. Offer suggestions for improving own and others' work	a) Awareness of the purpose of quality procedures, protocols and guidelines in own area of work, and the need to report any issues or problems b) Awareness of the importance of effective relationships with the users of services c) Awareness of the meaning of the term 'risk management' in the context of health and social care quality d) Awareness of how own work contributes to service quality
Level 3	1. Apply policies, guidelines, protocols and procedures in own work 2. Maintain quality in own work and encourage others to do so 3. Communicate appropriately with users of services 4. Offer suggestions for improving services	a) Awareness of quality issues in own area of work b) Awareness of the content of procedures, protocols and guidelines in own area of work c) Knowledge of the importance of effective relationships with the users of services d) Awareness of how own and team's area of work contributes to service quality e) Knowledge of own role and how it relates to the roles of others in the team
Level 4	1. Implement policies, guidelines, protocols and procedures in area of practice 2. Contribute to the improvement of services 3. Develop relationships with the users of services in own area of work	a) Awareness of factors that contribute to quality in own area of work b) Understanding of the importance of effective relationships with the users of services c) Awareness of the importance of health economics and its application to developing service quality d) Knowledge of risk management and the need to report challenges to health and social care quality e) Knowledge of how own and team's area of work contributes to service quality f) Knowledge of own role, how it relates to roles of others in the team, and who to report to

**DEFINED AREA – Health and Social Care Quality**

<b>Career Framework Levels</b>	<b>Overview descriptions of the competences needed in this area</b>	<b>Overview descriptions of the knowledge needed in this area</b>
<b>Level 5</b>	<ol style="list-style-type: none"> <li>1. Signpost patients / clients / users to services on the basis of accessing and analysing relevant information and evidence on quality.</li> <li>2. Audit services and practices using appropriate methods (including information from patients / clients / users) and use to improve services.</li> <li>3. Implement policies, guidelines, protocols and procedures to deliver quality services.</li> <li>4. Gain feedback from patients / clients / users using appropriate methods and use it to improve services.</li> <li>5. Identify, assess and communicate risks to service quality in own area of work.</li> <li>6. Communicate and disseminate information that improves practices / services.</li> </ol>	<ol style="list-style-type: none"> <li>a) Awareness of the principles and processes for commissioning health and social care services.</li> <li>b) Awareness of the principles and processes related to different forms of governance and the systems that support these.</li> <li>c) Awareness of the principles and methods of quality improvement (including outcome data) and how these are applied in the development of services.</li> <li>d) Awareness of the principles and methods of ensuring equity of service provision and priority setting.</li> <li>e) Awareness of the cultural differences that exist between service users and how they impact on quality.</li> <li>f) Knowledge of how the quality of services is evaluated and the importance of this for patients, clients and users.</li> <li>g) Knowledge of quality measures, policies, procedures, protocols and guidelines in own area of work.</li> <li>h) Awareness of the effect that the media has on public perception, investment and decision making in the context of health and social care quality.</li> <li>i) Awareness of access issues and their impact on health inequalities</li> <li>j) Knowledge of how feedback from the users of services can be proactively used to improve services.</li> </ol>
<b>Level 6</b>	<ol style="list-style-type: none"> <li>1. Set quality standards within an area of service / practice.</li> <li>2. Support services to deliver quality outcomes.</li> <li>3. Monitor performance and/or practices against quality standards, identify failures and risks, and follow appropriate procedures to address them.</li> <li>4. Contribute to service reviews.</li> <li>5. Interpret data from incidents / untoward events and ensure risks are addressed through individual practice and / or governance arrangements.</li> </ol>	<ol style="list-style-type: none"> <li>a) Knowledge of the principles and methods of commissioning services.</li> <li>b) Knowledge of the principles and methods of different forms of governance and improving patient / client / user safety.</li> <li>c) Knowledge of the principles and methods of quality improvement (including outcome data) and their application.</li> <li>d) Knowledge of the principles and methods of ensuring equity of service provision and priority setting.</li> <li>e) Knowledge of the cultural differences that exist between service users and how this impacts on quality.</li> <li>f) Awareness of the implications of funding individual exceptional requests on future funding and precedent setting.</li> <li>g) Knowledge of access issues and their impact on population health and wellbeing and inequalities.</li> </ol>

# DEFINED AREA – Health and Social Care Quality

Career Framework Levels	Overview descriptions of the competences needed in this area	Overview descriptions of the knowledge needed in this area
<b>Level 7</b>	<ol style="list-style-type: none"> <li>1. Assess health and social care service needs, utilisation and outcomes.</li> <li>2. Evaluate the clinical and cost effectiveness of health and social care services to inform decisions about overall service provision.</li> <li>3. Apply relevant health and social care process and outcome data to the planning of services, frameworks and standards.</li> <li>4. Facilitate the development of guidelines, policies and procedures to develop services based on evidence of best practice.</li> <li>5. Generate appropriate information to support the 'commissioning' and quality assurance agenda.</li> <li>6. Engage and work with different communities to develop services.</li> <li>7. Contribute to the project management of a governance issue.</li> <li>8. Apply learning from incidents to improve quality.</li> </ol>	<ol style="list-style-type: none"> <li>a) Understand the commissioning process in own organisation.</li> <li>b) Knowledge of commissioning processes in related organisations in local area.</li> <li>c) Understand the principles, nature and models of governance and their application in different arenas.</li> <li>d) Understand the principles, nature and models of quality improvement and patient / client / user safety and their application in service development.</li> <li>e) Understand how to develop priorities, targets and services in an equitable manner.</li> <li>f) Understand the different health and social care services commissioned and/or developed in own area of work.</li> <li>g) Knowledge of the principles of health economics and their application to developing service quality.</li> <li>h) Knowledge of the implications of funding individual exceptional requests on future funding and precedent setting.</li> <li>i) Understand access issues and their impact on population health and wellbeing and inequalities.</li> </ol>
<b>Level 8</b>	<ol style="list-style-type: none"> <li>1. Appraise business and financial proposals for new service developments / configurations from a provider or commissioner perspective.</li> <li>2. Assess the economic arguments for and against health, clinical and other developments.</li> <li>3. Prepare and present service specifications / service frameworks / models of care / care pathways to relevant audiences.</li> <li>4. Lead and report on the management of a governance issue.</li> <li>5. Inform the commissioning process and ensure equity through the use of appropriate methods.</li> <li>6. Manage the development of outcomes and quality standard setting across organisations, networks or commissioning.</li> <li>7. Obtain consensus about a complex commissioning issue.</li> </ol>	<ol style="list-style-type: none"> <li>a) Understand the application and use of health and social care service information.</li> <li>b) Understand policy frameworks and their application in designing, planning, implementing and evaluating services.</li> <li>c) Understand how improving the quality of health and social care services improves population health and wellbeing.</li> <li>d) Understand the principles of health economics and its application to developing service quality.</li> <li>e) Understand the nature and uses of financial modelling and its application to developing service quality.</li> <li>f) Understand standard financial instructions and their application to health and wellbeing and the costs of ill-health.</li> <li>g) Understand the implications of funding individual exceptional requests on future funding and precedent setting.</li> <li>h) Understand the ethical and legal issues and frameworks that affect and guide the development of service quality.</li> </ol>

**DEFINED AREA – Health and Social Care Quality**

Career Framework Levels	Overview descriptions of the competences needed in this area	Overview descriptions of the knowledge needed in this area
<b>Level 9</b>	<ol style="list-style-type: none"> <li>1. Engage with, and advise, strategic partners and decision makers to determine goals, priorities, targets, strategies, success criteria and outcome measures to achieve improvements in quality and patient / client / user safety.</li> <li>2. Influence the political agenda at a range of levels to maximise opportunities for improvement in health and social care quality and patient / client / user safety.</li> <li>3. Strategically lead the commissioning of improvements in health and social care quality and patient / client / user safety.</li> <li>4. Develop strategic organisational / cross-organisational plans (including investment and disinvestment decisions).</li> <li>5. Coordinate the response to system issues / incidents / problems in health and social care quality.</li> <li>6. Lead the development of outcomes and quality standard setting across organisations and / or networks.</li> <li>7. Lead option appraisal and business development processes.</li> <li>8. Develop a framework for, and advise on, priority setting within the commissioning process.</li> <li>9. Lead, negotiate and resolve one-off funding requests outside normal / standard contracts.</li> </ol>	<ol style="list-style-type: none"> <li>a) Understand the political, economic and business environment of own and other organisations and its relationship to quality improvement.</li> <li>b) Understand the agenda of strategic commissioning and how quality relates to it.</li> </ol>

