



Public Health Skills and Career Framework

Multidisciplinary/multi-agency/multi-professional

April 2008 (updated March 2009)



**Public Health
Resource Unit**





Welcome to the Public Health Skills and Career Framework



I am delighted to launch the UK-wide Public Health Skills and Career Framework.

For the first time, public health competences and the underpinning knowledge base are set out for all nine NHS career framework levels. This much needed document will provide a useful tool for development of not only the professional public health workforce but also the wider workforce, which can have a major influence on the wider determinants of health. It will also provide a route map for career development in public health, horizontally as well as vertically.

The framework's development was only possible with the commitment and support of my colleagues with responsibility for public health workforce development in Wales, Scotland and Northern Ireland, the Workforce Directorate and other colleagues in the Department of Health in England, and colleagues from a number of public health professional organisations across the UK. Many specialists and practitioners from a range of public health disciplines gave generously of their time to help develop the framework. The framework has been endorsed by a wide range of public health organisations and stakeholder groups.

The framework will continue to evolve. The Department of Health in England and the devolved administrations in Wales, Scotland and Northern Ireland are together funding the next stage of implementation of a strategy which is based on the framework and aimed at strengthening the capacity and capability of the workforce to contribute to public health.

I commend the framework to you, and encourage you to use it to strengthen public health capacity and competence across your organisations.

Professor Mala Rao

Head of Public Health Workforce and Capacity, Department of Health in England

Endorsing organisations and professional groups

Academic defined specialist professional group lead for UKPHR
Academy of Medical Royal Colleges
Association of Directors of Public Health
Association of Public Health Observatories
British Association for the Study of Community Dentistry
British Dental Association
British Dietetic Society
British Medical Association
Chartered Institute of Environmental Health
Child Public Health Interest Group
Community Practitioners and Health Visitors Association
Deputy chief dental officer, Department of Health
Faculty of Public Health (board)
Faculty of Public Health (training programme directors)
General Dental Council
General Medical Council
Health Protection Agency
Health Protection Scotland
Health psychology defined specialist professional group lead for UKPHR
Health services and quality defined specialist professional group lead for UKPHR
Informing Healthier Choices (workforce capability and capacity lead)
Lead post graduate dean for public health
Local Government Association
National Association of Primary Care
National Heart Forum
National Oral Health Promoters Group
National Professional Committee
NHS Confederation
Nursing & Midwifery Council
Nutrition Society
Oral Health Promotion Research Group
Pharmacy defined specialist professional group lead for UKPHR
Pharmacy Healthlink
Principal pharmaceutical officer, Department of Health
Public Health Medicine Environment Group
Royal College of General Practitioners
Royal College of Midwives (RCM)
Royal College of Nursing
Royal College of Paediatrics and Child Health
Royal College of Physicians and Surgeons of Glasgow
Royal College of Physicians of Edinburgh
Royal College of Physicians
Royal Environmental Health Institute of Scotland (REHIS)
Royal Institute of Public Health
Royal Society of Health
Society for Health Promotion (Wales)
UK Council for Health Informatics Professions (UKCHIP)
UK Public Health Association

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1. Introduction

Welcome to the Public Health Skills and Career Framework

1.1 What is the Public Health Skills and Career Framework?

The Public Health Skills and Career Framework is a tool for describing the skills and knowledge needed across all groups, domains and levels of the public health workforce. It was developed in response to the strong expressed need for a mechanism that facilitates collaboration and coherence across this diverse workforce, in order to maximise its collective contribution and underpin the influence of public health in the UK. The Public Health Skills and Career Framework provides this by helping to ensure rigour and consistency in skills, competence and knowledge at all levels, regardless of professional background, and by enabling flexible public health career progression.

1.2 What is health?

The term 'health and wellbeing' as used throughout this career framework is based on the broad concept of health as set out by the World Health Organisation, i.e. "a state of complete physical, mental and social wellbeing, not merely the absence of disease or infirmity".

1.3 What is public health?

The purpose of public health is to:

- Improve health and wellbeing in the population.
- Prevent disease and minimise its consequences.
- Prolong valued life.
- Reduce inequalities in health.

This is achieved through:

- Taking a population perspective.
- Mobilising the organised efforts of society and acting as an advocate for the public's health.
- Enabling people and communities to increase their control over their own health and wellbeing.
- Acting on the social, economic, environmental and biological determinants of health and wellbeing.
- Protecting from and minimising the impact of health risks to the population.
- Ensuring that preventive, treatment and care services are of high quality, evidence-based and of best value.

1.4 Who is the framework for?

The framework is for any individual who practises or participates in public health, and any organisation that employs people in public health roles or roles with a public health aspect to them. This will include local authorities, the NHS, the voluntary sector and the private sector.

The framework is designed as a tool for individuals at any stage of their career to identify a pathway for skills and career progression, vertically or horizontally.

This includes:

- Anyone whose work involves improving, people's health and wellbeing, or has a direct impact on the health and wellbeing of communities and populations – this encompasses a wide range of work areas and of organisations and agencies.
- Anyone wishing to develop their skills and/or a career in public health.

- Anyone interested in acquiring or developing competences and knowledge about improving and protecting the health and wellbeing of the population, even though this is not their main area of work.
- Anyone who wants to strengthen the contribution their organisation makes to the public health function.
- Anyone who plans or develops the public health workforce locally, regionally or nationally.
- Managers, to assess the competence and/or gaps in the competence of their workforce.
- Education or training providers, to inform the nature and type of learning and development that is needed at various stages and in various areas of public health.
- Commissioners – of services and of education and training – to inform what they are trying to put into effect.
- Designers of education, training, regulation or workforce planning, to ensure that there are appropriate progression routes in place, and no artificial barriers to progression.

1.5 Why is the framework needed?

The framework is needed to:

- Inform the skills and career development of everyone who contributes to improving or protecting the health and wellbeing of the population – the focus in the past has tended to be on public health specialists, whereas there is a need to recognise everyone's contribution.
- Develop a skilled public health workforce that is fit for purpose to tackle health inequalities and deliver the national public health agenda.
- Provide a consistent and coherent vision across the whole of the public health sector, as well as a means to value everyone's contribution and the interactions between those contributions – to date various professional groups and areas have their own standards, competences and training routes, but this is the first time these have been brought together into one development framework.

1.6 What is the status of the framework?

The framework has been endorsed by the Department of Health in England and the devolved administrations in Wales, Scotland and Northern Ireland. It has been reviewed and endorsed by key stakeholders, a list of whom can be found at the beginning of this document. We believe the framework is sufficiently robust to inform people's and agencies' work and related developments.

1.7 How was the framework developed?

The framework links to and builds on recent successes in strengthening the public health workforce across the UK, and reflects the current strong public health policy environment.

Its development has been informed by:

- National Occupational Standards, specifically those for public health.
- NHS Agenda for Change job profiles.
- The NHS Knowledge and Skills Framework (NHS KSF).
- The Faculty of Public Health's curriculum for higher specialist training.
- The defined specialist portfolio framework for the UK Voluntary Register.
- Curricula supplied by the Chartered Institute of Environmental Health, the Health Protection Agency, Health Protection Scotland and the Nursing & Midwifery Council.
- Skills for Health work on qualifications and job roles.

1.8 How will the framework be developed and used?

The framework will be further developed by public health organisations and professional groups working collaboratively to inform:

- The design of education, training and qualifications, within and across professions.
- Regulation (i.e. the UK Public Health Voluntary Register).

The framework is also intended to inform and complement – not replace – associated developments such as:

- The commissioning of education, training and qualifications.
- The use of education, training and qualifications.
- Service design
- Role design and development.
- The development of areas of application for those who use the NHS Knowledge and Skills Framework (NHS KSF).

The knowledge and competence levels of the framework can be broadly linked to qualifications and training across the UK. A rough comparison of the various UK qualifications framework levels can be found at www.scqf.org.uk/downloads/QualsCrossBoundaries_Sco.pdf

The statements in the framework have been written in a generic way so that various disciplines can link their specific work to it.

Whilst there are similarities between this and other frameworks (e.g. education, qualification, pay grades and bands, knowledge and skills), this framework is not intended to replace those frameworks, but to inform their application within public health.

In addition to the overview descriptions of the competences and knowledge needed in each area and at each level, links have been made where appropriate to:

- National Occupational Standards (NOS) – those for public health and a few from other suites of standards developed by Skills for Health and other sector skills councils.
- The NHS Knowledge and Skills Framework (NHS KSF).

These links are only for illustrative purposes and to show how these developments might fit together. They should not be taken as definitive statements of a relationship.

1.9 Our recommendations for using the framework

It is recommended that the following points be taken into account in using the framework:

- The levels are cumulative, i.e. someone working at a particular level has already developed, or would have the capability to develop, the competences and knowledge of all lower levels.
- The statements of competence and knowledge capture the essence of working at each level when an individual is fully developed at that level, i.e. the framework is designed to inform development and be realistically aspirational.
- To be fully competent to work in public health, individuals whose main job is in public health (public health professionals) and who focus on one or more of the defined areas ideally should be progressing towards achieving the competences and knowledge, preferably at the same level in the core areas as well as the competences and knowledge in the defined areas relevant to them.

These recommendations are being explored and further tested in the work in progress to implement the framework.

Users of the framework should also note that:

- Competence and knowledge statements appearing in the core areas are not repeated in the defined areas.
- Competence and knowledge statements appearing in one defined area may be repeated, where relevant, in other defined areas.
- This framework is not intended to replace any other framework, system or requirement (including professional codes of conduct, pay and grading systems, qualifications etc).
- The concept of 'ethical management of self', as outlined in Skills for Health *National Occupational Standards For Public Health (2004)*, has not been included as a specific area within the framework. This area is, by its nature, different from other areas of practice. In addition, most of its aspects are covered by various legislative frameworks, which have been referred to in a general sense. Where necessary, specific issues related to ethical management of self (e.g. confidentiality) have been highlighted within the various areas of public health work.

2. The Structure of the framework

2.1 Areas

Public health is divided into nine areas of work, as shown in Table 2.1. There are four core areas that anyone working in public health must know about and have certain competences within. There are five non-core or 'defined' areas, representing the contexts within which individuals principally work and develop.

Table 2.1 Framework areas

Core areas	Non-core (defined) areas
1. Surveillance and assessment of the population's health and wellbeing	5. Health improvement
2. Assessing the evidence of effectiveness of interventions, programmes and services to improve population health and wellbeing	6. Health protection
3. Policy and strategy development and implementation for population health and wellbeing	7. Public health intelligence
4. Leadership and collaborative working for population health and wellbeing	8. Academic public health
	9. Health and social care quality

2.2 Levels, competences and knowledge

The framework defines nine levels of competence and knowledge. Those at level 1 will have little previous knowledge, skills or experience in public health, while those at level 9 will be setting strategic priorities and direction and providing leadership to improve population health and wellbeing. Table 2.2 identifies the main characteristics of each level.

Table 2.2

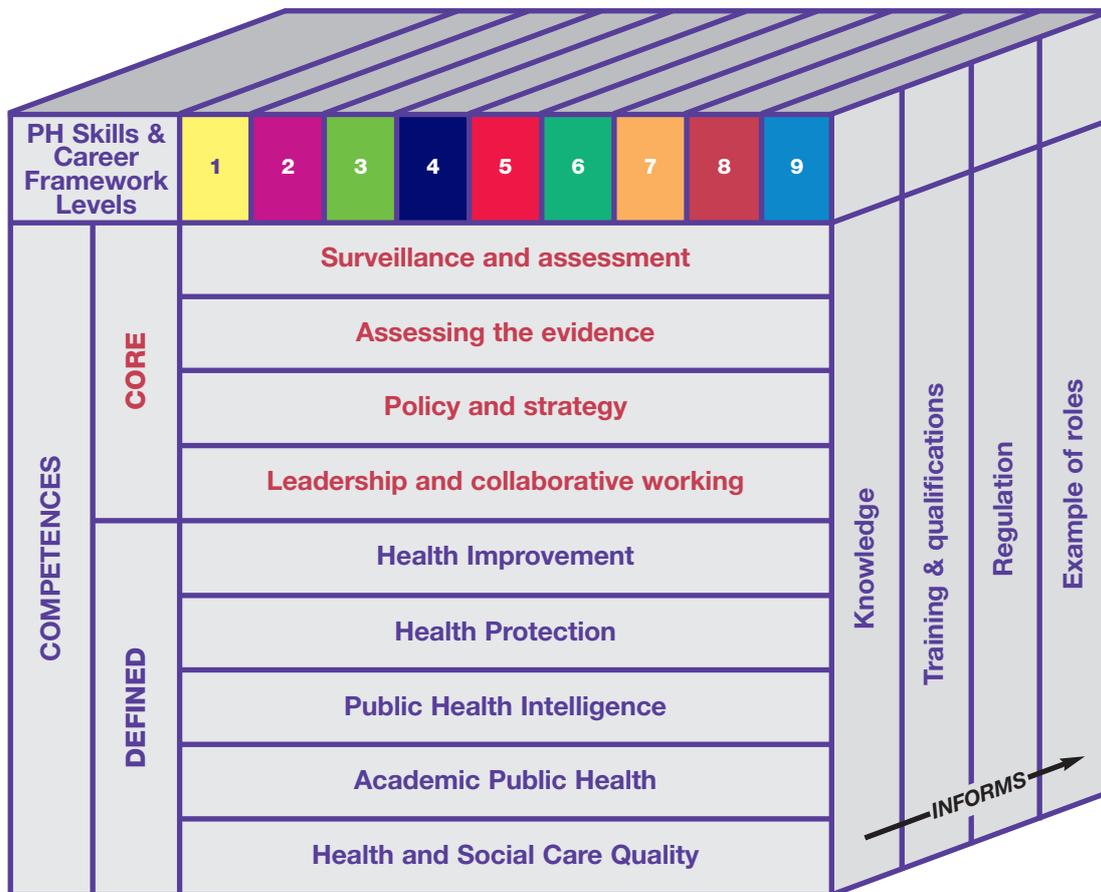
Framework levels
<p>Level 1 Has little previous knowledge, skills or experience in public health. May undertake specific public health activities under direction or may acknowledge the value of public health in a wider context.</p>
<p>Level 2 Has gained basic public health knowledge through training and/or development. May undertake a range of defined public health activities under guidance or may use knowledge to influence public health in a wider context.</p>
<p>Level 3 May carry out a range of public health activities or small areas of work under supervision. May assist in training others and could have responsibility for resources used by others. May use public health knowledge to set priorities and make decisions in a wider context.</p>
<p>Level 4 Has responsibility for specific areas of public health work with guidance, which may have a breadth and/or depth of application.</p>
<p>Level 5 Has autonomy in specified areas, continually develops own area of work and supports others to understand it. May contribute to a programme of work in multi-agency or multi-disciplinary environment.</p>
<p>Level 6 Has autonomy and responsibility in coordinating complex work, reflecting wider and deeper expertise in own area of work. Able to develop, facilitate and contribute to programmes of work in multi-agency or multi-disciplinary environment.</p>
<p>Level 7 Has autonomy and expertise in areas of public health. Will lead on areas of work within a defined field.</p>
<p>Level 8 Has a high level of expertise in a specific area of work or across a substantial breadth of service delivery and/or programmes. Is accountable for work across boundaries and agencies. Has leadership responsibility and autonomy to act. Sets strategic direction in own area of work.</p>
<p>Level 9 Sets strategic direction across organisations and/or areas of work. Provides multi-disciplinary or multi-sectoral public health leadership that determines priorities.</p>

Each level is further defined by its associated competences and knowledge. See Appendix 2 for sample job titles at each level.

2.3 The Public Health Skills and Career Framework cube

The framework consists of the collection of competence and knowledge statements for each area and level. It may be represented as a three-dimensional cube, as shown in Fig 2.1.

Figure 2.1 The Public Health Skills and Career Framework cube



3. Competence and knowledge structure and statements

Competence and knowledge statements for the nine areas of public health and nine levels of work are set out in the following pages.

For each area of public health, a brief summary description is given, followed by a table of competence and knowledge statements for each of the nine levels of work in this area. Because each level builds on the previous one, competences and knowledge for a given level are not repeated for the higher levels unless the requirements are different.

The table for each area has five columns:

1. the level that is being considered
2. competences needed at this level
3. knowledge needed at this level
4. National Occupational Standards (NOS) that may apply at this level (see Appendix 3 for a key to abbreviations); there are two reasons for showing these links:
 - to illustrate the range of areas, disciplines and activities to which the statements might apply
 - to clarify, for those using or wishing to use the standards, how they fit with the framework's levels and areas
5. corresponding dimensions and levels within the NHS Knowledge and Skills Framework (NHS KSF).

Columns 4 and 5 are included for information purposes only.

3.1 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: collecting data, collating data, analysing data, interpreting data, making recommendations based on data, identifying areas and mechanisms for data collection, implementing recommendations, overseeing implementation of recommendations

			FOR INFORMATION ONLY	
Career Framework Level	Overview of competences needed at this level	Overview of knowledge needed at this level	National Occupational Standards	NHS Knowledge and Skills Framework
Level 1		<ul style="list-style-type: none"> a) Awareness of the difference between individual and population health and wellbeing b) Awareness that health and wellbeing inequalities exist c) Awareness of what surveillance is and what it is used for d) Awareness of the factors that affect health and wellbeing and how everyone can contribute in their personal and work capacity e) Awareness of the importance of data confidentiality. 		Core 1 Communication Level 1 Communicate with a limited range on day-to-day matters IK2 Information collection and analysis Level 1 Collect, collate and report routine and simple data and information
Level 2	<ul style="list-style-type: none"> 1. Collect and record data accurately 2. Identify any mistakes in recording data and notify the relevant manager. 	<ul style="list-style-type: none"> a) Awareness of how accurate data and information contributes to an understanding of the population's health and wellbeing b) Awareness that health and wellbeing inequalities exist and of what health inequalities means. c) Knowledge of the difference between individual and population health and wellbeing d) Awareness of the basic data collection methods needed for accurate data recording e) Awareness of the people and agencies involved in surveillance and assessment of the population's health and wellbeing. 		Core 1 Communication Level 1 Communicate with a limited range on day-to-day matters IK2 Information collection and analysis Level 1 Collect, collate and report routine and simple data and information

			FOR INFORMATION ONLY	
Career Framework Level	Overview of competences needed at this level	Overview of knowledge needed at this level	National Occupational Standards	NHS Knowledge and Skills Framework
Level 3	<ol style="list-style-type: none"> 1. Collect data on people and/or the services they use, to contribute to knowledge of the population's health and wellbeing 2. Raise any issues with data collection or quality with a relevant person. 	<ol style="list-style-type: none"> a) Awareness of health and wellbeing and its various aspects b) Awareness of the determinants of health and wellbeing c) Awareness of how morbidity and mortality are measured d) Awareness of the contribution that small-scale data collection can bring to understanding the population's health and wellbeing e) Awareness of the existence of health inequalities and their nature f) Knowledge of basic data collection methods and how to use them g) Awareness of the need for accurate and consistent data. 	<p>HP4</p> <p>Collect and validate surveillance data to monitor risks to population health, wellbeing and safety</p>	<p>Core 1 Communication Level 2 Communicate with a range of people on a range of matters</p> <p>IK2 Information collection and analysis Level 1 Collect, collate and report routine and simple data and information</p>
Level 4	<ol style="list-style-type: none"> 1. Obtain and use routine data to describe the health and wellbeing of a defined population 2. Collect and collate basic data on health and wellbeing and the related needs of a defined population 3. Undertake simple analysis of various types of data on health and wellbeing and needs 4. Summarise and present data and the results of simple analysis of health and wellbeing and needs in simple formats 5. Check the quality of own data and results of analysis. 	<ol style="list-style-type: none"> a) Knowledge of health and wellbeing and its various aspects b) Knowledge of the determinants of health and wellbeing and how these affect needs c) Knowledge of the major causes of morbidity and mortality, and how they are measured d) Knowledge of health and wellbeing inequalities and their nature, and how they might be measured e) Knowledge of the people and agencies involved in the surveillance and assessment of the population's health and wellbeing f) Awareness of relevant routine, existing data sets and monitoring systems g) Knowledge of the importance of accurate and reliable data h) Knowledge of the contribution that small-scale data collection can bring to understanding the population's health and wellbeing. 	<p>PHP10</p> <p>Collect and link data and information about the health and wellbeing and related needs of a defined population</p> <p>PHP11</p> <p>Analyse and interpret data and information about the health and wellbeing and related needs of a defined population</p> <p>PHP12</p> <p>Communicate data and information about the health and wellbeing and related needs of a defined population</p> <p>HP3</p> <p>Monitor and analyse routine surveillance data to assess risks to health, wellbeing and safety</p> <p>HP4</p> <p>Collect and validate surveillance data to monitor risks to population health, wellbeing and safety</p>	<p>Core 1 Communication Level 2 Communicate with a range of people on a range of matters</p> <p>IK2 Information collection and analysis Level 2 Gather, analyse and report a limited range of data and information</p>

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

Career Framework Level	Overview of competences needed at this level	Overview of knowledge needed at this level	FOR INFORMATION ONLY	
			National Occupational Standards	NHS Knowledge and Skills Framework
Level 5	<ol style="list-style-type: none"> 1. Collect and collate routine data on health and wellbeing and needs using a range of tools and techniques 2. Analyse routine data on health and wellbeing and needs using basic analytical techniques 3. Collect and collate non-routine data on health and wellbeing and needs that is specific to own area of expertise or practice, using specified methods and tools 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 5. Interpret data on health and wellbeing within own area of expertise or practice 6. Communicate and disseminate findings on the health and wellbeing of a population to others. 	<ol style="list-style-type: none"> a) Knowledge of the links between, and relative importance of, the determinants of health and wellbeing and needs b) Knowledge of how determinants of health and wellbeing impact on various populations c) Knowledge of basic quantitative and qualitative methods of surveillance and assessment of the population's health and wellbeing d) Understanding of the relevance and use of measures of socio-economic deprivation in population health and wellbeing analysis e) Knowledge of the use of trend data in monitoring health and wellbeing and needs f) Knowledge of the strengths and weaknesses of various types of data relating to health and wellbeing and needs g) Understanding of basic terms and concepts used in epidemiology and how rates are calculated h) Knowledge of the limitations of analysis when working with small numbers or populations i) Knowledge of the importance of data confidentiality and disclosure, and the use of data sharing protocols j) Awareness of political sensitivities of data release. 	<p>PHP10 Collect and link data and information about the health and wellbeing and related needs of a defined population</p> <p>PHP11 Analyse and interpret data and information about the health and wellbeing and related needs of a defined population</p> <p>PHP12 Communicate data and information about the health and wellbeing and related needs of a defined population</p> <p>HP3 Monitor and analyse routine surveillance data to assess risks to health, wellbeing and safety</p> <p>HP4 Collect and validate surveillance data to monitor risks to population health, wellbeing and safety</p>	<p>Core 1 Communication Level 3 Develop and maintain communication with people about difficult matters and/or in difficult situations</p> <p>IK2 Information collection and analysis Level 3 Gather, analyse, interpret and present extensive and/or complex data and information</p>

Career Framework Level	Overview of competences needed at this level	Overview of knowledge needed at this level	FOR INFORMATION ONLY	
			National Occupational Standards	NHS Knowledge and Skills Framework
Level 6	<ol style="list-style-type: none"> 1. Collate surveillance and assessment data on a defined population using appropriate methods 2. Analyse and interpret surveillance and assessment data relating to a defined population, using appropriate quantitative and qualitative techniques and identifying the key messages that emerge 3. Assess the implications of surveillance and assessment data relating to a defined population and recommend appropriate response(s) 4. Present, communicate and disseminate data on health and wellbeing in a variety of ways as appropriate to various audiences 5. Facilitate and support others in collecting, collating, analysing and communicating data on health and wellbeing and needs. 	<ol style="list-style-type: none"> a) Understanding of how health and wellbeing, needs and outcomes are monitored b) Knowledge of qualitative and quantitative methods for measuring, analysing and interpreting health and wellbeing, needs and outcomes c) Understanding of strengths, uses, interpretation and limitations of various types of data relating to health and wellbeing, needs and outcomes d) Understanding of links between, and relative importance of, the various determinants of health and wellbeing and needs e) Understanding of the concept and nature of inequalities in health and wellbeing (including use of social deprivation indices). 	<p>PHP01 Collect data and information about health and wellbeing and/or stressors to health and wellbeing</p> <p>PHP02 Form data and information about health and wellbeing and/or stressors to health and wellbeing for later analysis</p> <p>PHP03 Obtain and link data and information about health and wellbeing and/or stressors to health and wellbeing</p> <p>PHP04 Analyse data and information about health and wellbeing and/or stressors to health and wellbeing</p> <p>PHP05 Interpret data and information about health and wellbeing and/or stressors to health and wellbeing</p> <p>PHP06 Draft and structure communications about health and wellbeing and/or stressors to health and wellbeing</p> <p>PHP07 Finalise and disseminate communications about health and wellbeing and/or stressors to health and wellbeing</p>	<p>Core 1 Communication Level 4 Develop and maintain communication with people on complex matters, issues and ideas and/or in complex situations</p> <p>IK2 Information collection and analysis Level 3 Gather, analyse, interpret and present extensive and/or complex data and information</p>

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

Career Framework Level	Overview of competences needed at this level	Overview of knowledge needed at this level	FOR INFORMATION ONLY	
			National Occupational Standards	NHS Knowledge and Skills Framework
Level 7	<ol style="list-style-type: none"> 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 2. Measure, analyse, compare and interpret the health and wellbeing and needs of various populations, communities and groups 3. Identify gaps in surveillance data and initiate action to fill these gaps 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 5. Advise others on the collection, analysis and reporting of surveillance and assessment data for your specific area of expertise 6. Interpret and apply indicators for monitoring the population's health and wellbeing. 	<ol style="list-style-type: none"> a) Understanding of qualitative and quantitative sources and methods for measuring, analysing and interpreting health and wellbeing, needs and outcomes b) Understanding of the importance of compliance, data confidentiality, disclosure and data sharing protocols. 	<p>PHP08 Advise others on data and information related to health and wellbeing and/or stressors to health and wellbeing and its uses</p> <p>PHP09 Enable others to develop and apply their knowledge and skills in relation to data and information about health and wellbeing and/or stressors to health and wellbeing</p>	<p>Core 1 Communication Level 4 Develop and maintain communication with people on complex matters, issues and ideas and/or in complex situations</p> <p>Core 4 Service improvement Level 2 Contribute to the improvement of services</p> <p>IK2 Information collection and analysis Level 3 Gather, analyse, interpret and present extensive and/or complex data and information</p> <p>G3 Procurement and commissioning Level 2 Assist in commissioning, procuring and monitoring goods and/or services</p>
Level 8	<ol style="list-style-type: none"> 1. Develop and manage services and systems for describing and assessing the health and wellbeing and needs of defined populations 2. Assess and describe the health and wellbeing and needs of populations using a variety of methods 3. Translate findings about health and wellbeing and needs into appropriate recommendations for action, policy decisions and service commissioning, delivery and provision 4. Disseminate the findings and implications of data relating to health and wellbeing and needs to various audiences 5. Contribute to the development of indicators for monitoring the population's health and wellbeing and needs and associated targets. 	<ol style="list-style-type: none"> a) Understanding of the political sensitivities of data and information release b) Understanding of the impact and influences of data and information on decision-making and policy c) Understanding of the full range of qualitative and quantitative data sources and methods for measuring, analysing and interpreting health and wellbeing, needs and outcomes d) Understanding of the purposes of, and uses for, indicators of the population's health and wellbeing and needs. 	<p>PHS01 Manage, analyse, interpret and communicate information, knowledge and statistics about health and wellbeing</p> <p>PHS02 Manage, analyse, interpret and communicate information, knowledge and statistics about needs and outcomes of health and wellbeing</p>	<p>Core 1 Communication Level 4 Develop and maintain communication with people on complex matters, issues and ideas and/or in complex situations</p> <p>Core 4 Service improvement Level 3 Appraise, interpret and apply suggestions, recommendations and directives to improve services</p> <p>IK2 Information collection and analysis Level 4 Plan, develop and evaluate methods and processes for gathering, analysing, interpreting and presenting data and information</p> <p>G3 Procurement and commissioning Level 3 Commission and procure products, equipment, services, systems and facilities</p>

			FOR INFORMATION ONLY	
Career Framework Level	Overview of competences needed at this level	Overview of knowledge needed at this level	National Occupational Standards	NHS Knowledge and Skills Framework
Level 9	<ol style="list-style-type: none"> 1. Take a strategic overview of surveillance and assessment data across a wide variety of agencies 2. Make decisions on the basis of surveillance data in a multi-agency environment 3. Evaluate surveillance and assessment data and address any gaps and deficiencies that are found 4. Influence policy and priority setting at national, regional or local level through the effective use of surveillance data 5. Ensure health and wellbeing surveillance data is presented in a meaningful way to all relevant audiences. 	<ol style="list-style-type: none"> a) Understanding of how to maximise the use of surveillance data and information to achieve change b) Understanding of how changes in policies, strategies and priorities can affect demand for surveillance data and information. 		<p>Core 1 Communication Level 4 Develop and maintain communication with people on complex matters, issues and ideas and/or in a complex situation</p> <p>Core 4 Service improvement Level 4 Work in partnership with others to develop, take forward and evaluate direction policies and strategies</p> <p>IK2 Information collection and analysis Level 4 Plan, develop and evaluate methods and processes for gathering, analysing, interpreting and presenting data and information</p>

3.2. 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: finding and retrieving evidence; synthesising and critically appraising evidence; interpreting and balancing evidence from multiple sources; making recommendations on the basis of evidence; informing decision-making on the basis of evidence

Career Framework Level	Overview of competences needed in this area	Overview of knowledge needed in this area	FOR INFORMATION ONLY	
			National Occupational Standards	NHS Knowledge and Skills Framework
Level 1	<ol style="list-style-type: none"> Follow policies, procedures, guidelines and protocols in own work Record data relating to own area of work. 	a) Awareness of the importance of evidence.		Core 5 Quality Level 1 Maintain the quality of own work
Level 2	<ol style="list-style-type: none"> Record data that will inform the effectiveness of own area of work. 	<ol style="list-style-type: none"> Awareness of the meaning of 'effectiveness' and its application to own area of work Awareness of the importance of evidence in the decision-making process. 		Core 1 Communication Level 1 Communicate with a limited range of people on day-to-day matters Core 5 Quality Level 1 Maintain the quality of own work
Level 3	<ol style="list-style-type: none"> Collect evidence relating to a specific subject Contribute to the collation of evidence relating to a specific subject Recognise any invalid or inaccurate information and take appropriate action Summarise and present simple evidence Carry out specified tasks related to reviewing own area of work Apply evidence to own work. 	<ol style="list-style-type: none"> Awareness of range of sources of evidence Awareness of levels of evidence in relation to population health and wellbeing Awareness of the need to use evidence in own area of work Awareness of how evidence should be used in decision-making Awareness of the purpose of reviewing own area of work and own role in this. 		Core 1 Communication Level 2 Communicate with a range of people on a range of matters Core 4 Service improvement Level 1 Make changes in own practice and offer suggestions for improving services Core 5 Quality Level 1 Maintain the quality of own work

Career Framework Level	Overview of competences needed in this area	Overview of knowledge needed in this area	FOR INFORMATION ONLY	
			National Occupational Standards	NHS Knowledge and Skills Framework
Level 4	<ol style="list-style-type: none"> 1. Find and retrieve simple evidence 2. Validate simple evidence 3. Communicate evidence to a limited audience 4. Carry out specific activities related to reviewing effectiveness of own area of work 5. Apply evidence to own area of work. 	<ol style="list-style-type: none"> 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. 	HP4 Collect and validate surveillance data to monitor risks to population health, wellbeing and safety	Core 1 Communication Level 2 Communicate with a range of people on a range of matters Core 4 Service improvement Level 1 Make changes in own practice and offer suggestions for improving services Core 5 Quality Level 2 Maintain quality in own work and encourage others to do so IK3 Knowledge and information resources Level 1 Access, appraise and apply knowledge and information
Level 5	<ol style="list-style-type: none"> 1. Collect and collate evidence from various sources identified by others 2. Assess and validate evidence from various sources 3. Synthesise and interpret evidence from various sources 4. Communicate evidence to others 5. Apply evidence in own role 6. Identify whether the benefits of own work might contribute to the development of the evidence base, and share this with others 7. Develop specific performance indicators based on evidence to review the effectiveness of own work 8. Contribute to reviewing the effectiveness of own area of work. 	<ol style="list-style-type: none"> a) Knowledge of literature searching techniques b) Understanding of levels of evidence and their use in assessing effectiveness and informing decision-making c) Understanding of how effectiveness is measured d) Understanding of the purpose and methods of reviewing effectiveness in own area of work. 	HSC33 Reflect on and develop your practice HP3 Monitor and analyse routine surveillance data to assess risks to health, wellbeing and safety HP4 Collect and validate surveillance data to monitor risks to population health, wellbeing and safety	Core 1 Communication Level 3 Develop and maintain communication with people about difficult matters and/or in difficult situations Core 4 Service improvement Level 2 Contribute to the improvement of services Core 5 Quality Level 3 Contribute to improving quality IK3 Knowledge and information resources Level 1 Access, appraise and apply knowledge and information

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

			FOR INFORMATION ONLY	
Career Framework Level	Overview of competences needed in this area	Overview of knowledge needed in this area	National Occupational Standards	NHS Knowledge and Skills Framework
Level 6	<ol style="list-style-type: none"> 1. Frame a question to be used as the basis for reviewing literature in relation to evidence on a specific issue 2. Identify, collect and collate the evidence that is needed to answer a question on a specific issue 3. Synthesise, appraise and summarise evidence on a specific issue 4. Communicate findings of the appraisal of evidence on a specific issue 5. Apply evidence within own area of work 6. Advise others about using evidence in their work 7. Contribute to the development and implementation of evidence-based policies, procedures, guidelines and protocols. 	<ol style="list-style-type: none"> a) Understanding of how to search literature b) Knowledge of the principles of critical appraisal as applied to various studies, and its use in improving health and wellbeing c) Understanding of the levels of evidence and their importance for decision-making in own area of work d) Knowledge of various techniques to assess productivity and cost-effectiveness. 	<p>M&L C1 Encourage innovation in your team</p> <p>HSC43 Take responsibility for the continuing professional development of self and others</p> <p>HI125 Search for clinical information and evidence according to an accepted methodology</p> <p>HI126 Critically appraise clinical information and evidence</p> <p>HP3 Monitor and analyse routine surveillance data to assess risks to health, wellbeing and safety</p>	<p>Core 1 Communication Level 3 Develop and maintain communication with people about difficult matters and/or in difficult situations</p> <p>Core 4 Service improvement Level 2 Contribute to the improvement of services</p> <p>Core 5 Quality Level 3 Contribute to improving quality</p> <p>IK3 Knowledge and information resources Level 1 Access, appraise and apply knowledge and information</p>
Level 7	<ol style="list-style-type: none"> 1. Critically appraise and summarise evidence from a range of sources 2. Formulate recommendations for change on the basis of critically appraised evidence 3. Influence the development of policies, procedures, guidelines or protocols on the basis of critically appraised evidence 4. Advise a range of audiences about evidence 5. Identify gaps in evidence and initiate action to fill these gaps 6. Review own area of work to ensure it is effective in achieving its aims. 	<ol style="list-style-type: none"> a) Understanding of appraising the quality of primary and secondary research b) Understanding of the hierarchy of evidence as it applies to services, programmes and interventions which impact on health and wellbeing c) Understanding of the strengths and weaknesses of various ways of assessing outcomes d) Knowledge of the principles and methods of evaluation, audit, research and development, and standard setting, as applied to improving quality e) Understanding of the validity and use of various techniques to assess productivity and cost-effectiveness and the inferences that can be drawn. 	<p>M&L C2 Encourage innovation in your area of responsibility</p> <p>CJ F309 Support and challenge workers on specific aspects of their practice</p> <p>HI124 Facilitate the clinical audit process</p> <p>HI127 Develop evidence-based clinical guidelines</p> <p>HP2 Collate, analyse and interpret surveillance data to assess risks to population health, wellbeing and safety</p> <p>HP3 Monitor and analyse routine surveillance data to assess risks to health, wellbeing and safety</p>	<p>Core 1 Communication Level 4 Develop and maintain communication with people on complex matters, issues and ideas and/or in a complex situation</p> <p>Core 4 Service improvement Level 3 Appraise, interpret and apply suggestions, recommendations and directives to improve services</p> <p>Core 5 Quality Level 3 Contribute to improving quality</p>

Career Framework Level	Overview of competences needed in this area	Overview of knowledge needed in this area	FOR INFORMATION ONLY	
			National Occupational Standards	NHS Knowledge and Skills Framework
Level 8	<ol style="list-style-type: none"> 1. Make and influence decisions based on evidence of effectiveness 2. Challenge the decisions that others make when evidence has not been taken into account 3. Lead on the evaluation of interventions, programmes and services. 	<ol style="list-style-type: none"> a) Understanding of the principles and methods of evaluation, audit, research and development, and standard setting, as applied to improving quality. 	<p>PHS06 Assess risks to the population's health and wellbeing and apply this to practice</p> <p>PHS07 Assess the evidence and impact of health and healthcare interventions, programmes and services and apply the assessments to practice</p> <p>PHS08 Improve the quality of health and healthcare interventions and services through audit and evaluation</p>	<p>Core 1 Communication Level 4 Develop and maintain communication with people on complex matters, issues and ideas and/or in a complex situation</p> <p>Core 4 Service improvement Level 4 Work in partnership with others to develop, take forward and evaluate direction, policies and strategies</p> <p>Core 5 Quality Level 4 Develop a culture that improves quality</p>
Level 9	<ol style="list-style-type: none"> 1. Set and maintain a culture of continuous evidence-based improvement 2. Influence political and partnership decision-making to maximise the application and use of evidence in achieving change 3. Anticipate and meet challenges to evidence in a range of political and partnership environments 4. Communicate and disseminate critically appraised evidence to key decision-makers in various organisations 5. Integrate critically appraised evidence into work programmes and services. 			<p>Core 1 Communication Level 4 Develop and maintain communication with people on complex matters, issues and ideas and/or in a complex situations</p> <p>Core 4 Service improvement Level 4 Work in partnership with others to develop, take forward and evaluate direction, policies and strategies</p> <p>Core 5 Quality Level 4 Develop a culture that improves quality</p>

3.3 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, implementing strategies to put the policies into effect and assessing the impact of policies on health and wellbeing.

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 Level	Overview of competences needed in this area	Overview of knowledge needed in this area	FOR INFORMATION ONLY	
			National Occupational Standards	NHS Knowledge and Skills Framework
Level 1	1. Feedback to relevant person any positive or negative comments relating to policies.	a) Awareness of policies that directly relate to own work b) Awareness of own role in relation to the team.		Core 4 Service improvement Level 1 Make changes in own practice and offer suggestions for improving services
Level 2	1. Alert relevant people when policies have an adverse effect on people's health and wellbeing and/or own work.			Core 4 Service improvement Level 1 Make changes in own practice and offer suggestions for improving services
Level 3	1. Apply policies and strategies in own role 2. Feedback to relevant person when policies and strategies have helped or hindered 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.		Core 4 Service improvement Level 1 Make changes in own practice and offer suggestions for improving services
Level 4	1. Support the implementation of policies and strategies in own area of work 2. Offer constructive comments on the effect of policies and strategies on health and wellbeing 3. Seek advice when there are issues with applying policies and strategies to own work.	a) Knowledge of policies relevant to own areas of work b) Knowledge of how policies are developed and translated into local action.		Core 4 Service improvement Level 2 Contribute to the improvement of services
Level 5	1. Contribute to the implementation of policies and strategies in own area of work 2. Support others in implementing policies and strategies within a defined area 3. Contribute to development of specific policies and strategies 4. Identify the actual and/or potential impact of policies and strategies on the population's health and wellbeing in own area of work.	a) Knowledge of the policies and strategies that affect the overall area in which one works b) Awareness of the complexity of the policy context and how policy is made c) Awareness of major Government policies relevant to health and wellbeing and inequalities.		Core 4 Service improvement Level 3 Appraise, interpret and apply suggestions, recommendations and directives to improve services

			FOR INFORMATION ONLY	
Career Framework Level	Overview of competences needed in this area	Overview of knowledge needed in this area	National Occupational Standards	NHS Knowledge and Skills Framework
Level 6	<ol style="list-style-type: none"> 1. Contribute to the interpretation and application of policies and strategies in own area of work 2. Implement relevant aspects of policies and strategies in own area of work 3. Appraise draft policies and strategies and recommend changes to improve their development 4. Contribute to assessing the potential or actual impact of policies and strategies on health and wellbeing in own area of work. 	<ol style="list-style-type: none"> a) Understanding of the policies and strategies that affect own area of work b) Knowledge of major Government policies relevant to health and wellbeing and inequalities c) Knowledge of the regulatory framework, professional standards, policies and functions relevant to own work, and the implications of these d) Knowledge of public service organisation and delivery e) Knowledge of tools used in strategic decision-making and planning. 	<p>PHP38 Monitor trends and developments in policies for their impact on health and wellbeing</p> <p>PHP39 Present information and arguments to others on how policies affect health and wellbeing</p> <p>PHP40 Evaluate and recommend changes to policies to improve health and wellbeing</p>	Core 4 Service improvement Level 3 Appraise, interpret and apply suggestions, recommendations and directives to improve services
Level 7	<ol style="list-style-type: none"> 1. Interpret and communicate local, regional and national policies and strategies within own area of work 2. Work with a range of people and agencies to implement policies and strategies in interventions, programmes and services 3. Contribute to the development of policies and strategies beyond own area of work 4. Contribute to the development of policies and strategies within own area of work 5. Assess the actual or potential impact of policies and strategies on health and wellbeing 6. Provide specialist input to policies and strategies that are under development 7. Alert the relevant people to issues and gaps in policies and strategies that are affecting health and wellbeing. 	<ol style="list-style-type: none"> a) Understanding of various methods to assess the impact of policies on health and wellbeing b) Knowledge of the policy setting context and the process of policy development c) Understanding of the variety of tools that can be used to aid strategic decision-making and planning d) Understanding of public service organisation and delivery e) Understanding of the concepts of power, interests and ideology in policy development f) Understanding of how to communicate and implement policy and strategy to improve the population's health and wellbeing. 	<p>PHP33 Work in partnership with others to make a preliminary assessment of the impact of policies and strategies on health and wellbeing</p> <p>PHP34 Work in partnership with others to undertake a full assessment of the impact of policies and strategies on health and wellbeing</p> <p>PHP35 Advise how health improvement can be promoted in policy development</p> <p>PHP36 Contribute to the formulation of policy specifically focused on improving health and wellbeing</p> <p>PHP37 Evaluate and review the effects of policies on health improvement</p> <p>DA AB3 Contribute to the development of organisational policy and practice</p> <p>HP18 Engage and work collaboratively with a range of people and agencies to protect and improve population health and wellbeing</p>	Core 4 Service improvement Level 4 Work in partnership with others to develop, take forward and evaluate direction, policies and strategies

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

Career Framework Level	Overview of competences needed in this area	Overview of knowledge needed in this area	FOR INFORMATION ONLY	
			National Occupational Standards	NHS Knowledge and Skills Framework
Level 8	<ol style="list-style-type: none"> 1. Interpret and apply local, regional and national policies and strategies 2. Influence the development of policies and strategies at other levels and/or within own area of work 3. Develop and implement policies and strategies in own area of work 4. Identify opportunities for policy development that will improve health and wellbeing and reduce inequalities. 	<ol style="list-style-type: none"> a) Understanding of the importance and impact of public policy and legislation on health and wellbeing at individual, local, national and global levels b) Understanding of the strategic context of policy development c) Understanding of the political environment in which own organisation is set and how this affects its policy and strategy d) Understanding of the major Government policies related to health and wellbeing and to health and wellbeing inequalities, and their interconnections. 	<p>PHS14 Assess the impact of policies and shape and influence them to improve health and wellbeing and reduce inequalities</p> <p>PHS15 Implement strategies for putting policies to improve health and wellbeing into effect</p> <p>PHP29 Work in partnership with others to develop and agree priorities and targets for improving health and wellbeing</p> <p>PHP30 Work in partnership with others to plan how to put strategies for improving health and wellbeing into effect</p> <p>PHP31 Work in partnership with others to implement strategies for improving health and wellbeing</p> <p>PHP32 Work in partnership with others to monitor and review strategies for improving health and wellbeing</p> <p>HP10 Monitor and review the effectiveness of services and initiatives to protect health, wellbeing and safety</p> <p>HP18 Engage and work collaboratively with a range of people and agencies to protect and improve population health and wellbeing</p>	<p>Core 4 Service improvement Level 4 Work in partnership with others to develop, take forward and evaluate direction, policies and strategies</p>

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Career Framework Level	Overview of competences needed in this area	Overview of knowledge needed in this area	National Occupational Standards	NHS Knowledge and Skills Framework
Level 9	<ol style="list-style-type: none"> 1. Identify where new policies and strategies are needed to improve the population's health and wellbeing 2. Lead on the development and implementation of policy and strategy to improve the population's health and wellbeing 3. Lead on assessing the impact of policies and strategies on the population's health and wellbeing 4. Influence the development of policies and strategies to improve the population's health and wellbeing. 		<p>HP10 Monitor and review the effectiveness of services and initiatives to protect health, wellbeing and safety</p> <p>HP18 Engage and work collaboratively with a range of people and agencies to protect and improve population health and wellbeing</p>	Core 4 Service improvement Level 4 Work in partnership with others to develop, take forward and evaluate direction, policies and strategies

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

This area of practice is concerned with leading and managing teams and individuals, building alliances, developing capacity and capability, working in partnership with other practitioners and agencies, and using the media effectively to improve health and wellbeing.

Key elements: working in, working with, engaging, leading teams; managing resources, budgets, people, projects, programmes, delivery of public health function; managing change; negotiating, influencing, facilitating and managing others; participating in, building, leading alliances; influencing, setting strategic direction

			FOR INFORMATION ONLY	
Career Framework Level	Overview of competences needed in this area	Overview of knowledge needed in this area	National Occupational Standards	NHS Knowledge and Skills Framework
Level 1	<ol style="list-style-type: none"> 1. Contribute to the work of the team 2. Communicate effectively within your own team. 	a) Awareness of what is meant by effective teamwork and how this should affect own work.		Core 5 Quality Level 2 Maintain quality in own work and enable others to do so
Level 2	<ol style="list-style-type: none"> 1. Work effectively as a member of a team to improve population health and wellbeing 2. Communicate effectively with people related to own work role to improve the population's health and wellbeing. 	<ol style="list-style-type: none"> a) Awareness of who does what in improving population health and wellbeing b) Awareness of the need for and use of opportunities for personal development. 	HSC241 Contribute to the effectiveness of teams	<p>Core 1 Communication Level 2 Communicate with a range of people on a range of matters</p> <p>Core 5 Quality Level 2 Maintain quality in own work and enable others to do so</p> <p>HWB1 Promotion of health and wellbeing and prevention of adverse effects on health and wellbeing Level 1 Contributing to promoting health and wellbeing and preventing adverse effects on health and wellbeing</p>

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

Career Framework Level	Overview of competences needed in this area	Overview of knowledge needed in this area	FOR INFORMATION ONLY	
			National Occupational Standards	NHS Knowledge and Skills Framework
Level 3	<ol style="list-style-type: none"> 1. Contribute to the work of various teams or agencies 2. Work as an effective team member 3. Work effectively with other teams to improve population health and wellbeing 4. Communicate effectively with a range of people related to own work role 5. Actively feedback team opportunities and issues to the relevant person. 	<ol style="list-style-type: none"> a) Awareness of what is meant by effective collaborative working and how this should affect own work b) Awareness of the relationships between own employing organisation and partner organisations c) Knowledge of who does what in improving population health and wellbeing. 	<p>HT4 Manage and organise your own time and activities</p> <p>HSC3121 Contribute to promoting the effectiveness of teams</p>	<p>Core 1 Communication Level 2 Communicate with a range of people on a range of matters</p> <p>Core 5 Quality Level 2 Maintain quality in own work and enable others to do so</p> <p>HWB1 Promotion of health and wellbeing and prevention of adverse effects on health and wellbeing Level 1 Contributing to promoting health and wellbeing and preventing adverse effects on health and wellbeing</p>
Level 4	<ol style="list-style-type: none"> 1. Work effectively with people from teams and agencies other than one's own to improve population health and wellbeing 2. Be an effective member of various teams 3. Support others in undertaking specific activities and tasks 4. Promote the value of health and wellbeing and the reduction of inequalities in own work 5. Communicate effectively for a range of purposes and with various audiences 6. Constructively reflect on own work and area of practice. 	<ol style="list-style-type: none"> a) Awareness of the principles of collaborative working b) Knowledge of the principles of management c) Awareness of the use of objectives and success criteria d) Knowledge of the relationships between own employing organisation and partner organisations e) Awareness of teams and the various roles that individuals have in teams f) Knowledge of the benefits of reflection in practice. 	<p>SfJ AC1 Contribute to the quality of team work</p> <p>SfJ AE1 Maintain and develop your own knowledge, skills and competence</p>	<p>Core 1 Communication Level 2 Communicate with a range of people on a range of matters</p> <p>Core 4 Service improvement Level 1 Make changes in own practice and offer suggestions for improving services</p> <p>Core 5 Quality Level 2 Maintain quality in own work and enable others to do so</p> <p>HWB1 Promotion of health and wellbeing and prevention of adverse effects on health and wellbeing Level 1 Contributing to promoting health and wellbeing and preventing adverse effects on health and wellbeing</p>

			FOR INFORMATION ONLY	
Career Framework Level	Overview of competences needed in this area	Overview of knowledge needed in this area	National Occupational Standards	NHS Knowledge and Skills Framework
Level 5	<ol style="list-style-type: none"> 1. Collaborate with others effectively to improve population health and wellbeing 2. Lead on discrete areas of work 3. Identify and influence other people and agencies in own area of work to improve population health and wellbeing 4. Contribute effectively to change within own area of work 5. Promote the value of population health and wellbeing and the reduction of inequalities in various teams or agencies 6. Communicate using various techniques appropriate to the audience and the purpose of the communication 7. Share knowledge to facilitate the development of others. 	<ol style="list-style-type: none"> a) Knowledge of the principles of collaborative working and their application b) Knowledge of methods of effective communication c) Knowledge of how to present material using styles and techniques appropriate for a range of audiences d) Knowledge of various leadership styles e) Knowledge of the difference between management and leadership f) Knowledge of management principles and skills and their application g) Awareness of drivers and levers of change relevant to own area of work h) Understanding of your interaction with and impact on others i) Understanding of the principles of reflective practice j) Awareness of how people can help to build capacity and capability in the system overall. 	<p>SfJ AD1 Develop and sustain effective working with staff from other agencies</p> <p>PHP47 Advocate for the improvement of health and wellbeing</p> <p>CJ F408 Represent one's own agency at other agencies' meetings</p> <p>MHN3 Develop and sustain effective working relationships with staff in other agencies</p> <p>M&L_B1 Develop and implement operational plans for your area of responsibility</p> <p>M&L_B5 Provide leadership for your team</p> <p>M&L_C1 Encourage innovation in your team</p> <p>LLUK L4 Design learning programmes</p> <p>LLUK L10 Enable learning through presentations</p> <p>LLUK L17 Evaluate and improve learning and development programmes</p> <p>LLUK L16 Monitor and review progress with learners</p> <p>LLUK L12 Enable individual learning through coaching</p> <p>CJ F314 Facilitate individual learning and development through mentoring</p> <p>HP12 Guide and support organisations to change their practices to ensure they meet their statutory responsibilities – in order to prevent – reduce and control risks to health – wellbeing and safety</p> <p>HP13 Work in partnership with organisations to enable them to improve their practices and environments in order to prevent – reduce and control risks to health and wellbeing</p>	<p>Core 1 Communication Level 3 Develop and maintain communication with people about difficult matters and/or in difficult situations</p> <p>Core 4 Service improvement Level 3 Appraise, interpret and apply suggestions, recommendations and directives to improve services</p> <p>Core 5 Quality Level 3 Contribute to improving quality</p> <p>HWB1 Promotion of health and wellbeing and prevention of adverse effects on health and wellbeing Level 3 Plan, develop, implement and evaluate programmes to promote health and wellbeing and prevent adverse effects on health and wellbeing</p> <p>G7 Capacity and capability Level 1 Sustain capacity and capability</p>

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

Career Framework Level	Overview of competences needed in this area	Overview of knowledge needed in this area	FOR INFORMATION ONLY	
			National Occupational Standards	NHS Knowledge and Skills Framework
Level 6	<ol style="list-style-type: none"> 1. Engage and work collaboratively with a range of people and agencies to improve population health and wellbeing 2. Identify opportunities and develop structures to take forward approaches to improve population health and wellbeing, including making use of partnership working 3. Coordinate programmes or projects to improve population health and wellbeing 4. Contribute effectively to change and developments within own area of work 5. Promote the value of health and wellbeing and the reduction of inequalities across settings and agencies 6. Review the effectiveness of collaborative working and make recommendations for improvement 7. Facilitate the development of others using a variety of methods. 	<ol style="list-style-type: none"> a) Knowledge of the models and principles of leadership and their application 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 c) Understanding of theories and models of project management and their application d) Knowledge of theories and approaches of managing people and their application e) Knowledge of how to proactively use various media f) Knowledge of negotiation and influencing approaches and skills and their application g) Knowledge of change management theories and their application h) Knowledge of drivers and levers of change in own area of work. 	<p>PHP46 Create and capitalise upon opportunities to advocate the need for improving health and wellbeing</p> <p>M&L_D5 Allocate and check work in your team</p> <p>HP12 Guide and support organisations to change their practices to ensure they meet their statutory responsibilities – in order to prevent – reduce and control risks to health – wellbeing and safety</p> <p>HP13 Work in partnership with organisations to enable them to improve their practices and environments in order to prevent – reduce and control risks to health and wellbeing</p> <p>M&L_C2 Encourage innovation in your area of responsibility</p> <p>M&L_E1 Manage a budget</p> <p>HSC433 Develop joint working agreements and practices and review their effectiveness</p> <p>M&L_B6 Provide leadership in your area of responsibility</p> <p>M&L_C6 Implement change</p> <p>M&L_D1 Develop productive working relationships with colleagues</p> <p>M&L_D7 Providing learning opportunities for colleagues</p> <p>M&L_F1 Manage a project</p>	<p>Core 1 Communication Level 3 Develop and maintain communication with people about difficult matters and/or in difficult situations</p> <p>Core 4 Service improvement</p> <p>Level 3 Appraise, interpret and apply suggestions, recommendations and directives to improve services</p> <p>Core 5 Quality Level 3 Contribute to improving quality</p> <p>HWB1 Promotion of health and wellbeing and prevention of adverse effects on health and wellbeing Level 3 Plan, develop, implement and evaluate programmes to promote health and wellbeing and prevent adverse effects on health and wellbeing</p> <p>G7 Capacity and capability</p> <p>Level 2 Facilitate the development of capacity and capability</p>

			FOR INFORMATION ONLY	
Career Framework Level	Overview of competences needed in this area	Overview of knowledge needed in this area	National Occupational Standards	NHS Knowledge and Skills Framework
Level 7	<ol style="list-style-type: none"> 1. Manage programmes or projects to improve population health and wellbeing 2. Engage and influence others in and beyond own organisation to improve population health and wellbeing 3. Lead others across projects or programmes to improve population health and wellbeing 4. Lead and influence change in own area of work 5. Advocate for health and wellbeing and reducing health inequalities 6. Work effectively with various media to communicate key issues relevant to health and wellbeing and needs 7. Review the effectiveness of collaborative working and make the necessary improvements 8. Build and sustain capacity and capability through individual and team development 9. Have insight into own behaviour within teams and in various settings. 	<ol style="list-style-type: none"> a) Understanding of the principles and methods of partnership working and the benefits which collaboration can bring b) Understanding of the models and principles of leadership and their potential use in improving population health and wellbeing c) Understanding of the skills needed to work effectively with various media d) Understanding of the effect that the media has on public perception, investment and decision-making e) Understanding of the importance of negotiation and influencing skills and their application f) Knowledge of the basic management models and theories associated with motivation and leadership g) Knowledge of frameworks for managing change h) Knowledge of the design and implementation of performance management i) Understanding of the principles of prioritisation and resource allocation. 	<p>PHP44 Sustain and share a vision of improving health and wellbeing</p> <p>PHP45 Lead others in improving health and wellbeing</p> <p>SfJCSAD2 Develop, sustain and evaluate joint work between agencies</p> <p>CJ A215 Evaluate, prioritise and review demands for services</p> <p>M&L_E2 Manage finance for your area of responsibility</p> <p>M&L_D6 Allocate and monitor the progress and quality of work in your area of responsibility</p> <p>M&L_C3 Encourage innovation in your organisation</p> <p>M&L_C4 Lead change</p> <p>M&L_C5 Plan change</p> <p>M&L_D2 Develop productive working relationships with colleagues and stakeholders</p>	<p>Core 1 Communication Level 4 Develop and maintain communication with people on complex matters, issues and ideas and/or in complex situations</p> <p>Core 4 Service improvement Level 4 Work in partnership with others to develop, take forward and evaluate direction, policies and strategies</p> <p>Core 5 Quality Level 4 Develop a culture that improves quality</p> <p>HWB1 Promotion of health and wellbeing and prevention of adverse effects on health and wellbeing Level 3 Plan, develop, implement and evaluate programmes to promote health and wellbeing and prevent adverse effects on health and wellbeing</p> <p>G4 Financial management Level 3 Coordinate, monitor and review the use of financial</p> <p>G7 Capacity and capability Level 3 Contribute to developing and sustaining capacity and capability</p>

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Career Framework Level	Overview of competences needed in this area	Overview of knowledge needed in this area	National Occupational Standards	NHS Knowledge and Skills Framework
			<p>M&L_E3 Obtain additional finance for the organisation</p> <p>M&L_F2 Manage programme of complimentary projects</p> <p>HP10 Monitor and review the effectiveness of services and initiatives to protect health, wellbeing and safety</p> <p>HP12 Guide and support organisations to change their practices to ensure they meet their statutory responsibilities – in order to prevent – reduce and control risks to health – wellbeing and safety</p> <p>HP13 Work in partnership with organisations to enable them to improve their practices and environments in order to prevent – reduce and control risks to health and wellbeing</p>	

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

Career Framework Level	Overview of competences needed in this area	Overview of knowledge needed in this area	FOR INFORMATION ONLY	
			National Occupational Standards	NHS Knowledge and Skills Framework
Level 8	<ol style="list-style-type: none"> 1. Lead on improving population health and wellbeing within and/or across organisations 2. Engage and lead a group to influence positively the population’s health and wellbeing 3. Improve the population’s health and wellbeing through effective use of negotiating, influencing, facilitation and management skills within a multi-agency environment 4. Manage programmes and/or services to successful completion within available resources and timescales 5. Lead change in a complex environment, handling uncertainty, the unexpected and conflicts appropriately 6. Review collaborative working and put in place the necessary improvements 7. Build and sustain capacity and capability through individual, team, organisational and partnership development. 	<ol style="list-style-type: none"> a) Understanding of the models and principles of leadership and their potential use in improving and protecting health and wellbeing and in motivating colleagues and partners b) Understanding of how various organisational cultures can influence the outcomes of collaborative work c) Understanding of the roles that various organisations, agencies, individuals and professionals play and the influence they may have on health and health inequalities d) Understanding of the principles of influencing, negotiating, facilitating and managing in a multi-agency environment to bring about change e) Understanding of how individuals and teams learn and the benefits and disadvantages of various approaches f) Understanding of basic management models and theories associated with motivation and leadership g) Understanding of frameworks for managing change h) Understanding of the design and implementation of performance management. 	<p>PHS09 Develop and sustain cross-sectoral collaborative working for health and wellbeing</p> <p>PHS10 Advise others on health and wellbeing, related issues and their impact</p> <p>PHS11 Communicate effectively with the public and others about improving the health and wellbeing of the population</p> <p>PHS19 Develop, sustain and implement a vision and objectives for improving health and wellbeing</p> <p>PHS20 Lead teams and individuals to improve health and wellbeing</p> <p>PHS21 Develop capacity and capability to improve health and wellbeing</p> <p>SfJCSAD2 Develop, sustain and evaluate joint work between agencies</p> <p>M&L_F3 Manage business processes</p> <p>M&L_B2 Map the environment in which your organisation operates</p> <p>M&L_B3 Develop a strategic business plan for your organisation</p>	<p>Core 1 Communication Level 4 Develop and maintain communication with people on complex matters, issues and ideas and/or in complex situations</p> <p>Core 4 Service improvement Level 4 Work in partnership with others to develop, take forward and evaluate direction, policies and strategies</p> <p>Core 5 Quality Level 4 Develop a culture that improves quality</p> <p>HWB1 Promotion of health and wellbeing and prevention of adverse effects on health and wellbeing Level 4 Promote health and wellbeing and prevent adverse effects on health and wellbeing through contributing to the development, implementation and evaluation of related policies</p> <p>G4 Financial management Level 3 Coordinate, monitor and review the use of financial resources</p> <p>G7 Capacity and capability Level 4 Work in partnership with others to develop and sustain capacity and capability</p>

Career Framework Level	Overview of competences needed in this area	Overview of knowledge needed in this area	FOR INFORMATION ONLY	
			National Occupational Standards	NHS Knowledge and Skills Framework
			<p>M&L_B4 Put the strategic business plan into action</p> <p>M&L_B7 Provide leadership for your organisation</p> <p>M&L_B8 Ensure compliance with legal, regulatory, ethical and social requirements</p> <p>M&L_B9 Develop the culture of your organisation</p> <p>SfJ AA2 Develop a culture and systems that promote equality and value diversity</p> <p>HP10 Monitor and review the effectiveness of services and initiatives to protect health, wellbeing and safety</p> <p>HP13 Work in partnership with organisations to enable them to improve their practices and environments in order to prevent – reduce and control risks to health and wellbeing</p> <p>HP18 Engage and work collaboratively with a range of people and agencies to protect and improve population health and wellbeing</p>	

Career Framework Level	Overview of competences needed in this area	Overview of knowledge needed in this area	FOR INFORMATION ONLY	
			National Occupational Standards	NHS Knowledge and Skills Framework
Level 9	<ol style="list-style-type: none"> 1. Set strategic direction and vision for health and wellbeing and communicate it effectively to improve population health and wellbeing 2. Build and sustain strategic alliances and partnerships within a politically challenging environment 3. Create and sustain infrastructure and cultures that enable strategic direction and vision to be realised 4. Secure, prioritise and allocate resources to achieve optimal impact on population health and wellbeing 5. Lead change within a politically challenging, multi-agency and multi-sectoral environment 6. Lead on the sustainable development of capacity and capability to improve population health and wellbeing 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. 		<p>HP13 Work in partnership with organisations to enable them to improve their practices and environments in order to prevent – reduce and control risks to health and wellbeing</p> <p>HP18 Engage and work collaboratively with a range of people and agencies to protect and improve population health and wellbeing</p>	<p>Core 1 Communication Level 4 Develop and maintain communication with people on complex matters, issues and ideas and/or in a complex situations</p> <p>Core 4 Service improvement Level 4 Work in partnership with others to develop, take forward and evaluate direction, policies and strategies</p> <p>Core 5 Quality Level 4 Develop a culture that improves quality</p> <p>HWB1 Promotion of health and wellbeing and prevention of adverse effects on health and wellbeing Level 4 Promote health and wellbeing and prevent adverse effects on health and wellbeing through contributing to the development, implementation and evaluation of related policies</p> <p>G4 Financial management Level 4 Plan, implement, monitor and review the acquisition, allocation and management of financial resources</p> <p>G7 Capacity and capability Level 4 Work in partnership with others to develop and sustain capacity and capability</p>

3.5 DEFINED AREA – Health Improvement

This area of practice is concerned with improving the health and wellbeing of populations and reducing 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. The knowledge and competences below reflect and complement the more detailed knowledge and competences developed by professional groups working in areas of health improvement.

Key elements: providing information, resources, training and support for the wider workforce to help people make informed choices about their health and wellbeing; providing information, motivation and support directly to help people to make informed choices; involving, empowering and mobilising communities for health and wellbeing; translating policy into effective action; developing, implementing and evaluating programmes and services to improve health and wellbeing and reduce inequalities; advocating for individuals, groups and communities

Career Framework Level	Overview of competences needed in this area	Overview of knowledge needed in this area	FOR INFORMATION ONLY	
			National Occupational Standards	NHS Knowledge and Skills Framework
Level 1	1. Offer accurate information on health and wellbeing on specific issues to others.	a) Awareness of hazards to health b) Awareness of how behaviour impacts on health c) Awareness of the variety of language and terms used in health improvement.		Core 1 Communication Level 1 Communicate with a limited range of people on day-to-day matters HWB1 Promotion of health and wellbeing and prevention of adverse effects on health and wellbeing Level 1 Contribute to promoting health and wellbeing and preventing adverse effects on health and wellbeing
Level 2	1. Provide information to others on how to improve health and wellbeing 2. Signpost individuals to people and agencies that can help them improve their health and wellbeing 3. Undertake health improvement tasks and activities as requested 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, prevention, community development b) Awareness of the main health improvement messages and their bases c) Awareness of what influences people's behaviour in relation to health and wellbeing d) Awareness of own health behaviours and how these might affect other people.		Core 1 Communication Level 1 Communicate with a limited range of people on day-to-day matters HWB1 Promotion of health and wellbeing and prevention of adverse effects on health and wellbeing Level 1 Contribute to promoting health and wellbeing and preventing adverse effects on health and wellbeing G5 Services and project management Level 1 Assist with the organisation of services and/or projects

Career Framework Level	Overview of competences needed in this area	Overview of knowledge needed in this area	FOR INFORMATION ONLY	
			National Occupational Standards	NHS Knowledge and Skills Framework
Level 3	<ol style="list-style-type: none"> 1. Engage effectively with individuals and communities 2. Implement specific activities within health improvement projects 3. Communicate with people about their health and wellbeing and the actions they may take to achieve improvement 4. Support individuals to communicate their views of and concerns about health and wellbeing, and convey these to others. 	<ol style="list-style-type: none"> a) Awareness of health and wellbeing and its various aspects b) Knowledge of the main health improvement messages and the 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 this might affect other people 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, community development, prevention. 	<p>HT1 Make relationships with communities</p> <p>HT2 Communicate with individuals about promoting their health and wellbeing</p> <p>HT3 Enable individuals to change their behaviour to improve their own health and wellbeing</p> <p>AHP7 Deliver supervised exercise sessions</p> <p>AHP8 Provide support to individuals to manage their body weight</p> <p>AHP9 Monitor and evaluate individuals' progress in relation to managing their body weight under direction</p> <p>AHP13 Provide information and advice to individuals on eating to maintain optimum nutritional status</p> <p>AHP14 Monitor and review individuals' progress in relation to maintaining optimum nutritional status</p> <p>HSC34 Promote the wellbeing and protection of children and young people</p> <p>HSC35 Promote choice, wellbeing and the protection of all individuals</p> <p>HSC311 Support children and young people to develop and maintain supportive relationships</p> <p>HSC312 Support the social, emotional and identity development of children and young people</p> <p>HSC313 Work with children and young people to promote their own physical and mental health needs</p> <p>HSC319 Support families in their own home</p> <p>HSC320 Support professional</p>	<p>Core 1 Communication Level 2 Communicate with a range of people on a range of matters</p> <p>HWB1 Promotion of health and wellbeing and prevention of adverse effects on health and wellbeing Level 1 Contribute to promoting health and wellbeing and preventing adverse effects on health and wellbeing</p> <p>G5 Services and project management Level 1 Assist with the organisation of services and/or projects</p> <p>G7 Capacity and capability Level 1 Sustain capacity and capability</p>

DEFINED AREA – Health Improvement – continued

Career Framework Level	Overview of competences needed in this area	Overview of knowledge needed in this area	FOR INFORMATION ONLY	
			National Occupational Standards	NHS Knowledge and Skills Framework
			<p>advice to help parents to interact with and take care of their newly born baby(ies)</p> <p>HSC321 Support and encourage parents and guardians to care for babies during the first year of their lives</p> <p>HSC334 Provide a home and family environment for individuals</p> <p>HSC347 Help individuals to access employment</p> <p>HSC348 Help individuals to access learning, training and development opportunities</p> <p>HSC349 Enable individuals to access housing and accommodation</p> <p>DA AD1 Raise awareness about substances, their use and effects</p> <p>HSC380 Supply and exchange injecting equipment for individuals</p> <p>HSC394 Contribute to the development and running of support groups</p> <p>MHF5 Reinforce positive behavioural goals during relationships with individuals</p> <p>HSC3101 Help develop community networks and partnerships</p> <p>HSC3102 Work with community networks and partnerships</p> <p>HSC3103 Contribute to raising awareness of health issues</p> <p>HSC3114 Promote the needs, rights, interests and responsibilities of individuals within the community</p>	

			FOR INFORMATION ONLY	
Career Framework Level	Overview of competences needed in this area	Overview of knowledge needed in this area	National Occupational Standards	NHS Knowledge and Skills Framework
			GEN14 Provide advice and information to individuals on how to manage their own condition OH2 Offer information and support to individuals on the protection of their oral health CJ F314 Facilitate individual learning and development through mentoring SfJAA1 Promote equality and value diversity <i>SkillsActive – Playwork</i> PW7 Develop and maintain a healthy and safe environment for children PW8 Develop and promote positive relationships PW9 Plan and support self-directed play	

DEFINED AREA – Health Improvement – continued

Career Framework Level	Overview of competences needed in this area	Overview of knowledge needed in this area	FOR INFORMATION ONLY	
			National Occupational Standards	NHS Knowledge and Skills Framework
Level 4	<ol style="list-style-type: none"> 1. Contribute to the planning and evaluation of health improvement projects and approaches 2. Implement specific aspects of health improvement projects and approaches 3. Communicate with individuals, groups and communities using various methods to enable them to improve their health and wellbeing 4. Support individuals and groups to make and maintain informed choices about improving their health and wellbeing 5. Communicate to relevant people the health concerns and interests of individuals and communities. 	<ol style="list-style-type: none"> a) Knowledge of how social, cultural, emotional and psychological factors impact on health and wellbeing b) Knowledge of models of, and approaches to, health improvement, e.g. health promotion, community development, prevention c) Knowledge of effective models of behaviour change for individuals and groups d) Knowledge of the ways in which individuals and groups express their interests and concerns about health and wellbeing e) Knowledge of the various approaches needed when working with people in groups rather than individually. 	<p>PHP13 Provide information to individuals, groups and communities about promoting health and wellbeing</p> <p>PHP14 Enable individuals, groups and communities to develop their knowledge and skills about promoting health and wellbeing</p> <p>HSC44 Develop practice that promotes the involvement, wellbeing and protection of children and young people</p> <p>HSC46 Independently represent and advocate with, and on behalf of, children and young people</p> <p>MH M9 Promote leisure opportunities and activities for individuals</p> <p>MH M6 Promote employment, training and education opportunities for individuals</p> <p>MH M8 Promote housing opportunities for individuals</p> <p>MH C8 Enable families to address issues with individuals' behaviour</p> <p>MCN_24 Provide advice and information to enable parents to promote the health and wellbeing of their newborn babies</p> <p>MH_45 Enable people with mental health needs to develop coping strategies</p> <p>MH_61 Act as a resource to groups, communities</p>	<p>Core 1 Communication Level 2 Communicate with a range of people on a range of matters</p> <p>HWB1 Promotion of health and wellbeing and prevention of adverse effects on health and wellbeing Level 1 Contribute to promoting health and wellbeing and preventing adverse effects on health and wellbeing</p> <p>G5 Services and project management Level 2 Organise specific aspects of services and/or projects</p> <p>G7 Capacity and capability Level 2 Facilitate the development of capacity and capability</p>

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Career Framework Level	Overview of competences needed in this area	Overview of knowledge needed in this area	National Occupational Standards	NHS Knowledge and Skills Framework
			<p>and organisations as they address their issues and concerns around mental health</p> <p>OP_S10 Enable individuals to understand and reduce the risk of stroke</p> <p>LLUK L16 Monitor and review progress with learners</p> <p>LLUK L12 Enable individual learning through coaching</p> <p><i>SkillsActive – Coaching, Teaching and Instructing</i></p> <p>B12 Promote the adoption and maintenance of regular physical activity</p> <p>B13 Promote active living and healthy eating</p> <p>D24 Enable people with disabilities to take part in activities</p> <p>D29 Enable participants with physical limitations to take part in programmes of physical activity</p>	

DEFINED AREA – Health Improvement – continued

Career Framework Level	Overview of competences needed in this area	Overview of knowledge needed in this area	FOR INFORMATION ONLY	
			National Occupational Standards	NHS Knowledge and Skills Framework
Level 5	<ol style="list-style-type: none"> 1. Listen to and involve the public and communities in improving health and wellbeing and reducing inequalities 2. Identify and take advantage of opportunities to improve health and wellbeing and reduce inequalities 3. Plan, implement and review specific aspects of health improvement projects 4. Develop resources for specific audiences to support the improvement of health and wellbeing and the reduction of inequalities 5. Provide information and advice on specific measures and approaches to improve health and wellbeing 6. Articulate the health interests and concerns of individuals and communities to relevant people. 	<ol style="list-style-type: none"> a) Knowledge of how social, cultural, emotional and psychological factors lead to various perceptions of health and wellbeing and illness b) Knowledge of the principles of and strategies for community development, and their application c) Knowledge of the models and principles of health promotion and their application d) Knowledge of models and approaches of behaviour change e) Knowledge of the basic principles of, models for and approaches to the reduction or prevention of risks to health (primary, secondary and tertiary) f) Understanding of how strategies for improving health and wellbeing may contribute to reducing inequalities and achieving longer-term equity g) Awareness of how services and programmes are commissioned and the effect they can have on population health and wellbeing and the reduction of inequalities. 	<p>CDW B2 Facilitate the development of community groups /networks</p> <p>CDW B5 Create opportunities for learning from practice and experience</p> <p>CDW C3 Support communities to plan and take collective action</p> <p>CDW E4 Develop people’s skills and roles within community groups/networks</p> <p>PHP15 Encourage behavioural change in people and agencies to promote health and wellbeing</p> <p>PHP41 Enable people to address issues related to health and wellbeing</p> <p>PHP42 Enable people to improve others’ health and wellbeing</p> <p>PHP43 Work with individuals and others to minimise the effects of specific health conditions</p> <p>Diab2_TPA01 Enable a young person with diabetes develop self management skills</p> <p>Diab_DA4 Assist individuals with diabetes to help and support each other</p> <p>MH_66 Assess how environments and practices can be maintained and improved to promote mental health</p>	<p>Core 1 Level 3 Develop and maintain communication with people about difficult matters and/or in difficult situations</p> <p>HWB1 Promotion of health and wellbeing and prevention of adverse effects on health and wellbeing Level 2 Plan, develop and implement approaches to promote health and wellbeing and prevent adverse effects on health and wellbeing</p> <p>G5 Services and project management Level 2 Organise specific aspects of services and/or projects</p> <p>G7 Capacity and capability Level 2 Facilitate the development of capacity and capability</p>

			FOR INFORMATION ONLY	
Career Framework Level	Overview of competences needed in this area	Overview of knowledge needed in this area	National Occupational Standards	NHS Knowledge and Skills Framework
			<p>MH_67 Encourage stakeholders to see the value of improving environments and practices to promote mental health</p> <p>MH_68 Develop action plans which assist stakeholders in improving environments and practices to promote mental health</p> <p>MH_69 Support stakeholders in improving environments and practices to promote mental health</p> <p>MH_70 Monitor and review changes in environments and practices to promote mental health</p> <p>LLUK L4 Design learning programmes</p> <p>LLUK L10 Enable learning through presentations</p> <p>LLUK L17 Evaluate and improve learning and development programmes</p>	

DEFINED AREA – Health Improvement – continued

			FOR INFORMATION ONLY	
Career Framework Level	Overview of competences needed in this area	Overview of knowledge needed in this area	National Occupational Standards	NHS Knowledge and Skills Framework
Level 6	<ol style="list-style-type: none"> 1. Involve communities and the public in assessing their health and wellbeing and needs, and identifying approaches to addressing these needs 2. Involve communities and the public in the planning, implementation and evaluation of health improvement programmes and projects 3. Plan, implement and review health improvement programmes and projects in various settings 4. Develop resources to support health improvement and the reduction of inequalities for a range of audiences 5. Support communities and the public in articulating and advocating for health and wellbeing and their health concerns. 	<ol style="list-style-type: none"> a) Understanding of the principles of and various strategies for community development, and their application b) Understanding of the theories, models and principles of health promotion and their application c) Knowledge of the principles of, models for and approaches to behaviour change (agency, group and individual) and their application d) Understanding of the basic principles of, models for and approaches to reduction or prevention of risks to health (primary, secondary and tertiary) e) Understanding of how social, cultural, emotional and psychological factors lead to various perceptions of health and wellbeing and illness f) Knowledge of how to assess the impact of strategies to involve communities and the public in improving population health and wellbeing g) Knowledge of the politics of improving health and wellbeing given the range of interests. 	<p>PHP46 Create and capitalise upon opportunities to advocate the need for improving health and wellbeing</p> <p>PHP47 Advocate for the improvement of health and wellbeing</p> <p>PHP15 Encourage behavioural change in people and agencies to promote health and wellbeing</p> <p>PHP16 Work in partnership with others to promote health and wellbeing and reduce risks within settings</p> <p>CDW A2 Build relationships within and with communities and organisations</p> <p>YJ D204 Enable the views of groups and communities to be heard through advocating on their behalf</p> <p>MH_43 Challenge injustice and inequalities in access to mainstream provision for people with mental health needs</p> <p>MH_89 Project manage action targeted at addressing mental health issues</p>	<p>Core 1 Level 3 Develop and maintain communication with people about difficult matters and/or in difficult situations</p> <p>HWB1 Promotion of health and wellbeing and prevention of adverse effects on health and wellbeing Level 3 Plan, develop, implement and evaluate programmes to promote health and wellbeing and prevent adverse effects on health and wellbeing</p> <p>G5 Services and project management Level 3 Prioritise and manage the ongoing work of services and/or projects</p> <p>G7 Capacity and capability Level 3 Contribute to developing and sustaining capacity and capability</p>

			FOR INFORMATION ONLY	
Career Framework Level	Overview of competences needed in this area	Overview of knowledge needed in this area	National Occupational Standards	NHS Knowledge and Skills Framework
Level 7	<ol style="list-style-type: none"> 1. Lead on the implementation and review of health improvement programmes across agencies, partnerships and communities 2. Manage health improvement programmes across agencies, partnerships and communities 3. Advocate for communities' health and wellbeing and their concerns. 		PHP28 Work in partnership with others to plan, implement and review programmes and projects to improve health and wellbeing	Core 1 Communication Level 4 Develop and maintain communication with people on complex matters, issues and ideas and/or in complex situations HWB1 Promotion of health and wellbeing and prevention of adverse effects on health and wellbeing Level 3 Plan, develop, implement and evaluate programmes to promote health and wellbeing and prevent adverse effects on health and wellbeing G5 Services and project management Level 4 Plan, coordinate and monitor the delivery of services and/or projects G7 Capacity and capability Level 3 Contribute to developing and sustaining capacity and capability

DEFINED AREA – Health Improvement – continued

Career Framework Level	Overview of competences needed in this area	Overview of knowledge needed in this area	FOR INFORMATION ONLY	
			National Occupational Standards	NHS Knowledge and Skills Framework
Level 8	<ol style="list-style-type: none"> 1. Plan and commission programmes to improve population health and wellbeing and reduce inequalities 2. Lead on the development, implementation and evaluation of health improvement programmes across agencies, partnerships and communities 3. Build sustainable capacity and resources for health improvement and the reduction of inequalities 4. Ensure infrastructure and processes are in place to enable and support communities in the articulation of their views and concerns about health and wellbeing. 	<ol style="list-style-type: none"> a) Understanding of the commissioning process and its role in improving population health and wellbeing and reducing inequalities b) Knowledge of the models and principles of programme planning, implementation and evaluation c) Knowledge of the role that communities and other agencies play in improving population health and wellbeing and reducing inequalities. 	<p>PHS03 Plan, implement, monitor and evaluate strategies for promoting the health and wellbeing of the population</p> <p>PHS16 Involve communities as active partners in all aspects of improving health and wellbeing</p> <p>PHS17 Empower communities to improve their own health and wellbeing</p> <p>PHS18 Enable communities to develop their capacity to advocate for health and wellbeing</p>	<p>Core 1 Communication Level 4 Develop and maintain communication with people on complex matters, issues and ideas and/or in complex situations</p> <p>HWB1 Promotion of health and wellbeing and prevention of adverse effects on health and wellbeing Level 3 Plan, develop, implement and evaluate programmes to promote health and wellbeing and prevent adverse effects on health and wellbeing</p> <p>G3 Procurement and commissioning Level 3 Commission and procure products, services, systems and facilities</p> <p>G7 Capacity and capability Level 4 Work in partnership with others to develop and sustain capacity and capability</p>

			FOR INFORMATION ONLY	
Career Framework Level	Overview of competences needed in this area	Overview of knowledge needed in this area	National Occupational Standards	NHS Knowledge and Skills Framework
Level 9	<ol style="list-style-type: none"> 1. Influence and shape the multi-agency political and policy agenda to maximise opportunities for improving population health and wellbeing and reducing inequalities 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 3. Lead on commissioning for improving population health and wellbeing and reducing inequalities. 			<p>Core 1 Communication Level 4 Develop and maintain communication with people on complex matters, issues and ideas and/or in complex situations</p> <p>HWB1 Promotion of health and wellbeing and prevention of adverse effects on health and wellbeing Level 4 Promote health and wellbeing and prevent adverse effects on health and wellbeing through contributing to the development, implementation and evaluation of related policies</p> <p>G3 Procurement and commissioning Level 3 Commission and procure products, services, systems and facilities</p> <p>G7 Capacity and capability Level 4 Work in partnership with others to develop and sustain capacity and capability</p>

3.6 DEFINED AREA – Health Protection

This area of practice is concerned with action for the general environment (e.g. clean air, water and food), prevention of the transmission of communicable diseases and protection against environmental health hazards, through the application of a range of methods including management of outbreaks and other incidents that threaten the population's health and wellbeing, hazard identification, risk assessment and the promotion and implementation of appropriate interventions. The knowledge and competences below reflect and complement the more detailed knowledge and competences developed by professional groups working in areas of health protection.

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

Career Framework Level	Overview of competences needed in this area	Overview of knowledge needed in this area	FOR INFORMATION ONLY	
			National Occupational Standards	NHS Knowledge and Skills Framework
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.		HWB3 Protection of health and wellbeing Level 1 Recognise and report situations where there might be a need for protection
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.	HSC247 Maintain a safe and clean environment HSC32 Support the health and safety of yourself and individuals HSC240 Contribute to the identification of the risk of danger to individuals and others GEN1 Ensure personal fitness for work GEN2 Prepare and dress for work in clinical or therapeutic areas GEN3 Maintain health and safety in a clinical or therapeutic environment HTF 1FPC13 Maintain hygiene in food storage, preparation and cooking HP16 Coordinate the gathering of field information to assess risks to health	Core 1 Communication Level 1 Communicate with a limited range of people on day-to-day matters HWB3 Protection of health and wellbeing Level 1 Recognise and report situations where there might be a need for protection

Career Framework Level	Overview of competences needed in this area	Overview of knowledge needed in this area	FOR INFORMATION ONLY	
			National Occupational Standards	NHS Knowledge and Skills Framework
Level 3	<p>1. Contribute to interventions to protect health, wellbeing and safety in relation to own area of work</p> <p>2. Explain to individuals the reasons for monitoring risks and undertaking activities to protect health, wellbeing and safety.</p>	<p>a) Knowledge of hazards to health, wellbeing and safety relevant to own area of work</p> <p>b) Knowledge of the implications of exposure to hazards and of the varying scale of risks</p> <p>c) Knowledge of how risks can be assessed and managed.</p>	<p>DEC1 Collect used equipment from designated collection point</p> <p>DEC2 Sort used equipment and dispose of waste from returned items</p> <p>DEC3 Prepare, load and operate decontamination equipment</p> <p>DEC4 Prepare reusable medical devices for sterilization</p> <p>DEC5 Carry out sterilization and disinfection of reusable devices</p> <p>DEC6 Monitor procedures and operate tracking systems and procedures</p> <p>HSC32 Promote, monitor and maintain health, safety and security in the working environment</p> <p>ENTO W7 Protect yourself from the risk of violence at work</p> <p>ENTO W8 Respond to work related violent incidents</p> <p><i>SkillsActive – Spectator Control</i></p> <p>C211 Monitor crowds and deal with problems and emergencies</p> <p>C212 Prepare stewards and venues for events</p> <p>C213 Maintain stewarding in designated areas and deal with referred problems and emergencies</p> <p>C310 Provide emergency aid</p> <p>C210 Control the entry, movement and exit of people at events</p> <p>HP4 Collect and validate surveillance data to monitor risks to population health, wellbeing and safety</p> <p>HP5 Gather specific information from individuals to contribute to assessing risks to health and wellbeing</p>	<p>Core 1 Communication Level 2 Communicate with a range of people on a range of matters</p> <p>HWB3 Protection of health and wellbeing Level 1 Recognise and report situations where there might be a need for protection</p>

			FOR INFORMATION ONLY	
Career Framework Level	Overview of competences needed in this area	Overview of knowledge needed in this area	National Occupational Standards	NHS Knowledge and Skills Framework
			HP6 Communication risks to health, wellbeing and safety to a range of individuals and advise how the risks can be prevented, reduced or controlled HP16 Coordinate the gathering of field information to assess risks to health HP17 Contribute to implementing measures to manage an incident or outbreak	

DEFINED AREA – Health Protection – continued

			FOR INFORMATION ONLY	
Career Framework Level	Overview of competences needed in this area	Overview of knowledge needed in this area	National Occupational Standards	NHS Knowledge and Skills Framework
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 risks to health, wellbeing and safety to individuals and advise how the risks can be prevented, ameliorated or controlled.	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.	MH C10 Work with families, carers and individuals during times of crisis ENTO G Conduct an assessment of risks in the workplace HP3 Monitor and analyse routine surveillance data to assess risks to health, wellbeing and safety HP4 Collect and validate surveillance data to monitor risks to population health, wellbeing and safety HP5 Gather specific information from individuals to contribute to assessing risks to health and wellbeing HP6 Communication risks to health, wellbeing and safety to a range of individuals and advise how the risks can be prevented, reduced or controlled HP17 Contribute to implementing measures to manage an incident or outbreak	Core 1 Communication Level 2 Communicate with a range of people on a range of matters HWB3 Protection of health and wellbeing Level 2 Contribute to protecting people at risk

Career Framework Level	Overview of competences needed in this area	Overview of knowledge needed in this area	FOR INFORMATION ONLY	
			National Occupational Standards	NHS Knowledge and Skills Framework
Level 5	<ol style="list-style-type: none"> 1. Contribute to field epidemiological investigations 2. Implement interventions to protect health and wellbeing, taking into account health inequalities 3. Identify and communicate with at-risk contacts and give advice under guidance 4. Determine and deliver simple interventions to protect health, wellbeing and safety at an individual level 5. Communicate risks to health, wellbeing and safety and provide advice to individuals on how to prevent, ameliorate or control the risks 6. Assess risks to health, wellbeing and safety through audit, inspection, monitoring and analysis of basic data sets 7. Contribute to the management of outbreaks or incidents. 	<ol style="list-style-type: none"> a) Knowledge of health inequalities and the needs of vulnerable groups in health protection b) Understanding of the principles of surveillance and the techniques used in protecting the health and wellbeing of the population c) Knowledge of the principles of managing environmental incidents d) Knowledge of the principles of controlling disease and of on-call arrangements e) Knowledge of the principles of emergency planning f) Knowledge of the roles and legal responsibilities of local health agencies and departments and other agencies at regional and national level g) Knowledge of the law relating to the protection of health and wellbeing h) Awareness of the impact of incidents and outbreaks on other health and wellbeing programmes. 	<p>PHP17 Work in partnership with others to prevent the onset of adverse effects on health and wellbeing in populations</p> <p>MH_21 Respond to crisis situations</p> <p>OP_F&S_2 Refer individuals to specialist services to promote their health and wellbeing and reduce health risks</p> <p>HP2 Collate, analyse and interpret surveillance data to assess risks to population health, wellbeing and safety</p> <p>HP3 Monitor and analyse routine surveillance data to assess risks to health, wellbeing and safety</p> <p>HP4 Collect and validate surveillance data to monitor risks to population health, wellbeing and safety</p> <p>HP6 Communication risks to health, wellbeing and safety to a range of individuals and advise how the risks can be prevented, reduced or controlled</p>	<p>Core 1 Communication Level 3 Develop and maintain communication with people about difficult matters and/or in difficult situations</p> <p>HWB3 Protection of health and wellbeing Level 2 Contribute to protecting people at risk</p>

			FOR INFORMATION ONLY	
Career Framework Level	Overview of competences needed in this area	Overview of knowledge needed in this area	National Occupational Standards	NHS Knowledge and Skills Framework
			<p>HP7 Provide information and advice to at-risk contacts, to protect health, wellbeing and safety</p> <p>HP11 Gather information to identify people who may have been exposed to a hazard to health</p> <p>HP13 Work in partnership with organisations to enable them to improve their practices and environments in order to prevent – reduce and control risks to health and wellbeing</p> <p>HP14 Work with others to develop and promote training programmes to prevent, reduce and control risks to health and wellbeing</p> <p>HP17 Contribute to implementing measures to manage an incident or outbreak</p>	

Career Framework Level	Overview of competences needed in this area	Overview of knowledge needed in this area	FOR INFORMATION ONLY	
			National Occupational Standards	NHS Knowledge and Skills Framework
Level 6	<ol style="list-style-type: none"> 1. Determine and deliver specific interventions to protect individual and community health, wellbeing and safety 2. Identify and work with partners to protect vulnerable populations from a specific risk 3. Implement interventions to address health inequalities and the specific needs and risks that affect vulnerable groups 4. Implement an agreed course of action during an incident or outbreak 5. Identify hazards and assess serious risks to health, wellbeing and safety at individual and/or community level 6. Coordinate contact tracing 7. Interpret, analyse and report on interventions to protect population health, wellbeing and safety, dealing appropriately with sensitive information 8. Communicate risks to health, wellbeing and safety to individuals and communities and provide advice on how to prevent, ameliorate or control the risks. 	<ol style="list-style-type: none"> a) Understanding of the nature, causes and occurrence of major communicable and non-communicable diseases due to infectious and non-infectious environmental hazards b) Understanding of the principles of transmission modes, latency, incubation period, exposure, and herd and individual immunity c) Understanding of 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 d) Understanding of the nature of outbreaks and incidents and how they are managed 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 f) Understanding of the principles of, and roles and responsibilities in, emergency planning and managing environmental, chemical and radiological incidents. 	<p>PHP18 Work in partnership with others to contact, assess and support individuals in populations who are at risk from identified hazards to health and wellbeing</p> <p>HP1 Identify hazards and assess risks for health, wellbeing and safety from information provided by individuals</p> <p>HP2 Collate, analyse and interpret surveillance data to assess risks to population health, wellbeing and safety</p> <p>HP11 Gather information to identify people who may have been exposed to a hazard to health</p>	<p>Core 1 Level 3 Develop and maintain communication with people about difficult matters and/or in difficult situations</p> <p>HWB3 Protection of health and wellbeing Level 3 Implement aspects of a protection plan and review its effectiveness</p>

			FOR INFORMATION ONLY	
Career Framework Level	Overview of competences needed in this area	Overview of knowledge needed in this area	National Occupational Standards	NHS Knowledge and Skills Framework
			<p>HP12 Guide and support organisations to change their practices to ensure they meet their statutory responsibilities – in order to prevent – reduce and control risks to health – wellbeing and safety</p> <p>HP13 Work in partnership with organisations to enable them to improve their practices and environments in order to prevent – reduce and control risks to health and wellbeing</p> <p>HP14 Work with others to develop and promote training programmes to prevent, reduce and control risks to health and wellbeing</p> <p>HP16 Coordinate the gathering of field information to assess risks to health</p>	

DEFINED AREA – Health Protection – continued

Career Framework Level	Overview of competences needed in this area	Overview of knowledge needed in this area	FOR INFORMATION ONLY	
			National Occupational Standards	NHS Knowledge and Skills Framework
Level 7	<ol style="list-style-type: none"> 1. Manage systems, programmes, processes or interventions to protect population health and wellbeing 2. Lead the implementation of an agreed course of action during an incident or outbreak 3. Prepare material for, and effectively use the media for, the communication of health messages 4. Plan to prevent, ameliorate or control risks to health and wellbeing at individual and/or community level 5. Anticipate and predict risks and identify appropriate actions at individual and/or community level using surveillance and intelligence 6. Assess complex risks to health and wellbeing and determine courses of action 7. Determine and implement interventions to reduce the various complex influences on health inequalities and vulnerable groups 8. Lead specific processes and be involved in the design of an epidemiological investigation. 	<ol style="list-style-type: none"> a) Understanding of the application of surveillance principles and methods to health protection b) Understanding of emergency responses for managing incidents and outbreaks, and the specific contribution of on-call arrangements c) Understanding of the importance of clear and effective recording of incident and outbreak control (including the preparation of written control reports) d) Understanding of the importance and achievement of effective communication with the public in protecting the population's health and wellbeing e) Understanding of influences on behaviour, risk perception and behaviour change in relation to health protection f) Knowledge of the importance and achievement of an effective relationship with the media in the protection of the population's health and wellbeing g) Understanding of the impact of incidents and outbreaks on other health and wellbeing programmes and services. 	<p>PHP19 Work in partnership with others to plan investigations to protect the public's health and wellbeing from specific risks</p> <p>PHP20 Work in partnership with others to identify how to apply plans to protect the public's health and wellbeing from specific risks</p> <p>PHP21 Undertake own role in a partnership to protect the public's health and wellbeing from specific risks</p> <p>PHP26 Advise the media about specific issues relating to health and wellbeing</p> <p>PHP27 Respond to requests for information from the media</p> <p>HP1 Identify hazards and assess risks for health, wellbeing and safety from information provided by individuals</p> <p>HP2 Collate, analyse and interpret surveillance data to assess risks to population health, wellbeing and safety</p>	<p>Core 1 Communication Level 4 Develop and maintain communication with people on complex matters, issues and ideas and/or in complex situations</p> <p>Core 4 Service improvement Level 3 Appraise, interpret and apply suggestions, recommendations and directives to improve services</p> <p>HWB3 Protection of health and wellbeing Level 3 Implement aspects of a protection plan and review its effectiveness</p>

Career Framework Level	Overview of competences needed in this area	Overview of knowledge needed in this area	FOR INFORMATION ONLY	
			National Occupational Standards	NHS Knowledge and Skills Framework
			<p>HP6 Communication risks to health, wellbeing and safety to a range of individuals and advise how the risks can be prevented, reduced or controlled</p> <p>HP9 Develop plans to provide immunisation as an intervention to protect the population's health and wellbeing</p> <p>HP10 Monitor and review the effectiveness of services and initiatives to protect health, wellbeing and safety</p> <p>HP11 Gather information to identify people who may have been exposed to a hazard to health</p> <p>HP15 Coordinate a team investigating and managing an incident or outbreak</p> <p>HP16 Coordinate the gathering of field information to assess risks to health</p> <p>HP17 Contribute to implementing measures to manage an incident or outbreak</p>	

Career Framework Level	Overview of competences needed in this area	Overview of knowledge needed in this area	FOR INFORMATION ONLY	
			National Occupational Standards	NHS Knowledge and Skills Framework
Level 8	<ol style="list-style-type: none"> 1. Manage multi-disciplinary or multi-sectoral policy or programmes to protect the population's health and wellbeing and achieve specified health goals 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 3. Manage improvement of capability, contingency planning and resilience in order to monitor and respond to the increasing variety of infectious and environmental hazards 4. Manage risk communication on issues considered or perceived to be major threats to population health and wellbeing 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 6. Design and lead an epidemiological investigation. 	<ol style="list-style-type: none"> a) Understanding of the social, political and economic environment from which threats to health and wellbeing may develop b) Understanding of how the public involvement agenda and the policies and values that relate to it can affect the protection of health and wellbeing c) Understanding of the principles of risk analysis to health and wellbeing (including long-term exposure to non-infectious environmental hazards). 	<p>PHS04 Plan, implement, monitor and evaluate disease prevention and screening programmes to improve the population's health and wellbeing</p> <p>PHS05 Plan, implement, monitor and evaluate strategies for protecting the health and wellbeing of the population</p> <p>PHS06 Assess risks to the population's health and wellbeing and apply this to practice</p> <p>HP9 Develop plans to provide immunisation as an intervention to protect the population's health and wellbeing</p> <p>HP10 Monitor and review the effectiveness of services and initiatives to protect health, wellbeing and safety</p> <p>HP12 Guide and support organisations to change their practices to ensure they meet their statutory responsibilities – in order to prevent – reduce and control risks to health – wellbeing and safety</p> <p>HP13 Work in partnership with organisations to enable them to improve their practices and environments in order to prevent – reduce and control risks to health and wellbeing</p>	<p>Core 1 Communication Level 4 Develop and maintain communication with people on complex matters, issues and ideas and/or in complex situations</p> <p>Core 4 Service improvement Level 4 Work in partnership with others to develop, take forward and evaluate direction, policies and strategies</p> <p>HWB3 Protection of health and wellbeing Level 4 Develop and lead on the implementation of an overall protection plan</p>

DEFINED AREA – Health Protection – continued

Career Framework Level	Overview of competences needed in this area	Overview of knowledge needed in this area	FOR INFORMATION ONLY	
			National Occupational Standards	NHS Knowledge and Skills Framework
Level 9	<ol style="list-style-type: none"> 1. Strategically lead and direct multi-disciplinary or multi-sectoral policy or programmes to protect population health, wellbeing and safety and achieve specified health goals 2. Lead programmes of short- and long-term risk analysis in relation to actual or perceived major threats to health and wellbeing 3. Lead improvement of capability, contingency planning and resilience in order to monitor and respond to an increasing variety of infectious and environmental hazards 4. Lead complex risk communication (particularly with the public) on issues considered or perceived to be major threats to population health, wellbeing or safety 5. Lead the epidemiological investigation of priority problems affecting health, wellbeing and safety 6. Lead the management and investigation of incidents and outbreaks of infection 7. Lead the planning, implementation and review of multi-agency or multi-sectoral measures to prevent, ameliorate or control risks to population health, wellbeing and safety. 	<ol style="list-style-type: none"> a) Understanding of political, economic and organisational issues and levers that affect (beneficially or adversely) health and wellbeing and its protection b) Understanding of the range and complexity of technical issues that must be brought together in order to protect health and wellbeing in the short and longer term. 	<p>HP13 Work in partnership with organisations to enable them to improve their practices and environments in order to prevent – reduce and control risks to health and wellbeing</p> <p>HP15 Coordinate a team investigating and managing an incident or outbreak</p> <p>HP18 Engage and work collaboratively with a range of people and agencies to protect and improve population health and wellbeing</p>	<p>Core 1 Communication Level 4 Develop and maintain communication with people on complex matters, issues and ideas and/or in complex situations</p> <p>Core 4 Service improvement Level 4 Work in partnership with others to develop, take forward and evaluate direction, policies and strategies</p> <p>HWB3 Protection of health and wellbeing Level 4 Develop and lead on the implementation of an overall protection plan</p>

3.7 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 various sources in new ways to improve health and wellbeing. The knowledge and competences below reflect and complement the more detailed knowledge and competences developed by professional groups working in areas of public health intelligence.

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 Level	Overview of competences needed in this area	Overview of knowledge needed in this area	FOR INFORMATION ONLY	
			National Occupational Standards	NHS Knowledge and Skills Framework
Level 1	1. Notice and report anecdotal issues relating to data to the relevant person.	a) Awareness of what is meant by data quality and the need to report issues.		Core 1 Communication Level 1 Communicate with a limited range on day-to-day matters IK2 Information collection and analysis Level 1 Collect, collate and report routine and simple data and information
Level 2	1. 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.	CfA 205 Record, store and supply information using a paper-based filing system CfA 206 Enter, retrieve and print data in a database ISNTO R2/1 Provide authorised access to records ISNTO R2/2 Protect records ISNTO R2/3 Maintain the arrangement of records ISNTO R2/4 Administer the current records system CfA213 Support the use of information technology	Core 1 Communication Level 1 Communicate with a limited range on day-to-day matters IK2 Information collection and analysis Level 1 Collect, collate and report routine and simple data and information

DEFINED AREA – Public Health Intelligence – continued

Career Framework Level	Overview of competences needed in this area	Overview of knowledge needed in this area	FOR INFORMATION ONLY	
			National Occupational Standards	NHS Knowledge and Skills Framework
Level 3	<ol style="list-style-type: none"> 1. Collect data on defined populations 2. Contribute to drafting health intelligence reports 3. Report data quality inaccuracies or where the data do not make sense. 	<ol style="list-style-type: none"> 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. 	<p>CfA306 Maintain and develop a paper-based information system</p> <p>ISNT0 R3/2 Maintain and develop records classification system</p> <p>ISNT0 R3/5 Administer the current records system</p> <p>ISNT0 IL2/2 Identify and provide information and material required by users</p>	<p>Core 1 Communication Level 2 Communicate with a range of people on a range of matters</p> <p>IK2 Information collection and analysis Level 1 Collect, collate and report routine and simple data and information</p>
Level 4	<ol style="list-style-type: none"> 1. Collect data from a range of sources 2. Clean and manipulate raw data and prepare them for analysis 3. Manage and interrogate data sets 4. Undertake basic analysis of data 5. Identify anomalies in data and take the appropriate action 6. Report the analysis of data on health and wellbeing. 	<ol style="list-style-type: none"> 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. 	<p>SS38 Produce coded clinical data</p> <p>CfA305 Research, prepare and present information from a variety of sources</p> <p>ISNTOR4/9 Discover and organise information</p> <p>ISNT0 IL4/10 Investigate the use of information and library services</p> <p>ISNT0 IL3/5 Organise information and material</p> <p>ISNT0 IL3/6 Index information</p> <p>ISNT0 IL3/2 Identify information and material required by users and its availability</p> <p>ISNT0 IL3/1 Provide information and material to users</p> <p>HP4 Collect and validate surveillance data to monitor risks to population health, wellbeing and safety</p>	<p>Core 1 Communication Level 2 Communicate with a range of people on a range of matters</p> <p>IK2 Information collection and analysis Level 2 Gather, analyse and report a limited range of data and information</p>

	FOR INFORMATION ONLY			
Career Framework Level	Overview of competences needed in this area	Overview of knowledge needed in this area	National Occupational Standards	NHS Knowledge and Skills Framework
Level 5	<ol style="list-style-type: none"> 1. Collect and collate data from a wide range of sources 2. Ensure data are complete and valid for the purpose for which it is to be used 3. Analyse and interpret routine data using appropriate analytical techniques 4. Present the outcomes of data analysis 5. Monitor and quality assure routine data collection, collation and analysis. 	<ol style="list-style-type: none"> a) Knowledge of statistical methods appropriate to health and health needs b) Awareness of the qualitative methodologies used in health intelligence and their contribution to the understanding of health and wellbeing c) Awareness of health needs assessment methods and their use d) Knowledge of sources of data and information relevant to health and health needs and how to access them e) Awareness of the principles of Geographical Information Systems and the importance of demography on assessing population health and wellbeing needs f) Knowledge of use of geographically linked packages g) Knowledge of the Data Protection Act and its implications for data disclosure h) Knowledge of software and database packages and their use in manipulating data i) Understanding of the importance of quality assurance. 	<p>PHP10 Collect and link data and information about the health and wellbeing and related needs of a defined population</p> <p>PHP11 Analyse and interpret data and information about the health and wellbeing and related needs of a defined population</p> <p>PHP12 Communicate data and information about the health and wellbeing and related needs of a defined population</p> <p>HI53 Collect and validate data and information</p> <p>SS39 Prepare, conduct and report the results of a clinical coding audit</p> <p>ISNTO IL4/13 Abstract information</p> <p>HI83 Search information, evidence and knowledge resources and communicate the results</p> <p>HI84 Capture, organise and disseminate information and knowledge</p> <p>HP3 Monitor and analyse routine surveillance data to assess risks to health, wellbeing and safety</p> <p>HP4 Collect and validate surveillance data to monitor risks to population health, wellbeing and safety</p>	<p>Core 1 Communication Level 3 Develop and maintain communication with people about difficult matters and/or in difficult situations</p> <p>IK2 Information collection and analysis Level 2 Gather, analyse and report a limited range of data and information</p>

DEFINED AREA – Public Health Intelligence – continued

Career Framework Level	Overview of competences needed in this area	Overview of knowledge needed in this area	FOR INFORMATION ONLY	
			National Occupational Standards	NHS Knowledge and Skills Framework
Level 6	<ol style="list-style-type: none"> 1. Develop data collection, analysis and communication systems and approaches that meet users' needs 2. Assist in the development of new data sets and new health intelligence techniques 3. Collate and form data and information related to health and wellbeing and health needs 4. Determine appropriate analytical methods and apply these in the analysis of data and information on health and wellbeing 5. Support others who are undertaking data collection, collation and analysis 6. Provide advice to others on data collection, collation, analysis, communication, validity and disclosure. 	<ol style="list-style-type: none"> a) Knowledge of how to measure deprivation and health inequality using the wider determinants of health and wellbeing b) Knowledge of methods to assess health and wellbeing needs and their use 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 d) Understanding of the role and functioning of other agencies and the data they collect e) Knowledge of how to link data sets to help support and plan for action on population health and wellbeing issues f) Knowledge of quantitative and qualitative research methods and software packages and their contribution to the understanding of population health and wellbeing. 	<p>PHP01 Collect data and information about health and wellbeing and/or stressors to health and wellbeing</p> <p>PHP02 Form data and information about health and wellbeing and/or stressors to health and wellbeing for later analysis</p> <p>PHP03 Obtain and link data and information about health and wellbeing and/or stressors to health and wellbeing</p> <p>PHP04 Analyse data and information about health and wellbeing and/or stressors to health and wellbeing</p> <p>PHP05 Interpret data and information about health and wellbeing and/or stressors to health and wellbeing</p> <p>PHP06 Draft and structure communications about health and wellbeing and/or stressors to health and wellbeing</p> <p>PHP07 Finalise and disseminate communications about health and wellbeing and/or stressors to health and wellbeing</p> <p>HI54 Analyse data and information and present outputs of analysis</p> <p>HI55 Monitor, evaluate and improve the management of data and information</p> <p>HI56 Comply with an external audit of data and information</p> <p>ISNT0 IL4/1 Identify a strategy to meet a user's complex information needs</p> <p>ISNT0 IL4/2 Determine the requirements for information and materials</p> <p>HI85 Appraise information and knowledge resources</p> <p>ISNT0 IL4/5 Educate users to make best use of the service</p> <p>HP2 Collate, analyse and interpret surveillance data to assess risks to population health, wellbeing and safety</p> <p>HP4 Collect and validate surveillance data to monitor risks to population health, wellbeing and safety</p>	<p>Core 1 Communication Level 3 Develop and maintain communication with people about difficult matters and/or in difficult situations</p> <p>Core 4 Service improvement Level 3 Appraise, interpret and apply suggestions, recommendations and directives to improve services</p> <p>IK2 Information collection and analysis Level 3 Gather, analyse, interpret and present extensive and/or complex data and information</p> <p>G2 Development and innovation Level 2 Contribute to developing, testing and reviewing new and innovative concepts, models, methods, practices, products and equipment</p>

Career Framework Level	Overview of competences needed in this area	Overview of knowledge needed in this area	FOR INFORMATION ONLY	
			National Occupational Standards	NHS Knowledge and Skills Framework
Level 7	<ol style="list-style-type: none"> 1. Identify and evaluate user needs for data collection, analysis and communication 2. Design, implement, evaluate and advise on a range of health data and intelligence approaches 3. Identify, exploit, adapt and develop non-routine and new data sources to improve health intelligence 4. Advise on and apply a range of quantitative and qualitative data collection, collation and analytical methods to produce health intelligence 5. Scope and resolve complex analytical problems 6. Assure the quality of data collection, collation, analysis and communication 7. Translate and communicate findings into appropriate recommendations. 	<ol style="list-style-type: none"> a) Understanding of advanced epidemiological methods b) Understanding of the wider determinants of health and their impact on population health and wellbeing c) Understanding of qualitative and quantitative research methodologies used in health intelligence and their contribution to the understanding of health and wellbeing d) Knowledge of modelling techniques and their use in understanding population health and wellbeing e) Understanding of quantitative and qualitative methods and software packages and their contribution to the understanding of population health and wellbeing f) Knowledge of governance issues and how they relate to health data and intelligence. 	<p>PHP08 Advise others on data and information related to health and wellbeing and/or stressors to health and wellbeing and its uses</p> <p>PHP09 Enable others to develop and apply their knowledge and skills in relation to data and information about health and wellbeing and/or stressors to health and wellbeing</p> <p>ISNT0 IL4/6 Market and promote the service</p> <p>HI8 Manage risks to information</p> <p>HI51 Develop models for processing new data and information</p> <p>HI52 Identify and specify data and information requirements</p> <p>HI86 Promote and facilitate the use of information and knowledge</p> <p>HP2 Collate, analyse and interpret surveillance data to assess risks to population health, wellbeing and safety</p> <p>HP4 Collect and validate surveillance data to monitor risks to population health, wellbeing and safety</p>	<p>Core 1 Communication Level 4 Develop and maintain communication with people on complex matters, issues and ideas and/or in complex situations</p> <p>Core 4 Service improvement Level 3 Appraise, interpret and apply suggestions, recommendations and directives to improve services</p> <p>IK2 Information collection and analysis Level 4 Plan, develop and evaluate methods and processes for gathering, analysing, interpreting and presenting data and information</p> <p>G2 Development and innovation Level 3 Test and review new and innovative concepts, models, methods, practices, products and equipment</p>

DEFINED AREA – Public Health Intelligence – continued

Career Framework Level	Overview of competences needed in this area	Overview of knowledge needed in this area	FOR INFORMATION ONLY	
			National Occupational Standards	NHS Knowledge and Skills Framework
Level 8	<ol style="list-style-type: none"> 1. Identify and evaluate user strategic needs for health data and intelligence and negotiate solutions to meet these needs 2. Contribute to the design of large-scale health data and intelligence systems, using approaches that effectively support users 3. Communicate and disseminate health data and intelligence from a wide range of sources to various populations 4. Influence policy and priority setting and performance through drawing valid inferences from quantitative and qualitative analysis 5. Withstand challenges to health data and intelligence 6. Scan the environment for, and assess the relevance and usability of, new health data and intelligence, methods and systems. 	<ol style="list-style-type: none"> a) Understanding of statistical and modelling methodologies b) Understanding of forecasting methods and their appropriateness in various circumstances c) Understanding of the methods of, and issues with, linking data sets across agencies d) Understanding of the capabilities and limitations of electronic systems and software in relation to health data and intelligence. 	<p>PHS22 Appraise, plan and manage research related to improving health and wellbeing</p> <p>PHS23 Interpret research findings and implement them in practice</p> <p>CJ F303 Commission, monitor and evaluate projects to advance knowledge and practice</p> <p>HI120 Identify the needs of clinicians, patients and the public for communication, information and knowledge systems</p> <p>HI121 Develop a specification for communication, information and knowledge systems to meet the needs of clinicians, patients and the public</p> <p>HI122 Facilitate, and clinically validate, the development of communication, information and knowledge systems to meet the needs of an agreed specification</p> <p>HI123 Facilitate, and clinically validate, the implementation, evaluation and improvement of communication, information and knowledge systems to meet the needs of clinicians, patients and the public</p>	<p>Core 1 Communication Level 4 Develop and maintain communication with people on complex matters, issues and ideas and/or in a complex situations</p> <p>Core 4 Service improvement Level 4 Work in partnership with others to develop, take forward and evaluate direction policies and strategies</p> <p>IK2 Information collection and analysis Level 4 Plan, develop and evaluate methods and processes for gathering, analysing, interpreting and presenting data and information</p> <p>G2 Development and innovation Level 4 Develop new and innovative concepts, models, methods, practices, products and equipment</p>

Career Framework Level	Overview of competences needed in this area	Overview of knowledge needed in this area	FOR INFORMATION ONLY	
			National Occupational Standards	NHS Knowledge and Skills Framework
Level 9	<ol style="list-style-type: none"> 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 2. Champion the benefits and uses of health data and intelligence and its improvement in a range of arenas using evidence 3. Withstand challenges to health data and intelligence and influence the political agenda to improve them 4. Lead the commissioning and development of health data and intelligence 5. Engage effectively with strategic partners to identify and take forward joint aims and goals relating to health data and intelligence 6. Lead on joint strategies and approaches related to health data and intelligence 7. Provide advice and guidance on complex health data and intelligence issues 8. Evaluate the effectiveness of the health data and intelligence service(s) and improve them so they are fit for purpose. 	<ol style="list-style-type: none"> a) Understanding of the role of health data and intelligence in delivering the whole of the health agenda across agencies b) Understanding of the political, economic and business environment of own organisation and how this can be used to maximise opportunities for health data and intelligence c) Understanding of the agenda of strategic commissioning and how health data and intelligence supports it d) Understanding of the range and complexity of work in health data and intelligence. 	<p>CJ F301 Develop and maintain a strategic overview of developments in knowledge and practice</p> <p>HI3 Promote an information culture</p>	<p>Core 1 Communication Level 4 Develop and maintain communication with people on complex matters, issues and ideas and/or in a complex situations</p> <p>Core 4 Service improvement Level 4 Work in partnership with others to develop, take forward and evaluate direction policies and strategies</p> <p>IK2 Information collection and analysis Level 4 Plan, develop and evaluate methods and processes for gathering, analysing, interpreting and presenting data and information</p>

3.8 DEFINED AREA – Academic Public Health

This area of practice focuses on teaching of, and research into, population health and wellbeing. The knowledge and competences below reflect and complement the more detailed knowledge and competences developed by professional groups working in areas of academic public health.

Key elements: facilitating learning, supervising others, teaching; developing, planning, commissioning learning material; contributing to, critiquing research; determining research questions, carrying out research

Career Framework Level	Overview of competences needed in this area	Overview of knowledge needed in this area	FOR INFORMATION ONLY	
			National Occupational Standards	NHS Knowledge and Skills Framework
Level 1	1. Undertake basic research tasks 2. Undertake specific tasks to support the learning of others.	a) Awareness of the contribution that specific research activities and tasks make to larger research projects and questions.		Core 1 Communication Level 1 Communicate with a limited range of people on day-to-day matters IK2 Information collection and analysis Level 1 Collect, collate and report routine and simple data and information G1 Learning and development Level 1 Assist with learning and development activities
Level 2	1. Undertake specific research activities 2. Undertake specific activities to support the learning of others.	a) Awareness of basic methods of teaching others b) Awareness of basic research tools and methodologies.		Core 1 Communication Level 2 Communicate with a range of people on a range of matters IK2 Information collection and analysis Level 2 Gather, analyse and report a limited range of data and information G1 Learning and development Level 2 Enable people to learn and develop

			FOR INFORMATION ONLY	
Career Framework Level	Overview of competences needed in this area	Overview of knowledge needed in this area	National Occupational Standards	NHS Knowledge and Skills Framework
Level 3	<ol style="list-style-type: none"> 1. Contribute to various aspects of a research project 2. Assist with the planning and design of learning sessions 3. Facilitate the learning of individuals 4. Give feedback to individuals on their progress. 	<ol style="list-style-type: none"> a) Awareness of teaching and learning principles and methods and their use in various settings and for various audiences b) Knowledge of basic research tools and methods c) Awareness of the role of literature reviews and how they are produced. 		<p>Core 1 Communication Level 2 Communicate with a range of people on a range of matters</p> <p>Core 4 Service improvement Level 1 Make changes in own practice and offer suggestions for improving services</p> <p>IK2 Information collection and analysis Level 2 Gather, analyse and report a limited range of data and information</p> <p>G1 Learning and development Level 2 Enable people to learn and develop</p> <p>G2 Development and innovation Level 1 Appraise concepts, models, methods, practices, products and equipment</p>
Level 4	<ol style="list-style-type: none"> 1. Apply research findings to a practical issues related to population health and wellbeing in own area of work 2. Contribute to defining a research strategy and summarising the results 3. Disseminate research findings within area of work using methods appropriate to the audience 4. Contribute to the planning and design of learning sessions 5. Facilitate the learning of individuals and small groups 6. Supervise and assess learners' progress and provide feedback. 	<ol style="list-style-type: none"> a) Knowledge of the relative strengths and limitations of various research methods b) Knowledge of various learning and presentational techniques. 		<p>Core 1 Communication Level 3 Develop and maintain communication with people about difficult matters and/or in difficult situations</p> <p>Core 4 Service improvement Level 2 Contribute to the improvement of services</p> <p>IK2 Information collection and analysis Level 3 Gather, analyse, interpret and present extensive and/or complex data and information</p> <p>G1 Learning and development Level 2 Enable people to learn and develop</p> <p>G2 Development and innovation Level 1 Appraise concepts, models, methods, practices, products and equipment</p>

DEFINED AREA – Academic Public Health – continued

Career Framework Level	Overview of competences needed in this area	Overview of knowledge needed in this area	FOR INFORMATION ONLY	
			National Occupational Standards	NHS Knowledge and Skills Framework
Level 5	<ol style="list-style-type: none"> 1. Apply and interpret qualitative and quantitative research methods 2. Distinguish between association and causation in relationships among measured variables 3. Interpret the results of simple commonly used multivariate statistical models 4. Define appropriate outcome measures and data requirements for specific quantitative and qualitative research proposals 5. Critique research publications for their validity and reliability 6. Disseminate research findings within area of work using methods that are appropriate to the audience 7. Plan and develop materials and approaches to facilitate the learning of individuals and groups within wider education and training programmes 8. Facilitate the learning of individuals and groups using a variety of methods 9. Assess learners' achievements and provide appropriate feedback 10. Critically reflect on feedback and apply to own work. 	<ol style="list-style-type: none"> a) Knowledge of current practice in population health and wellbeing and its relationship to the research agenda b) Knowledge of the limitations of a single discipline to understanding population health and wellbeing and needs c) Knowledge of the concept of critical reflection in evaluating research, education and training. 	<p>R&D8 Conduct investigations in selected research and development topic</p> <p>R&D9 Collate and analyse data relating to research</p> <p>R&D10 Interpret results of research and development activities</p> <p>R&D11 Document and record conclusions and recommendations of research and development activities</p> <p>R&D12 Present findings of research and development activities in written form</p> <p>R&D13 Present findings of research and development activities orally</p> <p>LD L16 Monitor and review progress with learners</p> <p>CJ F314 Facilitate individual learning and development through mentoring</p> <p>LD L12 Enable individual learning through coaching</p> <p>HP8 Develop materials for information and education for specific audiences to support their engagement and participation in health protection process</p>	<p>Core 1 Communication Level 3 Develop and maintain communication with people about difficult matters and/or in difficult situations</p> <p>Core 4 Service improvement Level 2 Contribute to the improvement of services</p> <p>IK2 Information collection and analysis Level 3 Gather, analyse, interpret and present extensive and/or complex data and information</p> <p>G1 Learning and development Level 3 Plan, deliver and review interventions to enable people to learn and develop</p> <p>G2 Development and innovation Level 2 Contribute to testing and reviewing new concepts, models, methods, practices, products and equipment</p>

			FOR INFORMATION ONLY	
Career Framework Level	Overview of competences needed in this area	Overview of knowledge needed in this area	National Occupational Standards	NHS Knowledge and Skills Framework
Level 6	<ol style="list-style-type: none"> 1. Formulate a specific research question regarding population health and wellbeing 2. Advise others of the relative strengths and limitations of various research methods to address a specific research question 3. Communicate primary or secondary research findings using methods appropriate to the audience 4. Plan and design learning sessions for learners in various contexts 5. Facilitate the learning of learners in various contexts 6. Supervise and assess learners' progress and give appropriate feedback 7. Respond reflectively to being assessed. 	a) Awareness of developing areas of research and emerging research methods in own area of work.	<p>R&D1 Determine research and development topic worthy of investigation</p> <p>R&D2 Identify and recommend sources of funding for selected research and development topic</p> <p>R&D3 Design and formulate specific research and development proposal</p> <p>R&D4 Determine resources required to implement research and development proposal</p> <p>R&D5 Obtain approval for selected research and development activities</p> <p>R&D6 Produce detailed research and development plan</p> <p>R&D7 Direct and manage research and development</p> <p>R&D14 Translate research and development findings into service</p> <p>R&D15 Evaluate and report on application of research and development findings within services</p> <p>HP8 Develop materials for information and education for specific audiences to support their engagement and participation in health protection process</p>	<p>Core 1 Communication Level 4 Develop and maintain communication with people on complex matters, issues and ideas and/or in a complex situations</p> <p>Core 4 Service improvement Level 3 Appraise, interpret and apply suggestions, recommendations and directives to improve services</p> <p>IK2 Information collection and analysis Level 3 Gather, analyse, interpret and present extensive and/or complex data and information</p> <p>G1 Learning and development Level 3 Plan, deliver and review interventions to enable people to learn and develop</p> <p>G2 Development and innovation Level 3 Test and review new concepts, models, methods, practices, products and equipment</p>

DEFINED AREA – Academic Public Health – continued

Career Framework Level	Overview of competences needed in this area	Overview of knowledge needed in this area	FOR INFORMATION ONLY	
			National Occupational Standards	NHS Knowledge and Skills Framework
Level 7	<ol style="list-style-type: none"> 1. Contribute to the determination of research and development priorities in own area of work 2. Identify the resource implications of varied research strategies 3. Turn a complex problem relating to population health and wellbeing into an answerable research question 4. Design and undertake research projects using the appropriate methodology 5. Identify the potential for misleading findings from various research methods and identify ways to avoid them 6. Critique the validity and feasibility of research proposals 7. Develop own areas of research in relation to population health and wellbeing 8. Supervise research into population health and wellbeing 9. Draw appropriate conclusions from research in the context of its development and make recommendations for own and other's research 10. Plan, commission and quality assure specific aspects of education and training programmes 11. Contribute to curriculum development in population health and wellbeing 12. Plan learning sessions about population health and wellbeing for various learners and contexts 13. Facilitate learning about population health and wellbeing by applying various teaching and learning methods appropriate to the context and the learners. 	<ol style="list-style-type: none"> a) Knowledge of developing areas of research and emerging research methods in own area of work b) Knowledge of teaching and learning styles and their application in facilitating in learning c) Knowledge of the purposes, principles and methods of assessment d) Knowledge of the purposes, principles and methods of evaluating teaching and learning. 	<p>HP8 Develop materials for information and education for specific audiences to support their engagement and participation in health protection process</p> <p>HP14 Work with others to develop and promote training programmes to prevent, reduce and control risks to health and wellbeing</p>	<p>Core 1 Communication Level 4 Develop and maintain communication with people on complex matters, issues and ideas and/or in a complex situations</p> <p>Core 4 Service improvement Level 3 Appraise, interpret and apply suggestions, recommendations and directives to improve services</p> <p>IK2 Information collection and analysis Level 4 Gather, analyse, interpret and present extensive and/or complex data and information</p> <p>G1 Learning and development Level 3 Plan, deliver and review interventions to enable people to learn and develop</p> <p>G2 Development and innovation Level 3 Test and review new concepts, models, methods, practices, products and equipment</p>

Career Framework Level	Overview of competences needed in this area	Overview of knowledge needed in this area	FOR INFORMATION ONLY	
			National Occupational Standards	NHS Knowledge and Skills Framework
Level 8	<ol style="list-style-type: none"> 1. Determine priorities for research and development into population health and wellbeing 2. Translate complex contemporary research results into information and knowledge that can improve population health and wellbeing 3. Make recommendations on how the evidence base can be improved through research and development 4. Initiate and lead direction for education, training and research in relation to population health and wellbeing 5. Organise the design and/or commissioning of education and training programmes related to population health and wellbeing 6. Design and deliver an education and training programme based on own area of work 7. Communicate complex issues that can affect health and wellbeing to a variety of audiences 8. Develop and sustain effective links between academic and service sectors. 	<ol style="list-style-type: none"> a) Understanding of theories, models, concepts and principles in own area of work and their application to population health and wellbeing b) Understanding of developing areas of research and emerging research methods in own area of work. 	<p>PHS22 Appraise, plan and manage research related to improving health and wellbeing</p> <p>PHS23 Interpret research findings and implement them in practice</p> <p>CJ F301 Develop and maintain a strategic overview of developments in knowledge and practice</p> <p>CJ F303 Commission, monitor and evaluate projects to advance knowledge and practice</p> <p>HP8 Develop materials for information and education for specific audiences to support their engagement and participation in health protection process</p> <p>HP14 Work with others to develop and promote training programmes to prevent, reduce and control risks to health and wellbeing</p>	<p>Core 1 Communication Level 4 Develop and maintain communication with people on complex matters, issues and ideas and/or in a complex situations</p> <p>Core 4 Service improvement Level 4 Work in partnership with others to develop, take forward and evaluate direction policies and strategies</p> <p>IK2 Information collection and analysis Level 4 Plan, develop and evaluate methods and processes for gathering, analysing, interpreting and presenting data and information</p> <p>G1 Learning and development Level 4 Design, plan, implement and evaluate learning and development programmes</p> <p>G2 Development and innovation Level 4 Develop new and innovative concepts, models, methods, practices, products and equipment</p>

DEFINED AREA – Academic Public Health – continued

Career Framework Level	Overview of competences needed in this area	Overview of knowledge needed in this area	FOR INFORMATION ONLY	
			National Occupational Standards	NHS Knowledge and Skills Framework
Level 9	<ol style="list-style-type: none"> 1. Initiate and lead multi-disciplinary and multi-sectoral long-term strategic research, education and training related to population health and wellbeing 2. Lead the development of an integrated curriculum for population health and wellbeing 3. Influence development in education related to population health and wellbeing 4. Lead academic policy in a national or international context in relation to population health and wellbeing 5. Determine priorities for research and development into population health and wellbeing. 	<ol style="list-style-type: none"> a) Understanding of theories, models, concepts and principles in own area of work and their application within the broader context of population health and wellbeing b) Understanding of current national and international policies, their development and implications in own area of work. 		<p>Core 1 Communication Level 4 Develop and maintain communication with people on complex matters, issues and ideas and/or in a complex situations</p> <p>Core 4 Service improvement Level 4 Work in partnership with others to develop, take forward and evaluate direction policies and strategies</p> <p>IK2 Information collection and analysis Level 4 Plan, develop and evaluate methods and processes for gathering, analysing, interpreting and presenting data and information</p> <p>G1 Learning and development Level 4 Design, plan, implement and evaluate learning and development programmes</p> <p>G2 Development and innovation Level 4 Develop new and innovative concepts, models, methods, practices, products and equipment</p>

3.9 DEFINED AREA – Health and Social Care Quality

This area of practice covers commissioning, clinical governance, quality improvement, patient safety, equity of service provision and prioritisation of health and social care services. The knowledge and competences below reflect and complement the more detailed knowledge and competences developed by professional groups working in areas of health and social care quality.

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

			FOR INFORMATION ONLY	
Career Framework Level	Overview of competences needed in this area	Overview of knowledge needed in this area	National Occupational Standards	NHS Knowledge and Skills Framework
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.		Core 5 Quality Level 1 Maintain the quality of own work
Level 2	1. Work in line with policies, guidelines, protocols and procedures 2. Make changes in 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.		Core 1 Communication Level 1 Communicate with a limited range on day-to-day matters Core 4 Service improvement Level 1 Make changes in own practice and offer suggestions for improving services Core 5 Quality Level 1 Maintain the quality of own work

DEFINED AREA – Health and Social Care Quality – continued

Career Framework Level	Overview of competences needed in this area	Overview of knowledge needed in this area	FOR INFORMATION ONLY	
			National Occupational Standards	NHS Knowledge and Skills Framework
Level 3	<ol style="list-style-type: none"> 1. Apply policies, guidelines, protocols and procedures in own work 2. Maintain quality in own work and encourage others to do so 3. Communicate with users of services 4. Offer suggestions for improving services. 	<ol style="list-style-type: none"> 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. 		<p>Core 1 Communication Level 2 Communicate with a range of people on a range of matters</p> <p>Core 4 Service improvement Level 1 Make changes in own practice and offer suggestions for improving services</p> <p>Core 5 Quality Level 2 Maintain quality in own work and encourage others to do so</p> <p>G5 Services and project management Level 1 Assist with the organisation of services and/or projects</p>
Level 4	<ol style="list-style-type: none"> a) Implement policies, guidelines, protocols and procedures in area of practice b) Contribute to the improvement of services c) Develop relationships with the users of services in own area of work. 	<ol style="list-style-type: none"> 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. 		<p>Core 1 Communication Level 2 Communicate with a range of people on a range of matters</p> <p>Core 4 Service improvement Level 2 Contribute to the improvement of services</p> <p>Core 5 Quality Level 2 Maintain quality in own work and encourage others to do so</p> <p>G5 Services and project management Level 2 Organise specific aspects of services and/or projects</p>

Career Framework Level	Overview of competences needed in this area	Overview of knowledge needed in this area	FOR INFORMATION ONLY	
			National Occupational Standards	NHS Knowledge and Skills Framework
Level 5	<ol style="list-style-type: none"> 1. Signpost patients, clients or users to services on the basis of accessing and analysing relevant information and evidence on quality 2. Audit services and practices using appropriate methods (including information from patients, clients or users) and use to improve services 3. Implement policies, guidelines, protocols and procedures to deliver quality services 4. Gain feedback from patients, clients or users by means of appropriate methods, and use it to improve services 5. Identify, assess and communicate risks to service quality in own area of work 6. Communicate and disseminate information that improves practices or services. 	<ol style="list-style-type: none"> a) Awareness of the principles and processes for commissioning health and social care services b) Awareness of the principles and processes related to various forms of governance and the systems that support them c) Awareness of the principles and methods of quality improvement (including outcome data) and how these are applied in the development of services d) Awareness of the principles and methods of ensuring equity of service provision and priority setting e) Awareness of cultural differences between service users and how they impact on quality f) Knowledge of how the quality of services is evaluated and the importance of this for patients, clients and users g) Knowledge of quality measures, policies, procedures, protocols and guidelines in own area of work 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 i) Awareness of access issues and their impact on health inequalities j) Knowledge of how feedback from the users of services can be proactively used to improve services. 	<p>HSC451 Lead teams to support a quality provision</p> <p>HSC452 Contribute to the development, maintenance and evaluation of systems to promote the rights, responsibilities, equality and diversity of individuals</p>	<p>Core 1 Communication Level 3 Develop and maintain communication with people about difficult matters and/or in difficult situations</p> <p>Core 4 Service improvement Level 2 Contribute to the improvement of services</p> <p>Core 5 Quality Level 3 Contribute to improving quality</p> <p>G5 Services and project management Level 2 Organise specific aspects of services and/or projects</p>

DEFINED AREA – Health and Social Care Quality – continued

Career Framework Level	Overview of competences needed in this area	Overview of knowledge needed in this area	FOR INFORMATION ONLY	
			National Occupational Standards	NHS Knowledge and Skills Framework
Level 6	<ol style="list-style-type: none"> 1. Set quality standards within an area of service or practice 2. Support services to deliver quality outcomes 3. Monitor performance and/or practices against quality standards, identify failures and risks and follow appropriate procedures to address them 4. Contribute to service reviews 5. Interpret data from incidents or untoward events and ensure risks are addressed through individual practice and/or governance arrangements. 	<ol style="list-style-type: none"> a) Knowledge of the principles and methods of commissioning services b) Knowledge of the principles and methods of various forms of governance and improving patient, client and user safety c) Knowledge of the principles and methods of quality improvement (including outcome data) and their application d) Knowledge of the principles and methods of ensuring equity of service provision and priority setting e) Knowledge of the cultural differences that exist between service users and how this impacts on quality f) Awareness of the implications of funding individual exceptional requests on future funding and precedent setting g) Knowledge of access issues and their impact on population health and wellbeing and inequalities. 	<p>CCRM17 Promote and manage a quality provision</p> <p>DA CA1 Research the needs of the local population for substance misuse services</p> <p>DA CA2 Develop and review strategies and plans to meet local needs for substance misuse services</p> <p>DA CB2 Monitor and evaluate the quality, outcomes and cost-effectiveness of substance misuse services</p> <p>DA CB3 Procure services for individuals</p> <p>PS L8 Develop joint operational policies and care pathways</p> <p>PS L9 Implement and evaluate joint operational policies and care pathways</p> <p><i>VSNTO</i></p> <p>FD_F10 Contribute to the promotion of the organisation and its cause</p> <p>FD_F11 Build a case for fundraising support</p> <p>FD_F12 Develop a fundraising plan</p> <p>FD_F13 Communicate the case to secure funding and resources</p>	<p>Core 1 Communication Level 3 Develop and maintain communication with people about difficult matters and/or in difficult situations</p> <p>Core 4 Service improvement Level 3 Appraise, interpret and apply suggestions, recommendations and directives to improve services</p> <p>Core 5 Quality Level 3 Contribute to improving quality</p> <p>G5 Services and project management Level 3 Prioritise and manage the ongoing work of services and/or projects</p>

Career Framework Level	Overview of competences needed in this area	Overview of knowledge needed in this area	FOR INFORMATION ONLY	
			National Occupational Standards	NHS Knowledge and Skills Framework
Level 7	<ol style="list-style-type: none"> 1. Assess health and social care service needs, utilisation and outcomes 2. Evaluate the clinical and cost effectiveness of health and social care services to inform decisions about overall service provision 3. Apply relevant health and social care process and outcome data to the planning of services, frameworks and standards 4. Facilitate the development of guidelines, policies and procedures to develop services based on evidence of best practice 5. Generate appropriate information to support the commissioning and quality assurance agenda 6. Engage and work with various communities to develop services 7. Contribute to the project management of a governance issue 8. Apply learning from incidents to improve quality. 	<ol style="list-style-type: none"> a) Understanding of the commissioning process in own organisation b) Knowledge of commissioning processes in related organisations in local area c) Understanding of the principles, nature and models of governance and their application in various arenas d) Understanding of the principles, nature and models of quality improvement and patient, client and user safety and their application in service development e) Understanding of how to develop priorities, targets and services in an equitable manner f) Understanding of the various health and social care services commissioned and/or developed in own area of work g) Knowledge of the principles of health economics and their application to developing service quality h) Knowledge of the implications of funding individual exceptional requests on future funding and precedent setting i) Understanding of access issues and their impact on population health and wellbeing and inequalities. 	<p>PHP22 Work in partnership with communities to assess health and wellbeing and related needs</p> <p>PHP23 Work in partnership with communities to plan how to improve health and wellbeing</p> <p>PHP24 Work in partnership with communities to implement policies, strategies, services, programmes and interventions to improve health and wellbeing</p> <p>PHP25 Work in partnership with communities to evaluate policies, strategies, services, programmes and interventions to improve health and wellbeing</p> <p>M&L_F12 Improve organisational performance</p> <p>DA BC4 Ensure that your organisation delivers quality services</p> <p>DA AB5 Support effective governance</p> <p>VSNTO</p> <p>FD_F18 Devise a strategy for raising funds and resources</p> <p>FD_F19 Assess and secure appropriate funding and resources for the organisation</p> <p>FD_F20 Plan and coordinate fundraising activities</p> <p>FD_F21 Monitor the delivery of the strategy for raising funds and resources</p>	<p>Core 1 Communication Level 4 Develop and maintain communication with people on complex matters, issues and ideas and/or in complex situations</p> <p>Core 4 Service improvement Level 3 Appraise, interpret and apply suggestions, recommendations and directives to improve services</p> <p>Core 5 Quality Level 4 Develop a culture that improves quality</p> <p>G3 Procurement and commissioning Level 3 Commission and procure products, equipment, services, systems and/or facilities</p> <p>G5 Services and project management Level 3 Prioritise and manage the ongoing work of services and/or projects</p>

DEFINED AREA – Health and Social Care Quality – continued

			FOR INFORMATION ONLY	
Career Framework Level	Overview of competences needed in this area	Overview of knowledge needed in this area	National Occupational Standards	NHS Knowledge and Skills Framework
Level 8	<ol style="list-style-type: none"> 1. Appraise business and financial proposals for new service developments or configurations from a provider or commissioner perspective 2. Assess the economic arguments for and against health, clinical and other developments 3. Prepare and present service specifications, service frameworks, models of care and care pathways to relevant audiences 4. Lead and report on the management of a governance issue 5. Inform the commissioning process and ensure equity through the use of appropriate methods 6. Manage the development of outcomes and quality standard setting across organisations, networks or commissioning 7. Obtain consensus about a complex commissioning issue. 	<ol style="list-style-type: none"> a) Understanding of the application and use of health and social care service information b) Understanding of policy frameworks and their application in designing, planning, implementing and evaluating services c) Understanding of how improving the quality of health and social care services improves population health and wellbeing d) Understanding of the principles of health economics and its application to developing service quality e) Understanding of the nature and uses of financial modelling and its application to developing service quality f) Understanding of standard financial instructions and their application to health and wellbeing and the costs of ill health g) Understanding of the implications of funding individual exceptional requests on future funding and precedent setting h) Understanding of the ethical and legal issues and frameworks that affect and guide the development of service quality. 	<p>PHS12 Enable inequalities in health and wellbeing to be reduced through planning and targeting services and programmes</p> <p>PHS13 Plan, implement, monitor and evaluate programmes, services and interventions to address health and wellbeing needs</p>	<p>Core 1 Communication Level 4 Develop and maintain communication with people on complex matters, issues and ideas and/or in complex situations</p> <p>Core 4 Service improvement Level 4 Work in partnership with others to develop, take forward and evaluate direction, policies and strategies</p> <p>Core 5 Quality Level 4 Develop a culture that improves quality</p> <p>G3 Procurement and commissioning Level 4 Develop and improve the commissioning and procurement systems</p> <p>G5 Services and project management Level 4 Plan, coordinate and monitor the delivery of services and/or projects</p>

			FOR INFORMATION ONLY	
Career Framework Level	Overview of competences needed in this area	Overview of knowledge needed in this area	National Occupational Standards	NHS Knowledge and Skills Framework
Level 9	<ol style="list-style-type: none"> 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 and user safety 2. Influence the political agenda at a range of levels to maximise opportunities for improvement in health and social care quality and patient, client or user safety 3. Strategically lead the commissioning of improvements in health and social care quality and patient, client and user safety 4. Develop strategic organisational and cross-organisational plans (including investment and disinvestment decisions) 5. Coordinate the response to system issues, incidents and problems in health and social care quality 6. Lead the development of outcomes and quality standard setting across organisations and/or networks 7. Lead option appraisal and business development processes 8. Develop a framework for, and advise on, priority setting within the commissioning process 9. Lead, negotiate and resolve one-off funding requests outside normal or standard contracts. 	<ol style="list-style-type: none"> a) Understanding of the political, economic and business environments of own and other organisations and their relationship to quality improvement b) Understanding of the agenda of strategic commissioning and how it relates to quality. 		<p>Core 1 Communication Level 4 Develop and maintain communication with people on complex matters, issues and ideas and/or in complex situations</p> <p>Core 4 Service improvement Level 4 Work in partnership with others to develop, take forward and evaluate direction, policies and strategies</p> <p>Core 5 Quality Level 4 Develop a culture that improves quality</p> <p>G3 Procurement and commissioning Level 4 Develop and improve the commissioning and procurement systems</p>

Appendix 1 – Glossary

Term	Definition or examples
Advocate	Take a combination of individual and social actions in order to gain political commitment, policy support, social acceptance and support for a particular goal or programme
Basic epidemiological terms and concepts	For example: morbidity, mortality; proportions, ratios, incidence rates.
Basic sources of PH data include:	HES, ONS, Census.
Statistics, basic terms	For example: mean, median, mode, graphs, variance
Capacity and capability	Refers to the development of communities, organisations and the workforce, recognising that the whole is bigger than its individual parts
Commission	Formally arrange for someone to do a piece of work for you (this normally involves direct payment but in public health this is not always the case)
Commissioning process, methods for ensuring equity	Includes: health equity assessments, health impact assessments
Commissioning, examples of complex issues	For example: a clinical issue involving a diverse group of clinicians/practitioners, managers and patients/clients/users
Data analysis, examples of complex problems	For example: GIS analysis or demographic techniques; use of three- or five-year rolling averages; manipulating, interpreting and drawing conclusions from routine national data sets and adding 95%-confidence intervals; estimating smoking or obesity prevalence at a local level, extrapolating from national data; trend analysis
Complex risk communication in relation to major threats to population health	Includes: advocacy; challenging scientific evidence or policy that runs counter to the protection of the population's health and wellbeing; provision of expert advice and guidance on the epidemiology, prevention and control of relevant diseases or other issues to key local, UK and international experts; dealing with the media and parliamentary enquiries.
Data analysis, routine	Includes: mapping and basic GIS, standardisation of mortality and morbidity rates, confidence intervals, basic statistical tests of difference
Data formats, simple	For example: charts and tables
Data use, sensitivities	For example: applicability, data quality
Defined population	A specific population for data analysis, e.g. the one with whom an individual works (as distinct from analysis across many or all populations)
Determinants	The wide range of personal, social, economic and environmental factors – including health behaviour and lifestyle, income, education, employment, working conditions, access to health services, housing and living conditions, and the wider general environment – which determine the health status of a person or community
Epidemiology	The study of the distribution and determinants of health-related states or events in specified populations and the application of this study to the control of health problems

Epidemiology, basic terms and concepts	For example: morbidity, mortality; proportions, ratios, incidence rates
Evidence, sources of	Research evidence, evidence of effectiveness, outcome measures, evaluation and audit
Geographically linked packages	For example: SOA (Super Output Area), postcode
Governance	Includes: clinical, information, corporate
Governance issue	For example: an adverse event or serious untoward incident within or across organisations or networks
Guidelines and regulations relevant to own area of work	For example: health and safety, data protection
Hazards to health	For example: biological, chemical, environmental
Health and social care services commissioned or developed in own area of work	For example: pharmacy, children, older people, mental health
Health, aspects of	Physical, emotional, psycho-social, behavioural, spiritual
Health and wellbeing	A state of complete physical, mental and social wellbeing, not merely the absence of disease or infirmity
Health and wellbeing of a population	Used throughout the framework to refer to all aspects of public health including the protection of health and wellbeing
Health data, simple analysis of	For example: percentage, crude rates
Health improvement	Includes: health promotion, prevention, community development
Health intelligence, challenges to	For example: threats to collection of data and reductions in the workforce, structural changes and issues, policy and ways of working
Implementation of an agreed course of action during an incident or outbreak	Includes: interpretation, analysis and reporting
Leading the management and investigation of incidents and outbreaks of infection	For example: leading a national incident control team; rapid response analytical epidemiology
Literature searching techniques	Includes: refining the search question, searching on the internet, grey literature and databases
Managing a programme of risk analysis in relation to actual or perceived major threats to health and wellbeing	Includes: surveillance (development, maintenance and reviewing of data); communication at a strategic level; reporting; commissioning research
Measurement of deprivation and health inequality	Social deprivation indices, poverty index
Media	A range of ways of communicating; as used in this framework it may include the press, use of IT, presentations, written presentations, oral communication
Morbidity	Incidence of ill health as a proportion of the population
Mortality	Frequency or number of deaths as a proportion of the population
One-off funding requests outside normal or standard contracts	For example: for individual patients or clients with extremely complex needs
Outcomes, ways of assessing	Patient satisfaction, qualitative outcomes, patient acceptability, quality of life
Policies	As used in this framework this refers to public health policies

Prevention – primary, secondary, tertiary	<p>Primary prevention – preventing the onset of adverse effects on health and wellbeing in a population</p> <p>Secondary prevention – early detection of specific health effects in a population to allow prompt effective intervention</p> <p>Tertiary prevention – working with others to protect the public’s health and wellbeing from specific risks</p>
Public health data, basic sources	For example: HES, ONS, Census
Risk analysis, principles of	Includes: risk assessment, investigation, communication of risks
Risk analysis, programmes of	Includes: health risk, financial risk, reputation risk and political risk
Risk communication, complex issues in relation to major threats to population health	Includes: advocacy; challenging scientific evidence or policy that runs counter to the protection of the population’s health and wellbeing; provision of expert advice and guidance on the epidemiology, prevention and control of relevant diseases or other issues to key local, UK and international experts; dealing with the media and parliamentary enquiries
Software packages for data	For example: spreadsheets, databases, SQL or equivalent data query language
Statistical and modelling methodologies	For example: multi-level data sets, methods of modelling health status, Bayesian influences, regression
Statistical methods appropriate to health and health needs	Comparative analysis such as ratios, rates, standardisation, confidence intervals
Surveillance	The collection, collation and analysis of data on the distribution and causes of health, disease and related factors in populations. These activities form the basis of epidemiology, which is the diagnostic backbone of public-health practice
Synthesise	Combine a variety of ideas, evidence, data etc into a single one
Validation of simple evidence	Checking the accuracy of sources and judging the reliability and credibility of information

Appendix 2

Sample roles at various levels of the framework

<p>Level 1 Volunteer workers (e.g. in breast feeding)</p>
<p>Level 2 Dental health worker (schools), public health receptionist in NHS unit, administrator or admin assistant (e.g. in drug and alcohol team, community safety unit, public health development unit), peer educator, lay health worker, childcare worker, classroom assistant, crèche worker, refuge worker, refuse worker, health care assistant, community pharmacy support staff</p>
<p>Level 3 Stop smoking adviser, health promotion resources officer, community food worker, fluoride technician (schools), child smile worker (oral health), health promotion assistant, clerical officer in health protection unit, health trainer, clinical dental educator, pest control officer, dog warden, porter acting as smoking cessation worker, catering services manager, senior community pharmacy support staff</p>
<p>Level 4 Health visitor assistant, community nursery nurse, intelligence officer in regional government office, primary drugs education development worker (Healthy Schools), advanced community food worker (nutrition and dietetic service), health protection administrator, health visitor assistant, social care assistant, community-based dental health educator, safety officer (e.g. in the home or community), housing officer, countryside officer, community relations officer, teacher, planning officer</p>
<p>Level 5 Nutrition advisor (health promotion), community nutrition worker, public health information analyst in PCT, health protection information officer, community pharmacist, environmental technical officer, smoking cessation coordinator, oral health promoter, clinical dental health educator, allied health professional, registered nurse</p>
<p>Level 6 Specialist in community public health nursing (e.g. school nurse, health visitor, occupational health nurse); children's family nurse, specialist smoking advisor, senior information analyst in PCT support service, regional information officer in HPA, school food adviser, pharmacy public health facilitator, health trainer programme co-coordinator, senior health improvement officer, environmental health officer, drug and alcohol coordinator, health promotion officer, sexual health adviser, oral health promoter</p>
<p>Level 7 Health emergency planning adviser in HPA, senior researcher in NHS unit, senior health promotion officer, public health dietitian/nutrition specialist, specialist smoking advisor, health visitor, school nurse team leader, health trainer programme manager, pharmacy public health specialist, environmental health officer, health protection nurse, health improvement manager or programme lead, community development manager, drug and alcohol coordinator, health promotion officer, sexual health adviser, service and corporate planner</p>
<p>Level 8 Deputy director of public health in PCT, head of information in public health observatory, director of environmental health, regional health emergency planning adviser, senior research fellow, head of public health in LA or CHP, lead pharmacy public health specialist, principal environmental health officer, health protection nurse specialist, nurse consultant, area health promotion manager, head of health improvement and planning, investors for health manager, health promotion commissioner, community development manager, service and corporate planner, cross-sector or multi-agency partnership lead</p>
<p>Level 9 Director of public health in PCT, SHA or health board, director of public health observatory, head of adult social care and health, consultant in health protection, regional or national lead in health improvement, regional epidemiologist, director of community planning</p>

Note: these are illustrative examples only. They have been generated by participants in the stakeholder workshops held to develop the framework and have not been validated in any way. As jobs and job titles vary across the UK and across professional groups, these examples should not be taken as a guide to the level of any role. Roles, and levels, with similar job titles vary. Not all public health careers are illustrated in these limited examples.

Appendix 3

National Occupational Standards abbreviations

Abbreviation	Meaning
AHP	Allied Health Professions
CCRM	Child Care Residential Management
CDW	Community Development Work
CfA	Council for Administration
CJ	Community Justice
DA	Drugs and Alcohol
DEC	Decontamination
Diab	Diabetes
ENTO	Employment National Training Organisation
GEN	General Healthcare
HI	Health Informatics
HSC	Health and Social Care
HT	Health Trainers
HTF	Hospitality and Tourism Foundation
ISNTO	Information Services National Training Organisation
LD	Learning and Development
M&L	Management and Leadership
MCN	Maternity and Care of the Newborn
MH	Mental Health
OH	Oral Health
OP	Older People
PHP	Public Health Practice
PHS	Public Health Specialists – restructured 2007
PS	Palliative and Supportive Care
PW	Play Work (SkillsActive)
R&D	Healthcare Science Research and Development
SfJ	Skills for Justice Common
SS	Support Services
VSNTO	Voluntary Sector National Training Organisation
YJ	Youth Justice



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Skills for Business is an employer-led network consisting of 25 Sector Skills Councils and the Sector Skills Development Agency. Through labour market intelligence, the identification of skills needs at all levels and its influence on the UK's education and learning infrastructure, the network aims to increase productivity in business and public services.