The UK Public Health Skills and Career Framework

Some observations on its development and global applications

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Public Health Education
What? Who? Why?

The determinants of health and well-being in our neighbourhoods

The Health Map. Barton & Grant 2006
Based on a public health concept by Whitehead & Dahlgren.
The Lancet 1991
A sample of workforces with the potential to influence determinants of health

- Waste management professionals, farmers, forestry officials
- Restaurant owners, Caterers, Transport planners, Teachers, Business owners/Employers, Engineers, Scientists
- Religious leaders, Local Leaders, School teachers
- Architects, Traffic engineers, Spatial planners, Electricians, Plumbers, Builders
- Employers, Businessmen, Bankers
- Doctors, Nurses, Pharmacists, Carers, Social Workers
Overall goal – improving the health of the population

• Through transformational leadership

• Transforming practice

• Transforming research and teaching
THE THREE DOMAINS OF PUBLIC HEALTH

HEALTH IMPROVEMENT
includes
• Housing
• Education
• Employment
• Transport

IMPROVING HEALTH & SOCIAL CARE
includes
• Clinical effectiveness
• Efficiency
• Service planning
• Audit and evaluation
• Clinical governance

HEALTH PROTECTION
includes
• Infectious disease
• Chemicals and poisons
• Radiation
• Emergency response
• Environmental hazards

UK Faculty of Public Health
Public Health Education Needs To…

- Build knowledge and create awareness at every level
- Build competence and capability to translate this knowledge into action
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THE UK PUBLIC HEALTH SKILLS AND CAREER FRAMEWORK CUBE
Framework Levels – The UK National Health Service Context

Level 9
Director of Public Health, Director of Community Planning

Level 8
Director of Environmental Health, Community Development Manager

Level 7
Health Visitor, Emergency Planning Advisor, Public Health Researcher

Level 6
Community Public Health Nurses, School Food Advisor,

Level 5
Smoking cessation coordinator, Public health information analyst

Level 4
Community Dental health educator, Drugs education officer, Teacher

Level 3
Community pharmacy support staff, Catering services manager

Level 2
Peer educator, Lay health worker

Level 1
Volunteer workers (e.g. in breast feeding)
Framework Levels – The Indian Context

Policy Makers /Indian Administrative Service personnel/ Strategic Public Health Leaders

Middle level public health practitioners and academics/ NGO staff/middle level public health service administrators

Community nutrition, child health and nursing officers

Auxiliary Nurse Midwife/Health Inspector

Anganwadi Workers, accredited State Health Activists

Skilled Birth Attendants

Community Self Help Group representatives
Surveillance & Assessment of the population’s health and wellbeing as a core area of competence

- Develop and manage services and systems for surveillance and assessment
- Assess and describe the health and wellbeing of populations
- Facilitate and support others in collecting, collating, analyzing and communicating data
- Give technical inputs/confirm diagnosis/analyze data/interpret data
- Collate data using a range of tools and techniques, interpret and communicate findings to others
- Collate routine data and undertake simple analysis
- Collect and validate data on people and services they use
- Collect and record data accurately
- Awareness of population health, inequalities, confidentiality
Assessing Competence – The UK Way

Fellowship of the UK Faculty of Public Health

Part A – Tests knowledge and understanding of the scientific bases of public health

Part B {Objective Structured Public Health Examination (OSPHE)} – a ‘show how’ assessment of the candidate’s ability to apply relevant knowledge, skills and attitudes to the practice of public health
Regulating Workforce for Public Safety…

### United Kingdom
- Medical Workforce – General Medical Council (GMC)
- Non-medical Workforce – UK Public Health Register
- Practitioner regulation being planned

### India
- Medical Workforce – Medical Council of India (MCI)
- Non-medical Workforce – ????
Challenges to implementing the framework

- Lack of understanding of competences vs. skills and knowledge
- Translating competences into a course curriculum
- Applicability of a competence based framework to the global context – try it and then modify it
- Needs a powerful champion – such as the National Institute of Public Health of Mexico
Advantages

• Clarity of skills/ competences/ educational opportunities/ career pathway
• Vertical and horizontal integration of public health competences
• Volunteer workers can aspire to reach the top
What is PHORCaST?

PHORCaST stands for “Public Health Online Resource for Careers, Skills and Training”.

The PHORCaST website has been created to help recruit, retain and develop the careers of people working in public health (including health and wellbeing) at all levels, and working in all sectors. It provides people and organisations with a wide-ranging source of information about roles and careers in public health, and it provides advice about how to assess your current position and how you might develop your skills and knowledge through education and training.

PHORCaST is a UK-wide initiative, funded by the Department of Health in England, and the devolved administrations of Scotland, Wales and Northern Ireland.

Why is PHORCaST needed?

We face a challenging public health agenda which is a concern for us all:

- smoking
- obesity
- harmful or hazardous drinking
- sexually transmitted diseases
- threats of infection, such as food poisoning, hospital infections or flu
- health risks at work and in the home
- waste and pollution that are having an impact on our environment and the climate and adversely affecting health

To address issues such as the above, we need to get the “brightest and best” into public health, to attract school leavers, to develop the skills of those already working in public health, and to retain the public health workforce. In order to help with this, the PHORCaST website was considered a crucial need, since it could:
Global Impact

- Public Health challenges are without borders
- Competences identical although context and scale differ
- Next Steps - ?? competent and committed global Public Health workforce