

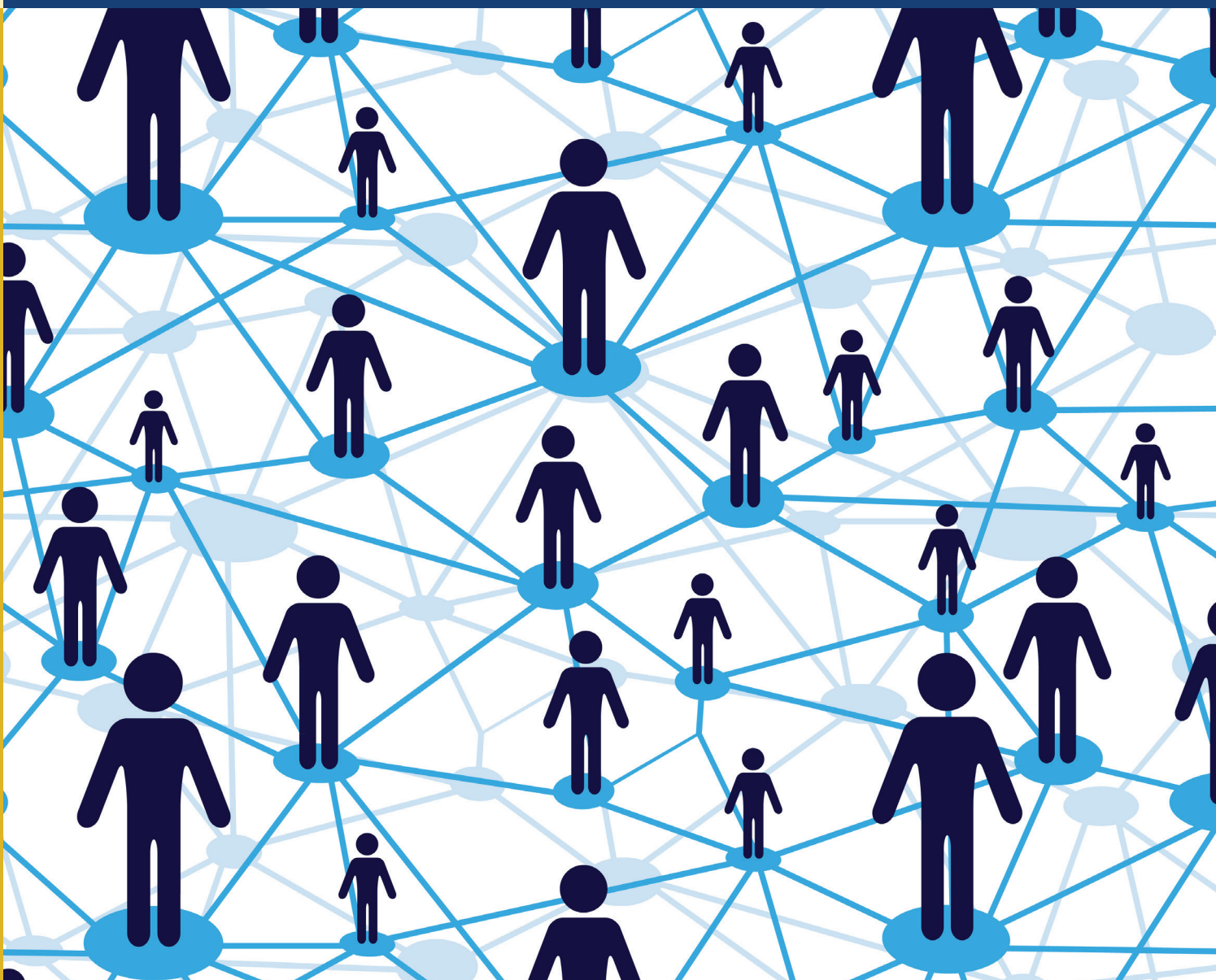


The Royal Australasian
College of Physicians

Public Health Medicine

Advanced Training Curriculum

Australasian Faculty of Public Health Medicine





The Royal Australasian
College of Physicians

Physician Readiness for Expert Practice (PREP) Training Program

Public Health Medicine Advanced Training Curriculum

TO BE USED IN CONJUNCTION WITH:
Professional Qualities Curriculum

ACKNOWLEDGEMENTS

Fellows, trainees and RACP staff have contributed to the development of this curriculum document.

The College specifically thanks those Fellows and trainees who have generously contributed to the development of this curriculum document, through critical comments drawn from their knowledge and experience and donation of their time and professional expertise.

The following, in particular, deserve specific mention for their contribution:

- Dr Neil Parker FAFPHM
- Dr Judith Straton FAFPHM

This curriculum is based on the Australasian Competencies for Public Health Medicine and the College recognises the contribution of the authors of this document, specifically:

- Professor Rufus Clarke FAFPHM

Development of the Public Health Medicine Advanced Training Curriculum content was overseen by the Faculty Education Committee, in particular Ms Susanne Engelhard and Ms Claire Maskell, with input from the Curriculum Development Unit within the College's Education Deanery.

CONTACT DETAILS

THE ROYAL AUSTRALASIAN COLLEGE OF PHYSICIANS

AUSTRALIA

145 Macquarie Street
Sydney
NSW 2000
Australia

Tel: (+61) (2) 9256 5444
Fax: (+61) (2) 9252 3310

Email: racp@racp.edu.au
Website: www.racp.edu.au

AOTEAROA NEW ZEALAND

Level 10
3 Hunter Street
Wellington 6011
New Zealand

Tel: (+64) (4) 472 6713
Fax: (+64) (4) 472 6718

Email: racp@racp.org.nz
Website: www.racp.edu.au

COPYRIGHT

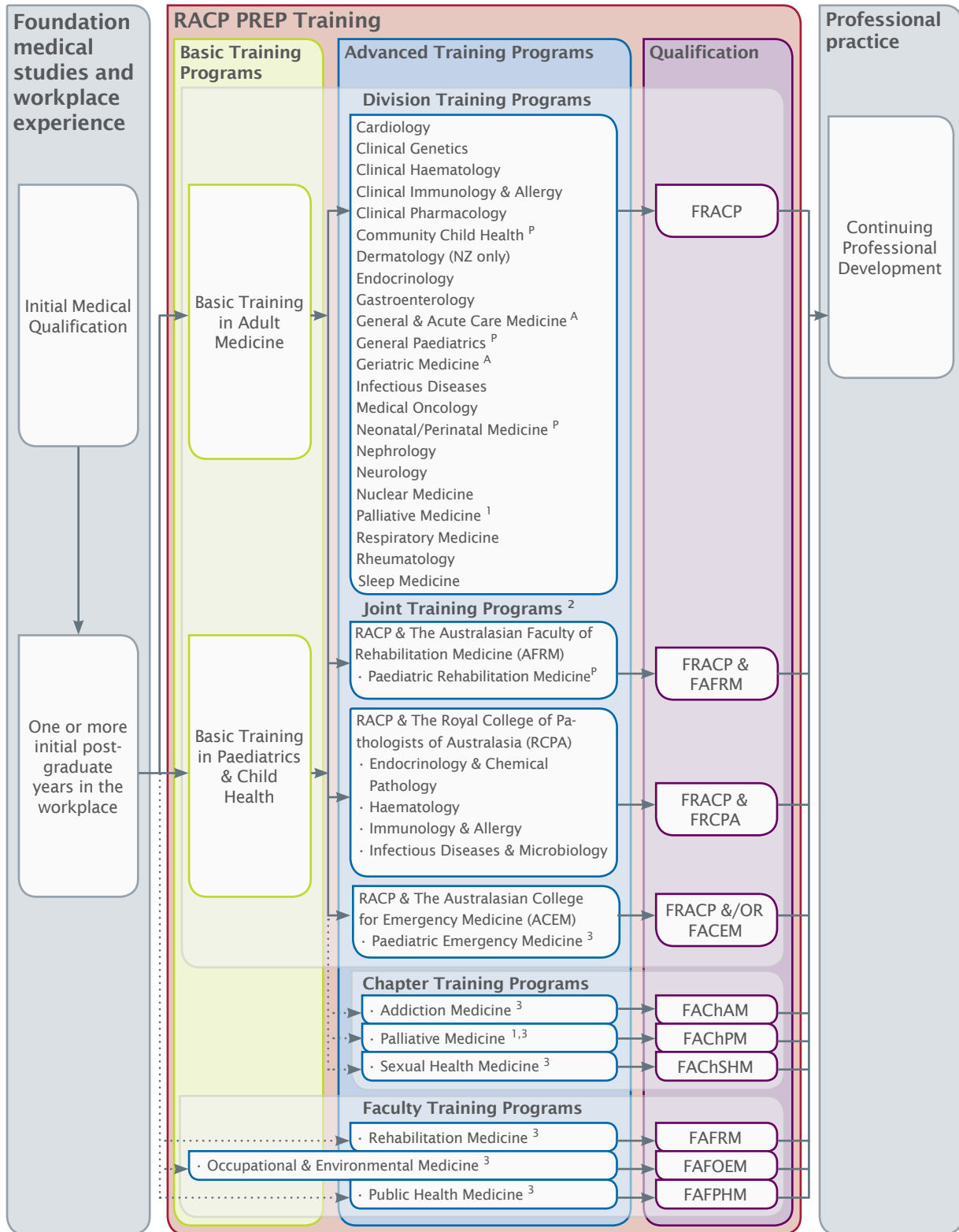
1st edition 2010 (revised 2013).

Please note: No Domains, Themes or Learning Objectives have been updated for this edition; design changes ONLY.

Copyright © 2013. The Royal Australasian College of Physicians (RACP). All rights reserved. Published December 2013.

This work is copyright. Apart from any fair use, for the purposes of study or research, it may not be reproduced in whole or in part, by any means electronic or mechanical, without written permission from The Royal Australasian College of Physicians

RACP FELLOWSHIP TRAINING PATHWAYS AND THE CONTINUUM OF LEARNING



^P Trainees must complete Basic Training in Paediatrics & Child Health to enter this program.

^A Trainees must complete Basic Training in Adult Medicine to enter this program.

¹ Trainees who have entered Advanced Training in Palliative Medicine via a RACP Basic Training Program will be awarded FRACP upon completion and may subsequently be awarded FACHPM. Trainees who have NOT entered Advanced Training in Palliative Medicine via a RACP Basic Training Program will only be awarded FACHPM upon completion.

² The Child & Adolescent Psychiatry Joint Training Program with the Royal Australian and New Zealand College of Psychiatrists (RANZCP) is currently under review by the RACP and RANZCP and closed to new entrants at present.

³ Alternative entry requirements exist for these training programs; please see the corresponding PREP Program Requirements Handbook for further information.

NB1: This diagram only depicts training programs that lead to Fellowship. Please see the RACP website for additional RACP training programs.

NB2: For further information on any of the above listed training programs, please see the corresponding PREP Program Requirements Handbook.

OVERVIEW OF THE SPECIALTY

Public health medicine is the branch of specialist medical practice that is primarily concerned with the health and care of populations. It is concerned with the promotion of health and the prevention of disease, illness and injury, the assessment of a community's health needs, and the provision of services to communities in general and to specific groups within them.

The public health physician must understand health and disease in populations. They may be a generalist with a broad understanding of many conditions and circumstances, or they may specialise in a particular area of public health.

The public health physician has clinical knowledge and skills that inform his or her practice of public health medicine. The public health physician should be able to work well and productively with other health providers and with members of the public. The public health physician appreciates and uses scientific methods in evaluating population health or disease.

The public health physician must be able to negotiate with other sections of the health profession to involve them in the determination of the appropriateness, utility, effectiveness and benefits to the community of health services, including public health initiatives and policies.

CURRICULUM OVERVIEW

Public Health Medicine Advanced Training Curriculum

The Public Health Medicine Advanced Training Curriculum (the Curriculum) outlines the broad concepts and learning objectives relevant to the attainment of competencies (and associated theoretical knowledge, skills, attitudes and behaviours) needed by public health physicians in Australia and New Zealand in fulfilling their roles.

Attaining competency to an appropriate level in all aspects of the Curriculum is expected to take three years full-time equivalent of training. It is expected that all teaching, learning and assessment associated with the Curriculum will be undertaken in the context of the public health physician's everyday practice and will accommodate discipline-specific contexts and practices as required. As such, it will need to be implemented within the reality of current workplace and workforce issues and the needs of health service provision.

The competencies that need to be achieved during training are outlined in the learning objectives of the Curriculum. Details of the competencies are defined in the 'elements of competence' under each learning objective. There may be learning objectives that overlap with or could easily relate to other domains within the Curriculum; however, to avoid repetition, these have been assigned to only one domain.

Aims of this Curriculum

1. To guide public health medicine trainees, supervisors, assessors and others in the competencies that should be developed during training
2. To assist public health physicians to identify the competencies they should maintain and develop for practising public health medicine in their particular work settings
3. To indicate to potential employers and other groups the range of competencies they can expect from trainees and Fellows of the Australasian Faculty of Public Health Medicine (AFPHEM)

Background

The AFPHM has used a competency framework to guide the learning and experience of its trainees since 2000.

In 2008, the AFPHM undertook an extensive review of the competency set and introduced a new competency framework – the Australasian Competencies for Public Health Medicine. This was adapted from that originally developed by the AFPHM in New Zealand, led by Dr Michael Baker, Director of CPD, AFPHM New Zealand.

The Faculty Education Committee (FEC) established a small working group, with representation from both Australia and New Zealand, and this group worked with the FEC to refine and modify the competencies and produce a set of Australasian Competencies for Public Health Medicine. This process involved consideration of the UK Faculty of Public Health Learning Outcomes and material developed by the US Public Health Leadership Society. In addition, a reference group of Aboriginal and Torres Strait Islander Fellows and trainees advised on the development of a set of competencies for Aboriginal and Torres Strait Islander health, to complement the competencies developed in respect of Māori health. Drafts of the Australasian Competencies for Public Health Medicine were distributed to all Fellows and trainees for comment and the final version was shaped by responses to this consultation.

Professional Qualities Curriculum

The RACP Professional Qualities Curriculum (PQC) outlines the range of concepts and specific learning objectives required by, and utilised by, all physicians, regardless of their specialty or area of expertise. It spans Basic/Advanced/Faculty/Chapter Training programs and is also utilised as a key component of the CPD program (refer to the 'Training Pathways for Physicians and Paediatricians' on page 4). Each of the concepts and objectives within the PQC will be taught, learnt and assessed within the context of everyday practice. It is important, therefore, that they are aligned with, and fully integrated into, the learning objectives within this Curriculum.

The Faculty conducted a mapping exercise to explore the degree of congruence between the Australasian Competencies for Public Health Medicine and the learning objectives in the PQC. This exercise was based on the premise that, while the approaches and strategies of medical practice for individuals (the primary basis of specialist physician training) and of public health medicine are necessarily different, the two modes of practice share an underpinning set of principles and values. Accordingly, in undertaking the mapping exercise, the major criterion for congruence was whether the two documents could be seen as implementing the same set of principles and values.

The mapping exercise showed that all of the learning objectives in the PQC were represented in the Australasian Competencies for Public Health Medicine, except for six PQC learning objectives which are directly related to the clinical care of individual patients, an activity which does not fall within the scope of the practice of public health medicine. For the purposes of the education and assessment programs leading to Fellowship of the AFPHM, the Australasian Competencies for Public Health Medicine were deemed to satisfy the educational and assessment requirements of the PQC.

Translating the Australasian Competencies for Public Health Medicine into the Public Health Medicine Faculty Training Curriculum

Each RACP curriculum document has been developed using a common format with domains, themes and learning objectives, and the Australasian Competencies for Public Health Medicine developed by the AFPHM has been adapted to this format. This has resulted in some changes to formatting, but not to the content.

The five broad 'themes' identified in the Australasian Competencies for Public Health Medicine (general professional practice; cultural competencies; information, research, evaluation and policy; health promotion and disease prevention and control; health sector development; and organisational management) are now called 'domains'.

The main changes in translating the themes into domains are that:

1. 'Policy' has been separated from 'Information, research, evaluation and policy', to become its own domain
2. 'Health sector development and organisational management' has been renamed 'Health sector advocacy, development and management'
3. The domains have been given numbers.

The 15 'areas' from the Australasian Competencies for Public Health Medicine are now called 'themes'. There have been no major changes to these, except for the creation of one additional theme called 'Advocacy' under the domain 'Health sector advocacy, development and management.'

The 'competencies' have been translated into 'learning objectives' for achieving the competencies. There have been no changes to the content or number of these competencies. There has been a reordering of the learning objectives so that those with competencies to be achieved at level 2 appear first in the list under each theme. This reordering applied to three themes: 3.2 Public health research and teaching; 4.1 Policy analysis, development and planning; and 5.2 Health protection and risk management.

Finally, the detail for each competency has been listed as 'elements of competence' in dot-point form under each learning objective. Again, there has been no change to this content.

A numbering system has been introduced for each level in the Curriculum, including the domains (previously not numbered). So, taking the example of 1.2.8 Communicate effectively using written and electronic media:

1. refers to the 'domain' i.e. Domain 1 General professional practice
2. refers to the 'theme' i.e. Theme 2 Communication, leadership and teamwork, under this domain
8. refers to the 'learning objective' i.e. the eighth learning objective under Theme 2 in the first Domain

How levels of performance are described

A five-point scale is used to indicate the level of competency required and/or achieved (table 1).

The field of public health medicine is very broad, so no trainee or Fellow is expected to be expert (level 4) in all competencies. Instead, they would be expected to have varying levels of competence depending on their stage of training and/or work setting.

The levels that are relevant to public health medicine trainees are levels 1 and 2. The more advanced levels are relevant for the continuing professional development of public health physicians.

Table 1- Description of levels of performance and examples

Level	Description of level reached or needed	Example: <i>1.2.10 Communicate effectively using the mass media</i>	Example: <i>5.3.4 Investigate and manage infectious disease outbreaks</i>
0	Has not developed competency	Has minimal knowledge and skills in using the mass media	Has minimal knowledge and skills in outbreak investigation
1	Understands key concepts and important factual knowledge	Understands key concepts of mass media communication	Understands steps in recognising, investigating and controlling outbreaks and main methods
2	Demonstrates effective application of the competency, at least in a supported environment	Participates in mass media communication through press releases or media interviews or successful media training	Participates in an outbreak investigation as part of an experienced investigation team
3	Maintains a high level of competency through regular use or exercises	Regularly uses mass media communication as part of public health work or maintains skills with periodic media training	Conducts outbreak investigations as part of regular public health work
4	Leads the sector in this competency by instructing others, reviewing and researching the area, and contributing to performance improvements	Trains public health sector staff in effective media communication, researches role of mass media in public health	Leads or advises multiple outbreak investigation groups, trains investigation team members, systematically describes and analyses responses

How the Curriculum can be used to guide training

Trainees are expected to:

1. understand key concepts and important factual knowledge for **all** learning objectives (level 1)
2. demonstrate effective application of the competencies, at least in a supported environment, for **selected** learning objectives (level 2).

The Curriculum can be used by trainees to help them plan their training placements and activities to ensure they have had opportunities to apply the competencies in all level 2 learning objectives during their training period. At the same time, trainees will need to develop and maintain a general understanding of the competencies in all of the other learning objectives.

How the Curriculum will be used in assessments for Fellowship

Trainees should expect to be required to demonstrate competency to level 2 for any of the learning objectives identified as level 2. Trainees should also expect to be required to demonstrate competency to level 1 for those learning objectives identified as level 1, although the main focus of the assessment program will be the level 2 learning objectives.

How the Curriculum can be used to guide continuing professional development

Fellows can use the Curriculum to help identify the competency needs of their current and planned work. They can self-assess their current level of competence in each identified area. This process may identify gaps, which could then guide CPD activities.

How the Curriculum will be updated

The Curriculum will be revised regularly to reflect changes in the scope of practice of public health medicine. The AFPHM will periodically invite input from Fellows and trainees, and changes will be approved by the FEC.

CURRICULUM THEMES AND LEARNING OBJECTIVES

Each of the curriculum documents has been developed using a common format, thereby ensuring a degree of consistency and approach across the spectrum of training.

Domains

The Domains are the broad fields which group common or related areas of learning.

Themes

The Themes identify and link more specific aspects of learning into logical or related groups.

Learning Objectives

The Learning Objectives outline the specific requirements of learning. They provide a focus for identifying and detailing the required knowledge, skills and attitudes. They also provide a context for specifying assessment standards and criteria as well as providing a context for identifying a range of teaching and learning strategies.

Levels of Competency

Level 1 - Understands key concepts and important factual knowledge.

Level 2 - Demonstrates effective application of the competency, at least in a supported environment.

Trainees are required to demonstrate competency to level 2 in any of the learning objectives identified as level 2. These are the main focus of the summative assessments in the training program. Trainees should also be expected to demonstrate competence to level 1 in those learning objectives identified as level 1.

LEARNING OBJECTIVES TABLES

DOMAIN 1	GENERAL PROFESSIONAL PRACTICE	
Theme 1.1	Professional Development and Self-Management	
Learning Objectives		Level
1.1.1	Establish and maintain career direction and motivation	2
1.1.2	Manage one's own training and continuing professional development	2
1.1.3	Optimise one's personal health	2
1.1.4	Manage time and workload to achieve organisational and professional goals	2

1.1.5	Use evidence as the basis for public health practice	2
1.1.6	Practise medicine in a safe manner	2
1.1.7	Practise medicine in a manner that promotes a sustainable physical and social environment	2
1.1.8	Work in an ethically sound manner	2
1.1.9	Advocate for timely effective action in response to important threats to public health	2
1.1.10	Provide effective first aid in emergency situations	2
Theme 1.2	Communication, Leadership and Teamwork	
Learning Objectives		Level
1.2.1	Establish highly effective working relationships with colleagues	2
1.2.2	Lead and influence effectively	2
1.2.3	Contribute effectively to multidisciplinary teams	2
1.2.4	Contribute effectively to organisational processes	2
1.2.5	Support professional development of colleagues and more junior staff	2
1.2.6	Manage projects effectively	2
1.2.7	Consult effectively with others in a range of settings	2
1.2.8	Communicate effectively using written and electronic media	2
1.2.9	Communicate effectively through oral discussion and presentations	2
1.2.10	Communicate effectively using mass media	2
DOMAIN 2	CULTURAL COMPETENCY¹	
Theme 2.1	Universal Cultural Competencies	
Learning Objectives		Level
2.1.1	Manage one's own cultural competence development	2
2.1.2	Communicate effectively with people of other cultures	2
2.1.3	Identify and act on cultural bias within health care services and other organisations	2
2.1.4	Plan, analyse, research and evaluate public health issues in a culturally competent manner	2
2.1.5	Develop and implement policy, proposals and programs from a culturally competent perspective	2

2.1.6	Establish effective cross-cultural partnerships to achieve improved public health outcomes	2
2.1.7	Contribute effectively to culturally diverse teams	2
Theme 2.2	Māori and Pacific Islander Health²	
Learning Objectives		Level
2.2.1	Analyse public health issues from a Tiriti o Waitangi perspective	2
2.2.2	Advise on the public health issues affecting Māori and Pacific Islander peoples	2
2.2.3	Work in partnership with Māori and Pacific Islander peoples	2
Theme 2.3	Aboriginal and Torres Strait Islander Health³	
Learning Objectives		Level
2.3.1	Analyse public health issues based on the perspective, rights and status of Aboriginal and Torres Strait Islander peoples	2
2.3.2	Advise on public health issues for Aboriginal and Torres Strait Islander peoples	2
2.3.3	Work in partnership with Aboriginal and Torres Strait Islander peoples	2
Theme 2.4	Ethnic Minority Health	
Learning Objectives		Level
2.4.1	Advise on the public health issues affecting ethnic minorities in Australia and New Zealand	2
2.4.2	Work in partnership with ethnic minorities	2
DOMAIN 3	INFORMATION, RESEARCH AND EVALUATION	
Theme 3.1	Public Health Information and Critical Appraisal	
Learning Objectives		Level
3.1.1	Plan and deliver effective analyses of public health issues	2
3.1.2	Assess and respond rapidly to urgent public health questions	2
3.1.3	Store and swiftly access essential public health information	2
3.1.4	Conduct effective literature reviews	2
3.1.5	Critically assess published literature and other evidence	2
3.1.6	Use suitable information sources to describe the health of populations	2
3.1.7	Analyse and communicate the risk of adverse events in a meaningful way	2
3.1.8	Advise on health and public health information systems	2

3.1.9	Design and evaluate disease and hazard surveillance systems	2
3.1.10	Design and evaluate screening programs	2
3.1.11	Advise on major public health determinants and inequalities	2
3.1.12	Advise on the public health issues affecting age and gender groups	2
3.1.13	Advise on the optimal public health response to specific health issues	2
3.1.14	Advise on the implications of international events for public health	2
Theme 3.2	Public Health Research and Teaching	
Learning Objectives		Level
3.2.1	Design and conduct effective research studies	2
3.2.2	Design sound observational epidemiological studies	2
3.2.3	Design and manage data collection for studies	2
3.2.4	Perform suitable epidemiological analyses	2
3.2.5	Advise on trials to measure the effectiveness of interventions	1
3.2.6	Analyse and interpret the spatial distribution of health related events	1
3.2.7	Analyse alternative disease prevention and control strategies in a quantitative manner	1
3.2.8	Use qualitative methods to investigate public health issues	1
3.2.9	Facilitate learning in a variety of settings	1
3.2.10	Support an effective research base for public health	1
Theme 3.3	Health Care and Public Health Program Evaluation	
Learning Objectives		Level
3.3.1	Evaluate health services and public health programs	2
3.3.2	Implement results of evaluations to improve health services and public health programs	1
3.3.3	Evaluate health technologies and interventions	1
3.3.4	Monitor access to and use of health technologies and interventions	1
DOMAIN 4	POLICY	
Theme 4.1	Policy Analysis, Development and Planning	
Learning Objectives		Level
4.1.1	Develop and influence policy to improve public health and reduce inequalities	2

4.1.2	Conduct health needs assessments to inform policy	2
4.1.3	Conduct health impact assessments	2
4.1.4	Analyse policy and proposals from an economic perspective	2
4.1.5	Analyse policy and proposals from an equity perspective	2
4.1.6	Analyse policy and proposals from an ethical perspective	2
4.1.7	Conduct priority setting processes to inform policy	1
4.1.8	Develop and use goals, targets and indicators	1
4.1.9	Manage policy implementation effectively	1
DOMAIN 5	HEALTH PROMOTION AND DISEASE PREVENTION	
Theme 5.1	Health Promotion and Community Development	
Learning Objectives		Level
5.1.1	Apply a health promotion approach to analysing public health problems	2
5.1.2	Develop health promotion programs in response to public health problems	2
5.1.3	Enable individual and community participation in health promotion	2
5.1.4	Establish effective partnerships and intersectoral action to achieve improved public health outcomes	2
5.1.5	Advocate for action to respond to public health problems	1
5.1.6	Advise on development of health educational material	1
Theme 5.2	Health Protection and Risk Management	
Learning Objectives		Level
5.2.1	Advise on the public health management of environmental health risks	2
5.2.2	Analyse surveillance data to support the management of environmental health risks	2
5.2.3	Use regulatory measures to protect and promote health	2
5.2.4	Conduct environmental health risk assessments	2
5.2.5	Manage environmental health risks	2
5.2.6	Communicate environmental health risk information effectively to the public and other groups	2
5.2.7	Use regional and local planning processes to protect and promote health	1
5.2.8	Advise on protecting and promoting health in important population settings	1

5.2.9	Work with other agencies to manage imported hazards	1
5.2.10	Manage public health emergencies	1
5.2.11	Investigate and manage clusters of noninfectious disease cases	1
Theme 5.3	Infectious Disease Prevention and Control	
Learning Objectives		Level
5.3.1	Advise on the public health management of infectious diseases	2
5.3.2	Analyse surveillance data to support prevention and control of infectious diseases	2
5.3.3	Manage infectious disease control measures	2
5.3.4	Investigate and manage infectious disease outbreaks	1
5.3.5	Develop and implement effective intersectoral strategies for prevention of infectious diseases	1
Theme 5.4	Chronic Disease, Mental Illness and Injury Prevention	
Learning Objectives		Level
5.4.1	Advise on the public health management of chronic diseases, mental illness and injury	2
5.4.2	Advise on the determinants of chronic disease, mental illness and injury and their public health management	2
5.4.3	Analyse surveillance data to support the management of chronic disease, mental illness and injury	2
5.4.4	Advise on the public health response to alcohol, tobacco and other drugs	2
5.4.5	Advise on the public health implications of genetic factors and technologies	1
5.4.6	Develop and implement effective intersectoral strategies for prevention of chronic diseases, mental illness and injury	1
DOMAIN 6	HEALTH SECTOR ADVOCACY, DEVELOPMENT AND MANAGEMENT	
Theme 6.1	Advocacy	
Learning Objectives		Level
6.1.1	Promote a population health approach within the health and disability care sector	2
6.1.2	Influence clinical staff to adopt a population health approach	1
6.1.3	Produce and implement best practice guidelines for the clinical and public health sectors	1

Theme 6.2		Development and Operation
Learning Objectives		Level
6.2.1	Advise on optimal development and operation of the primary health care sector	1
6.2.2	Advise on optimal development and operation of secondary and tertiary health services	1
6.2.3	Plan developments or changes to health services	1
6.2.4	Advise on health service needs of rural and remote areas	1
6.2.5	Advise on health sector workforce planning	1
6.2.6	Manage contracting processes for purchase or provision of services	1
6.2.7	Develop and implement quality improvement programs for health services	1
6.2.8	Investigate and manage serious adverse events and complaints about health services, programs and practitioners	1
6.2.9	Advise on strategies to address disability	1
Theme 6.3		Organisational Management
Learning Objectives		Level
6.3.1	Apply effective management principles to public health and other relevant organisations	2
6.3.2	Advise on organisational governance issues	1
6.3.3	Facilitate strategic and business planning	1
6.3.4	Manage staff	1
6.3.5	Manage budgets	1
6.3.6	Manage organisational changes	1
6.3.7	Manage an organisation, health service or business unit	1

¹ Culture includes ethnicity, gender, age, disability, sexual orientation, religious and spiritual beliefs, socioeconomic status, occupation, geographic region and lifestyle.

² Theme 2.2: Trainees working in Aotearoa New Zealand are expected to attain performance level 2 in these learning objectives. Trainees working in Australia are expected to attain performance level 1.

³ Theme 2.3: Trainees working in Australia are expected to attain performance level 2 in these learning objectives. Trainees working in Aotearoa New Zealand are expected to attain performance level 1.

DOMAIN 1	GENERAL PROFESSIONAL PRACTICE	
Theme 1.1	Professional Development and Self-Management	
Learning Objective 1.1.1	Establish and maintain career direction and motivation	Level 2
Elements of competence		
<ul style="list-style-type: none"> • establish long-term career goals • develop an awareness of the role and legacy of public health • maintain personal resilience commitment and support (e.g. through engagement with colleagues and communities). 		

DOMAIN 1	GENERAL PROFESSIONAL PRACTICE	
Theme 1.1	Professional Development and Self-Management	
Learning Objective 1.1.2	Manage one's own training and continuing professional development	Level 2
Elements of competence		
<ul style="list-style-type: none"> • understand training, continuing professional development (CPD) and recertification systems operating in Australia and New Zealand • critically assess one's own personal limitations and development needs based on career goals and required competencies • learn from errors • obtain feedback about one's effectiveness and implement active processes to maintain and improve performance • provide effective and timely reports of training and CPD activities to meet Faculty and Medical Council/Board requirements. 		

DOMAIN 1	GENERAL PROFESSIONAL PRACTICE	
Theme 1.1	Professional Development and Self-Management	
Learning Objective 1.1.3	Optimise one's personal health	Level 2
Elements of competence		
<ul style="list-style-type: none"> • maintain a reasonable balance between work and non-work needs • manage personal health risks (physical and mental), including stress management and physical activity. 		

DOMAIN 1	GENERAL PROFESSIONAL PRACTICE	
Theme 1.1	Professional Development and Self-Management	
Learning Objective 1.1.4	Manage time and workload to achieve organisational and professional goals	Level 2
Elements of competence		
<ul style="list-style-type: none"> periodically review goals effectively manage daily tasks and time allocation effectively delegate and manage workload. 		

DOMAIN 1	GENERAL PROFESSIONAL PRACTICE	
Theme 1.1	Professional Development and Self-Management	
Learning Objective 1.1.5	Use evidence as the basis for public health practice	Level 2
Elements of competence		
<ul style="list-style-type: none"> critically assess the strength of evidence for one's own practice present limitations and uncertainty honestly when communicating findings to others. 		

DOMAIN 1	GENERAL PROFESSIONAL PRACTICE	
Theme 1.1	Professional Development and Self-Management	
Learning Objective 1.1.6	Practise medicine in a safe manner	Level 2
Elements of competence		
<ul style="list-style-type: none"> recognise and work within the limits of professional competence keep accurate records of work be readily accessible when on duty and arrange suitable cover support an environment and culture that improves health, safety and security. 		

DOMAIN 1	GENERAL PROFESSIONAL PRACTICE	
Theme 1.1	Professional Development and Self-Management	
Learning Objective 1.1.7	Practise medicine in a manner that promotes a sustainable physical and social environment	Level 2
Elements of competence		
<ul style="list-style-type: none"> • understand key concepts of sustainability • critically assess the impact of one's own practice according to sustainability principles, such as carbon emissions • contribute to a sustainable public health infrastructure (including effective public health organisations, trust, and relationships with communities). 		

DOMAIN 1	GENERAL PROFESSIONAL PRACTICE	
Theme 1.1	Professional Development and Self-Management	
Learning Objective 1.1.8	Work in an ethically sound manner	Level 2
Elements of competence		
<ul style="list-style-type: none"> • evaluate one's own practice using public health principles • respect human rights and Māori and Pacific Islander (NZ) and Aboriginal/Torres Strait Islander (Australia) rights • adhere to principles of confidentiality, informed consent, freedom of choice, honesty and other ethical principles. 		

DOMAIN 1	GENERAL PROFESSIONAL PRACTICE	
Theme 1.1	Professional Development and Self-Management	
Learning Objective 1.1.9	Advocate for timely effective action in response to important threats to public health	Level 2
Elements of competence		
<ul style="list-style-type: none"> • prioritise public health threats based on sound public health principles • act in a timely manner on available information • use effective methods of advocacy appropriate to the issues being considered and the organisational context. 		

DOMAIN 1	GENERAL PROFESSIONAL PRACTICE	
Theme 1.1	Professional Development and Self-Management	
Learning Objective 1.1.10	Provide effective first aid in emergency situations	Level 2
Elements of competence		
<ul style="list-style-type: none"> • conduct rapid assessment of acutely ill and injured persons • provide basic life support, including cardiopulmonary resuscitation (CPR) • describe requirements for home and travel first aid and emergency kits. 		

DOMAIN 1	GENERAL PROFESSIONAL PRACTICE	
Theme 1.2	Communication, Leadership and Teamwork	
Learning Objective 1.2.1	Establish highly effective working relationships with colleagues	Level 2
Elements of competence		
<ul style="list-style-type: none"> • use excellent listening and interpersonal skills • give and receive positive and negative feedback • adopt a collaborative and inclusive approach • treat people with dignity and respect. 		

DOMAIN 1	GENERAL PROFESSIONAL PRACTICE	
Theme 1.2	Communication, Leadership and Teamwork	
Learning Objective 1.2.2	Lead and influence effectively	Level 2
Elements of competence		
<ul style="list-style-type: none"> • understand leadership styles and qualities • use strategic vision: recognise opportunities and provide focus • inspire and enable others, recognise and encourage individual contributions • set priorities for action, manage uncertainty and unexpected challenges • effectively resolve conflicts. 		

DOMAIN 1	GENERAL PROFESSIONAL PRACTICE	
Theme 1.2	Communication, Leadership and Teamwork	
Learning Objective 1.2.3	Contribute effectively to multidisciplinary teams	Level 2
Elements of competence		
<ul style="list-style-type: none"> • use interpersonal skills that positively influence effective team and group work • effectively facilitate and manage meetings, contribute to good decision-making processes, information and knowledge sharing • ensure timely completion of agreed tasks, adopting a coordination or non-leadership role when required. 		

DOMAIN 1	GENERAL PROFESSIONAL PRACTICE	
Theme 1.2	Communication, Leadership and Teamwork	
Learning Objective 1.2.4	Contribute effectively to organisational processes	Level 2
Elements of competence		
<ul style="list-style-type: none"> • understand organisational context • access organisational information (policies, procedures, systems, processes, plans) • operate within a hierarchy of responsibility and seek advice when appropriate • demonstrate effective planning, timely delivery of outputs and effective reporting • relate work plans to organisational and wider public health priorities • keep required records • follow allocated financial responsibilities, understand basic accounting and budgeting processes • know role of organisation in an emergency response and its chain of command. 		

DOMAIN 1	GENERAL PROFESSIONAL PRACTICE	
Theme 1.2	Communication, Leadership and Teamwork	
Learning Objective 1.2.5	Support professional development of colleagues and more junior staff	Level 2
Elements of competence		
<ul style="list-style-type: none"> • act as an effective role model, supervisor, trainer, coach, mentor and peer reviewer. 		

DOMAIN 1	GENERAL PROFESSIONAL PRACTICE	
Theme 1.2	Communication, Leadership and Teamwork	
Learning Objective 1.2.6	Manage projects effectively	Level 2
Elements of competence		
<ul style="list-style-type: none"> • determine project scope • engage key stakeholders • prepare project plan • establish and manage a project team • manage effective delivery according to objectives, timeliness and resources and manage project variations. 		

DOMAIN 1	GENERAL PROFESSIONAL PRACTICE	
Theme 1.2	Communication, Leadership and Teamwork	
Learning Objective 1.2.7	Consult effectively with others in a range of settings	Level 2
Elements of competence		
<ul style="list-style-type: none"> • consult with clinicians, other health professionals, technical experts, colleagues, cultural brokers, community groups, non-government organisations and government agencies • use networks to inform and understand perspectives and influence change • use a variety of consultation methods. 		

DOMAIN 1	GENERAL PROFESSIONAL PRACTICE	
Theme 1.2	Communication, Leadership and Teamwork	
Learning Objective 1.2.8	Communicate effectively using written and electronic media	Level 2
Elements of competence		
<ul style="list-style-type: none"> • demonstrate excellent writing and word processing skills • use clear concise language appropriate to the target audience • use email and other written correspondence effectively • produce effective reports, proposals, submissions and articles on public health issues. 		

DOMAIN 1	GENERAL PROFESSIONAL PRACTICE	
Theme 1.2	Communication, Leadership and Teamwork	
Learning Objective 1.2.9	Communicate effectively through oral discussion and presentations	Level 2
Elements of competence		
<ul style="list-style-type: none"> • demonstrate excellent verbal skills both face to face and by telephone, using clear concise language that is appropriate to the target audience • deliver presentations in a variety of settings • use presentation software and other tools • respond effectively to questions and opposing views, and challenge assumptions constructively. 		

DOMAIN 1	GENERAL PROFESSIONAL PRACTICE	
Theme 1.2	Communication, Leadership and Teamwork	
Learning Objective 1.2.10	Communicate effectively using mass media	Level 2
Elements of competence		
<ul style="list-style-type: none"> • develop a communication strategy • use effective risk communication techniques • write press releases and give interviews. 		

DOMAIN 2	CULTURAL COMPETENCY	
Theme 2.1	Universal Cultural Competencies	
Learning Objective 2.1.1	Manage one's own cultural competence development	Level 2
Elements of competence		
<ul style="list-style-type: none"> • understand key concepts and stages in developing cultural competence • reflect on one's own cultural identity and critically assess one's own development needs • seek feedback on performance from community sources and knowledgeable persons • implement processes to maintain and improve one's cultural competence. 		

DOMAIN 2	CULTURAL COMPETENCY	
Theme 2.1	Universal Cultural Competencies	
Learning Objective 2.1.2	Communicate effectively with people of other cultures	Level 2
Elements of competence		
<ul style="list-style-type: none"> • understand cross cultural communication and the barriers that may limit this • communicate and engage effectively with people of different cultural backgrounds • use effective written and oral communications to diverse cultural groups and settings • show respect in interactions with people of other cultures • use interpreters and translators when appropriate. 		

DOMAIN 2	CULTURAL COMPETENCY	
Theme 2.1	Universal Cultural Competencies	
Learning Objective 2.1.3	Identify and act on cultural bias within health care services and other organisations	Level 2
Elements of competence		
<ul style="list-style-type: none"> • understand institutional discrimination and its impact • understand the principles of conducting a cultural audit • challenge the cultural bias of individual colleagues and systematic bias within health care services and other organisations. 		

DOMAIN 2	CULTURAL COMPETENCY	
Theme 2.1	Universal Cultural Competencies	
Learning Objective 2.1.4	Plan, analyse, research and evaluate public health issues in a culturally competent manner	Level 2
Elements of competence		
<ul style="list-style-type: none"> • use appropriate consumer and community participation strategies • select suitable research methods and design effective search and research strategies • undertake rigorous ethical processes and methodologies, acceptable to the population under study • collect ethnicity and cultural identity data in appropriate ways • present results meaningfully for a range of cultural groups • support conclusions with data from both scientific and cultural sources. 		

DOMAIN 2		CULTURAL COMPETENCY	
Theme 2.1		Universal Cultural Competencies	
Learning Objective 2.1.5		Develop and implement policy, proposals and programs from a culturally competent perspective	Level 2
Elements of competence			
<ul style="list-style-type: none"> • understand methods for assessing policy from historical, cultural and inequalities perspectives • engage appropriately with the community for policy development and evaluation • understand the need for intersectoral and cross-jurisdictional policies • promote strategies to reduce health inequalities relating to cultural groups • work collaboratively with researchers, policy makers and experts from other cultural groups • use culturally appropriate and relevant health promotion strategies to achieve health gain for these groups • use processes and protocols that are culturally appropriate and uphold self-determination in providing services to other cultures. 			

DOMAIN 2		CULTURAL COMPETENCY	
Theme 2.1		Universal Cultural Competencies	
Learning Objective 2.1.6		Establish effective cross-cultural partnerships to achieve improved public health outcomes	Level 2
Elements of competence			
<ul style="list-style-type: none"> • understand culture as a determinant of health • recognise how policy and practices of dominant cultures influence the health of other groups • identify values and needs of nondominant cultural groups • use appropriate individuals, organisations and representative networks to seek information and advice when working with other cultural groups. 			

DOMAIN 2		CULTURAL COMPETENCY	
Theme 2.1		Universal Cultural Competencies	
Learning Objective 2.1.7		Contribute effectively to culturally diverse teams	Level 2
Elements of competence			
<ul style="list-style-type: none"> • understand the impact of culture on behaviour • use cross cultural communication skills • manage culturally diverse teams effectively • advise colleagues on nondiscriminatory work practices and advocate for change when discriminatory work practices are displayed • ensure colleagues treat one another with courtesy, fairness and respect. 			

DOMAIN 2	CULTURAL COMPETENCY	
Theme 2.2	Māori and Pacific Islander Health	
Learning Objective 2.2.1	Analyse public health issues from a Tiriti o Waitangi perspective	Level 2
Elements of competence		
<ul style="list-style-type: none"> • understand the rights of tangata whenua and the application of Te Tiriti in health, tikanga Māori, and institutional racism • understand the health impacts of colonisation on the Māori population • understand cultural safety in health services and research • use treaty principles to assist policy development, research, service planning and delivery • actively seek opportunities to address inequalities in health status for Māori • work to eliminate institutional racism. 		

DOMAIN 2	CULTURAL COMPETENCY	
Theme 2.2	Māori and Pacific Islander Health	
Learning Objective 2.2.2	Advise on the public health issues affecting Māori and Pacific Islander peoples	Level 2
Elements of competence		
<ul style="list-style-type: none"> • understand Māori cultural values, beliefs, practices, models of health and underpinning concepts such as tikanga, hauora and whakapapa • understand Pacific Islander cultural values, beliefs, practices, models of health and underpinning concepts • understand the classification of ethnicity, sources of Māori and Pacific Islander health information and their quality, key demographic trends of the Māori and Pacific Islander populations • understand key Māori and Pacific Islander health challenges, inequalities in Māori and Pacific Islander health and their underlying causes • understand the role that western health services have played in Māori and Pacific Islander health development since first European contact. 		

DOMAIN 2	CULTURAL COMPETENCY	
Theme 2.2	Māori and Pacific Islander Health	
Learning Objective 2.2.3	Work in partnership with Māori and Pacific Islander peoples	Level 2
Elements of competence		
<ul style="list-style-type: none"> engage effectively with Māori, Māori communities (i.e. whanau, hapu, iwi) and Māori health providers engage effectively with Pacific Islanders, Pacific Islander communities and Pacific Islander health providers design, implement and evaluate interventions with Māori and Pacific Islander clients, providers, policy makers and researchers network with Māori and Pacific Islander people using culturally appropriate processes and protocols respect correct pronunciation, spelling and titles and seek direction in these make available information understandable to Māori and Pacific Islander peoples. 		

DOMAIN 2	CULTURAL COMPETENCY	
Theme 2.3	Aboriginal and Torres Strait Islander Health	
Learning Objective 2.3.1	Analyse public health issues based on the perspective, rights and status of Aboriginal and Torres Strait Islander peoples	Level 2
Elements of competence		
<ul style="list-style-type: none"> understand the rights of Aboriginal and Torres Strait Islander peoples understand the multiple determinants of Aboriginal and Torres Strait Islander health (spiritual, cultural, social, psychological, physical, historical and political) understand cultural respect in health service and research use appropriate engagement processes to assist in policy development, research, service planning and delivery actively seek opportunities to address inequalities in health outcomes for Aboriginal and Torres Strait Islander peoples to eliminate institutional racism. 		

DOMAIN 2	CULTURAL COMPETENCY	
Theme 2.3	Aboriginal and Torres Strait Islander Health	
Learning Objective 2.3.2	Advise on public health issues for Aboriginal and Torres Strait Islander peoples	Level 2
Elements of competence		
<ul style="list-style-type: none"> • appreciate the diversity of Aboriginal and Torres Strait Islander peoples' cultural values, beliefs, practices and models of health and healing • understand key demographic trends in Aboriginal and Torres Strait Islander peoples • understand key Aboriginal and Torres Strait Islander health challenges • understand inequalities in Aboriginal and Torres Strait Islander health and underlying causes; the role that western health services have played in Aboriginal and Torres Strait Islander health development since first European contact. 		

DOMAIN 2	CULTURAL COMPETENCY	
Theme 2.3	Aboriginal and Torres Strait Islander Health	
Learning Objective 2.3.3	Work in partnership with Aboriginal and Torres Strait Islander peoples	Level 2
Elements of competence		
<ul style="list-style-type: none"> • engage effectively with Aboriginal and Torres Strait Islander peoples, Aboriginal and Torres Strait Islander communities and Aboriginal and Torres Strait Islander health providers (includes Aboriginal health workers) • demonstrate insight into the importance of appropriate ways of working • design, implement and evaluate interventions with Aboriginal and Torres Strait Islander clients, providers, policy makers and researchers • network with Aboriginal and Torres Strait Islander peoples using culturally appropriate processes and protocols • respect correct pronunciation, spelling and titles and seek direction in these • make available information understandable and relevant to Aboriginal and Torres Strait Islander peoples. 		

DOMAIN 2	CULTURAL COMPETENCY	
Theme 2.4	Ethnic Minority Health	
Learning Objective 2.4.1	Advise on the public health issues affecting ethnic minorities in Australia and New Zealand	Level 2
Elements of competence		
<ul style="list-style-type: none"> • understand historic, social and economic factors affecting ethnic minorities • understand the impact of colonisation on Indigenous peoples, acculturation and migration, cultural practices and values of ethnic minorities that affect their health • understand the diversity that exists within and between ethnic minorities • understand sources of health information about ethnic minorities and key demographic trends of these populations • understand the key health challenges and inequalities in health and the key issues underpinning these. 		

DOMAIN 2	CULTURAL COMPETENCY	
Theme 2.4	Ethnic Minority Health	
Learning Objective 2.4.2	Work in partnership with ethnic minorities	Level 2
Elements of competence		
<ul style="list-style-type: none"> • use appropriate individuals, organisations and representative networks to seek information and advice when working with ethnic minorities • use culturally appropriate processes and protocols in providing services to ethnic minorities • work with researchers, policy makers and other experts to achieve health gain for ethnic minorities • design, implement and evaluate interventions with these communities, providers, policy makers and researchers, and network with these groups. 		

DOMAIN 3	INFORMATION, RESEARCH AND EVALUATION	
Theme 3.1	Public Health Information and Critical Appraisal	
Learning Objective 3.1.1	Plan and deliver effective analyses of public health issues	Level 2
Elements of competence		
<ul style="list-style-type: none"> • identify the objectives • correctly judge timeliness and scope • select suitable information sources and research methods • present results effectively • discuss findings and their limitations • support conclusions with data. 		

DOMAIN 3	INFORMATION, RESEARCH AND EVALUATION	
Theme 3.1	Public Health Information and Critical Appraisal	
Learning Objective 3.1.2	Assess and respond rapidly to urgent public health questions	Level 2
Elements of competence		
<ul style="list-style-type: none"> • receive and identify questions from multiple sources (including external agencies, colleagues, public inquiries, news media reports) • rapidly ascertain the importance and urgency of the question • request assistance when required • rapidly locate and appraise suitable evidence and other relevant public health information • synthesise the evidence • respond appropriately in a timely manner. 		

DOMAIN 3	INFORMATION, RESEARCH AND EVALUATION	
Theme 3.1	Public Health Information and Critical Appraisal	
Learning Objective 3.1.3	Store and swiftly access essential public health information	Level 2
Elements of competence		
<ul style="list-style-type: none"> • understand the principles of knowledge management • store and retrieve reference information, paper-based and electronic files, emails and internet sources • use libraries and other information sources • use reference management software. 		

DOMAIN 3	INFORMATION, RESEARCH AND EVALUATION	
Theme 3.1	Public Health Information and Critical Appraisal	
Learning Objective 3.1.4	Conduct effective literature reviews	Level 2
Elements of competence		
<ul style="list-style-type: none"> • clearly identify the public health question and scope • systematically search published and 'grey' literature • document the search strategy • present findings in a clear, well structured manner. 		

DOMAIN 3	INFORMATION, RESEARCH AND EVALUATION	
Theme 3.1	Public Health Information and Critical Appraisal	
Learning Objective 3.1.5	Critically assess published literature and other evidence	Level 2
Elements of competence		
<ul style="list-style-type: none"> • grade evidence • interpret results of trials and measures of effectiveness • interpret meta analyses • understand strengths and weaknesses of research designs • present well-reasoned conclusions. 		

DOMAIN 3	INFORMATION, RESEARCH AND EVALUATION	
Theme 3.1	Public Health Information and Critical Appraisal	
Learning Objective 3.1.6	Use suitable information sources to describe the health of populations	Level 2
Elements of competence		
<ul style="list-style-type: none"> • access and use information sources, such as census and other demographic information, health sector data (including morbidity and mortality data), survey data, measures of health status and measures of socioeconomic and health inequality • use descriptive epidemiological analysis (time, place, person) • use suitable statistical techniques and appropriate spreadsheet, database and analysis software. 		

DOMAIN 3	INFORMATION, RESEARCH AND EVALUATION	
Theme 3.1	Public Health Information and Critical Appraisal	
Learning Objective 3.1.7	Analyse and communicate the risk of adverse events in a meaningful way	Level 2
Elements of competence		
<ul style="list-style-type: none"> • analyse and communicate population health risks, health risks from interventions and other forms of risk (financial, reputational, political) • analyse and communicate absolute and relative risk • balance risks and benefits • use frameworks for risk management. 		

DOMAIN 3	INFORMATION, RESEARCH AND EVALUATION	
Theme 3.1	Public Health Information and Critical Appraisal	
Learning Objective 3.1.8	Advise on health and public health information systems	Level 2
Elements of competence		
<ul style="list-style-type: none"> advise on role of health information systems, registers, electronic patient records, disease coding, information quality, information privacy, information security, informatics and information and communications technology (ICT) developments. 		

DOMAIN 3	INFORMATION, RESEARCH AND EVALUATION	
Theme 3.1	Public Health Information and Critical Appraisal	
Learning Objective 3.1.9	Design and evaluate disease and hazard surveillance systems	Level 2
Elements of competence		
<ul style="list-style-type: none"> use criteria for deciding whether surveillance is required and its objectives use criteria for deciding how systems should be designed and implemented evaluate and improve an existing surveillance system. 		

DOMAIN 3	INFORMATION, RESEARCH AND EVALUATION	
Theme 3.1	Public Health Information and Critical Appraisal	
Learning Objective 3.1.10	Design and evaluate screening programs	Level 2
Elements of competence		
<ul style="list-style-type: none"> evaluate evidence and screening test performance using criteria for deciding whether screening should be established for a particular condition define how a screening program should operate identify factors that influence participation in a screening program evaluate and improve an existing screening program. 		

DOMAIN 3	INFORMATION, RESEARCH AND EVALUATION	
Theme 3.1	Public Health Information and Critical Appraisal	
Learning Objective 3.1.11	Advise on major public health determinants and inequalities	Level 2
Elements of competence		
<ul style="list-style-type: none"> • have knowledge of the relative importance of the major health threats and determinants • have knowledge of the importance of socioeconomic and ethnic disparities • have knowledge of the mechanisms through which these determinants contribute to poor health and health inequalities. 		

DOMAIN 3	INFORMATION, RESEARCH AND EVALUATION	
Theme 3.1	Public Health Information and Critical Appraisal	
Learning Objective 3.1.12	Advise on the public health issues affecting age and gender groups	Level 2
Elements of competence		
<ul style="list-style-type: none"> • advise on the key health challenges for children, youth, middle aged, elderly, men and women • understand the values, beliefs, practices, models of health and biological factors affecting health and vulnerability for specific age and gender groups • understand key demographic trends by age and gender • understand inequalities in health for age and gender groups and their underlying causes. 		

DOMAIN 3	INFORMATION, RESEARCH AND EVALUATION	
Theme 3.1	Public Health Information and Critical Appraisal	
Learning Objective 3.1.13	Advise on the optimal public health response to specific health issues	Level 2
Elements of competence		
<ul style="list-style-type: none"> • have knowledge of the organisation of the wider health and disability sectors • have knowledge of national, regional and local government responsibilities • have knowledge of major public health disciplines and functions • have knowledge of major types of public health interventions and their relative effectiveness, legislation, regulation, codes of practice and standards. 		

DOMAIN 3	INFORMATION, RESEARCH AND EVALUATION	
Theme 3.1	Public Health Information and Critical Appraisal	
Learning Objective 3.1.14	Advise on the implications of international events for public health	Level 2
Elements of competence		
<ul style="list-style-type: none"> advise on global trends, sustainability, environmental change (notably global climate change), emerging health hazards have knowledge of the activities of international health and development agencies (notably World Health Organisation) have knowledge of the role of international agreements. 		

DOMAIN 3	INFORMATION, RESEARCH AND EVALUATION	
Theme 3.2	Public Health Research and Teaching	
Learning Objective 3.2.1	Design and conduct effective research studies	Level 2
Elements of competence		
<ul style="list-style-type: none"> formulate study hypotheses use an optimal mix of quantitative and qualitative methods identify the study population select a suitable study design identify and respond to ethical issues and obtain ethical approval if required collect, analyse and interpret data manage the project to completion. 		

DOMAIN 3	INFORMATION, RESEARCH AND EVALUATION	
Theme 3.2	Public Health Research and Teaching	
Learning Objective 3.2.2	Design sound observational epidemiological studies	Level 2
Elements of competence		
<ul style="list-style-type: none"> use suitable method(s) for the public health question (e.g. cross sectional, cohort, case-control) understand strengths and weaknesses of methods choose optimal sampling method and sufficient study size. 		

DOMAIN 3	INFORMATION, RESEARCH AND EVALUATION	
Theme 3.2	Public Health Research and Teaching	
Learning Objective 3.2.3	Design and manage data collection for studies	Level 2
Elements of competence		
<ul style="list-style-type: none"> • identify data collection needs • design data collection instruments such as questionnaires, pre-testing and piloting data collection • utilise suitable database designs • ensure adequate quality control mechanisms are used • clean and prepare data for analysis. 		

DOMAIN 3	INFORMATION, RESEARCH AND EVALUATION	
Theme 3.2	Public Health Research and Teaching	
Learning Objective 3.2.4	Perform suitable epidemiological analyses	Level 2
Elements of competence		
<ul style="list-style-type: none"> • define the objectives • use analytical software • use suitable statistical methods • document the methodology • perform descriptive analyse • standardise rates • calculate confidence intervals • interpret multivariate analyses • consider issues of causality (chance, bias, confounding) • detect effect modification • present the results of the analysis in written and oral form. 		

DOMAIN 3	INFORMATION, RESEARCH AND EVALUATION	
Theme 3.2	Public Health Research and Teaching	
Learning Objective 3.2.5	Advise on trials to measure the effectiveness of interventions	Level 1
Elements of competence		
<ul style="list-style-type: none"> • advise on design, use of randomising, blinding, intention to treat analysis • report using Consolidated Standards of Reporting Trials (CONSORT) standard (including use of absolute risk reduction and number needed to treat). 		

DOMAIN 3	INFORMATION, RESEARCH AND EVALUATION	
Theme 3.2	Public Health Research and Teaching	
Learning Objective 3.2.6	Analyse and interpret the spatial distribution of health related events	Level 1
Elements of competence		
<ul style="list-style-type: none"> • understand the principles of using spatially referenced data, geographic information systems (GIS), ecological analyses and small area analyses • present data spatially • analyse time-place clusters • interpret more complex spatial analyses. 		

DOMAIN 3	INFORMATION, RESEARCH AND EVALUATION	
Theme 3.2	Public Health Research and Teaching	
Learning Objective 3.2.7	Analyse alternative disease prevention and control strategies in a quantitative manner	Level 1
Elements of competence		
<ul style="list-style-type: none"> • understand the principles of quantitative modelling • understand the use of deterministic and stochastic approaches • understand applications for communicable and non-communicable diseases • understand the strengths and weakness of modelling • conduct spreadsheet-based modelling of alternative scenarios. 		

DOMAIN 3	INFORMATION, RESEARCH AND EVALUATION	
Theme 3.2	Public Health Research and Teaching	
Learning Objective 3.2.8	Use qualitative methods to investigate public health issues	Level 1
Elements of competence		
<ul style="list-style-type: none"> • choose suitable qualitative methods (e.g. in-depth interviewing, focus groups, participant observation) • choose suitable sampling and collecting • manage and analyse the results. 		

DOMAIN 3	INFORMATION, RESEARCH AND EVALUATION	
Theme 3.2	Public Health Research and Teaching	
Learning Objective 3.2.9	Facilitate learning in a variety of settings	Level 1
Elements of competence		
<ul style="list-style-type: none"> clarify teaching objectives prepare teaching material deliver training in a variety of settings (e.g. small group tutorials, case-based learning, lectures) contribute to the development and evaluation of courses use optimal assessment and examination methods. 		

DOMAIN 3	INFORMATION, RESEARCH AND EVALUATION	
Theme 3.2	Public Health Research and Teaching	
Learning Objective 3.2.10	Support an effective research base for public health	Level 1
Elements of competence		
<ul style="list-style-type: none"> identify research priorities establish interdisciplinary research collaborations apply for and secure research funding review research proposals effective advocacy for research. 		

DOMAIN 3	INFORMATION, RESEARCH AND EVALUATION	
Theme 3.3	Health Care and Public Health Program Evaluation	
Learning Objective 3.3.1	Evaluate health services and public health programs	Level 2
Elements of competence		
<ul style="list-style-type: none"> plan the evaluation define the purpose identify the boundaries negotiate with key stakeholders involve consumers use formative, process, outcome and impact evaluation methods use quantitative and qualitative techniques undertake the evaluation and report on the findings. 		

DOMAIN 3	INFORMATION, RESEARCH AND EVALUATION	
Theme 3.3	Health Care and Public Health Program Evaluation	
Learning Objective 3.3.2	Implement results of evaluations to improve health services and public health programs	Level 1
Elements of competence		
<ul style="list-style-type: none"> • utilise research evidence on factors which produce changes in clinical behaviour, public health and managerial practice • identify potential barriers and implement strategies to address these • work with others to implement evaluation results. 		

DOMAIN 3	INFORMATION, RESEARCH AND EVALUATION	
Theme 3.3	Health Care and Public Health Program Evaluation	
Learning Objective 3.3.3	Evaluate health technologies and interventions	Level 1
Elements of competence		
<ul style="list-style-type: none"> • locate and assess research evidence • systematically review benefits costs and risks, including using measures such as quality-adjusted life years (QALYs) and disability-adjusted life years (DALYs) • consider broader impacts and consumer responses • communicate findings effectively. 		

DOMAIN 3	INFORMATION, RESEARCH AND EVALUATION	
Theme 3.3	Health Care and Public Health Program Evaluation	
Learning Objective 3.3.4	Monitor access to and use of health technologies and interventions	Level 1
Elements of competence		
<ul style="list-style-type: none"> • monitor use of pharmaceuticals, primary and secondary health care services, surgical waiting times • monitor utilisation by defined populations and cultural groups • understand the role of discrimination and racism in access to and use of prevention services. 		

DOMAIN 4	POLICY	
Theme 4.1	Policy Analysis, Development and Planning	
Learning Objective 4.1.1	Develop and influence policy to improve public health and reduce inequalities	Level 2
Elements of competence		
<ul style="list-style-type: none"> • understand the policy process • understand the role of key agencies, policy analysis approaches and problem definition • gather and analyse relevant information • identify policy options and assess their benefits and risks • prepare a policy or guideline for submission or approval • consult stakeholders. 		

DOMAIN 4	POLICY	
Theme 4.1	Policy Analysis, Development and Planning	
Learning Objective 4.1.2	Conduct health needs assessments to inform policy	Level 2
Elements of competence		
<ul style="list-style-type: none"> • define the population or community • scope the assessment • identify suitable data sources • interpret related policy documents • use suitable quantitative and qualitative methods • consult effectively • identify the contribution that specific policies or programs could make to health improvement and reduction in health inequalities. 		

DOMAIN 4	POLICY	
Theme 4.1	Policy Analysis, Development and Planning	
Learning Objective 4.1.3	Conduct health impact assessments	Level 2
Elements of competence		
<ul style="list-style-type: none"> • scope the assessment • use suitable qualitative and quantitative methods • collect and analyse results • communicate findings. 		

DOMAIN 4	POLICY	
Theme 4.1	Policy Analysis, Development and Planning	
Learning Objective 4.1.4	Analyse policy and proposals from an economic perspective	Level 2
Elements of competence		
<ul style="list-style-type: none"> • understand forms of economic evaluation (e.g. cost minimisation analysis, cost effectiveness analysis, cost benefit analysis) • understand important economic issues (efficiency, equity, opportunity cost, margin, discounting), value judgements and limitations. 		

DOMAIN 4	POLICY	
Theme 4.1	Policy Analysis, Development and Planning	
Learning Objective 4.1.5	Analyse policy and proposals from an equity perspective	Level 2
Elements of competence		
<ul style="list-style-type: none"> • understand forms of inequality and the social determinants of health • understand how deprivation and socioeconomic status is measured and the impact of inequity on defined populations and cultural groups • understand the potential trade-offs between equity and efficiency • understand the forces influencing decisions regarding resource allocation and approaches for responding to inequality. 		

DOMAIN 4	POLICY	
Theme 4.1	Policy Analysis, Development and Planning	
Learning Objective 4.1.6	Analyse policy and proposals from an ethical perspective	Level 2
Elements of competence		
<ul style="list-style-type: none"> • understand ethical criteria (autonomy, beneficence, non-maleficence, justice, utility) • understand processes for ethical decision making. 		

DOMAIN 4	POLICY	
Theme 4.1	Policy Analysis, Development and Planning	
Learning Objective 4.1.7	Conduct priority setting processes to inform policy	Level 1
Elements of competence		
<ul style="list-style-type: none"> • identify the context and objectives • design assessment criteria (may include using burden of disease methods, effectiveness, value for money, acceptability, equity, obligations to Māori and Pacific Islander (NZ) and Aboriginal/Torres Strait Islander (Australia) peoples, ethics) • prepare options • manage a suitable consultation process • report on findings. 		

DOMAIN 4	POLICY	
Theme 4.1	Policy Analysis, Development and Planning	
Learning Objective 4.1.8	Develop and use goals, targets and indicators	Level 1
Elements of competence		
<ul style="list-style-type: none"> • establish the purpose and context for indicators • obtain data and evidence for setting indicators • consult to refine indicators • use these tools as part of a performance monitoring framework. 		

DOMAIN 4	POLICY	
Theme 4.1	Policy Analysis, Development and Planning	
Learning Objective 4.1.9	Manage policy implementation effectively	Level 1
Elements of competence		
<ul style="list-style-type: none"> • identify strategies that enable successful implementation of policy • identify key stakeholders • facilitate communication and discussion of policy • identify factors that may lead to the failure of policy implementation and how these can be managed • secure resources to implement the policy. 		

DOMAIN 5	HEALTH PROMOTION AND DISEASE PREVENTION	
Theme 5.1	Health Promotion and Community Development	
Learning Objective 5.1.1	Apply a health promotion approach to analysing public health problems	Level 2
Elements of competence		
<ul style="list-style-type: none"> • recognise the contribution of determinants of health, the importance of reducing health inequalities, political processes and cultural practices • balance population prevention and targeted or high-risk approaches • use robust health promotion principles, theories and frameworks. 		

DOMAIN 5	HEALTH PROMOTION AND DISEASE PREVENTION	
Theme 5.1	Health Promotion and Community Development	
Learning Objective 5.1.2	Develop health promotion programs in response to public health problems	Level 2
Elements of competence		
<ul style="list-style-type: none"> • define the need for the intervention • use suitable research methods • engage the priority populations • select suitable strategies and settings • identify the necessary resources • plan delivery and evaluation. 		

DOMAIN 5	HEALTH PROMOTION AND DISEASE PREVENTION	
Theme 5.1	Health Promotion and Community Development	
Learning Objective 5.1.3	Enable individual and community participation in health promotion	Level 2
Elements of competence		
<ul style="list-style-type: none"> • understand community development principles • work with communities to identify community needs and appropriate action • apply mechanisms to enable community members to participate in the planning, implementation and evaluation of health promotion programs. 		

DOMAIN 5	HEALTH PROMOTION AND DISEASE PREVENTION	
Theme 5.1	Health Promotion and Community Development	
Learning Objective 5.1.4	Establish effective partnerships and intersectoral action to achieve improved public health outcomes	Level 2
Elements of competence		
<ul style="list-style-type: none"> recognise how the policy and practices of other sectors and organisations influence the health of the population identify and apply the values and needs of potential health promotion partners (including Māori and Pacific Islander (NZ) and Aboriginal/Torres Strait Islander (Australia) peoples) use frameworks for effective intersectoral action influence the policy and practices of other sectors/organisations to promote, protect and improve the health of the population. 		

DOMAIN 5	HEALTH PROMOTION AND DISEASE PREVENTION	
Theme 5.1	Health Promotion and Community Development	
Learning Objective 5.1.5	Advocate for action to respond to public health problems	Level 1
Elements of competence		
<ul style="list-style-type: none"> identify the key elements of an effective public health advocacy campaign recognise the perspectives of different sectors, organisations, cultural groups and populations involved identify key channels and mechanisms to conduct effective public health advocacy use the media effectively use negotiation skills effectively. 		

DOMAIN 5	HEALTH PROMOTION AND DISEASE PREVENTION	
Theme 5.1	Health Promotion and Community Development	
Learning Objective 5.1.6	Advise on development of health educational material	Level 1
Elements of competence		
<ul style="list-style-type: none"> understand behaviour change theories and social marketing and the communication needs of diverse cultural groups use pretesting choose communication media evaluate the impact of educational material. 		

DOMAIN 5	HEALTH PROMOTION AND DISEASE PREVENTION	
Theme 5.2	Health Protection and Risk Management	
Learning Objective 5.2.1	Advise on the public health management of environmental health risks	Level 2
Elements of competence		
<ul style="list-style-type: none"> • understand the relative importance of physical, chemical, biological, and radiological risks and contaminants associated with air, water, land and other environments • understand their relative importance for specific population and cultural groups • understand measures for their investigation, prevention and control • understand general approaches for managing environmental health emergencies. 		

DOMAIN 5	HEALTH PROMOTION AND DISEASE PREVENTION	
Theme 5.2	Health Protection and Risk Management	
Learning Objective 5.2.2	Analyse surveillance data to support to the management of environmental health risks	Level 2
Elements of competence		
<ul style="list-style-type: none"> • describe the distribution of environmental health hazards • detect trends and events requiring an immediate response • understand how environmental health guidelines are set and applied • use data to select optimal prevention and control measures. 		

DOMAIN 5	HEALTH PROMOTION AND DISEASE PREVENTION	
Theme 5.2	Health Protection and Risk Management	
Learning Objective 5.2.3	Use regulatory measures to protect and promote health	Level 2
Elements of competence		
<ul style="list-style-type: none"> • understand public health legislation, relevant legislation in other sectors, legal obligations to Māori and Pacific Islander (NZ) and Aboriginal/Torres Strait Islander (Australia) peoples, regulations and codes of practice and the methods for their enforcement. 		

DOMAIN 5	HEALTH PROMOTION AND DISEASE PREVENTION	
Theme 5.2	Health Protection and Risk Management	
Learning Objective 5.2.4	Conduct environmental health risk assessments	Level 2
Elements of competence		
<ul style="list-style-type: none"> • identify hazards • assess exposure • assess toxicity where appropriate (based on toxicological information sources) • assess risk characterisation (including the selection of appropriate qualitative and quantitative methods) and uncertainty assessment. 		

DOMAIN 5	HEALTH PROMOTION AND DISEASE PREVENTION	
Theme 5.2	Health Protection and Risk Management	
Learning Objective 5.2.5	Manage environmental health risks	Level 2
Elements of competence		
<ul style="list-style-type: none"> • identify risk management objectives • assess risk management options and their benefits and costs • work with communities to identify acceptable risk • work with other sectors to implement risk management strategies • evaluate outcomes of risk management. 		

DOMAIN 5	HEALTH PROMOTION AND DISEASE PREVENTION	
Theme 5.2	Health Protection and Risk Management	
Learning Objective 5.2.6	Communicate environmental health risk information effectively to the public and other groups	Level 2
Elements of competence		
<ul style="list-style-type: none"> • assess the level of public outrage • respond to complaints • develop consultation and communication strategies • communicate an appropriate level of concern. 		

DOMAIN 5	HEALTH PROMOTION AND DISEASE PREVENTION	
Theme 5.2	Health Protection and Risk Management	
Learning Objective 5.2.7	Use regional and local planning processes to protect and promote health	Level 1
Elements of competence		
<ul style="list-style-type: none"> understand the contribution of local environmental factors, the role of other agencies, methods for review and audit of local government plans. 		

DOMAIN 5	HEALTH PROMOTION AND DISEASE PREVENTION	
Theme 5.2	Health Protection and Risk Management	
Learning Objective 5.2.8	Advise on protecting and promoting health in important population settings	Level 1
Elements of competence		
<ul style="list-style-type: none"> understand health protection and promotion in workplaces, schools, homes, meeting places for diverse cultural groups, residential care facilities, hospitals, prisons and other institutions. 		

DOMAIN 5	HEALTH PROMOTION AND DISEASE PREVENTION	
Theme 5.2	Health Protection and Risk Management	
Learning Objective 5.2.9	Work with other agencies to manage imported hazards	Level 1
Elements of competence		
<ul style="list-style-type: none"> understand hazards associated with breakdowns in biosecurity understand public health issues of migrants and refugees understand responsibilities under the International Health Regulations. 		

DOMAIN 5	HEALTH PROMOTION AND DISEASE PREVENTION	
Theme 5.2	Health Protection and Risk Management	
Learning Objective 5.2.10	Manage public health emergencies	Level 1
Elements of competence		
<ul style="list-style-type: none"> • prepare for emergencies • manage during the episode • follow up after the event • use mechanisms for communicating and coordinating with other sectors involved in emergency and disaster management. 		

DOMAIN 5	HEALTH PROMOTION AND DISEASE PREVENTION	
Theme 5.2	Health Protection and Risk Management	
Learning Objective 5.2.11	Investigate and manage clusters of noninfectious disease cases	Level 1
Elements of competence		
<ul style="list-style-type: none"> • identify clusters • decide whether to investigate them further • use epidemiological laboratory and environmental methods to define them • use communication control and reporting strategies to respond effectively to such events. 		

DOMAIN 5	HEALTH PROMOTION AND DISEASE PREVENTION	
Theme 5.3	Infectious Disease Prevention and Control	
Learning Objective 5.3.1	Advise on the public health management of infectious diseases	Level 2
Elements of competence		
<ul style="list-style-type: none"> • understand the relative importance of infectious diseases for specific population and cultural groups • understand emerging infections and measures for surveillance of their investigation, control and prevention • understand the role of laboratories, and their general approaches, in managing infectious disease emergencies. 		

DOMAIN 5	HEALTH PROMOTION AND DISEASE PREVENTION	
Theme 5.3	Infectious Disease Prevention and Control	
Learning Objective 5.3.2	Analyse surveillance data to support prevention and control of infectious diseases	Level 2
Elements of competence		
<ul style="list-style-type: none"> describe the incidence and distribution of infectious diseases and their risk factors detect trends and events requiring an immediate response use data to select optimal prevention and control measures. 		

DOMAIN 5	HEALTH PROMOTION AND DISEASE PREVENTION	
Theme 5.3	Infectious Disease Prevention and Control	
Learning Objective 5.3.3	Manage infectious disease control measures	Level 2
Elements of competence		
<ul style="list-style-type: none"> ensure effective management of cases, contacts, vectors, contaminated food and water ensure control of other sources of infection ensure infection control in high priority institutional settings, e.g. hospitals, residential care and child care facilities. 		

DOMAIN 5	HEALTH PROMOTION AND DISEASE PREVENTION	
Theme 5.3	Infectious Disease Prevention and Control	
Learning Objective 5.3.4	Investigate and manage infectious disease outbreaks	Level 1
Elements of competence		
<ul style="list-style-type: none"> identify outbreaks decide whether to investigate them further use epidemiological laboratory and environmental methods to identify the source of an outbreak use communication control and reporting strategies to respond effectively to such events. 		

DOMAIN 5	HEALTH PROMOTION AND DISEASE PREVENTION	
Theme 5.3	Infectious Disease Prevention and Control	
Learning Objective 5.3.5	Develop and implement effective intersectoral strategies for prevention of infectious diseases	Level 1
Elements of competence		
<ul style="list-style-type: none"> analyse prevention options use health protection and promotion strategies engage other sectors understand legal responsibilities of health professionals and others understand use of vaccines and approaches to improve vaccine coverage. 		

DOMAIN 5	HEALTH PROMOTION AND DISEASE PREVENTION	
Theme 5.4	Chronic Disease, Mental Illness and Injury Prevention	
Learning Objective 5.4.1	Advise on the public health management of chronic diseases, mental illness and injury	Level 2
Elements of competence		
<ul style="list-style-type: none"> understand the relative importance of chronic diseases, mental illness and injury for specific population and cultural groups understand measures for their prevention and control. 		

DOMAIN 5	HEALTH PROMOTION AND DISEASE PREVENTION	
Theme 5.4	Chronic Disease, Mental Illness and Injury Prevention	
Learning Objective 5.4.2	Advise on the determinants of chronic disease, mental illness and injury and their public health management	Level 2
Elements of competence		
<ul style="list-style-type: none"> understand the role of tobacco, inactivity, poor nutrition, deprivation, denial and abuse of human and Māori and Pacific Islander (NZ) and Aboriginal/Torres Strait Islander (Australia) rights, absence of social and emotional well-being, environmental hazards and other risk factors and determinants understand how these factors can be mitigated. 		

DOMAIN 5	HEALTH PROMOTION AND DISEASE PREVENTION	
Theme 5.4	Chronic Disease, Mental Illness and Injury Prevention	
Learning Objective 5.4.3	Analyse surveillance data to support the management of chronic disease, mental illness and injury	Level 2
Elements of competence		
<ul style="list-style-type: none"> describe the incidence and distribution of chronic disease, mental illness and injury and their risk factors detect trends and events requiring an immediate response use data to select optimal prevention and control measures. 		

DOMAIN 5	HEALTH PROMOTION AND DISEASE PREVENTION	
Theme 5.4	Chronic Disease, Mental Illness and Injury Prevention	
Learning Objective 5.4.4	Advise on the public health response to alcohol, tobacco and other drugs	Level 2
Elements of competence		
<ul style="list-style-type: none"> understand the public health impact of these substances understand harm reduction and other approaches to their management understand prevention options using health protection and promotion strategies engage other sectors. 		

DOMAIN 5	HEALTH PROMOTION AND DISEASE PREVENTION	
Theme 5.4	Chronic Disease, Mental Illness and Injury Prevention	
Learning Objective 5.4.5	Advise on the public health implications of genetic factors and technologies	Level 1
Elements of competence		
<ul style="list-style-type: none"> understand their role in causality, screening, health care and epidemiological research understand the ethical, regulatory and resource implications. 		

DOMAIN 5	HEALTH PROMOTION AND DISEASE PREVENTION	
Theme 5.4	Chronic Disease, Mental Illness and Injury Prevention	
Learning Objective 5.4.6	Develop and implement effective intersectoral strategies for prevention of chronic diseases, mental illness and injury	Level 1
Elements of competence		
<ul style="list-style-type: none"> analyse prevention options use health protection and promotion strategies engage other sectors. 		

DOMAIN 6	HEALTH SECTOR ADVOCACY, DEVELOPMENT AND MANAGEMENT	
Theme 6.1	Advocacy	
Learning Objective 6.1.1	Promote a population health approach within the health and disability care sector	Level 2
Elements of competence		
<ul style="list-style-type: none"> understand the major components of the health and disability sector understand key decision making and planning mechanisms and resource allocation processes (public and private) understand risk factors for major causes of illness and injury, and strategies for better prevention through the health and disability sector. 		

DOMAIN 6	HEALTH SECTOR ADVOCACY, DEVELOPMENT AND MANAGEMENT	
Theme 6.1	Advocacy	
Learning Objective 6.1.2	Influence clinical staff to adopt a population health approach	Level 1
Elements of competence		
<ul style="list-style-type: none"> understand the motivation and values of clinical staff and levers for change use clinical governance mechanisms, negotiation and conflict management skills effectively. 		

DOMAIN 6	HEALTH SECTOR ADVOCACY, DEVELOPMENT AND MANAGEMENT	
Theme 6.1	Advocacy	
Learning Objective 6.1.3	Produce and implement best practice guidelines for the clinical and public health sectors	Level 1
Elements of competence		
<ul style="list-style-type: none"> • use evidence based medicine • use systematic reviews (e.g. Cochrane Collaboration) • advise on educational programs and incentives to influence practice. 		

DOMAIN 6	HEALTH SECTOR ADVOCACY, DEVELOPMENT AND MANAGEMENT	
Theme 6.2	Development and Operation	
Learning Objective 6.2.1	Advise on optimal development and operation of the primary health care sector	Level 1
Elements of competence		
<ul style="list-style-type: none"> • understand organisation and funding arrangements that support public health gain and reduction in inequality • understand optimal use of prevention measures in primary care. 		

DOMAIN 6	HEALTH SECTOR ADVOCACY, DEVELOPMENT AND MANAGEMENT	
Theme 6.2	Development and Operation	
Learning Objective 6.2.2	Advise on optimal development and operation of secondary and tertiary health services	Level 1
Elements of competence		
<ul style="list-style-type: none"> • understand organisational and funding arrangements that support public health gain and reduction in inequality in secondary and tertiary care. 		

DOMAIN 6	HEALTH SECTOR ADVOCACY, DEVELOPMENT AND MANAGEMENT	
Theme 6.2	Development and Operation	
Learning Objective 6.2.3	Plan developments or changes to health services	Level 1
Elements of competence		
<ul style="list-style-type: none"> • review service needs • conduct a healthcare needs assessment for a population or geographic area • produce a draft plan for establishing, developing or discontinuing a service • analyse benefits, costs and risk • consult with relevant stakeholders (including public, consumers, service providers, non-government organisations, voluntary sector, collaborating organisations, cultural groups). 		

DOMAIN 6	HEALTH SECTOR ADVOCACY, DEVELOPMENT AND MANAGEMENT	
Theme 6.2	Development and Operation	
Learning Objective 6.2.4	Advise on health service needs of rural and remote areas	Level 1
Elements of competence		
<ul style="list-style-type: none"> • understand geographic, demographic, economic and environmental challenges of providing services in such areas • understand workforce and service planning for rural and remote areas and the specific coordination and consultation processes needed in such environments. 		

DOMAIN 6	HEALTH SECTOR ADVOCACY, DEVELOPMENT AND MANAGEMENT	
Theme 6.2	Development and Operation	
Learning Objective 6.2.5	Advise on health sector workforce planning	Level 1
Elements of competence		
<ul style="list-style-type: none"> • understand workforce needs, including suitable cultural composition • understand planning methods • conduct a workforce analysis • prepare a workforce development plan. 		

DOMAIN 6	HEALTH SECTOR ADVOCACY, DEVELOPMENT AND MANAGEMENT	
Theme 6.2	Development and Operation	
Learning Objective 6.2.6	Manage contracting processes for purchase or provision of services	Level 1
Elements of competence		
<ul style="list-style-type: none"> • specify service and performance measures • select providers • implement and monitor performance and outcomes. 		

DOMAIN 6	HEALTH SECTOR ADVOCACY, DEVELOPMENT AND MANAGEMENT	
Theme 6.2	Development and Operation	
Learning Objective 6.2.7	Develop and implement quality improvement programs for health services	Level 1
Elements of competence		
<ul style="list-style-type: none"> • understand systems thinking and lean thinking methodology • use a quality framework • use plan-do-study-act cycles • select performance indicators • develop ongoing monitoring processes • use statistical process control charts • use clinical audit. 		

DOMAIN 6	HEALTH SECTOR ADVOCACY, DEVELOPMENT AND MANAGEMENT	
Theme 6.2	Development and Operation	
Learning Objective 6.2.8	Investigate and manage serious adverse events and complaints about health services, programs and practitioners	Level 1
Elements of competence		
<ul style="list-style-type: none"> • understand root cause analysis, principles of mediation, referral options, sources of professional advice and liability issues • demonstrate effective record keeping • coordinate an organisational response to serious adverse and sentinel events. 		

DOMAIN 6	HEALTH SECTOR ADVOCACY, DEVELOPMENT AND MANAGEMENT	
Theme 6.2	Development and Operation	
Learning Objective 6.2.9	Advise on strategies to address disability	Level 1
Elements of competence		
<ul style="list-style-type: none"> • understand the different forms of disability and the impact of disability on society and individuals • understand measures for the management of disability. 		

DOMAIN 6	HEALTH SECTOR ADVOCACY, DEVELOPMENT AND MANAGEMENT	
Theme 6.3	Organisational Management	
Learning Objective 6.3.1	Apply effective management principles to public health and other relevant organisations	Level 2
Elements of competence		
<ul style="list-style-type: none"> • understand management models and organisational theory • understand the operation of relevant organisations (including public health, health care, disability support, research, teaching, policy and other organisations influencing public health). 		

DOMAIN 6	HEALTH SECTOR ADVOCACY, DEVELOPMENT AND MANAGEMENT	
Theme 6.3	Organisational Management	
Learning Objective 6.3.2	Advise on organisational governance issues	Level 1
Elements of competence		
<ul style="list-style-type: none"> • understand optimal governance structures, election and appointment processes, responsibilities and accountabilities of board and committee members • understand effective consultation methods • understand effective conduct of meetings. 		

DOMAIN 6	HEALTH SECTOR ADVOCACY, DEVELOPMENT AND MANAGEMENT	
Theme 6.3	Organisational Management	
Learning Objective 6.3.3	Facilitate strategic and business planning	Level 1
Elements of competence		
<ul style="list-style-type: none"> • provide support and advice on strategic and business planning processes • analyse opportunities, threats, benefits, costs and risks. 		

DOMAIN 6	HEALTH SECTOR ADVOCACY, DEVELOPMENT AND MANAGEMENT	
Theme 6.3	Organisational Management	
Learning Objective 6.3.4	Manage staff	Level 1
Elements of competence		
<ul style="list-style-type: none"> • recruit, train, and motivate staff • use processes for job enhancement, recognition and dispute resolution. 		

DOMAIN 6	HEALTH SECTOR ADVOCACY, DEVELOPMENT AND MANAGEMENT	
Theme 6.3	Organisational Management	
Learning Objective 6.3.5	Manage budgets	Level 1
Elements of competence		
<ul style="list-style-type: none"> • understand accounting principles, financial reports, budget planning and ongoing review and reporting processes • use financial and accounting software. 		

DOMAIN 6	HEALTH SECTOR ADVOCACY, DEVELOPMENT AND MANAGEMENT	
Theme 6.3	Organisational Management	
Learning Objective 6.3.6	Manage organisational change	Level 1
Elements of competence		
<ul style="list-style-type: none"> • appraise options • identify steps required to achieve change • use good processes • recognise and manage the impacts of change. 		

DOMAIN 6	HEALTH SECTOR ADVOCACY, DEVELOPMENT AND MANAGEMENT	
Theme 6.3	Organisational Management	
Learning Objective 6.3.7	Manage an organisation, health service or business unit	Level 1
Elements of competence		
<ul style="list-style-type: none"> • have knowledge of business and operational processes • take a coordinated systems approach to all management tasks • determine and analyse options and act within short timelines • act on financial information • critically analyse financial statements and business cases. 		