The NSW Public Health Training Program is widely recognised as a successful population health workforce initiative. Since its inception in 1990, the Training Program has made a sustained contribution to the development of a skilled and flexible public health workforce in New South Wales.

Since 1994, the Training Program has used a detailed competency framework to structure workplace training, and guide learning and assessment. The original competencies were revised in 1999, following extensive research and consultation. As the first published set of advanced public health training competencies, the 1999 competency framework created considerable interest locally, interstate and overseas.

Following an external review of the Program in 2012, the NSW Ministry of Health responded to the need to review and update the competencies, with the aim of ensuring that they continue to reflect contemporary public health practice, are adaptable and are aligned with current strategic and operational priorities of NSW Health.

The development of this competency framework took six-months of intensive, collaborative work. The process drew from other contemporary competency frameworks and extensive discussion by senior NSW Health staff regarding the current and future expectations of public health practitioners. The process was overseen by a working group comprising representatives from: the Ministry’s Population Health Executive Council; the Centre for Epidemiology and Evidence; Local Health District Directors of Population Health; and the current group of Trainee Public Health Officers.

The competency framework reflects the key skills and knowledge expected of graduates of the Public Health Training Program, both now and into the future. Not only will it renew and strengthen the focus of the Training Program’s learning and assessment, it will also serve as a reference for the broader public health community.

Dr Kerry Chant
Chief Health Officer and Deputy Secretary
Population and Public Health

October 2014
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The NSW Public Health Training Program is a three-year workplace based training program offering a supervised learning experience for people who have completed postgraduate studies in public health and are committed to a career in public health. Established in 1990, the Training Program was modelled on the Epidemic Intelligence Service (EIS) Program from the Centers for Disease Control and Prevention (CDC) in the United States.

The Training Program aims to improve the health of the people of NSW, by contributing to the current and emerging needs of public health practice within NSW and Australia, through service based scholarship, collaborative relationships, and evidence-based practice.

Over three years, Trainee Public Health Officers work across a range of workplace settings and undertake a range of population health work placements within the NSW health system. These work placements provide opportunities to develop public health competencies and professional networks while addressing strategic and operational priorities of the NSW health system. The Training Program also provides an emergency surge capacity for the NSW health system, and Trainee Public Health Officers can be mobilised at short notice to work on issues of immediate concern.

Since 1994, the Training Program has used a detailed competency framework to guide workplace learning and assessment.

The Competency Framework

The competency framework covers nine broad competency areas, representing a comprehensive blueprint for public health practice. The nine competency areas relate to key domains of public health practice and are derived from an expectation of what a public health professional is able to do across a range of public health settings.

The competencies represent the intended learning outcomes for Trainee Public Health Officers and are used to drive the delivery of workplace learning and assessment. Trainees must demonstrate competence in each of the nine core competency areas. There is no prescribed sequence for addressing the competencies, and it is usual for Trainees to address a number of competencies through each work placement.

Competence is demonstrated primarily through direct evidence of workplace performance and the resulting products such as reports, papers and policy documents. Evidence is gathered throughout the three years of training and Trainees gradually build a portfolio of evidence for assessment.

Each competency area comprises the following components:

Competency Elements
The competency elements describe the expected scope of practice in each competency area, and Trainees are required to demonstrate competence in each of the competency elements.

Performance Criteria
Each competency element includes a range of performance criteria. The performance criteria describe activities, skills, knowledge and understanding that provide evidence of competent performance of each competency element.

The performance criteria are not prescriptive. Trainees are not required to address all of the listed performance criteria. Rather, the performance criteria should be used to guide the depth and quality of learning expected in each of the competency elements.
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<thead>
<tr>
<th>Competency Area</th>
<th>Competency Element</th>
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</table>
| **1 PROFESSIONAL PRACTICE** | 1.1 Actively participates in the NSW Public Health Training Program  
1.2 Demonstrates understanding of the Australian and NSW health systems  
1.3 Works effectively with different population groups  
1.4 Demonstrates ethical approaches in population health practice  
1.5 Consults with stakeholders in a range of settings  
1.6 Prepares reports and articles to a standard acceptable for publication  
1.7 Provides timely, high-level advice including briefings and government correspondence  
1.8 Presents in a range of formal settings including executive-level meetings  
1.9 Uses current and emerging technology to support public health practice |
| **2 MANAGEMENT AND LEADERSHIP** | 2.1 Supports the development and implementation of strategic or operational plans  
2.2 Manages and leads a project  
2.3 Supports procurement processes, including the requirements and constraints of contract negotiation  
2.4 Understands the financial management of projects or activities |
| **3 EPIDEMIOLOGY**         | 3.1 Applies epidemiological principles and methods to study design  
3.2 Manages existing or new data collections  
3.3 Analyses epidemiological data  
3.4 Establishes, evaluates, or uses monitoring or surveillance systems  
3.5 Disseminates epidemiological findings |
| **4 POLICY**               | 4.1 Demonstrates an understanding of the role of public policy in promoting the health of the population  
4.2 Reviews current policy to inform future policy and practice  
4.3 Contributes to the development of policy or guidelines  
4.4 Implements a policy or guideline |
| **5 HEALTH PROMOTION AND PREVENTION** | 5.1 Demonstrates an understanding of health promotion principles, methods and settings  
5.2 Analyses an issue to inform the development of prevention or health promotion policy or programs considering the determinants of health  
5.3 Supports implementation of evidence-informed prevention and health promotion approaches  
5.4 Works in partnership to enable health promotion action |
| **6 EVALUATION AND EVIDENCE** | 6.1 Critically appraises information to support strategic directions  
6.2 Plans an evaluation to assess the value of a program, policy, practice or intervention  
6.3 Involves stakeholders in the evaluation process  
6.4 Supports the conduct of an evaluation  
6.5 Disseminates the results of an evaluation to influence policy and practice |
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<tr>
<th>Competency Area</th>
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<tr>
<td><strong>7 COMMUNICABLE DISEASES</strong></td>
<td>7.1 Appraises evidence concerning communicable diseases and their control</td>
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<td>7.2 Supports the accurate surveillance of communicable diseases</td>
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<td>7.3 Supports communicable disease outbreak responses</td>
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<td>7.4 Works collaboratively to control communicable diseases</td>
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<td><strong>8 RISK ASSESSMENT AND MANAGEMENT</strong></td>
<td>8.1 Identifies potential or existing hazards that relate to life, health or the environment</td>
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<td>8.2 Assesses the health-related risk to the population</td>
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<td>8.3 Supports the management of health-related risk</td>
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<td>8.4 Communicates the risk to inform the organisation, the public and stakeholders</td>
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<tr>
<td><strong>9 HEALTH SYSTEM FINANCING AND ECONOMICS</strong></td>
<td>9.1 Understands Australian and NSW health system funding models</td>
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<td>9.2 Considers the balance between equity, cost, efficiency and effectiveness when allocating and using resources</td>
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<td>9.3 Appreciates how economics fits into multi-disciplinary analysis of population health problems</td>
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<td>9.4 Applies economic principles to appraise economic evaluations relevant to population health issues</td>
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<td>Competency Element</td>
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| 1.1 Actively participates in the NSW Public Health Training Program | i. Demonstrates commitment to competency-based training  
  ii. Works with supervisors and Training Program staff to complete learning contracts and assessment activities  
  iii. Actively supports learning and development activities  
  iv. Participates in all off-the-job training sessions that are designated as mandatory  
  v. Communicates through Training Program management concerning employment related issues  
  vi. Regularly reports to supervisors about work plans and outcomes  
  vii. Supports quality improvement activities associated with the Training Program |
| 1.2 Demonstrates understanding of the Australian and NSW health systems | i. Demonstrates understanding of the Australian and NSW health systems and the impact on own work area  
  ii. Demonstrates awareness of the strategic directions of national, state and local governments relevant to different areas of work  
  iii. Organises work effectively based on an understanding of national, state and local health system structures and processes  
  iv. Responds effectively to changes in organisational requirements |
| 1.3 Works effectively with different population groups | i. Recognises the role of history, culture and social conditions that affect the health of Aboriginal people and other populations  
  ii. Applies current guidelines with respect to working with people from diverse population groups, and when managing data about these groups  
  iii. Actively engages with people from diverse population groups to gather information or implement strategies  
  iv. Continually reflects, seeks guidance and adapts ways of working in order to address the cultural dimensions of a problem  
  v. Demonstrates commitment to addressing health inequalities |
| 1.4 Demonstrates ethical approaches in population health practice | i. Consistently identifies ethical issues within population health practice  
  ii. Identifies and responds to ethical implications of public health decisions  
  iii. Consistently applies the core values of NSW Health in professional conduct  
  iv. Treats people at all levels of the organisation with dignity and respect |
| 1.5 Consults with stakeholders in a range of settings | i. Plans for consultation in public health practice  
  ii. Identifies and establishes trust with stakeholders and works to understand their needs  
  iii. Interviews stakeholders to gather evidence  
  iv. Organises and documents the outcomes of consultations  
  v. Conveys the perspective of a range of stakeholders within the context of other evidence |
## 1. PROFESSIONAL PRACTICE (cont)

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<tr>
<th>Competency Element</th>
<th>Performance Criteria</th>
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| **1.6 Prepares reports and articles to a standard acceptable for publication** | i. Writes concisely using a logical structure to explain concepts and develop rationale  
ii. Writes recommendations based on a comprehensive understanding of a subject  
iii. Understands and applies appropriate referencing systems  
iv. Produces articles in peer review journals to inform the public health community  
v. Produces high quality reports in an appropriate format for the intended audience and purpose |
| **1.7 Provides timely, high-level advice including briefings and government correspondence** | i. Prepares high quality briefings and government correspondence  
ii. Demonstrates awareness of current factors and likely consequences that might impact on decision-making  
iii. Adheres to organisational sign-off processes for written work  
iv. Uses appropriate systems to track briefings and government correspondence  
v. Understands the role of the media and its interface with public health policy and practice |
| **1.8 Presents in a range of formal settings including executive-level meetings** | i. Develops presentations suitable for a range of audiences and settings  
ii. Logically presents information and checks for understanding  
iii. Listens to counter arguments, and provides effective responses with confidence and expertise  
iv. Communicates clearly to promote effective collaboration across health and other sectors |
| **1.9 Uses current and emerging technology to support public health practice** | i. Applies a detailed knowledge of technology relevant to the work area, including on-line collaborative tools  
ii. Uses a broad range of applications at an advanced level  
iii. Demonstrates uptake of appropriate information and communications technology (ICT) developments  
v. Implements appropriate ICT systems to support public health work |
## 2. MANAGEMENT AND LEADERSHIP

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<th>Competency Element</th>
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<tr>
<td><strong>2.1 Supports the development and implementation of strategic or operational plans</strong></td>
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</table>
  i. Identifies the role of strategic or operational plans in shaping systems, driving innovation and outcomes  
  ii. Contributes to the development of a strategic or operational plan  
  iii. Applies systems and processes to support the implementation of strategic or operational plans  
  iv. Actively consults with others affected by the implementation of strategic or operational plans  
  v. Identifies barriers that may affect the uptake of plans, and proposes strategies to overcome these  
  
  i. Understands the governance requirements of the project, and of the health system  
  ii. Develops a project plan which documents a systematic, innovative and evidence-informed approach  
  iii. Promotes teamwork and the achievement of common purpose  
  iv. Understands and reinforces the roles of different team members  
  v. Leads processes and influences project outcomes  
  vi. Manages and negotiates conflict to achieve project outcomes  
  vii. Meets quality and time requirements related to the project  |
| **2.2 Manages and leads a project** |  
  i. Liaises with relevant people about managing assets and human resources  
  ii. Develops a business case or specifications for a procurement process  
  iii. Monitors the implementation and outcomes of a procurement process  
  iv. Supports the development of contracts for service, specifying service and performance measures  
  v. Supports the implementation of a contract or service agreement  
  
  i.Demonstrates understanding of financial planning, including funding source, allocations, and reporting requirements  
  ii. Maintains current knowledge of government business processes and initiatives in financial management  
  iii. Supports the application of tools and guidelines to financial management  
  iv. Demonstrates awareness of the implications of funding arrangements  |
| **2.3 Supports procurement processes, including the requirements and constraints of contract negotiation** |  |
| **2.4 Understands the financial management of projects or activities** |  |

1 Management involves the effective and efficient coordination of people and other resources to meet organisational objectives. In the context of the Training Program, leadership involves leading the self, engaging others, shaping systems, driving innovation and achieving outcomes. Leading the self involves taking ownership and responsibility for work and professional conduct.
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<th>Competency Element</th>
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<tr>
<td><strong>3. EPIDEMIOLOGY</strong></td>
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| **3.1 Applies epidemiological principles and methods to study design** | i. Assesses the strength of epidemiological evidence concerning the area of work  
ii. Documents a comprehensive literature review which helps define epidemiological questions  
iii. Considers the uses and limitations of different epidemiological methods to answer questions  
iv. Formulates study aims and hypotheses based on a research question  
v. Selects and rationalises an appropriate study design for specific questions  
vi. Identifies methodological approaches, including research protocols and ethics requirements |
| **3.2 Manages existing or new data collections** | i. Identifies existing data sources, their strengths and limitations  
ii. Identifies the process for data collection/data extraction/data linking or other methods as appropriate  
iii. Designs a survey to collect data in consultation with others  
iv. Applies appropriate database designs to manage information  
v. Ensures that appropriate quality control mechanisms are used to protect the integrity of data collections  
vi. Ensures ethical and confidentiality requirements related to managing data are met |
| **3.3 Analyses epidemiological data** | i. Consults senior staff concerning statistical methods  
ii. Cleans and prepares data for analysis  
iii. Uses appropriate statistical packages and methods appropriate to the question/s  
iv. Calculates epidemiological measures (e.g. odds ratios, relative risks, and crude and standardised rates)  
v. Demonstrates understanding of a range of epidemiological methods  
vi. Conducts complex statistical analysis, where required  
vii. Analyses survey data taking into account the sampling frame |
| **3.4 Establishes, evaluates, or uses monitoring or surveillance systems** | i. Demonstrates knowledge of the structure and function of a monitoring or surveillance system  
ii. Defines how a monitoring or surveillance system operates e.g. the population under surveillance, information to be collected  
iii. Examines the strengths and limitations of data related to a monitoring or surveillance system  
iv. Carries out data analysis for monitoring or surveillance purposes  
v. Rationalises the establishment of new monitoring or surveillance systems  
vi. Documents the results of the establishment or evaluation of a monitoring or surveillance system |
| **3.5 Disseminates epidemiological findings** | i. Presents epidemiological data, explaining the methods, results and their implications  
ii. Outlines the strengths and limitations of epidemiological evidence  
iii. Writes reports that include the presentation and interpretation of epidemiological results  
iv. Submits epidemiological work for publication in a peer-reviewed journal |
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<th>Competency Element</th>
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| 4.1 Demonstrates an understanding of the role of public policy in promoting the   | i. Recognises how public policy influences the health of populations  
ii. Understands the steps involved in health policy development  
iii. Engages stakeholders in healthy public policy development  
iv. Describes the role of regulatory approaches within the health sector and wider  
public arena  
v. Recognises how health policy addresses the needs of population sub-groups   |
| population                                                                         | and addresses health inequities                                                                                                                                                                                                                                                                                                               |
| 4.2 Reviews current policy to inform future policy and practice                    | i. Identifies gaps between current policy and practice  
ii. Interprets data and legislation relevant to current policy to evaluate the need  
for new approaches  
iii. Clarifies the potential impact and legal implications of new or updated policy,  
in consultation with others  
iv. Uses a range of evidence to inform policy directions, including assessing  
community and industry needs  
v. Communicates the findings of a policy review to inform future policy and  
practice                                                                                                                                                                                                                     |
| 4.3 Contributes to the development of policy or guidelines                          | i. Works with advisory or reference groups to develop policy  
ii. Monitors policy development according to timelines and highlights ongoing  
work  
iii. Identifies barriers and enablers to policy implementation  
iv. Considers the changing perspectives of the organisation and stakeholders  
v. Checks assumptions and investigates problems and facts                                                                                                                                                                      |
| 4.4 Implements a policy or guideline                                              | i. Applies or develops a policy implementation plan  
ii. Regularly communicates information supporting the implementation of a policy  
or guideline with key audience groups  
iii. Seeks feedback from relevant stakeholders, promoting engagement and adoption of  
a policy  
v. Identifies and facilitates key strategies to enable the successful implementation  
of a policy or guideline                                                                                                                                                                                                 |

2 Policy refers to decisions, plans, and actions that are undertaken to achieve specific objectives.
## 5. HEALTH PROMOTION AND PREVENTION

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<th>Competency Element</th>
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| **5.1 Demonstrates an understanding of health promotion principles, methods and settings** | i. Understands health promotion principles, theories and methods that influence population health in different contexts  
  ii. Identifies health promotion methods that address health inequalities or target sub-populations  
  iii. Understands the role of NSW, inter-jurisdictional and national agencies in regulating and promoting the health of populations |
| **5.2 Analyses an issue to inform the development of prevention or health promotion policy or programs considering the determinants of health** | i. Critically appraises a health issue, using appropriate methods and data sources  
  ii. Reviews evidence of effectiveness of strategies to address health issues from a prevention perspective  
  iii. Identifies options for intervention and assesses feasibility for implementation  
  iv. Makes recommendations for intervention, setting out the rationale to support this position |
| **5.3 Supports implementation of evidence-informed prevention and health promotion approaches** | i. Supports the mobilisation of resources (financial and human) to implement prevention and health promotion approaches  
  ii. Supports governance of the prevention or health promotion initiative  
  iii. Monitors the implementation process, using performance indicators to measure progress and impact  
  iv. Identifies and manages risk, benefits and priorities of the organisation to deliver effective results |
| **5.4 Works in partnership to enable health promotion action** | i. Identifies relevant stakeholders and partners and their interests/perspectives on an initiative  
  ii. Enables the participation of stakeholders and partners in planning, implementation and evaluation  
  iii. Seeks feedback from stakeholders and partners to inform ongoing implementation  
  v. Communicates progress and outcomes to stakeholders and partners |
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<th>Competency Element</th>
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| **6.1 Critically appraises information to support strategic directions** | i. Appraises evidence to support strategic directions, e.g. commissioning or conducting reviews of evidence  
ii. Checks assumptions and systematically investigates problems and facts  
iii. Considers problems from the perspective of other parties to ensure solutions are robust  
iv. Applies evidence to population and public health planning and research proposals  
v. Uses evidence to develop rationale for public health decisions  
vi. Considers the strengths and limitations of different types of evidence |
| **6.2 Plans an evaluation to assess the value of a program, policy, practice or intervention** | i. Defines the aim and scope of the evaluation  
ii. Determines the needs of the intended audience  
iii. Develops an evaluation framework that aligns with the program logic  
iv. Formulates evaluation questions in consultation with stakeholders  
v. Considers the strengths and limitations of available information sources  
vi. Plans methods which enable comparisons to assess value, e.g. comparison groups, before and after time series |
| **6.3 Involves stakeholders in the evaluation process** | i. Identifies key stakeholders in the evaluation  
ii. Seeks input on the boundaries and dimensions of the evaluation  
iii. Clarifies with stakeholders, the implications of different approaches and outcomes related to the evaluation  
iv. Involves stakeholders in interpretation and dissemination of results  
v. Involves those affected by the evaluation outcome throughout the process e.g. consumers, consumer organisations |
| **6.4 Supports the conduct of an evaluation** | i. Supports the management of resources to conduct an evaluation (human and financial)  
ii. Manages collection of qualitative and quantitative data including:  
   a. Existing datasets  
   b. Survey data  
   c. Document and discourse analysis  
   d. Interviews  
   e. Focus groups  
   f. Observational methods  
iii. Regularly consults with stakeholders to help inform and adapt the approach according to arising needs |
| **6.5 Disseminates the results of an evaluation to influence policy and practice** | i. Documents the evaluation process and outcomes so it is accessible to the relevant audience/s  
ii. Develops and documents recommendations concerning evaluation outcomes (including clear rationale) in consultation with senior staff  
iii. Analyses the implications of the recommendations  
iv. Supports the release of evaluation findings through appropriate channels such as briefings, feedback sessions, conference papers, presentations and publications |
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<th>Competency Element</th>
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| 7.1 Appraises evidence concerning communicable diseases and their control | i. Conducts a comprehensive review of the grey and peer-reviewed literature  
ii. Consults stakeholders to gain perspectives and appraise policy directions  
iii. Describes tools and processes related to the surveillance and control of communicable disease including, where relevant, the national immunisation program  
iv. Interprets the findings of an evidence appraisal, and provides recommendations  
v. Summarises an evidence appraisal in a presentation and/or a report |
| 7.2 Supports the accurate surveillance of communicable diseases | i. Understands the role of legislation supporting surveillance and public health response  
ii. Describes the types of data used to monitor communicable diseases  
iii. Enters data into and interrogates relevant information and surveillance systems  
iv. Critically reviews the strengths and limitations of the data for supporting decision-making  
v. Understands the role of different levels of surveillance e.g. active versus passive |
| 7.3 Supports communicable disease outbreak responses | i. Uses theory to define what constitutes an outbreak  
ii. Describes the public health responsibilities in the management of outbreaks  
iii. Recognises the effect of outbreak situations on the public and institutions  
iv. Describes the steps in an outbreak investigation  
v. Works with a range of professional groups, across different sectors, involved in outbreak investigations  
vi. Supports strategies for informing the public about outbreaks  
vii. Applies appropriate epidemiological methods to support outbreak investigation  
viii. Documents an outbreak investigation in writing, where it is considered important to inform future practice |
| 7.4 Works collaboratively to control communicable diseases | i. Describes the organisation of communicable disease control in NSW and across Australia  
ii. Understands the processes underpinning the control of local, state-wide, national and international outbreaks  
iii. Uses appropriate communication skills to facilitate inter-sectoral action for communicable disease control  
iv. Works with other sectors to consider appropriate control strategies  
v. Supports the implementation of appropriate control strategies, including immunisation  
vi. Completes required training to support health system roles in cases requiring workforce surge |
### 8. RISK ASSESSMENT AND MANAGEMENT

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<th>Competency Element</th>
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| 8.1 Identifies potential or existing hazards that relate to life, health or the environment | i. Defines what constitutes a hazard to life, health or the environment  
ii. Uses evidence to identify the potential health-related outcomes of different levels of exposure to the hazard  
iii. Considers the population-at-risk relevant to the scenario under investigation  
iv. Identifies stakeholders and researches their perspectives  
v. Works with advisory groups that have expertise in the area |
| 8.2 Assesses the health-related risk to the population | i. Understands the principles of health-related risk assessment with respect to the hazard  
ii. Applies relevant tools and guidelines to support risk assessment processes in the at-risk population  
iii. Identifies important contextual influences on the risk  
iv. Assesses the level of public interest/concern  
v. Consider what is ‘acceptable risk’ and the underpinning values |
| 8.3 Supports the management of health-related risk | i. Completes required training to understand relevant emergency management frameworks, incident control systems and the role of other agencies in different emergency scenarios  
ii. Understands the need for and process of increasing workforce capacity in response to significant public health incidents  
iii. Identifies existing legislation, policies, infrastructure and programs across all sectors intended to manage the risk  
iv. Identifies options for managing the risk with other sectors and the community  
v. Works with other sectors to achieve health outcomes through implementing legislation, policy, programs or establishing infrastructure  
vi. Evaluates the outcomes of interventions including costs |
| 8.4 Communicates the risk to inform the organisation, the public and stakeholders | i. Assists the development of strategies for informing the public, including the timing of information  
ii. Develops material to inform stakeholders (e.g. briefings and government correspondence, press releases, information kits)  
iii. Documents the outcomes of the risk assessment process to inform the organisation  
iv. Develops recommendations to inform legislation, policy and practice where relevant |
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<tr>
<td><strong>9.1  Understands Australian and NSW health system funding models</strong></td>
<td>1. Demonstrates awareness of overarching funding models used in the Australian and NSW health systems</td>
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<td>2. Identifies the tools, structures and processes required to ensure accountability for funding</td>
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<td>3. Describes funding models for population health in NSW</td>
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<td>4. Understands the influence of fiscal policy on the distribution of population health resources across NSW</td>
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<tr>
<td><strong>9.2  Considers the balance between equity, cost, efficiency and effectiveness when allocating and using resources</strong></td>
<td>1. Identifies key issues in costing, measuring and valuing benefits in health, including whose values to consider in economic analyses of population health issues</td>
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<td>2. Discusses the ways that health equity can be analysed</td>
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<td>3. Discusses the balance between equity, cost, efficiency and effectiveness</td>
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<td>4. Discusses the forces influencing decisions regarding resource allocation in health</td>
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<td><strong>9.3  Appreciates how economics fits into multi-disciplinary analysis of population health problems</strong></td>
<td>1. Identifies the different types of economic evaluation and the situations where each may be used: costing, cost minimisation analysis, cost effectiveness analysis, cost utility analysis, cost benefit analysis</td>
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<td>2. Considers the appropriate situations in which to use economic analysis</td>
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<td>3. Understands how economic data can be used to inform priority setting in health</td>
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<td>4. Recognises how achieving the health of the population can conflict with maximising the health of individuals</td>
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<td>5. Understands the role of incentives in driving public health policy (e.g. taxes to discourage unhealthy food consumption)</td>
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<tr>
<td><strong>9.4  Applies economic principles to appraise economic evaluations relevant to population health issues</strong></td>
<td>1. Recognises the key steps in critically appraising economic evaluations</td>
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<td>2. Explains the principles of microeconomics i.e. efficiency, opportunity cost, the margin, discounting and priority setting in a population health context</td>
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<td>3. Describes common health status measures including quality and disability adjusted life years and willingness-to-pay</td>
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<td>4. Prepares a report interpreting an economic evaluation</td>
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</tbody>
</table>
The development of this competency framework was an iterative process. The process was overseen by a working group comprising representatives from: the Ministry’s Population Health Executive Council; the Centre for Epidemiology and Evidence; Local Health District Directors of Population Health; and the current group of Trainee Public Health Officers.

In addition to input from working group members, the competency framework was shaped by contributions from a range of other individuals and groups working within and closely with NSW Health.

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- NSW Health Promotion Directors Forum
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