



FPH Curriculum Review: Consultation

Background

The FPH is undertaking a major review of its public health specialty training curriculum, which will be implemented in Summer 2027. This in-depth revision follows a "light touch" review in 2022 and aims to update the curriculum to meet the changing needs of the public health sector. The review involves a range of stakeholder engagement activities to gain a better understanding of the needs and concerns of the profession and our partners, so we can produce a revised curriculum that supports the development of the next generation of public health consultants.

Who will receive the survey?

The survey will be circulated via email to all members of the Faculty of Public Health. We will also send the survey to chairs of Faculty Committees and Special Interest Groups, for them to provide responses on behalf of their groups.

Organisational responses

A number of key stakeholder organisations will also be approached by the Faculty to provide organisational responses to the survey. This will include Royal Colleges, current and potential employers of public health consultants, and universities.

Individual responses

Many people working in public health hold numerous roles across different organisations. In these instances, we ask these individuals to respond from the range of their experience and practice.

Workshops

The Faculty will deliver up to 6 workshops, including one in each of the four nations of the UK and one focused on equality, diversity and inclusion. Along with a chance to provide initial feedback on the survey to draw out new themes, these workshops

will also allow for discussion around emerging themes from the online survey to support an iterative approach to the prioritisation and development of key themes. There is capacity for an additional workshop to address any new areas that the steering committee considers important for further input.

Exams

Currently the Faculty is undertaking separate work to review the current FPH examinations and their syllabi and as such are not within the remit of the consultation.

Principles to consider

When providing feedback on the curriculum, responders are encouraged to consider the following points. However, this is not an exhaustive or mandatory list, and we welcome feedback beyond these areas.

Models of Public Health Professional Practice:

The curriculum should reflect a shared understanding of public health and how professionalism and skills will be expressed into the 2030s. Traditionally, curricula have followed the three domains model—Health Improvement, Healthcare Public Health, and Health Protection. More recent curricula have added leadership, personal effectiveness, and a stronger emphasis on data, evidence, and analytics. Which model of public health should the curriculum adopt, and are there alternatives that may be more suitable?

Key Areas:

The curriculum currently defines 10 key areas. Some align clearly with domains (e.g., KA6 Health Protection), while others do not (e.g., Healthcare Public Health). Does the current structure remain fit for purpose? Should the Key Areas reflect the chosen model of public health? Should we distinguish between core skills all specialists must demonstrate and additional skills that only some will develop as areas of expertise?

The curriculum currently defines 10 key areas. Some align clearly with domains (e.g., KA6 Health Protection), while others do not (e.g., Healthcare Public Health). Does the current structure remain suitable for the modern public health workforce and professional practice? We would welcome consideration of the current and alternative structures for the curriculum, drawing on members' experience on the changing public health landscape to identify important themes that support the development of public health skills and competencies.

Assessment Methods:

Progress is assessed through various methods, including examinations, case-based discussions, direct observation, and written reports, all of which are supported by reflective notes. We would welcome suggestions of alternative methods of

assessment, incorporation of new methods of competence evaluation, as well as considerations on the current system of progress assessment. Should reflections, 360-degree feedback, and similar approaches be recognised as assessment methods in their own right?

Any queries regarding the Curriculum review and consultation should go to educ@fph.org.uk