



Chartered
Institute of
Environmental
Health

Portfolio of Professional Practice: Intervention Field Matrices

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INTERVENTION FIELD		CORE SKILLS			REFLECTION
FOOD SAFETY		ACQUIRING INFORMATION Describe how first-hand information was acquired through observation/ inspection/ audit/ investigation/ sampling/ survey, and how this enabled you to establish the nature of the hazard(s).	RISK ASSESSMENT Show how, by consulting guidance/ standards/ Codes of Practice/ other secondary sources, you were able to determine the nature and level of risk presented, so indicating whether intervention was required (or not).	COURSE OF ACTION Identify the range of solutions that might be available to deal with the problem, before deciding upon, and giving justification for, the 'most appropriate course of action' chosen, having regard to the need to secure compliance/ maximise effectiveness/ protect health and well-being.	Reflect upon the experience of undertaking the intervention in terms of the difficulties encountered in acquiring information, uncertainties involved in risk assessment, the effectiveness of the course of action and any incidental problems encountered.
INTERVENTION AREAS	FS1 A visit to a food outlet in which the primary focus is the 'food safety management system' (or a corresponding management system) and its role in protecting health and the interests of the consumer.				
	FS2 Participation in a HACCP-based exercise – whether or not performed in the field – which explores how risk analysis establishes mechanisms of food safety control and consumer protection.				
	FS3 Involvement in a food complaint investigation involving an alleged unsatisfactory food item that poses a threat to health or well-being.				
	FS4 Consideration of an imported food product from a 'Third Country' in terms of the measures available to protect health and/ or the wider interests of the consumer.				
	FS5 Investigation into the circumstances surrounding an outbreak of suspected food-borne illness and the consequences of this should a foodstuff be implicated as the source of illness.				

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HEALTH AND SAFETY		ACQUIRING INFORMATION Describe how first-hand information was acquired through observation/ inspection/ audit/ investigation/ sampling/ survey, and how this enabled you to establish the nature of the hazard(s).	RISK ASSESSMENT Show how, by consulting guidance/ standards/ Codes of Practice/ other secondary sources, you were able to determine the nature and level of risk presented, so indicating whether intervention was required (or not).	COURSE OF ACTION Identify the range of solutions that might be available to deal with the problem, before deciding upon, and giving justification for, the 'most appropriate course of action' chosen, having regard to the need to secure compliance/ maximise effectiveness/ protect health and well-being.	Reflect upon the experience of undertaking the intervention in terms of the difficulties encountered in acquiring information, uncertainties involved in risk assessment, the effectiveness of the course of action and any incidental problems encountered.
INTERVENTION AREAS	HS1 The follow-up to information that features reference to an injury (regardless of its seriousness), disease or dangerous occurrence that demonstrates the use of risk-based selection criteria.				
	HS2 Consideration as to the suitability and sufficiency of a detailed risk assessment undertaken by the employer in a workplace environment.				
	HS3 Involvement in a situation in which the focus is on a 'safety management system' applied to minimise the risk from a discrete hazard, such as fire, working at height etc.				
	HS4 Investigation into an occupational health problem or issue that involves the application of health monitoring and/or environmental surveillance against standards and/or process controls, such as: use of hazardous substances, exposure to asbestos, stress in the workplace.				
	HS5 Inspection of a workplace in which the focus is on a national strategy or campaign designed to reduce a particular health and safety risk and in which the report includes a critique of the strategy or campaign.				

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ENVIRONMENTAL PROTECTION		ACQUIRING INFORMATION Describe how first-hand information was acquired through observation/ inspection/ audit/ investigation/ sampling/ survey, and how this enabled you to establish the nature of the hazard(s).	RISK ASSESSMENT Show how, by consulting guidance/ standards/ Codes of Practice/ other secondary sources, you were able to determine the nature and level of risk presented, so indicating whether intervention was required (or not).	COURSE OF ACTION Identify the range of solutions that might be available to deal with the problem, before deciding upon, and giving justification for, the 'most appropriate course of action' chosen, having regard to the need to secure compliance/ maximise effectiveness/ protect health and well-being.	Reflect upon the experience of undertaking the intervention in terms of the difficulties encountered in acquiring information, uncertainties involved in risk assessment, the effectiveness of the course of action and any incidental problems encountered.
INTERVENTION AREAS	EP1 Conduct an environmental noise survey in which acoustic data are secured, and from which judgements can be made and measures recommended for its mitigation, whether or not intervention is indicated.				
	EP2 Consideration of air quality in a discrete geographical area, relating this to health impact and the means of managing or resolving any problem found, or standards exceeded, within the context of the relevant air quality strategy.				
	EP3 Involvement in a situation that focuses on long-term health impact and/or environmental degradation arising from contaminated land, <u>or</u> the acute problems arising from unlawful dumping on land and discharges to watercourses.				
	EP4 Dealing with a report or complaint of environmental pollution in which the nature and extent of the circumstances encountered require their consideration as a potential statutory nuisance.				
	EP5 Involvement in the investigation for approval/permitting of processes that are 'listed activities' (or to other prescribed processes which are subject to special controls).				

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HOUSING AND HEALTH		ACQUIRING INFORMATION Describe how first-hand information was acquired through observation/ inspection/ audit/ investigation/ sampling/ survey, and how this enabled you to establish the nature of the hazard(s).	RISK ASSESSMENT Show how, by consulting guidance/ standards/ Codes of Practice/ other secondary sources, you were able to determine the nature and level of risk presented, so indicating whether intervention was required (or not).	COURSE OF ACTION Identify the range of solutions that might be available to deal with the problem, before deciding upon, and giving justification for, the 'most appropriate course of action' chosen, having regard to the need to secure compliance/ maximise effectiveness/ protect health and well-being.	Reflect upon the experience of undertaking the intervention in terms of the difficulties encountered in acquiring information, uncertainties involved in risk assessment, the effectiveness of the course of action and any incidental problems encountered.
INTERVENTION AREAS	HH1 Demonstration of the use of the <i>Housing Health and Safety Rating System</i> (HHSRS) or a similar process designed to establish the suitability (or otherwise) of residential property and so justifying (or not) an intervention appropriate to the circumstances.				
	HH2 Carry out, and report upon, an inspection of a problematic House in Multiple Occupation.				
	HH3 Undertake an inspection of, and report upon, a house in single-family/household occupancy in which housing defects have been encountered or are suspected.				
	HH4 The investigation of a problem presenting a risk to the health of occupants of a property from <u>one</u> of the following: a drainage defect; unsatisfactory drinking or recreational water quality; radon infiltration; or a pest infestation.				
	HH5 Involvement in an area or community-based intervention designed to bring about housing/environmental improvement or regeneration.				

INTERVENTION FIELD		SKILLS AND COMPETENCIES TO BE DEMONSTRATED	SKILLS & COMPETENCIES	REFLECTION
PUBLIC HEALTH				
INTERVENTION AREAS	PH1 Investigation into a public health problem requiring the application of surveillance and assessment of the population's health and well-being.	<p>Knowledge-based: the basic terms and concepts employed in epidemiology; how determinants of health and well-being impact on population; the strengths and weaknesses of various types of data relating to health and well-being; the relevance and use of socio-economic deprivation indices.</p> <p>Practice-based: the capability of collecting, collating, analysing (using various basic qualitative and quantitative methods), interpreting (using different methods of literature search) and communicating data in the course of practising surveillance and assessment.</p>		
	PH2 Assessment of the effectiveness of an intervention, programme or service designed to improve health and well-being with which you have had personal involvement.	<p>Knowledge-based: how different forms of evidence can be used to assess the effectiveness of different forms of intervention (and further informing decision-making); and, understand how effectiveness (both of the intervention and the practitioner) is measured.</p> <p>Practice-based: the capability of collecting, collating, synthesizing, validating and assessing evidence from various sources; recognise your own effectiveness as a practitioner in terms of your involvement in the intervention, and, as a result, establish whether the evidence-base has been better served.</p>		
	PH3 Make a personal contribution (alone or in collaboration with others) to the development of a specific policy or strategy in a field of Environmental Health (or in another context with which you are familiar).	<p>Knowledge-based: the extent and complexity of Government policies and strategies relevant to health and well-being (and especially those that address 'inequalities in health'); and, a detailed knowledge of the policies and strategies that have a bearing on the practice of Environmental Health.</p> <p>Practice-based: establishing the actual or potential impact that a named policy or strategy has on the health and well-being of those targeted, and how your contribution to its development might have enhanced its impact.</p>		
	PH4 Involvement in collaborative working which addresses a discrete problem that affects a community, and which, through its nature or the population affected, reflect upon the experience and its impact on health and well-being.	<p>Knowledge-based: the principles of collaborative working and how people can help build capacity in the system; the basic management principles and various leadership styles in use; the agencies, bodies and individuals that have a part to play in improving health and well-being in communities, and how the impact on that population might be maximised through partnership or team-working.</p> <p>Practice-based: how the collective effort of the group or partnership sought to advance, and so enhance, the interests of the disadvantaged population, and particularly how you consider your involvement in working collaboratively was affected by good or bad leadership, and through the presentation recognise the importance of good internal communication.</p>		
	PH5 Engagement with an incident or situation (whether existing or now passed) in which a population is/ was exposed to the risk of infection through an outbreak of communicable disease or to an environmental hazard.	<p>Knowledge-based: recognise how the outcome of field investigations of the sort chosen may serve to inform the epidemiology of the hazard concerned, the principles of managing outbreaks of communicable disease (including 'outbreak control plans') <u>or</u> managing environmental health incidents (including, where appropriate, emergency planning strategies); the law relating to the protection of health and well-being; how outbreaks and incidents of the sort may have wider and more far-reaching implications.</p> <p>Practice-based: assess the risks to health and well-being through first-hand observation or the analysis of basic data sets; identify and communicate with at-risk contacts and give advice (under guidance); determine and explain how you might deliver simple interventions to protect health, well-being, safety at an individual- and population-level.</p>		