**Faculty of Public Health Projects Scheme brief**

**Those wishing to apply for approval and advertisement of their projects should email this completed form to:** [**educ@fph.org.uk**](mailto:educ@fph.org.uk)**. This form should be completed by the Project Lead.**

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| **Name of the Project Lead** | Linda Hindle |
| **Contact details** | Email: [Linda.Hindle@dhsc.gov.uk](mailto:Linda.Hindle@dhsc.gov.uk)  Telephone: 07834 147789 |
| **Date** | 02/05/2024 |

### Project Details

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| **Title and brief description of the project with summary of key roles and outputs expected from the registrar** | These projects sit within the national OHID team (Emergency services and Allied Health Professionals). They are strategic policy focused projects which provide opportunities to develop a range of competencies (see later section).  Each project offers the potential to demonstrate activity towards several learning outcomes. In each the emphasis will be on cross system leadership at a national level, partnerships, consensus building, public health advocacy and influencing policy.  These projects will be most suitable for SpR from ST3 onwards. They require self-directed working, leadership, partnership working and an ability to advocate for public health principles.  Projects can be tweaked to meet the mutual needs of the registrar and the programme, below are some examples of future projects:   * Chair the National Police and Public Health Collaborative and lead the collective work plan. * Identify opportunities for fire services as anchor institutions, recognise and map existing good practice and produce resources to aid in promoting anchor institution values and approaches within fire services. * Produce a resource or recommendations (in keeping with current guidance from the College of Policing) to aid police forces in evaluation of public health interventions. * Development of a blueprint / and or case studies for effective collaborations between emergency services and ICBs. * Review / refresh national consensus statement between health and fire services – this will include achieving consensus from signatory organisations as well as drafting the actual document.. * Development of a resource to support Ambulance Trusts to embed trauma informed approaches. * Repeat of Delphi study to explore the research priorities relating to policing and public health |
| **Name of the organisation supporting the project** | Office for Health Improvement and Disparities (OHID) |
| **Where will the Registrar be based for the duration of the project?** | This placement is suitable for virtual home based working working, however you can be based in a local OHID office. Face to face meetings are not usually required, so this would be by exception. |
| **Please set out the Learning Outcomes and likely competencies to be achieved by the registrar from Public Health Specialty Training Curriculum** | This list includes learning outcomes which could be covered through these placement opportunities. The actual outcomes will vary depending on the specific project chosen.  1.1 Address a public health question using data and intelligence by refining the problem to an answerable question or set of questions, determining the appropriate approach and applying that approach.  1.2 Apply principles of information governance for a range of organisations, and in health protection work.  1.3 Access data and information from a variety of organisations and sources (including local, national and global); as well as participatory methods for gathering the citizens' voice.  1.4 Critically appraise the metadata, validity, relevance and complexity of data and data systems in order to assess their quality and fitness for purpose for answering the public health question.  1.5 Display data using appropriate methods and technologies to maximise impact in presentations and written reports for a variety of audiences.  1.6 Use and interpret quantitative and qualitative data, synthesising the information to inform action.  1.8 Use public health intelligence to understand and address a health inequality in a subpopulation.  2.2 Formulate balanced evidence-informed recommendations both verbally and in writing using appropriate reasoning, judgement and analytical skills.  2.3 Build consensus where there are gaps in evidence or controversies on its implications.  2.4 Identify the need for overviews of research to inform operational or strategic decisions about health and health care and advocate this approach.  2.5 Produce specifications for structured reviews of research to inform policy and practice.  3.1 Display an awareness of current national and international policies and strategies that affect health and wellbeing, and their global context.  3.2 Evaluate a situation and identify the steps required to achieve change, preparing options for action.  3.3 Appraise options for policy and strategy for feasibility of implementation.  3.4 Demonstrate consultation with stakeholders, including the public and representatives of the political system, in the development of a strategy.  3.5 Write a strategy [action plan] to address a need for change to improve a public health or health care issue.  3.6 Lead the implementation of a strategy including demonstrating the ability to solve problems that arise during this process.  3.7 Undertake policy or strategy evaluation using an appropriate method, critically analysing whether desired changes have been achieved.  4.1 Use a range of leadership styles effectively as appropriate for different settings and organisational cultures.  4.2 Demonstrate appropriate presentation, communication and listening skills, as appropriate for the audience or individual. Communicate in clear written format and in presentations to a range of organisations and audiences.  4.3 Assess, communicate and understand the management of different kinds of risks, including health, financial, reputational and political risks.  4.4 Design, lead and manage complex areas of work in multi-agency settings to a successful conclusion or suitable endpoint within available resources and timescale.  4.5 Demonstrate effective team working in a variety of settings, balancing the needs of the individual, the team and the task.  4.7 Handle uncertainty, the unexpected, challenge and potential or actual conflict in a sensitive and successful manner.  4.8 Use influencing and negotiating skills in a setting where you do not have direct authority to advocate for action on a public health issue of local, national or international importance.  4.9 Work collaboratively with the media to communicate effectively with the public.  4,11 Demonstrate and apply an understanding of how individual and population mental health and wellbeing can be managed and promoted in others in a range of situations.  5.1 Influence or build healthy public policies across agencies, demonstrating an awareness of different social, cultural and religious perspectives that may influence health.  5.2 Be an advocate for public health principles and action to improve the health of the population or subgroup.  5.5 Influence local services to be health promoting.  5.6 Influence the planning, commissioning and evaluation of specific health improvement programmes and preventative services.  5.7 Demonstrate leadership in environmental sustainability with a focus on the links to health or emergency planning and climate change.  7.1 Monitor and assess the impact of preventive and treatment services, appraising or applying routine information and bespoke data sources.  7.3 Propose plans and develop supporting products (such as service specifications and commissioning policies) for service configuration to address population health needs. This should include consideration and, if appropriate, an appraisal of examples of different models of healthcare.  7.4 Advocate proposals for improving health or care outcomes working with diverse audiences.  7.6 Critically appraise service developments for their costs and impacts on health and health inequalities, using health economic tools to support decision making.  7.7 Lead or contribute to the implementation of change across health and care systems with reference to a model of change.  8.1 Apply, interpret and present appropriate statistical methods and use standard software packages.  8.2 Apply principles of epidemiology in public health practice.  8.4 Advise on the relative strengths and limitations of different research methods to address a specific public health research question.  8.5 Identify research needs based on patient/population needs and in collaboration with relevant partners.  9&10 This placement can contribute to all learning outcomes within KA9&10. |
| **Start and end date of project (project duration)** | Flexible, usually 6 or 12 months |
| **Time requirement for the Registrar on the project (days per week)** | Flexible. |
| **How many Registrar places are available on this project?** | As there are multiple projects we can support more than one registrar project |
| **Location of Project Lead** | Office for Health Improvement and Disparities  3rd Floor  23 Stephenson Street  Birmingham  B2 4BL  (But best to correspond by email – [Linda.Hindle@dhsc.gov.uk](mailto:Linda.Hindle@dhsc.gov.uk) ) |
| **Details of the approved Project Supervisor (please include email)** | Previous registrars have maintained an educational supervisor within region, with Linda Hindle acting as project supervisor |
| **Will there be accommodation/travel costs associated with this project? If so who would be expected to cover this cost?** | OHID will be responsible for funding any accommodation/travel costs related to work undertaken on the placement if it requires travel outside of the registrars base region. This should be agreed in advance of travel |
| **Please describe how the project will work in practice.** | This placement offers the opportunity to work within the Office for Health Improvement and Disparities (Department of Health and Social Care), to work with the emergency services and allied health professionals (AHP).  The trainee will have the opportunity to work closely with the Deputy Chief AHP Officer for England and National Engagement Lead for Police, Fire and Ambulance Services. The trainee will work to influence and create policy and strategies that improve the public health activity in these sectors.  The trainee will liaise with other groups within OHID, as well as other government departments and other relevant national and regional stakeholders.  There is scope to be flexible and tailor the work to the interests and training requirements of registrars.  This placement is supported by an activity supervisor, therefore registrars accepting this placement will need to retain an educational supervisor within their local training placement.  Examples of previous projects undertaken in this setting include:  Chairing police and public health collaborative / task force  Development of suicide prevention consensus /guidance for ambulance sector  Development of public health approaches in policing discussion document  Development of mental health continuum for ambulance sector  Development of trauma informed approaches definition for DHSC  Landscape review – police and health  Delphi study on research priorities across policing and public health  Evaluation of suicide prevention consensus within ambulance sector  Review of public health approaches workforce development needs across policing in England  National presentations e.g. to police and crime commissioners  Development of evaluation framework for home fire safety checks  Evidence review of sexual safety within the ambulance sector  Contributing to development of Major Conditions Strategy  Editor of UK AHP Public Health Strategic Framework  Creation of Podcast series of policing and public health  Projects to support sustainable healthcare implementation. |

**Projects Scheme application checklist**

This is only a guide and other criteria may be used for specific projects or training locations. Please record if you think you have met the following criteria and if not please provide details about why the criteria will not be met.

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| **The Registrar has completed the MFPH exam or has an appropriate level of experience** | **YES /NO** |
| **The Registrar has a named Project Supervisor for the duration of the project** | **YES / NO** |
| **The TPD for the Registrar has seen and approved the project** | **YES / NO** |
| **The Registrar’s Educational Supervisor has seen the project and agrees that it meets the Registrar’s training needs** | **YES / NO** |
| **There is clarity on the process for the Project Supervisor and Educational Supervisor to communicate about the Registrar’s progress** | **YES / NO** |
| **The project brief clearly describes the Learning Outcomes and competencies expected** | **YES / NO** |