

# Faculty of Public Health Specialty Registrars Committee

## Vision and workplan 2024-5

### Vision:

To represent and advocate for the interests of all public health registrars, working collaboratively with the FPH and partners to promote high quality and equitable specialty training in public health.

### Aims:

1. To promote excellence in training experience and ensure wellbeing amongst registrars, ensuring there is equity in all aspects of training
2. To improve and expand training opportunities with the aim of equipping registrars with the skills and experience to meet current and future public health challenges
3. To strengthen partnerships with other public health registrars nationally and globally to advance public health and competency-based public health specialty training

### Values

- **Participation:** to provide participatory leadership that represent the needs, aspirations and values of UK public health registrars to the FPH and beyond
- **Inclusivity:** to ensure that all registrars have their voice heard, regardless of individual characteristics, regional training location or stage of training
- **Equity:** in all our areas of work we seek to achieve equity in training which includes how we operate as a committee
- **Quality:** to advocate for excellence in public health training and support achieving substantive improvements in training opportunities
- **Connectivity:** to facilitate registrars being connected to each other and their wider profession
- **Outward-looking:** to enhance public health training globally as well as nationally, recognising the value of our partnerships and international role

## Objectives

Workstream	Key Objectives	Example deliverable
Quality of training	<p><b><u>Workforce</u></b></p> <ul style="list-style-type: none"> <li>- Continue our work on NATPs and expanding the range of public health placements in partnership with the FPH</li> <li>- Strengthening quality of training in healthcare public health</li> </ul>	Metrics on applicants/uptake/involvement of registrars in NATPs and healthcare public health placements
	<p><b><u>Registrar wellbeing and remote working</u></b></p> <ul style="list-style-type: none"> <li>- Work with our partners on registrar wellbeing and remote working arrangements</li> <li>- Develop the quality of training/supervision post-COVID</li> </ul>	Update and further dissemination of remote working guidance
	<p><b><u>Curriculum review process</u></b></p> <ul style="list-style-type: none"> <li>- Advocating for a fit-for-purpose new Public Health curriculum, through review beginning in 2025</li> <li>- Supporting transition to consultants through review process (eg. action learning sets, mentorship from recent consultants)</li> </ul>	Registrar roles in curriculum review confirmed and evidence generated for registrar-led priorities
Training Inequalities	<p><b><u>Reasonable Adjustments</u></b></p> <ul style="list-style-type: none"> <li>- Build on achievements including reasonable adjustments report, monitoring role of new RA assessor</li> <li>- Guide new RA working group</li> <li>- Continue our advocacy on FPH processes, fees and adjustments for registrars including roll out of new ePortfolio, members spaces and events.</li> </ul>	Improved RA processes embedded in routine working Reduction in training inequalities evidenced by metrics including examinations, ARCPs or similar
	<p><b><u>Standards and consistency of PH roles</u></b></p> <p>Providing registrar input to future of Public Health profession including maintaining standards and consistency of public health specialist roles</p>	Registrar roles defined and respected in future public health professional standards
	<p><b><u>Improving return to training from OOP/leave</u></b></p> <p>Supporting Returning to Training work and ensuring registrars well represented in this work</p>	Improvements in supported return to training including relevant guidance and processes

<b>Advocacy</b>	<b><u>Equipping and empowering registrars in advocacy</u></b> Development of guidance and support to enable registrars to be skilled in their advocacy roles	Guidance document on registrar advocacy
	<b><u>Supporting registrars to advocate through FPH</u></b> Advocacy and engagement through FPH SIGs and supporting/linking up registrar engagement across the FPH	Evidence of enhanced and more cohesive registrar engagement through SIGs and relevant groups
<b>Global Engagement</b>	<b><u>Equity in Global Health placements</u></b> Build on the Global Health placements report and support the evolution of working group on global health placements	Cohesive Global Health registrar working group with evidence of improved equity in access to global health placements
	<b><u>Stronger links with international registrars</u></b> Strengthen our membership of EuroNet, close working with registrars in the Republic of Ireland and expand engagement with other international groups (including WFPHA)	Enhanced engagement with EuroNet and RoI registrars New international links established
	<b><u>International registrar conference</u></b> Lay groundwork for international registrar conference in 2026	Key stakeholders primed and delivery plan in place for EuroNet 2026 conference
<b>Conference</b>	<b><u>Improve connectedness of registrar body</u></b> Delivery of a National Public Health Registrar Conference to support building a connected and cohesive registrar body	Successful delivery of National Registrar conference in 2025

The term 2024-5 will form the final year of 2023-25 vision and workplan as well as remainder of current FPH President's term. As such we seek to consolidate the improvements in structure and ways of working, laying the groundwork for the future vision and direction of both the committee and faculty more broadly.

**Leadership team:**

**Co-chairs:** Sam Tweed (ST5 Registrar, London Deanery), Clare Oliver-Williams (ST4 Registrar, East of England Deanery)

**Vice-chairs:** Ugonna Nwankpa (ST4 Registrar, East of England Deanery), Matthew Quinn (ST4 Registrar, Thames Valley Deanery), Naomh Gallagher (ST4 Registrar, Northern Ireland Deanery)