



**FACULTY OF
PUBLIC HEALTH**

PUBLIC HEALTH CESR WORKSHOP

WELCOME AND INTRODUCTIONS

LEARNING OUTCOMES

By the end of this workshop delegates will

- Familiarise themselves with the Application Process
- Receive guidance and practical tips on completing the application process including the types of required documentation
- Gain understanding of common reasons for unsuccessful applications and how to overcome them

AGENDA

10:45	Application Process <ul style="list-style-type: none">- What is CESR- Who is eligible to apply- Fees- References- Timescales- What to include in the evidence
11:45	Public Health Specific CESR Guidance – Session 1
12:50	Lunch
13:20	Public Health Specific CESR Guidance –Session 2
14:20	Common reasons for unsuccessful applications & tips how to overcome them
14:40	Questions and Answers
15:00	Close



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PUBLIC HEALTH SPECIFIC GUIDANCE

Domain 1 – Knowledge, skills and performance

1a- Has the applicant demonstrated that they have the full range, depth and breadth of experience and skill to the level required?

1b -Has the applicant demonstrated application of knowledge and experience to practise (for example recognising and working within the limits of their competence). In particular, keeping up to date with Continuing Professional Development (CPD), audit, clinical governance, applying the skills and attitudes of a competent teacher/trainer, making appropriate referrals to colleagues and keeping clear and legible records?

Domain 1 – Knowledge, skills and performance

Qualifications
Primary medical qualification (PMQ)
Specialist medical qualification (SMQ)
Curriculum or syllabus (if undertaken outside the UK)
Specialist registration outside the UK
Honours and prizes
Other relevant qualifications and certificates
Assessments and appraisals
Assessments and appraisals
RITAs, ARCPs and training assessments
360° and multi-source feedback
Awards and discretionary points letters
Personal development plans (PDP)

Domain 1 – Knowledge, skills and performance

Logbooks, records of daily clinical practice and portfolios

Logbooks

Consolidation, cumulative data sheets, summary lists and annual caseload statistics

Medical reports

Case histories

Referral letters discussing patient handling

Patient lists

Departmental (or trust) workload statistics and annual caseload statistics

Rotas, timetables and job plans

Courses relevant to curriculum

Portfolios (electronic or revalidation)

Details of posts and duties (including both training and experience posts)

Employment letters and contracts of employment

Job descriptions

Job plans

Domain 1 – Knowledge, skills and performance

Research, publications and presentations	
Research papers, grants, patent designs	
Publications within specialty field	
Presentations, poster presentations	
CPD and CME	
CPD record certificates & certificates of attendance	
CPD registration points from UK Medical Royal College (or equivalent body overseas)	
Membership of professional bodies and organisations	
Teaching and training	
Teaching timetables	
Lectures	
Feedback or evaluation forms from those taught	
Letters from colleagues	
Attendance at teaching or appraisal courses	
Participation in assessment or appraisal and appointments processes	

Domain 1 – Knowledge, skills and performance

LEARNING OUTCOMES	EVIDENCE	
KEY AREA 1 – SURVEILLANCE AND ASSESSMENT OF THE POPULATIONS’ HEALTH AND WELL-BEING		
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.	Evidence xxx Needs Assessment Evidence xxxx	
Apply principles of information governance for a range of organisations, and in health protection work.		
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.		
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.		
Display data using appropriate methods and technologies to maximise impact in presentations and written reports for a variety of audiences.		

Domain 1 – Knowledge, skills and performance

Appendix 1: Activity Summary Sheet

Activity/Work area title	
Name	
Date	Organisation
Evidence included	
Number and letter e.g. 1a	
Learning outcomes claimed	Evidence
Number and description of learning outcome	
Activity details	
Background	
Aims and objectives	
Personal contribution/ roles and responsibilities	
Methods	Evidence
Involvement of others	
Results	
Outcome	
Academic reflection	
Backing literature	
Possible publication	
How will you disseminate this work/finding/learning	
Academic trainer's signature if relevant	Date
Reflection	
Line Manager's comments/ reflection	
I confirm that this work supports the learning outcomes claimed	Line Manager's name Date

Domain 1 – Knowledge, skills and performance

- Log of Health Protection Reactive Work

[illegible]

Domain 2 – Safety and quality

2a -Has the applicant demonstrated putting into effect systems to protect patients and improve care (for example taking part in, and responding to, the outcome of audit, appraisals, performance reviews, risk management and clinical governance procedures, and reporting adverse drug reactions or concerns about risks to patients)?

Domain 2 – Safety and quality

2b- Has the applicant demonstrated that they monitor and respond to risks to safety and that they safeguard and protect the health and wellbeing of vulnerable people (for example responding to risks posed by patients and following infection control procedures)?

2c- Has the applicant demonstrated that they protect patients and colleagues from any risk posed by their health?

Domain 2 – Safety and quality

Participation in audit, service improvement
Audits undertaken by applicant
Reflective diaries
Service Improvement and clinical governance meetings
Safety
Health and safety

Domain 3 – Communication, partnership and teamwork

3a -Has the applicant demonstrated that they communicate effectively with:-

- patients (for example keeping them informed about progress of their care) **and**
- colleagues (for example physician colleagues, nursing staff, allied health professionals, GPs and other appropriate agencies) in both clinical and management situations within and outside the team (for example passing on information when patients transfer, encouraging colleagues to contribute to discussions)?

Domain 3 – Communication, partnership and teamwork

3b- Has the applicant demonstrated that they work constructively with colleagues by supporting them, delegating effectively, acting as a positive role model and providing effective leadership?

3c - Has the applicant demonstrated that they establish and maintain partnerships with patients and encourage them to take an interest in their health and obtain appropriate consent to treatment?

Domain 3 – Communication, partnership and teamwork

Communication
Colleagues
Patients
Partnership and teamwork
Working in multidisciplinary teams
Management and leadership experience
Chairing meetings and leading projects

Domain 4 – Maintaining trust

4a - Has the applicant demonstrated that they show respect for patients (for example they are polite, considerate and honest with patients and implement systems to protect patient confidentiality)?

4b - Has the applicant demonstrated they treat patients and colleagues fairly and without discrimination (for example being honest and objective when appraising or assessing colleagues and writing references, giving constructive feedback, raising issues of colleagues' performance and responding promptly to complaints)?

Domain 4 – Maintaining trust

4c - Has the applicant demonstrated they act with honesty and integrity (for example, they are honest and accurate in any financial dealings, practice reports, and obtain appropriate ethical approval for research projects)?

Domain 4 – Maintaining trust

Acting with honesty and integrity
Honesty and integrity
Equality and human rights
Data protection
Relationships with patients
Testimonials and letters from colleagues
Thank you letters, cards from colleagues and patients
Complaints and responses to complaints

UNSUCCESSFUL APPLICATIONS

- Lack of a structured approach / linking of evidence to learning outcomes
- Failure to demonstrate the full requirements of FPH Specialty Curriculum 2015
- Inadequate/ incomplete evidence regarding certain outcomes especially KA10 / KA6 / reflection
- Failure to provide recent relative evidence (last 5 years)
- Failure to provide evidence of participation in CPD activities / CPD programme
- Failure to provide a robust MSF
- Inadequate details regarding personal contribution



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