**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****. This form should be completed by the Project Lead.**

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| **Name of the Project Lead** | Professor Jenny Mindell |
| **Contact details** | Email: j.mindell@ucl.ac.uk Telephone: 07766-146768 |
| **Date** | 9 March 2021 |

### Project Details

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| **Title and brief description of the project with summary of key roles and outputs expected from the registrar** | **Transport and Health** There are a range of potential roles and outputs which could be agreed with the registrar(s) attached in accordance with the competencies they need to acquire. If more than one registrar was attached, the roles and outputs should come from different groups or address different issues.**Group 1 – Consolidating and Reviewing the Body of Knowledge & of Good Practice:**Role is to take one or more areas of the body of knowledge or of good practice, to review the literature and evidence and prepare a statement for dissemination by THSG about that area. Outputs would include a statement to be disseminated as information and might include a publication and contributions to the THSG website and/or FPH blogs. This includes reviewing the evidence to review current THSG policy recommendations.**Group 2 – Monitoring Debate about Public Policy:** Role is to keep up to date with current transport issues under consideration in Government or other national agencies, to draft consultation responses and to liaise with THSG’s Parliamentary Advisers. Outputs would include: THSG consultation responses; other THSG representations and activities; and THSG guidance or advice to other organisations and to the Parliamentary Advisers.**Group 3 – Policy Statement Preparation:** Role is to prepare a policy statement on a specific issue which is based on the scientific body of knowledge and which contributes to an important area of public debate. Outputs would include the policy statement.**Group 4 Preparing Useful Advice for Community Groups:** Role is to prepare advice for the use of community organisations concerned with a particular issue, and to pilot it with a number of such groups. Outputs would include the guidance, and contributions to the THSG website and/or FPH blogs.A full time project might include one of the following roles:Role A - A full time project might additionally include participation in a research project. Outputs include being a named author on a publication.Role B - A full time project might also additionally include being a lead for a THSG workstream.  |
| **Name of the organisation supporting the project** | Transport and Health Science Group (THSG): [www.transportandhealth.org.uk](http://www.transportandhealth.org.uk) and FPH Transport SIG. (The THSG provides the administrative support for the Transport SIG.) |
| **Where will the Registrar be based for the duration of the project?**  | Remotely – with occasional visits to Jenny Mindell at UCL, London and/or to Dr Stephen Watkins, Oldham if/when face-to-face meetings and travel resume. Pending such resumption, Zoom meetings would substitute |
| **Please set out the Learning Outcomes and likely competencies to be achieved by the registrar from Public Health Specialty Training Curriculum** | The primary learning outcome of the attachment would be a fuller understanding of the link between transport and health and the actions needed to pursue healthy transport.The attachment would develop skills in reviewing the scientific body of knowledge and applying it to policy, and also skills in communication. These could cover the following competencies:2.2 Formulate balanced evidence- informed recommendations both verbally and in writing using appropriate reasoning, judgement and analytical skills.3.1 Display an awareness of current national and international policies and strategies that affect health and wellbeing, and their global context.4.9 Work collaboratively with the media to communicate effectively with the public.Group 1 attachments would additionally cover competencies relating to consolidation and communication of scientific knowledge such as:2.1 Define, document and conduct structured reviews of scientific literature relevant to questions about health and health care policy and practice, systematically locating and critically appraising the research evidence to identify strengths and limitations2.5 Produce specifications for structured reviews of research to inform policy and practice.8.3 Formulate questions that will allow a structured approach to retrieving and assessing the evidence to inform research, policy and practice.Group 2 attachments would additionally cover competencies surrounding influencing of policy such as: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.Group 3 attachments would cover the same competencies as Group 2 attachments (although not as fully), would also cover competency 2.1, and would additionally cover competencies around report writing such as:4.2 Demonstrate appropriate presentation, communication and listening skills, as appropriate for the audience of individual. Communicate in clear written format and in presentations to a range of organisations and audiences.Group 4 attachments would additionally cover competencies around dealing with local communities such as competencies:5.3 Influence community actions, by working with and empowering communities using participatory, engagement or asset-based approaches.9.9 Respect the rights of the public to have their views heard, to have information in easily comprehensible forms and to be involved in choices.Role A attachments would additionally cover research competencies such as:8.5 Identify research needs based on patient/population needs and in collaboration with relevant partners.8.7 Make a significant contribution to the design and implementation of a study in collaboration with appropriate team and relevant partner (e.g. academic partner).8.8 Write and submit an article of sufficient quality for publication in a peer review journal.Role B attachments would additionally cover managerial competencies and competencies around working with NGOs such as: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. |
| **Start and end date of project (project duration)** | Duration: TBA – up to 12 months FTEStart date: TBA |
| **Time requirement for the Registrar on the project (days per week)** | TBA: Could be anything from one to five days a week, depending on how ambitious the objective is. |
| **How many Registrar places are available on this project?**  | For placements which require Prof Mindell to act as educational supervisor, one or possibly two. For placements of no more than a day and a half a week which require THSG to provide only project supervisors, we could take up to three registrars.  |
| **Location of Project Lead** | Department of Epidemiology & Public Health, UCL, London |
| **Details of the approved Project Supervisor (please include email)** | Professor Jenny Mindell: j.mindell@ucl.ac.uk (THSG Co-Chair (Science) and Transport SIG vice-chair)Also working with Dr Stephen Watkins thsgchair@gmail.com (THSG Co-Chair (Policy) and Transport SIG Chair) |
| **Will there be accommodation/travel costs associated with this project? If so who would be expected to cover this cost?** | Probably not. If required, and if not covered by local training scheme, small reasonable expenses would be covered by THSG. If there is a cost to travel to conferences or workshops as part of the related study, we would expect the local training scheme to meet it (as with any study leave). |
| **Please describe how the project will work in practice.** | Registrars working on this as only one task within a general attachment will work from the base of their general attachment. For those working full time we will identify an appropriate base as local as possible to their training scheme or home. We anticipate Edinburgh, Middlesbrough, Oldham, Nottingham, Coventry, London, Bristol and South Wales being available as possible bases.Having identified the type of project, the area to be covered and (for full-time attachments) whether either of the additional roles is to be involved, the Project Supervisor will help the registrar identify material to read and people to speak to. An early milestone in the attachment will be to scope and outline the intended output.Further milestones will then be identified to get to that output several months before the end of the attachment to allow time to pilot and discuss the output before the end of the attachment. |

**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~~** |

\* Until the post is approved and advertised, there is no Registrar and therefore that Registrar’s TPD and ES are unknown.