**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(s)** | Samia Latif and David Chappel |
| **Contact details** | Email:  [Samia.latif@phe.gov.uk](mailto:Samia.latif@phe.gov.uk)  [david.chappel@blueyonder.co.uk](mailto:david.chappel@blueyonder.co.uk)  Telephone: Samia: 0791750445 |
| **Date** | 25/04/22 |

### Project Details

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| **Title and brief description of the project with summary of key roles and outputs expected from the registrar** | Differential Attainment and Fair Training project  Public Health is a clinical specialty committed to reducing inequalities.  The UK Faculty of Public Health (FPH) is leading a multi phased programme of work to look at public health training across the UK through a diversity and inclusion lens (ethnicity, gender, disability). This will include reviewing the recruitment processes, progress through training and differential attainment at examination and ARCP. A later phase will also look at appointments and career progression.  Our ambition is to develop a workforce that is representative of the diversity of the communities that we, as a profession, serve.  The first phase of this project “Differential Attainment in Recruitment to Public Health Specialty Training” has already been completed by a specialist registrar. This registrar will be available to act as a buddy for peer support.  **Key roles**   * Lead on a multifaceted project involving various partners across all 4 countries * Coordinate and work with national partners to understand the processes, policies and available data sets * Undertake a package of analytical, qualitative, and descriptive work using available historic and contemporary data from available sources (FPH, GMC, SEBs[[1]](#footnote-1), UKPHR, Consultant data census, LA data on PH specialists/consultants, Leaky Pipeline survey) to include:   + exam and ARCP data and outcomes   + diversity of educational supervisors and examiners * Identify gaps in fair training culture and any biases * Identify where support or interventions may best be focussed to minimise disadvantages * Identify improvements in data that could be used to monitor actions * Identify areas of good practice   **Expected outcomes**  An action plan to ensure:  • Equality of opportunity for learning and career progression across gender, ethnicity, disability, etc.  • Collaborative working to eliminate discrimination and advance equality of opportunity in the design of education  • Ensure that training and the working and learning environment are flexible, inclusive and diverse  **Expected outputs**   * A project plan and final report to include:   + A baseline demographic profile of public health trainees (UK)   + Review and interpretation of datasets   + An Action plan with proportionate and pragmatic recommendations * Opportunity to present to different organisations, Faculty Board and committees * Publication |
| **Name of the organisation supporting the project** | FPH, Health Education England |
| **Where will the Registrar be based for the duration of the project?** | Remote working |
| **Please set out the Learning Outcomes and likely competencies to be achieved by the registrar from Public Health Specialty Training Curriculum** | * 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 by accessing data and information from a variety of organisations and sources (local, national and/or global)   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.  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 a clear written format and in presentations to a number of different organisations and audiences  8.8 - Write and submit an article of sufficient quality for publication in a peer review journal.  KA10 competencies - integrating public health competencies and acting in leadership roles (esp. KA10.2, 10.3, 10.5, 10.6, 10.7, 10.10, 10.11) |
| **Start and end date of project (project duration)** | Mid April till Mid September 2022 |
| **Time requirement for the Registrar on the project (days per week)** | 2 days per week |
| **How many Registrar places are available on this project?** | 1 for the current phase |
| **Location of Project Lead** | East Midlands |
| **Details of the approved Project Supervisor (please include email)** | Dr Samia Latif  Assistant Academic registrar and CCDC, East Midlands UKHSA  [Samia.latif@phe.gov.uk](mailto:Samia.latif@phe.gov.uk) |
| **Will there be accommodation/travel costs associated with this project? If so who would be expected to cover this cost?** | NA |
| **Please describe how the project will work in practice.** | Supervision and Support: The FPH Academic Registrar and Director of Training will provide oversight and support and the Assistant Academic Registrar will act as project supervisor. The registrar will be introduced and linked to all relevant partners.  The registrar will retain their educational supervisor and if an academic supervisor is required the FPH will facilitate that.  Separate information exists for UKPHR and GMC track trainees, as well as separate datasets for England, Wales, Scotland and Northern Ireland.  The specialist registrar who has completed the first phase of this project will provide handover and peer support for the incoming registrar.  The EDI SIG will support the registrar in the review of the Leaky Pipeline survey. |

1. Statutory Education Bodies: HEE, NES, HIEW, NIMDTA [↑](#footnote-ref-1)