



Faculty of Public Health

of the Royal Colleges of Physicians of the United Kingdom

Working to improve the public's health

NATIONAL TREASURE APPLICATION

In order to submit your application for designation as a "national treasure", please fill in the form below providing all the information required.

ORGANISATION PROVIDING PLACEMENT

Department for International Development

PLACEMENT LOCATION AND ADDRESS

1 Palace Street, London SW1E 5HE

POST TITLE

Specialist Trainee/Specialist Registrar/Specialty Registrar in Public Health

PLACEMENT DURATION (Please state whether fixed or open to negotiation. If the latter please provide a range)

Full-time for one year. Part-time applications will also be considered.

START DATE (complete if fixed)

Two recruitment rounds per annum-for start dates usually in September and March.

IS THE PLACEMENT AVAILABLE EVERY YEAR?

Yes-placements are available; projects and supervisors are subject to change

PROPOSED SUPERVISOR (please provide name and contact details of the Supervisor responsible during the placement)

Training Location Coordinators:

Faculty Advisor: Dr Anne McConville

anne.mcconville@dh.gsi.gov.uk

Educational Supervisor: Dr Delna Ghandhi

d-ghandhi@dfid.gov.uk

Project supervisors are subject to change with the projects and will be identified when specific placements are advertised, as will educational supervisors

PROJECT (please provide a brief description of the project if pre-determined)

There are opportunities to work on projects in a range of policy areas. Current priorities include:

- AIDS, malaria, tuberculosis
- Neglected tropical diseases
- Non communicable diseases
- International health partnerships
- Health financing and policy
- Health system strengthening
- Access to affordable medicines
- Reproductive health
- Maternal, newborn and child health

- Climate change and health
- New technology research and operational research for health

As well as undertaking specific project work, the trainee will be actively encouraged to:

1. shadow a range of civil servants –to develop an understanding of the role of government, of working with ministers and of policy development
2. develop a broad oversight of current international issues on health and development.

A placement provides a successful candidate with the opportunity to:

1. meet a wide range of competencies
2. work closely with DFID senior officials in a developing and exciting role
3. see public health from an international development perspective
4. experience the work of a fast –moving central government department
5. take responsibility for certain defined projects-to be agreed
6. make a significant contribution to the development of policy and research priorities.
7. work with a wide range of partners from the academic, bi-lateral and multi-lateral, and civil society organisations and across other government departments

LEARNING OUTCOMES

Phase 3 of the public health curriculum covers nine broad competency areas. These nine key areas relate to the three domains of public health practice (health protection, health improvement and service quality).

Key Area 1: Surveillance and assessment of the population's health and wellbeing

Key Area 2: Assessing the evidence of effectiveness of health and healthcare interventions, programmes and services

Key Area 3: Policy and strategy development and implementation

Key Area 4: Strategic leadership and collaborative working for health

Key Area 5: Health Improvement

Key Area 7: Health and Social Service Quality

Key Area 8: Public Health Intelligence

Key Area 9: Academic Public Health

Each key area consists of a number of learning outcomes (please [click here](#) to view the full list Public Health Learning outcomes).

Please consider the Phase 3 Learning Outcomes in the curriculum, and list in the table below the main ones that may be addressed during the placement

Number	Description
1.3, 1.4, 1.7, 1.8. 1.9	<p><i>Surveillance and assessment of the population's health and wellbeing</i></p> <p>1.3- use a range of methods of assessing morbidity and burden of disease within and between populations, both as ad hoc analysis and as part of systematic health surveillance</p> <p>1.4 –analyse data on populations in specific geographical areas and in particular groups of people in order to assess health status, health inequalities, determinants and different needs to support prioritisation of action</p> <p>1.7 -Undertake a health needs assessment for a defined population for a specific purpose and demonstrate that this work has been considered at a high level in a relevant organisation</p> <p>1.8-Undertake an assessment of the health impact of a policy or project for a defined population and demonstrate that this work has been considered at a high level in a relevant organisation</p>

	1.9-Quantify inequalities and inequities within and between populations in valid ways which make sense to the relevant audience/ commissioner
2.1 – 2.3, 2.7 - 2.10 2.12, 2.18, 2.19, 2.20	<p><i>Assessing the evidence of effectiveness of health and healthcare interventions, programmes and services</i></p> <p>2.1 - Generate an appropriate question in order to assess the evidence</p> <p>2.2 - Use health and non-health evidence from formal research and other sources to answer a defined question, taking into account relative strengths and weaknesses of evidence used</p> <p>2.3 - Make use of others in finding and retrieving evidence (e.g. librarians, information specialists)</p> <p>2.7 - Use an appropriate framework to critically appraise evidence</p> <p>2.8 - Formulate a balanced, evidence-based recommendation explaining key public health concepts using appropriate reasoning, judgement and analytic skills in a public health setting</p> <p>2.9 - Provide options for decision makers</p> <p>2.10 -Communicate recommendations orally and in writing in order to influence decisions</p> <p>2.12- understand the need for and be able to undertake a rapid appraisal of evidence (ie within minutes/ hours not days)</p> <p>2.14 - Use an appropriate framework to critically appraise each of the following types of study: ecological, qualitative, aetiological, interventional, and economic.</p> <p>2.17 - Work with others to generate consensus where there is conflicting evidence or an evidence gap</p> <p>2.18 - Use evidence-based recommendations to influence decisions</p> <p>2.19-incorporate relevant legal and ethical frameworks in the assessment of evidence</p> <p>2.20 - Demonstrate a proactive approach to identifying issues where a review of evidence is likely to make a difference</p>
3.1, 3.2, 3.3, 3.4, 3.5, 3.6. 3.8, 3.10	<p><i>Policy and strategy development and implementation</i></p> <p>3.1 Display awareness of current national health policies (international)</p> <p>3.2 recognise the need for policy work to address problems</p> <p>3.3 identify the key issues which must be addressed in developing policy options</p> <p>3.4 propose evidence- based policy options for solving problems and developing appropriate strategy</p> <p>3.5 - Collate and interpret information and advice from clinical/ other colleagues to inform policy or strategy</p> <p>3.6 – Make appropriate changes to policy and/or strategy proposals in response to discussion with stakeholders</p> <p>3.8 develop a plan to secure the resources required to implement a strategy</p> <p>3.10 analyse the process and outcomes of policy implementation</p>
5.5, 5.9, 5.11, 5.12	<p><i>Health Improvement</i></p> <p>5.5- develop and implement a plan to address a health improvement need in a defined community making clear the theoretical basis for a proposal and developing a business case for activity</p> <p>5.9- influence professional groups outside public health in giving advice to and making brief interventions on health behaviour</p> <p>5.11-contribute to the formulation of policy/ legislation having a bearing on population health at a national or regional level (as appropriate to the country)</p> <p>5,12-apply an understanding of a range of organisations and their different cultures and perspectives to bring about effective health improvement activity</p>
7.4, 7.8, 7.13	<p><i>Health and Social Service Quality</i></p> <p>7.4 - Conduct a health economic or cost/budget assessment in response to a</p>

	clinical priority setting question to inform commissioning 7.8- monitor and appraise the impact of a screening or other similar disease prevention programme 7.13-model and project the impacts of the introduction of new services, technologies and treatments
8.6, 8.8	<i>Public Health Intelligence</i> 8.6 - Present and communicate population health intelligence in effective ways in order to develop local and national policy (international) 8.8 - Provide information needed and requested and in a way that can be understood
9.2, 9.3, 9.4	<i>Academic Public Health</i> 9.2 - Formulate a specific public health research question 9.3 - Interpret a meta-analysis 9.4- Define appropriate outcome measures and data requirements for specific research proposals, both quantitative and qualitative

PERSON SPECIFICATION (please state any essential or desirable attributes beyond those listed in the trainee Guidance e.g. academic record, specific experience or other requirement needed by applicant)

Be on a formally accredited specialist training programme in public health.
Have passed Part A and Part B (OSPHE) of the MFPH, and be in phase three of their training with no other exams or major external commitments.
Have made satisfactory progression through annual assessments (ARCP/ RITA).
Have agreement from their educational supervisor and the Deanery Training Programme Director.
Be available for a fixed period of 12 months.
Available to attend an interview in London on the identified dates, as part of the recruitment round. In exceptional circumstances, telephone interviews may be offered.

The successful applicant will be bound by the Civil Service Code and the Official Secrets Act

APPLICATION DEADLINE (if start date is fixed)

Two rounds per annum.

SELECTION PROCEDURE (please provide details of the application process for trainees interested in the slot)

Application with CV, and letter with statement of interests and main learning objectives envisaged as being addressed by a DFID placement.
Interview –fixed dates, in London.

EQUAL ACCESS ARRANGEMENT (please explain how you would ensure this placement is potentially available to all suitable trainees)

National adverts via TPDs, Faculty website and trainee e-groups and networks.

DFID is an equal opportunities employer. Applications are welcomed from all parts of the community. We actively encourage interest from women, ethnic minority groups those with a disability and people from the Lesbian, Gay, Bisexual and Transgender communities.
Selection is on merit.

LOCAL PUBLIC HEALTH TRAINING ADVISOR(S) (please provide names and contact details of at least one Public Health Training Programme Director, Head of School, or Postgraduate Dean with whom you have discussed the placement and who has agreed it is suitable for public health trainees)

Name(s) and email address(es):

Dr Zach de Beer, Training Programme Director (North London) and Joint Acting Head of School of Public Health, London Deanery
zachtpd@gmail.com

Dr Yvonne Young, Joint Acting Head of School, London Deanery
yvonne.young@wpct.nhs.uk

Dr Jane Scarlett, Training Programme Director (South East London and Kent)
jane.scarlett@kpct.nhs.uk

Dr Jean Chapple, Public Health Training Programme Director, SW London, Surrey and Sussex
jean.chapple@westminster-pct.nhs.uk

CONTACT FOR POTENTIAL APPLICANTS (please provide contact details and relevant links for trainees to enquire about this placement)

Name and address:

In the first instance, for information on timing and process for applications, please contact Pam Whitley
Department of Public Health
Public Health Leadership and Workforce
Skipton House
80, London Road
Rm 580D
SE 1 6LH

Tel: 020 7972 3720
pam.whitley@dh.gsi.gov.uk

Dr. Delna Gandhi (DFID Educational Supervisor)
d-gandhi@dfid.gov.uk

Links:
www.dfid.gov.uk

Email address of person submitting this application (please note that this field is mandatory)

d-gandhi@dfid.gov.uk

Has this post/placement received prospective PMETB approval?

Yes and London Deanery visit discussed for 2010.

Thank you for completing the application form.

[Please click here to submit your application](#)