## Learning agreement for next 12 months – September 2017 to September 2018

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| **Name:** |  | **Phase:** |  |
| **NTN:** |  | **Year:** |  |

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| **Item** | **Detail** | **Plan** | **Date for completion** |
| **Educational objectives identified in ARCP** | None identified | N/A | N/A |
| **Exam milestones for current phase** | 1. MPhil complete 2. Part A examination - January 2018 | 1. Sign off related ASS 2. Actively participate in Part A preparation groups. MPhil content mapped onto part A syllabus and gaps identified – primarily in management and leadership. Working towards filling these through cohort learning, advice from CS and private study. Ed Jessop course booked. | November 2017  January 2018 |
| **Phase-based learning outcomes to achieve** | **A) Part A**  1.1 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.  3.1 Display an awareness of current national and international policies and strategies that affect health and wellbeing, and their global context.  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 written format and in presentations to a number of different organisations and audiences.  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.  4.6 Demonstrate an understanding of methods of financial management and show experience of how they are used.  4.11 Demonstrate and apply an understanding of how mental health and wellbeing can be managed and promoted in staff and yourself in a range of situations.  5.2 Be an advocate for public health principles and action to improve the health of the population or subgroup.  5.4 Develop a strategy that applies theoretical models of change in order to enable individuals to improve their health.  5.7 Demonstrate leadership in environmental sustainability with a focus on the links to health and climate change.  6.1 Demonstrate knowledge and awareness of hazards relevant to health protection  6.2 Gather and analyse information, within an appropriate timescale, to identify and assess the risks of health protection hazards.  6.3 Identify, advise on and implement public health actions with reference to local, national and international policies and guidance to prevent, control and manage identified health protection hazards.  6.6 Demonstrate knowledge and awareness of the main stakeholders and agencies at a local, national and international level involved in health protection and their roles and responsibilities.  6.7 Demonstrate an understanding of the steps involved in outbreak/incident investigation and management and be able to make a significant contribution to the health protection response  6.8 Apply the principles of prevention in health protection work.  7.2 Describe and apply the ethical and legal principles of resource allocation in health and care services as it applies to both individuals and groups.  8.1 Apply and interpret appropriate statistical methods and use standard statistical packages.  8.3 Formulate questions that will allow a structured approach to retrieving and assessing the evidence to inform research, policy and practice.  8.4 Advise on the relative strengths and limitations of different research methods to address a specific public health research question.  **B) Health Protection**  1.2 Apply principles of information governance for a range of organisations, and in health protection work  4.2 Demonstrate appropriate presentation, communication and listening skills, as appropriate for the audience or individual. Communicate in clear written format and in presentations to a range of organisations and audiences.  6.1 Demonstrate knowledge and awareness of hazards relevant to health protection  6.2 Gather and analyse information, within an appropriate timescale, to identify and assess the risks of health protection hazards.  6.3 Identify, advise on and implement public health actions with reference to local, national and international policies and guidance to prevent, control and manage identified health protection hazards.  6.4 Understand and demonstrate the responsibility to act within one’s own level of competence and understanding and know when and how to seek expert advice and support.  6.5 Document information and actions with accuracy and clarity in an appropriate timeframe.  6.6 Demonstrate knowledge and awareness of the main stakeholders and agencies at a local, national and international level involved in health protection and their roles and responsibilities.  6.7 Demonstrate an understanding of the steps involved in outbreak/incident investigation and management and be able to make a significant contribution to the health protection response  6.8 Apply the principles of prevention in health protection work.  6.9 Demonstrate competence to participate in an unsupervised out of hours (OOH) on call rota.  9.2 Recognise and work within the limits of your professional competence.  **C) Norfolk County Council**   * **Health needs assessment for unaccompanied asylum seeking children in Norfolk** * **Norfolk Arts Forum Committee Representative** * **Safer Sleep Film** * **Get Me Out These Four Walls** * **Respiratory RightCare**   1.1 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  1.2 Apply principles of information governance for a range of organisations, and in health protection work  1.3 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  1.4 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.  1.5 Display data using appropriate methods and technologies to maximise impact in presentations and written reports for a variety of audiences.  1.7 Undertake a health needs assessment for a defined population for a specific purpose, attempt to implement recommendations from a health needs assessment and demonstrate that the work has been considered at a high level within the organisation.  1.8 Use public health intelligence to understand and address a health inequality in a sub-population.  2.2 Formulate balanced evidence-informed recommendations both verbally and in writing using appropriate reasoning, judgement and analytical skills.  2.3 Build consensus where there are gaps in evidence or controversies on its implications.  2.4 Identify the need for overviews of research to inform operational or strategic decisions about health and health care and advocate this approach.  2.6 Assess the evidence for proposed or existing screening programmes, using established criteria.  2.7 Implement or apply evidence based practice  3.1 Display an awareness of current national and international policies and strategies that affect health and wellbeing, and their global context.  3.2 Evaluate a situation and identify the steps required to achieve change, preparing options for action.  3.3 Appraise options for policy and strategy for feasibility of implementation.  3.4 Demonstrate consultation with stakeholders, including the public and representative of the political system, in the development of a strategy.  3.5 Write a strategy [action plan] to address a need for change to improve a public health or health care issue.  3.6 Lead the implementation of a strategy including demonstrating the ability to solve problems that arise during this process.  3.7 Undertake policy or strategy evaluation using an appropriate method, critically analysing whether desired changes have been achieved.  4.2 Demonstrate appropriate presentation, communication and listening skills, as appropriate for the audience or individual  5.1 Influence or build health public policies across agencies, demonstrating an awareness of different social, cultural and religious perspectives that may influence health.  5.2 Be an advocate for public health principles and action to improve the health of the population or subgroup.  5.3 Influence community actions, by working with and empowering communities using participators, engagement or asset-based approaches.  5.4 Develop a strategy that applies theoretical models of change in order to enable individuals to improve their health.  5.5 Influence local services to be health promoting  5.6 Influence the planning, commissioning and evaluation of specific health improvement and preventive services  7.4 Advocate proposals for improving health or care outcomes working with diverse audiences.  8.2 Apply principles of epidemiology in public health practice.  **D) By the end of Phase 1**  3.1 Display an awareness of current national and international policies and strategies that affect health and wellbeing, and their global context.  3.2 Evaluate a situation and identify the steps required to achieve change, preparing options for action.  3.3 Appraise options for policy and strategy for feasibility of implementation.  6.1 Demonstrate knowledge and awareness of hazards relevant to health protection.  6.2 Gather and analyse information, within an appropriate timescale, to identify and assess the risks of health protection hazards.  6.3 Identify, advise on and implement public health actions with reference to local, national and international policies and guidance to prevent, control and manage identified health protection hazards.  6.4 Understand and demonstrate the responsibility to act within one’s own level of competence and understanding and know when and how to seek expert advice and support.  6.5 Document information and actions with accuracy and clarity in an appropriate timeframe.  6.6 Demonstrate knowledge and awareness of the main stakeholders and agencies at a local, national and international level involved in health protection and their roles and responsibilities.  8.1 Apply and interpret appropriate statistical methods and use standard statistical packages.  8.3 Formulate questions that will allow a structured approach to retrieving and assessing the evidence to inform research, policy and practice.  **D) Academic placement UEA**   * **Doctoral Research Fellowship application – proposed project to develop an e-cigarette smoking relapse prevention complex intervention for inpatients discharged from a smoke-free mental health service.** * **Systematic review on smoking cessation interventions for parents of babies admitted to neonatal intensive care unit (NICU).** * **Collaborating on an application to NIHR Research for Patient Benefit scheme to develop a second hand smoke reduction and smoking cessation intervention for parents of babies admitted to NICU.** * **Teaching a series of seminars on Research Methods for year 1 medical students. Lectures on smoking cessation and the NHS. Medical statistics teaching for GPs.**   8.3 Formulate questions that will allow a structured approach to retrieving and assessing the evidence to inform research, policy and practice  8.5 Identify research needs based on patient/population needs and in collaboration with relevant partners.  8.6 Understand and apply principles of good research governance.  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.  8.9 Deliver educational and training activities for academic or service audiences in a wide range of formats including large lecture and small group and online/e leaning  4.6 Demonstrate an understanding of methods of financial management and show experience of how they are used.  3.4 Demonstrate consultation with stakeholders, including the public and representative of the political system, in the development of a strategy.  9.9 Demonstrate the rights of the public to have their views heard, to have information in easily comprehensible forms and to be involved in choices | Passing of the Part A examination will contribute to these learning outcomes, according to the 2015 curriculum.  Part A, Health Protection placement (3 months) and OOH assessment should contribute to these learning outcomes. Learning outcomes1.2, 4.2, 6.1-6.6 and 9.2 must be demonstrated, and part A and the on-call assessment completed, before I can commence OOH supervised on-call.  1.3 Partially achieved - Used local data for Home Start service evaluation but should expand experience by using national and global level data and compiling evidence to provide appropriate information to policy makers.  1.5 Partially achieved – need to seek experience of presenting to senior audiences as well as to PH academic audiences at conferences.  2.3 Partially achieved - can achieve greater experience by ensuring findings are presented and a personal proactive role is taken to get a policy in place.  3.1 Partially achieved - will benefit from experience in global health issues, including an understanding of global health governance, key institutions, and response to global public health threats.  4.2 Partially achieved - should seek opportunities for presentations to a more senior level audience and aim for significant contribution to meetings, and to lead on communication of a health protection issue involving multiple agencies.  Seek to achieve 6.1-6.6 whilst on health protection placement.  Seek to sign off 8.1 and 8.3 after notification of thesis results.  DRF costings  Patient and Public Involvement work | January 2018  August 2018 |
| **Generic skills to achieve** | **1) Continue to develop teaching skills**  8.9Deliver education and training activities for academic or service audiences in a wide range of formats including large lecture and small group and online learning.  **2) Continue to develop presentation sills**  4.2 Demonstrate appropriate presentation, communication and listening skills, as appropriate for the audience or individual. Communicate in clear written format and in presentations to a range of organisations and audiences.  **3) Leadership**  4.1 Use a range of leadership styles effectively as appropriate for different settings and organisational cultures.  **4) Teamwork**  4.5 Demonstrate effective team working in a variety of settings, balancing the needs of the individual, the team and the task.  **5) Professional personal and ethical development**  9.2 Recognise and work within the limits of your professional competence | Deliver seminar series on research methods for first year medical students at UEA.  Session on statistics for GP trainees.  Lecture/debate on individual vs. public health approaches to smoking cessation for medical students.  Helping with Cambridge MPhil data management module.  Systematic review on Serious Gaming interventions for health professional education.  Reflect on teaching experiences.  2) Partially achieved through giving a variety of presentations to different audiences, including fellow MPhil students, public health colleagues and medical students. Now need to seek opportunities for presentations to a more senior level audience and aim for significant contribution to meetings, and to lead on communication of a health protection issue involving multiple agencies.  3) Seek to understand the theoretical basis for different leadership styles and when to use them through Part A preparation. Undertake a reflective analysis of my preferred leadership style and personality using a validated tool and being to act upon the result. Seek opportunities to work with elected members.  Seek greater experience of working as a team member in a variety of settings as well as leading a team and seeing a piece of work through to completion as team leader.  Written reflection on three Key area 9 learning outcomes by March ARCP.  Must be achieved before Health Protection OOH can commence. |  |
| **Study leave to support learning outcomes** | PHREE days  Part A preparation | Attend all PHREE days.  Take an active role in the Part A peer learning days. Attend Ed Jessop course. |  |
| **Placement move discussion** | Depends on Doctoral Research Fellowship application for 2018 – if unsuccessful I intend to consider applying for next placement move to the November placement panel. |  |  |

We agree this educational plan for the next 12 months

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| **Educational Supervisor** | | | |
| **Name:** |  | **Signature:** |  |
| **Programme Director** | |  |  |
| **Name:** |  | **Signature:** |  |

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| **Specialty Registrar** | | | |
| **Name:** |  | **Signature:** |  |
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