**Learning agreement for next 6 months**

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| This document sets out your educational objectives for the next 6 months and provides a framework for:   * a discussion with your supervisor about your learning needs (including assessment of strengths and weaknesses); * what you agree together as a professional development plan to address these needs and achieve a variety of learning outcomes; * a checkpoint to demonstrate that you have planned together how you will meet all the required outcomes for this Phase; * an outline of the types of projects you will be involved in.   Registrars have responsibility for completing this document, which should be a summary of the two-way discussion and agreement with your supervisor. This is essential as a plan for you both to use as a roadmap for your educational supervision and also to demonstrate careful planning to the TPD to signoff and for review at your ARCP.  (Of course this plan may evolve throughout the placement, but it is an essential starting point and will enable you to review throughout your placement to see what has changed and how you might adapt your plan to meet new needs). | | | |
| **Name:** |  | **Phase:** |  |
| **NTN:** |  | **Year:** |  |

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| **Item** | **Detail** | **Plan** | **Date for completion** |
| **Educational objectives**  **(set by supervisor, registrars no longer attend ARCP)** | You and your educational supervisor should review the learning outcomes to be achieved in this phase, consider your personal strengths and weaknesses, assess your learning needs, knowledge and experience gaps eg do a SWOT analysis, assess your own effectiveness, think about feedback and previous reflections on your learning. | In this section, you should broadly define the types of projects and educational approach that will help to achieve these in the next 6 months. |  |
| **Exam milestones for current phase** | List all examinations or academic milestones e.g. for Phase 1: MPhil coursework; examinations; Part A.  Don’t forget to include the on call assessment if relevant to your stage in training | Describe the approach you will take to achieve these – and perhaps how you might link them to consolidate or enhance your learning through linking to service work and/or learning outcomes. |  |

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| **Phase-based learning outcomes to achieve** | This section should enable all who read this (the TPD and ARCP panel in assessment; and you and your supervisor for planning and monitoring progress) to see at a glance what projects you will be involved in and what learning outcomes you will achieve through a variety of projects.  For those on e-portfolio, this might also refer to a master spreadsheet or plan about what projects map to which LOs, so you can clearly plan to achieve all of your learning outcomes required for each phase within the expected timescale. Those using paper might wish to add this grid to the end of the agreement.  This should demonstrate that a range of work is planned, and that your involvement is at a high enough level to offer significant learning.  For those in ST1, remember that It is important to include several service projects in your plan and agreement, in addition to academic areas of focus for the MPhil and Part A. You need service work alongside the MPhil to get exposure to different areas and sign off a variety of outcomes. | | Add estimated timescales for the projects. |
| **Generic skills to achieve** | This should stimulate a discussion about what skills you feel you have developed thus far in your career, what could be developed further and what you have not yet experienced. These will also link to learning outcomes and EMS’s eg communication or written presentation skills; maintaining confidentiality; critical appraisal skills; leadership skills; health protection skills; behaviours; styles etc. | Indicate how together you and your ES will develop these skills eg through certain projects, planned activities such as observation, involvement with different stakeholders, direct observations or case based discussions. |  |
| **Study leave to support learning outcomes** | For Phase 1, remember to include MPhil & ERTAG days. Later in the programme, think about what cohort learning you will encounter and how this will feed into your overall development, workplace activities and academic progress.  In Phase 3, this merits a further discussion about best to use your individual study eave budget to address key learning needs or career objectives to acquire more in depth skills or knowledge.  Don’t forget to think about what you do as continuing professional development type activities, particularly as we will need to balance identifying these development needs and addressing them throughout our careers as Consultants.  Also consider whether this time would amount up to the number of Consultant CPD credits required in a year – good practice for starting CPD and revalidation and to learn to incorporate professional development activities into your working timetable e.g. HP log book, on call teleconferences, ERTAG or training committees, etc. | It should be useful to think about how you will use this learning to contribute to your learning outcomes, overall development and progress e.g. presenting at ERTAG; writing a publication, presenting at a conference, reflecting on HP calls, etc. |  |

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| **Placement move discussion** | Document your anticipated next placement move discussion. eg   * Phase 1: anticipated health protection placement after Part A – note date if arranged. * Phase 2: anticipated move at 18-24 months if passed Part A & OSPHE. Begin discussion with ES & TPD about next placement, career aims, particular interests, educational gaps * Phase 3: heading towards final placements ready for Consultant posts. |  |  |

We agree this educational plan for the next 6 months

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| **Educational Supervisor** | | | |
| **Name:** |  | **Signature:** |  |
| **Specialty Registrar** | | | |
| **Name:** |  | **Signature:** |  |
|  |  |  |  |
|  |  | **Date:** |  |